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21st Century Skills and ELT Coursebooks*

21. Yüzyıl Becerileri ve ELT Ders Kitaplar

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ÖZ

Bu nitel çalışma, 21. Yüzyıl Becerilerinden 4 becerinin-iletişim, iş birliği, eleştirel düşünme ve yaratıcılık-Türkiye'de ilköğretimde yaygın olarak kullanılan dört İngilizce ders kitabına entegrasyonunu araştırmaktadır. İçerik analizi tasarımına sahip bu çalışmanın verileri iç ve dış değerlendirme kontrol listeleri aracılığıyla toplanmıştır. Sonuçlar betimsel istatistikler, frekanslar, ortalamalar ve yüzdeler aracılığıyla raporlanmıştır. Bulgular, incelenen ders kitaplarında ders kitabı içeriğinin zaman zaman gereğinden fazla ve zaman zaman da gereğinden az ifade edildiğini ortaya koymuş, bu da bizi dış değerlendirmenin tek başına yeterli olmadığı sonucuna götürmüştür. Ayrıca her ders kitabı serisinin 21. yüzyıl becerilerini çoğunlukla projeler, konuşma ve yazma aracılığıyla bir dereceye kadar içerdiği ve geliştirdiği görülmüştür. Bulgular, ders kitaplarının teoride içerdiklerini iddia ettikleri ile gerçekte içerdikleri açısından farklılık gösterdiği sonucuna varmamıza yol açmıştır.

ABSTRACT

This qualitative study investigates the integration of the 4Cs of the 21st Century Skills-communication, collaboration, critical thinking, and creativity-into four English language teaching coursebooks, widely used in elementary education in Turkey. Data of this study with a content analysis design was collected through internal and external evaluation checklists. Results were reported through descriptive statistics, frequencies, means and percentages. The findings have revealed that overstatement and understatement of coursebook content abound in the coursebooks examined, leading us to conclude that external evaluation by itself is not enough. The findings have also shown that each coursebook series includes and fosters the 21st century skills to some extent, mostly through projects, speaking and writing tasks. The findings led us conclude that coursebooks differ in terms of what they claim in theory to include and what they actually contain.

Introduction

In parallel with the rapid changes in science and technology in today's world, the need to equip students with the 21st century skills (CSs) to effectively adapt to and compete in novel circumstances is growing at an unprecedented pace. Technological developments have already enabled robots to replace human beings, threatening 800 million global workers to lose their jobs by 2030 (McKinsey Global Institute Report, 2017), and leading the 21st CSs to gain traction. This interest in 21st CSs has paved the way for discussing the skills essential in the 21st century in education as well as in the business world. These discussions have sowed the seeds of integrating the 21st CSs into English language teaching (Bouzid, 2016; Crowley, 2015; Mercer, 2017; Nunan, 2017; Sun, 2016).

In this globalized and digitized world, unquestionably teaching English should be handled differently than it was done in the previous centuries. It should embrace developments in science, technology and education, and rejigger itself to be able to meet the needs of tomorrow's learners (Fandiño, 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 guided by course-books. Given this, course-books designed for EFL classrooms may play a crucial role in integrating the 21st CSs into English language teaching. Several studies have analyzed issues such as culture, syllabus, pedagogy, and choice of topics in EFL coursebooks (Şimşek & Dündar, 2017). However, no study to date has probed the place of the 21st CSs in ELT coursebooks, developed by international publishing companies for young learners. Considering this gap, this study sets out to analyze the place of the 4Cs (Communication, Collaboration, Critical Thinking, Creativity) of the 21st CSs in English language teaching course-books.

Literature review

With the rapid advances in information and communications technologies (ICT) in the 21st century, machines and robots have replaced humans, which was unthinkable in the past (Dede, 2010). Such changes have a direct bearing on what skills people need to have in the 21st century. The basic knowledge skills: reading, writing and arithmetic, the 3Rs, were regarded as fundamental in the 20th century while applied skills such as the 4Cs are essential to succeed in the 21st century (Casner-Lotto & Barrington, 2006). In the 20th century, being literate, having good reading and writing skills with a good understanding of arithmetic could have been enough to be successful in life. However, as Rotherdam and Willingham (2009) underline, in today's world students need the 21st CSs to be successful in life.

The 4Cs of the 21st century do not only aim to prepare students for 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. Rotherdam and Willingham (2009) suggest 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 reaching and using information rather than the information itself.

As for language teaching, for the past century, much was done to make sure that the quality of the methods would help improve the quality of teaching and eventually a super-method would be developed to ensure the efficacy of teaching (Richards, 1990). In the late 20th century, though, the focus of the super-method was on meaning rather than the structural knowledge of language, which formed the basis of 'communicative competence' (Hymes, 1971). When it comes to the 21st century, the language classroom differed highly from the one in mid and the late 20th century. The language classroom, then, focused mainly on grammar, memorization and learning from rote. However, the 21st century language classroom sees language as a means to communicate interculturally and globally (Eaton, 2010).

As is known, one of the sources English language teachers rely heavily on is course-books. Sheldon (1988, p.237) underlines their importance calling them as "the visible heart of any ELT program". According to Awasthi (2006), textbooks are an essential tool in the hand of a skilled teacher. The term '21st CSs has recently become a matter of discussion thanks to the advances in the 21st century since the challenges of the information-age society need to be addressed and emphasized, particularly in education, to better prepare today's learners for tomorrow. The 21st CSs refers to the ability of using the knowledge and know-how to be able to meet the requirements of the 21st century. Glossary of Education Reform (2016) describes the term '21st CSs as encompassing a wide range of competencies, including knowledge, skills, work habits, and character traits that are widely regarded by educators, school reformers, college professors, employers, and others as fundamental for success in today's world. These skills are considered particularly vital in collegiate programs and contemporary careers and workplaces. As suggested in this description, the 21st CSs do not only refer to a set of skills; they cover 'knowledge' as well. Knowledge itself, according to Binkley et al. (2010), is growing ever more specialized and expanding exponentially. The 21st CSs can be summarized by the 4Cs, 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 about 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, education 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).

The Partnership for 21st Century Learning Framework

The Partnership for 21st Century Learning (P21) 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). They believe that tomorrow's leaders, workers and citizens, all learners should be given the opportunities to be educated to fulfill the requirements of the 21st century. 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 this 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'. The 4Cs are considered as "Learning and Innovation Skills" according to P21 Framework while English as "Key Subjects".
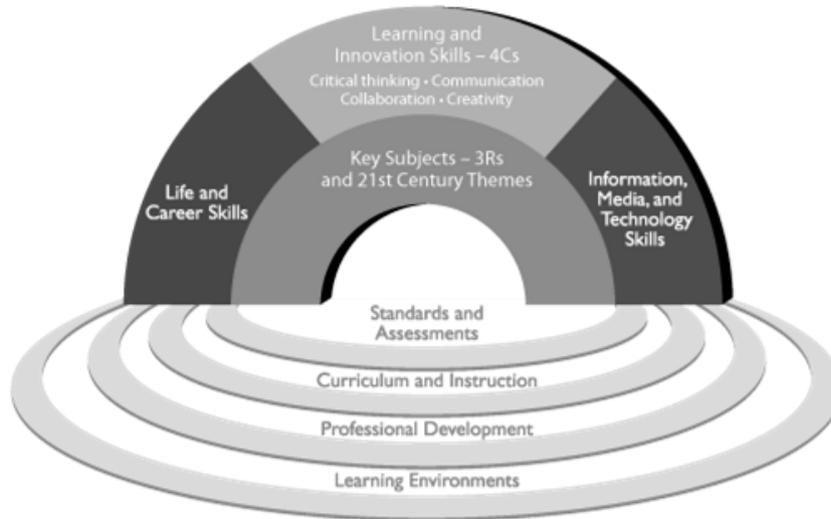

Figure 1. P21 Framework for 21st Century Learning: Student Outcomes and Support Systems (2007)

Framework for the assessment and teaching of the 21st Century Skills

The initiative launched to develop a framework for the assessment and teaching of the 21st CSs (ATC21S) assembled 250 researchers from around the world in 2009 (www.atc21s.org). The group has identified ten 21st CSs and collected ten skills under four categories (Binkley et al., 2010). According to this report, the subject skills of the 4Cs are

organized into the groupings "Ways of Working" and "Ways of Thinking" as shown in Table 1.

Table 1. *ATC21S' grouping of 21st century skills*

Ways of Thinking	**Ways of Working**	**Tools for Working**	**Living in the World**
• Creativity and Innovation • Critical Thinking, Problem Solving, Decision Making • Learning to learn, Metacognition	• Communication • Collaboration	• Information Literacy • ICT Literacy	• Citizenship - local and global • Life and Career • Personal and Social Responsibility - cultural awareness and competence

Cambridge University Press (2018) has built Cambridge Framework for Life Competencies in Education (CFLC) for all bodies having active roles in education. CFLC has assembled two dimensions; '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'.

Table 2. *Components of Cambridge Framework for Life Competencies in Education (2018)*

Thinking and Learning Skills	• Creativity and Innovation • Critical thinking, Problem-solving, Decision-making • ICT Literacy • Learning to learn, Self-efficacy, Study skills
Social Skills	• Communication • Collaboration • Emotional Skills • Social responsibilities and Global competencies

Communication, a social process in which information is exchanged to establish shared meaning and achieve desired outcomes, has a crucial role in one's life (Metusalem et al., 2017). The results of a survey conducted by Pew Research Center in 2014 on the most important skill 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). In the 20th

century, a variety of models were developed to identify what components would be included in communication systems (Adler & Towne, 1978; Berlo, 1960; Laswell, 1948; Shannon & Weaver, 1949). The developments in ICT have evolved the way people communicate as well as communication skills. Elaborating on the importance of communication, Larsen-Freeman (2000) stresses that communicative competence requires the knowledge of what to say in the right way and time to the right person. 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).

Collaboration

Collaboration is seen as a significant educational outcome (Lai et al., 2017). As Parmenter (2016) suggests, collaboration is essential in the classroom for obtaining, sharing, creating, and presenting information, knowledge, opinions, values. Collaborative learning offers learners an opportunity 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). Shared goals, symmetry of structure and a high degree of negotiation, interactivity and interdependence constitute the heart of collaborative interactions (Lai, 2011). Collaboration requires some knowledge and skills such as 'conflict resolution', 'goal setting', 'and performance management',' planning and task coordination' (Lai et al., 2017). In English language teaching, collaboration can be a powerful tool for both learners and teachers since the major voice of learning in the classroom belongs to students (Vierstra, 2017).

Critical Thinking

The act of thinking and mechanisms of problem solving have been discussed in philosophy, education, and psychology. Although there are still some mysteries about the aspects of *human cognition*, some thinking strategies have been introduced under the term '*critical thinking*' (Dilley et al., N.D). Dating back to 1950s, when 'Bloom's Taxonomy' was first introduced in the literature, critical thinking has played a significant role in education. In research carried out by American Management Association (AMA) in 2012, it was found that 70% of the survey participants rated critical thinking as the most important skill to have in one's life. As one of the earliest examples of critical thinking studies, 'Bloom's Taxonomy' has formed the basis of many studies (Churches, 2008; Clark, 1999; Forehand, 2010; Heick, 2018; Krathwohl, 2002; Persaud 2018; Taevere, 2015). In their work *Taxonomy of Educational Objectives: The Classification of Educational Goals. Handbook I: Cognitive Domain,* (Bloom et al., 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'.

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. Westbrook and Baker (2017) 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 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 vital for academic success (Westbrook & Baker, 2017).

Creativity

Lev Vygotsky brought creativity to the forefront about a century ago (Lucas & Anderson, 2015). In the age of information, many countries include creativity in the list of desired student outcomes. Hence, "premium is placed on the ability to use that knowledge in creative ways to produce valuable outcomes and solve complex problems" (Plucker et al., N.D). According to Lucas and Anderson (2015), creativity is a complex and multi-faceted phenomenon, so it is quite difficult to propose a universally accepted definition for it. One of the pioneers of 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 later years, Rhodes (1961) proposed his definition of creativity as "the process of reorganizing 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.

In recent years, in-depth definitions of creativity have been proposed (see Boden, 2004; Kaufman & Beghetto, 2013; Lucas et al., 2013; Yarbro et al., 2018) 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 refer to 'transformative learning', 'everyday innovation', 'professional expertise' and 'eminent accomplishments'. Considering creativity and innovation as "Ways of Thinking", Binkley et al. (2010) describe what knowledge, skills, attitudes, values and ethics have in terms of thinking and working creatively as well as implementing innovations (see Binkley et al. 2010).

Creativity is teachable, learnable and can be fostered in both individual and group levels (Plucker et al., N.D). So, it is educators' responsibility to empower learners to be creative (Tennant, 2017). Yet, this is often neglected, and thereby it is crucial 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).

Analysis and evaluation of coursebooks

Knowing that many commercial coursebooks are available to the use of learners and teachers today, selecting one that fits learners' current and future needs is essential (Awasthi, 2006). As a complex process, evaluation of course materials has been approached in different ways (see Ellis, 1997; Hemsley, 1997; McDonough & Shaw, 2003). Hemsley (1997) 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" (pp. 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, pp. 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?

Related studies

The available literature on the inclusion of the 21st CSs in ELT coursebooks is scarce. In their study, Şimşek and Dündar (2017) scanned EFL course-book research trends in Turkey among graduate theses between 2001-2013. They showed that the most highly cited studies were teacher-student views on coursebooks; only one among 54 studies investigated life-long learning and one investigated thinking skills in Turkey. To our knowledge, only a handful of studies about the 21st CSs have been conducted in Turkey. In one of these studies, Yeni and Can (2021) looked into the influence of 21st century skills training on foreign language teachers' perceptions of their educational technology and materials development competencies. In another study, Bolat (2022) analyzed the use of 21st century skills by secondary school English language teachers in Turkey and the challenges they face. Uka and Bedir (2023) investigated EFL teachers' perceptions on 21st-century skills. Similarly, Işık and Demirel (2023) analyzed prospective English language teachers' and teacher trainers' awareness of the 21st CSs.

Bouzid's study (2016) is one of the few studies available on the 21st Century Skills in ELT textbooks. Three high school textbooks used in the second year of Baccalaureate level in Morocco were evaluated in a triangulation design through content analysis including qualitative and quantitative techniques. The 21st CSs 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.

Another study that investigated the use of the 21st CSs is by Rinekso (2021), who analyzed to what extent the 21st CSs are presented in an Indonesian EFL textbook. The researcher found

that 12 out of 15 of the 21st CSs were covered in the textbooks. Communication and collaboration were the most frequently covered skills. The representation of the skills was done through tasks such as goals, inputs, procedures, teacher/learner roles, pictures and notes.

Although little research has focused on the 21st CSs in ELT course-books, some studies have investigated communication and critical thinking. Faucette (2001) analyzed the concepts and examples of communication strategies in ELT materials. Tavil and Demirbaş (2010) investigated communication in coursebooks. Vellenga (2004) investigated the 'pragmatics' aspect of communication in English as a Second Language (ESL) and English as a Foreign Language (EFL) coursebooks. As the available literature has revealed, communication in coursebooks is mostly evaluated in terms of communicative competence and some aspects of communicative competence. Studies on critical thinking mostly focused on Bloom's Taxonomy in coursebooks (see Mrah, 2017; Razmjoo & Kazempourfard, 2012; Ulum, 2016; Wu & Pei, 2018).

It is known that a substantial number of ELT coursebooks are used as teaching and learning materials today. Yet, little research has investigated the 4Cs of the 21st CSs in ELT coursebooks, especially in Turkey. Hence the study investigates to what extent the 21st CSs; communication, collaboration, creativity, and critical thinking skills, are included in ELT course books.

Method

In this study, which adopts a mixed method research design combining quantitative and qualitative techniques, the 4Cs of the 21st CSs in ELT coursebooks were analyzed applying discourse analysis protocol. Content analysis is widely 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). The purpose of the qualitative analysis is to identify the kind of activities that are used in promoting the different skills. It also enables descriptive statistical techniques. The quantitative analysis consisted of making frequency counts of activities that provided texts, dialogues and exercises whose aim is to teach any of the 21st Century Skills and illustrating them in tables. The course books analyzed in this study are *Power Up* by Cambridge University Press, *Oxford Discover* by Oxford University Press, *Big English Plus* by Pearson Education, and *Give Me Five* by Macmillan Education. These coursebook series were chosen because they are widely used in Turkey. These coursebooks claim that they integrate 21st CSs into their syllabuses. Level 3 of each coursebook (CS), teacher's book (TB) and workbook series (WB) were analyzed, since the earliest level that includes the 4Cs is level 3.

Data collection instruments and analysis procedures

Two checklists, an external and an internal, which were developed by the first author, were used to analyze the coursebooks. As suggested by McDonough and Shaw (2003), the external evaluation looks at the 'blurb' of the books to get a broader sense of an issue. A 15-

item checklist with a 5-point Likert-type scale was developed and used to see to what extent the claims made on the covers of the books, introduction pages and the table of contents in (TB), workbook and (SB) were incorporated in the series. For internal evaluation, checklists were developed separately by the first author for SB, TB, and WB. These checklists include five parts; the first part sought general information about the book such as title, author(s), publisher, and copyright date; the second part analyzed to what extent these books integrate communication skills; the third part analyzed how the workbooks practiced collaboration; the fourth part investigated how they practiced creativity; and the fifth part investigated how they practiced critical thinking skills. The number of items in each part varied; 10 items for seeking collaboration skills, 7 items for creativity and 12 items for critical thinking. Internal evaluation checklist items were created with reference to *The Partnership for 21st Century Learning (P21), Assessment and Teaching of 21st Century Skills (ATC21S)* and *CFLCs.* Having content-analyzed the way the 4Cs are defined in these frameworks, common points were identified and rephrased as internal evaluation checklist items.

After developing the four checklists, they were presented to experts for expert opinions to ensure content validity of the data collection instruments, as suggested by Yaghmaie (2003). Two experts in the field of English language teaching and an expert in the field of assessment and evaluation analyzed the checklists. Based on their suggestions, the checklists were revised and presented to them for final confirmation. Then the checklists were shared with two senior primary school English teachers, as suggested by Zohrabi (2013). These two teachers had been actively involved in book selection and evaluation processes for their schools. Both teachers used the checklists and analyzed the coursebooks they were currently using. Internal evaluation was limited to 30% of the books, workbook and teacher's book. Based on their questions and suggestions, some of the items were rephrased for clarity, comprehensibility, and conciseness. Then after a training session, these two teachers and the first author analyzed 10% of all the books carefully, independent of each other. Then these analyses were compared. This comparison produced 85% agreement, which is acceptable according to Miles and Huberman's (1994) inter-rater reliability formula. Then the first author carried out all the analysis.

External evaluation checklist was applied first, using 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 to integrate the 21st century skills. Then the internal evaluation checklists were used to analyze whether the 4Cs were incorporated in TBs, SBs, and WBs. Each unit of the coursebooks was examined through its activity instructions, visuals, teaching notes, activity objectives, intended outcomes, and activities. Frequencies and percentages were calculated for each skill. Then, the percentages were calculated to find the overall integration of the 4Cs.

Results

External evaluation of the 4Cs of 21st CSs in coursebooks

Table 3 demonstrates external evaluation of the 21st CSs and the 4Cs in frequencies, percentages, means (out of 4) and the overall evaluation (from *Precisely* to *None*). All four coursebook series claim that they included the 21st CSs and the 4Cs.

Table 3. External evaluation of coursebooks in terms of 21st 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 inclusion of the terms 21st CSs on the cover of the coursebook, in the introduction part and in table of contents was the highest in *Give Me Five* series, followed by *Oxford Discover* series. *Big English Plus* series, on the other hand, earned the lowest percentage. As for *Power Up* series, it included the 21st CSs partly.

Give Me Five series explicitly addressed 21st CSs with a focus on collaboration and communication on its cover. However, it did not emphasize creativity and critical thinking. *Give Me Five* dedicated a column to the 21st CSs in its table of contents, showing which 21st CS was covered in which unit. Moreover, the introduction part of *Give Me Five* presented how 21st CSs were integrated in the course content and explained the 21st CSs in detail. The *Oxford Discover* series also referred to the 21st CSs on its cover precisely. The introduction part of *Oxford Discover* viewed the 4Cs as key principles of the course and briefly introduced them and explained in detail how they were embedded in the course methodology. The table of contents had no explicit mention of these skills, though.

The cover of Power Up explicitly mentioned collaboration and viewed communication and critical thinking as social skills. It did not explicitly address the 21st CSs in its table of contents although it claimed otherwise. It mostly addressed collaboration through missions and social emotional skills. The Big English Plus series mentioned 21st CSs on its cover. However, it did not mention the 4Cs. Overall, the external evaluation demonstrated that each coursebook series claimed to include the 21st CSs to some extent.

Internal evaluation of the 4Cs of the 21st CSs in coursebooks

As seen in the results of external evaluation, each coursebook series dealt with the 21st CSs. Having analyzed them externally, an internal evaluation was carried out for each TB, SB, and WB of *Power Up 3, Oxford Discover 3, Give Me Five 3* and *Big English Plus 3*. To calculate the overall inclusion of the 4Cs of 21st CSs first, the extent to which 4Cs skills were included was analyzed. Then the overall evaluation of each book was carried out. The table below

indicates the results obtained for each coursebook and each series in terms of overall inclusion of the 4Cs.

Table 4. Evaluation of communication skills in coursebooks

	Power Up		Oxford Discover		Big Plus	English	Give Me Five	
	%	F	%	F	%	F	%	F
Student's book	63.8	69	75.9	82	61.1	66	67.5	73
Teacher's book	0.3	76	75	81	67.5	73	67.5	73
Workbook	34.2	37	38.8	42	34.2	37	67.5	73
Overall	56.1	182	63.2	205	54.3	176	67.5	219

As is seen in table 4, the *Give Me Five* series incorporated the 4Cs into its content more than the others. *Give Me Five 3* TB included the elements and sub-skills of the 4Cs the most. Unlike the other series, *Give Me Five 3* WB included more 4 Cs than the SB. *Oxford Discover* came second in including the 4Cs in its series. *Oxford Discover 3* SB and TB included them the most in language development activities. The activities in the WB were more mechanical and less communicative, collaborative, or creative. Both the TB and WB of the *Give Me Five* series included activities and instructions related to the 4 Cs. The *Power Up* series included more elements of the 4Cs than *Big English Plus* series, but less than *Give Me Five* and *Oxford Discover*. Similar to the *Oxford Discover* series, the *Power Up 3* WB had less examples of the 4 Cs compared to TB and SB. Even though some activities in the SB did not address the 4 Cs explicitly, the TB addressed some features of the 4 Cs in its teaching notes. *Big English Plus* series integrated the 4Cs the least. The SB provided activities covering some elements of the 4Cs. As in *Power Up* series, *Big English Plus 3* TB contained more of the 4Cs compared to SB although the TBs were usually designed to present teaching notes and tips for the related activities. *Big English Plus 3* WB, on the other hand, were rather mechanical for it included grammar and vocabulary activities in which communication, collaboration and creativity were not referred to 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. The comparison of results of the internal and external evaluation allows us to say that they were in line with each other. As shown in the tables, the highest external and internal evaluation results belonged to *Give Me Five* series, which was, respectively, followed by *Oxford Discover* series, *Power Up* series and lastly *Big English Plus* series. The findings have revealed no significant correlation between the copyright date and the inclusion of the 4Cs. To exemplify, *Power Up* series and *Give Me Five* series were 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 showed more evidence of the 4Cs in its content than the *Power Up* and *Big English Plus* series.

Communication in coursebooks

Communication skills were analyzed through a 12-item evaluation checklist developed for each course component SB, TB and WB of each series. Having reviewed the literature, basic communication skills to be embedded in language teaching coursebooks were identified. 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 SBs, TBs and WBs were evaluated to see whether there was any evidence of these elements of communication. According to the results presented in table 5, *Give Me Five 3* covered more elements of communication than the other series. All the course components; SB, TB, WB included the same amount of communication skills.

Table 5. *Evaluation of Communication Skills in Coursebooks*

	Power Up		Oxford Discover		Big English Plus		Give Me Five	
	%	F	%	F	%	F	%	F
Student's book	63.8	69	75.9	82	61.1	66	67.5	73
Teacher's book	70.3	76	75	81	67.5	73	67.5	73
Workbook	34.2	37	38.8	42	34.2	37	67.5	73
Overall	56.1	182	63.2	205	54.3	176	67.5	219

The *Oxford Discover* series, the SB and TB, included communication skills the most. Its WB component included few communication skills. The *Power Up* series followed *Oxford Discover,* which was followed by the *Big English Plus* series. The overall evaluation of communication skills' inclusion showed that the *Power Up* series and *Big English Plus* series were close to each other in terms of their inclusion of communication skills. Both covered the same amount of communication skills in the WB. On the other hand, the TB and SB of *Power Up* series included them more than *Big English Plus* 3 TB and Students book.

In most of the series, but *Give Me Five*, the WBs included communication skills the least, for most of the activities practiced language in mechanical forms, neglecting communicative activities. TBs included communication skills the most. However, the *Give Me Five* series equally covered communication skills in all its components, showing the fact that not only the SB and TB were communicative, but WBs as well.

All three books introduced sound knowledge of basic vocabulary, functional language, oral and written communication forms, cultural information, visual aids and conversational strategies. The *Give Me Five* series provided paralinguistic features of communication via dialogue act outs, project presentation and visuals. However, communication skills about language in different social and geographical environments and tips for supporting others to

communicate were neglected in SB, WB activities and teaching notes. Moreover, little emphasis was placed on proper use of language. The *Give Me Five* series not only presented grammatical structure but also drew learners' attention to functional language through activities. The TB supplied detailed teaching notes about proper use of language items.

Conversational strategies presented for young learners usually introduced how to start or end a conversation, how to take turns and ask for clarification. Students are provided with sample sentences to start a conversation, take turns, and end a conversation. Moreover, the teaching notes guided teachers on how to focus on taking turns in conversations. Each unit of *Give Me Five* included activities that provided learners with conversational strategies modeling it with a pair. Moreover, each unit introduced a separate set of phonics to help students build sound knowledge of English. Act-out activities in *Give Me Five* encouraged learners to employ paralinguistic features of communication and body language.

Similarly, *Oxford Discover* provided tasks covering sound knowledge of basic vocabulary, functional language, paralinguistic features of communication, visual aids, cultural information, forms of oral and written communication in each unit. Some tasks focused on appropriate use of language while only a few units provided tips for supporting others and use language in different social communication environments. However, none of the units addressed the variability of language in different geographical communication environments. Teaching notes given in the TB mostly covered these skills as they guided teachers to present the relevant SB activity to students. However, only in two units, language appropriateness was not addressed explicitly in teaching notes. Moreover, one unit gave extra teaching notes to help learners support others to communicate successfully even though it was not explicitly stated in SB. While the TB and SB included plenty of communication skills, WB included few. Other communication skills were mostly ignored and very few tasks addressed functional language, language appropriateness and conversational strategies. As for paralinguistic features of communication, which were mostly seen in 'act-out' or 'role-play' activities in the SBs, *Oxford Discover* provided some good examples. Each unit in *Oxford Discover* had a task that encouraged students to use their body language and be careful with their voice quality. Even though some units did not provide explicit task instructions on how to use their body language and voice, visual aids encouraged learners to do so. *Oxford Discover* included texts designed for Content and Language Integrated Learning (CLIL) purposes in each unit. These texts usually covered cultural information around the world.

When it comes to the *Power Up* series, both the TB and SB provided tasks and teaching notes of sound knowledge, functional language, cultural information, conversational strategies, and forms of written and oral communication. Unlike the *Oxford Discover* and *Give Me Five* series, there was no explicit mention of functional language in SB. The task, itself, gave enough information about the function of language to be practiced. In terms of paralinguistic features of communication, the TB seemed to be more inclusive than the SB; that is, the TB gave explicit

instructions regarding body language use in communication and voice quality while the SB mostly neglected this feature of communication.

Each grammar section (two in a unit) in *Power Up* was followed by an activity called 'mission' through which students were expected to use the target structure in a related language function. *Power Up 3* SB did not address paralinguistic features of communication as much as the TB did. It included a wide range of written and oral communication forms and activities as well such as face-to-face dialogues, interviews, presentations, poems, plays, tales, stories, letters. A page in each unit in the *Power Up* series practice culture. Although many aspects of communication were covered in the TB and the SB of the *Power Up* series, the WB included few of them. While activities in WB accompanied with 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, were not addressed, which was mostly because of the fact that the WB focused more on allowing students to practice their written skills, vocabulary and grammar knowledge rather than oral skills.

The student's and TB of the *Big English Plus* series included 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* did not include many paralinguistic features in the SB. Yet, the TB provided teachers with guidance about how to use these features in the classroom. The WB dealt with only sound knowledge, cultural information, forms of written communication and visual aids. No task aimed to foster speaking or communication skills. In *Big English Plus,* conversations were modeled in each speaking task, providing students with necessary language and strategy to start a conversation and take turns. Also, each unit had pages dedicated to introducing "culture".

Collaboration in coursebooks

In order to analyze collaboration in coursebooks, a 10-item evaluation checklist 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 analyzed each page and activity in the SBs, TBs and WBs, frequency and percentage of collaboration skills in each series was calculated. In this regard, as table 6 shows, the coursebook that covered collaboration skills the most was *Give Me Five 3. Oxford Discover 3* followed it. *Power Up 3 Big English Plus 3* followed them.

Table 6. *Evaluation of Collaboration in Coursebooks*

	Power Up		Oxford Discover		Big English Plus		Give Me Five	
	%	F	%	F	%	F	%	F
Student's book	82.2	74	88.8	80	68.8	62	76.6	69
Teacher's book	86.6	78	90	81	72.2	65	95.5	86
Work book	21.1	19	14.4	13	0	0	90	81
Overall	63.3	171	64.4	174	47	127	87.4	236

Unlike the other series, *Give Me Five* had a higher result in incorporating collaboration skills into the (WB) content. In the *Give Me Five* series, the TB had the highest result in terms of including collaboration skills since each activity in the SB or WB was accompanied by teaching notes identified explicitly as "Collaborative Learning". *Oxford Discover* did not include enough collaboration skills in its WB. However, the TB integrated collaboration skills into its rubric to guide the teachers on how to set and manage collaborative tasks. Virtually every unit the SB included many of the collaboration skills.

The *Power Up* series *had* tasks in each unit of the SB on collaboration skills. The TB provided teachers with instructions to deal with the collaborative tasks and to address collaborative skills. However, the WB did not include many of the collaboration skills since most of the activities required individual work not group or pair work. *Big English Plus,* the least collaborative coursebook of these four series, included some of the collaboration skills in the tasks in the SB. The TB addressed collaborative tasks and skills in its teaching notes. However, the WB included no instance of collaboration skills.

Critical thinking in coursebooks

Critical thinking skills were analyzed 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 analyzed whether these categories - *remember, understand, apply, analyze, evaluate,* and *create* – were included in each unit of SB, WB, and TB. The other six items sought any instance in which whether learners were required to synthesize ideas and information, identify problems, evaluate options, ask effective questions, give reasons as appropriate to the situations and reflect critically on their learning experiences. The results presented in the table below showed that the *Oxford Discover* series was the most successful in incorporating critical thinking skills in its content. All the components of the series included the 12 items mentioned earlier in the tasks or activities in each unit.

Table 7. *Evaluation of Critical Thinking Skills in Coursebooks*

	Power Up		Oxford Discover		Big English Plus		Give Me Five	
	%	F	%	F	%	F	%	F
Student's book	92.5	100	100	108	91.6	99	75	81
Teacher's book	91.6	99	100	108	91.6	99	83.3	90
Workbook	72.2	78	100	108	78.7	85	87.9	95
Overall	85.4	277	100	324	87.3	283	82	266

Big English Plus series followed it. The TB and SB equally addressed critical thinking skills while the WB tasks required critical thinking skills less. The *Power Up* series included many of the critical thinking skills. The SB was the most successful in this series in including critical thinking skills in its tasks, followed by the TB. As in *Big English Plus* series, WB included few of these skills. Although *Give Me Five* series had the highest results in integrating communication and collaboration skills in its content, it fell behind the other series in including critical thinking skills. Unlike the other series, its WB included more of these skills in its tasks.

All the coursebook series included the first four categories of Bloom's revised taxonomy, *remember, understand, apply,* and *analyze,* in the tasks they had. The category of 'remember' was usually used in vocabulary sections which asked students to repeat, memorize or list them. The 'understand' category was mostly used in vocabulary practice with activities of selecting, matching, classifying, or locating the words. Some listening tasks included this category as well. At the 'apply' stage, students were asked to use and implement what they had remembered and understood. Vocabulary practices such as 'fill in the blanks' and 'using the words in sentences' were some common examples of the 'apply' stage. Moreover, many of the grammar practices included this stage of critical thinking. Once the structure was introduced, each coursebook series supplied activities, which required students to use the target structure appropriately.

The 'analyze' category required higher-order thinking skills, which could be practiced through comparing, contrasting, finding differences, breaking the whole into pieces, and drawing connections. Activities designed to draw connections among ideas and break the information into parts were usually introduced in reading and listening sections. As for practices of the 'evaluate' category, most of the units in the SB s included a task or a question that required learners to justify a stand or a decision. Virtually all units in the coursebooks included tasks, asking students to assess their performance or knowledge. Even though not every WB unit provided these kinds of tasks or questions, several units in the SB and the TBs of the coursebook series included them. The 'create' category was present in the SB unit of the coursebook series. The underlying idea of this category was to produce new and original work. In this respect, each SB unit had either a writing or a project task, encouraging students to design their own work. Since each unit of the SB s introduced a task to create something, they

included synthesizing. The notes in the teachers' books supplied instructions to help students manage these tasks.

Another critical thinking skill was reflecting critically on one's learning experience. This skill was also found 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 through 'can do' statements at the end of each unit, self-evaluation tasks encouraged students to reflect on how much of the unit outcomes they thought they had achieved. One of the critical thinking skills that did not exist in every unit of the coursebooks was finding problems, which was mostly dealt with in stories or project tasks.

Creativity in coursebooks

Creativity skills were presented in the form of 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 that the *Oxford Discover* series and the *Give Me Five* series included creativity skills the most. The *Power Up* and the *Big English Plus* followed them.

Table 8. *Evaluation of Creativity Skills in Coursebooks*

	Power Up		Oxford Discover		Big English Plus		Give Me Five	
	%	F	%	F	%	F	%	F
Student's book	82.5	52	96.8	61	87.3	55	90.4	57
Teacher's book	98.4	62	96.8	61	93.6	59	100	63
Workbook	82.5	52	84.1	53	47.6	30	87.3	55
Overall	87.8	166	92.5	175	76.1	144	92.5	175

Although the *Oxford Discover* and the *Give Me Five* series' overall evaluation findings were the same, their course components varied in terms of their inclusion of creativity skills. As can be seen, overall, these two series incorporated the 21st CSs the most. We can see an almost equal inclusion of these skills by the *Oxford Discover* series. The Big *English Plus* series included these skills the least: Interestingly enough, the Big Five WB included elements of the 21st CSs the least.

Discussion, Conclusion and Recommendations

This study investigated to what extent four EFL coursebooks widely used in primary education in Turkey included the 4Cs of the 21st CSs. The first sub-question examined the inclusion of CSs in ELT coursebooks, the SBs, WBs, and TBs, via a 12-item evaluation checklist. The findings showed that each coursebook series dealt with the CSs to varying degrees. More importantly, among the 4Cs, the coursebook series attached the least importance to communication skills. This finding contradicts that of the Rinekso (2021), who found that the most dominant skills covered in Indonesian ELT coursebooks. This contradiction could be

attributed to the writers of the textbooks analyzed. Communication activities were mostly done through pair-work activities, which is in line with the findings of Tavil and Demirbaş (2010). Cultural information sections of these books, which normally should aim to foster intercultural communicative competence, tended to develop students' world culture knowledge. Similarly, appropriate use of language; that is, knowing what to say when and to whom and politeness, was one of the most neglected communication skills activities. Although SBs addressed language functions in every unit, they did not include enough of them to exemplify how to use language appropriately in different circumstances.

The second sub-question investigated the incorporation of collaboration skills into the coursebooks. This skill followed communication in that it was given less importance to. Collaboration skills were mainly identified as knowing when to speak and listen in a group work, working on a project task in a group, showing desired features of collaboration, responsibility, willingness to collaborate, take turns, and share tasks in group works and evaluate others' contribution. As was the case with communication skills, there was much less emphasis on collaboration skills in the WBs compared to the SBs and the TBs. This was mainly because of the fact that group work and project tasks were presented in the SBs, while the WBs included more individual works.

All four coursebook series included critical thinking skills to some degree. As proposed in Bloom's revised taxonomy by Krathwohl (2002), six categories of critical thinking; remembering, understanding, applying, analyzing, evaluating and creating were analyzed in the coursebooks as well as developing skills to synthesize information and ideas, identify problems, evaluate options, provide reasons to the decisions and reflect 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 evaluating category was missing in some units. 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, this study, despite being coursebooks for primary education 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 own learning experiences and processes helps them improve their thinking and learning skills. This skill was dealt with in all coursebooks series to a certain degree.

Creativity is another skill that each coursebook series attached the most importance to. The findings showed that creativity skills were mostly included in the CBs. Similar to the findings of other skills, creativity skills were dealt with less in the workbooks. As indicated in Kaufman and Beghetto's (2009) creativity model, creative tasks were referred to mainly *Mini-c* while some of them included instances of *Little-c*; no eminent creativity, though. Idea creation

techniques, regarded as the knowledge of creativity in KSAVE Framework (Binkley et al., 2010), in creative tasks, were not addressed in each unit of the coursebook series.

To conclude, this study has demonstrated that coursebooks differ in terms of what they in theory claim to include and what they actually contain. This finding brings up a significant issue; the reliability of coursebooks' claims, which underlines the significance of internal evaluation of coursebooks.

Pedagogical implications of the study and suggestions for further research

Since the skills needed in the 21st century have evolved; that is, the soft skills have gained significant importance, and considering that English should be taught integrating these skills, the current study has a few implications. 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. Coursebook designers, publishers, and materials developers should take into consideration the skills defined by frameworks such as CFLC (2018), KSAVE Framework (2010), P21 Framework (2016) and design their materials accordingly, considering the dynamics that shape the world. It should be kept in mind that incorporating 21st-century skills into elementary school textbooks is a strategic approach to early preparation for students to navigate multifaceted and complex life situations. Similarly, pre-service EFL teachers and English language teachers' consciousness on this issue should be raised. This study also has some suggestions for further studies. Similar analysis can be carried out with the other levels of these coursebooks, lower-secondary, upper-secondary and university level coursebooks as well as other primary coursebooks. Similar studies can be carried out to analyze and evaluate locally published ELT coursebook series.

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Genişletilmiş Öz

Giriş

Günümüz dünyasında bilim ve teknolojide yaşanan hızlı gelişim ve değişimlere paralel olarak, öğrencilerin yeni koşullara etkin bir şekilde uyum sağlamaları ve bu koşullarda kendileri olabilmeleri için 21. yüzyıl becerileriyle donatılmalarının ihtiyacı giderek artmaktadır. Küreselleşen ve dijitalleşen dünyada, İngilizce öğretimi şüphesiz önceki yüzyıllarda yapıldığından farklı yapılmak durumundadır. İngilizce eğitimi bilim, teknoloji ve eğitim alanındaki gelişmeleri kucaklamalı ve öğrencilerinin ihtiyaçlarını karşılayabilecek nitelikte tasarlanmalıdır (Fandiño, 2013). Bu bağlamda, İngilizce ders kitaplarının 21. yüzyıl becerilerinin öğrencilere kazandırılmasında önemli rol oynamaktadır. Bu çalışma, 21. yüzyıl becerilerinden 4 becerinin (iletişim, iş birliği, eleştirel düşünme, yaratıcılık) ülkemiz ortaöğretiminde yaygın olarak kullanılan İngilizce ders kitaplarındaki yerini analiz etmeyi amaçlamaktadır.

Yöntem

Nicel ve nitel teknikleri kullanılan karma yöntem araştırma deseni kullanılarak yapılan bu çalışmada, İngilizce ders kitaplarındaki etkinlikler 21. yüzyıl becerileri kapsamında söylem analizi uygulanarak incelenmiştir. Bu çalışmada incelenen ders kitapları Cambridge Üniversitesi yayınevi tarafından hazırlanan *Power Up,* Oxford Üniversitesi yayınevi tarafından hazırlanan *Oxford Discover*, Pearson yayınevi tarafından hazırlanan *Big English Plus* ve Macmillan yayınevi tarafından hazırlanan *Give Me Five*'tır. 21. yüzyıl becerilerini müfredatlarına entegre ettiklerini iddia eden bu dil öğretim setleri Türkiye'de yaygın olarak kullanıldıkları için seçilmiştir. Her bir setin öğrenci, öğretmen ve çalışma kitapları incelenmiştir.

Ders kitaplarının incelenmesinde birinci yazar tarafından geliştirilen bir dış ve bir iç olmak üzere iki kontrol listesi kullanılmıştır. McDonough ve Shaw'un (2003) önerdiği gibi dış değerlendirme, bir konu hakkında daha geniş bir fikir edinmek için kitapların tanıtımına bakar. Kitapların kapaklarında, giriş sayfalarında ve öğretmen, öğrenci ve çalışma kitaplarının içindekiler tablosunda yer verilen becerilerin kitapların içerisinde ne ölçüde yer verildiğini görmek için 5'li Likert tipi bir ölçeğe sahip 15 maddelik bir kontrol listesi geliştirilmiş ve kullanılmıştır. İç değerlendirme için birinci yazar tarafından öğretmen, öğrenci ve çalışma

kitaplarının her biri için ayrı ayrı kontrol listeleri geliştirilmiştir. Bu kontrol listeleri beş bölümden oluşmaktadır.

Dört kontrol listesi geliştirildikten sonra, Yaghmaie'nin (2003) önerdiği gibi veri toplama araçlarının kapsam geçerliliğini sağlamak için uzman görüşlerine başvurulmuştur. İngilizce öğretimi alanından iki uzman ile ölçme ve değerlendirme alanından bir uzman kontrol listelerini incelemiştir. Uzmanların önerileri doğrultusunda kontrol listeleri revize edilmiş ve tekrar uzman görüşü alınmıştır. Daha sonra kontrol listeleri, Zohrabi'nin (2013) önerdiği gibi ortaöğretimde görev yapmakta olan iki tecrübeli İngilizce öğretmeni ile paylaşılmıştır. Öğretmenlerin soruları ve önerileri doğrultusunda bazı maddeler açıklık ve anlaşılırlık açısından revize edilmiştir. Daha sonra, bu iki öğretmen ve ilk yazar, birbirlerinden bağımsız olarak tüm kitapların %10'luk bölümünü değerlendirmiştir. Daha sonra bu analizler karşılaştırılmıştır ve karşılaştırma sonucunda, Miles ve Huberman'ın (1994) değerlendiriciler arası güvenirlik formülüne göre kabul edilebilir olan %85'lik bir uyum sağlandığı gözlemlenmiştir. Daha sonra tüm analizler birinci yazar tarafından yapılmıştır.

Bulgular

Bulgular, her bir ders kitabı setinin 21.yüzyıl becerilerini farklı derecelerde ele aldığını göstermiştir. Daha da önemlisi, ders kitabı setlerinin 4 becerilerinden, iletişim becerilerine en az yer verdiği gözlemlenmiştir. İletişim etkinlikleri çoğunlukla eşli çalışma etkinlikleri aracılığıyla gerçekleştirilmiştir. Araştırmamızın ikinci sorusu, iş birliği becerilerinin ders kitaplarında ne kadar yer verildiği ile ilgilidir. Bu beceri de iletişim becerisi gibi az yer verilen bir beceridir. İş birliği becerisi genel olarak bir grup çalışmasında ne zaman konuşup ne zaman dinleyeceğini bilmek, bir proje görevi üzerinde grup hâlinde çalışmak, iş birliğinin istenen özelliklerini göstermek, sorumluluk almak, iş birliği yapmaya istekli olmak, sırayla çalışmak ve grup çalışmalarında görevleri paylaşmak ve diğerlerinin katkılarını değerlendirmek olarak tanımlanmıştır. İletişim becerilerinde olduğu gibi, bu beceriye çalışma kitaplarına oranla öğrenci ve öğretmen kitaplarında daha az yer verilmiştir. Dört ders kitabı serisi eleştirel düşünme becerilerini belli ölçüde içermektedir. Krathwohl (2002) tarafından Bloom'un revize edilmiş taksonomisinde önerildiği gibi, eleştirel düşünmenin altı kategorisi; hatırlama, anlama, uygulama, analiz etme, değerlendirme ve yaratma, ders kitaplarında bilgi ve fikirleri sentezleme, sorunları belirleme, seçenekleri değerlendirme, kararlara gerekçeler sunma ve kişinin kendi öğrenmesi üzerine düşünme becerileri aracılığı ile geliştirilmiştir. Yaratıcılık becerisi, her ders kitabı serisinin en çok önem verdiği bir beceridir. Bulgular, yaratıcılık becerilerinin en çok öğrenci kitaplarında yer verildiğini göstermiştir. Diğer becerilere olduğu gibi, yaratıcılık becerilerine çalışma kitaplarında daha az yer verilmiştir. Özetle, bu çalışma ders kitaplarının teoride içerdiklerini iddia ettikleri beceriler ile gerçekte içerdikleri beceriler açısından farklılık gösterdiğini ortaya koymuştur. Bu bulgu, ders kitaplarının içerik ile ilgi iddialarının güvenilirliği gibi önemli bir konuyu gündeme getirmekte ve ders kitaplarının iç değerlendirmesinin öneminin altını çizmektedir.

Sonuç

Ders kitabı yazarları, tasarımcıları, yayıncıları ve materyal geliştiricileri 21. yüzyıl becerilerini dikkate almalı ve materyallerini, ülkemizi ve dünyamızı şekillendiren dinamikleri göz önünde bulundurarak tasarlamalıdır. İlkokul ders kitaplarına 21. yüzyıl becerilerinin dâhil edilmesinin, öğrencilerin çok yönlü ve karmaşık yaşam koşullarında başarılı olmalarına önemli katkıda bulunacağı unutulmamalıdır. İngilizce öğretmenleri, derslerinde öğrencilerin 21. yüzyıl becerileri konusundaki farkındalıkları artırmaya yönelik etkinliklere yer vermelidirler.