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EVALUATION OF ENGLISH LANGUAGE COURSEBOOKS IN TÜRKİYE
REGARDING 21ST-CENTURY SKILLS AND BLOOM'S TAXONOMY

MASTER'S THESIS

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TÜRKİYE'DEKİ İNGİLİZCE DERS KİTAPLARININ 21. YÜZYIL BECERİLERİ VE
BLOOM TAKSONOMİSİ AÇISINDAN DEĞERLENDİRİLMESİ

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DECLARATION

In this study, which I prepared in accordance with the Sakarya University Institute of Educational Sciences, Thesis-Project Writing Guide, I declare that:

- I have obtained and presented all the information and documents included in the thesis within the framework of academic and ethical rules,
- I have referred to the works I have used and cited them as sources,
- I have not made any changes to the data used,
- I have not presented the whole or any part of this thesis as another thesis study.

Kerime Neslihan AĐLAR CANA

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ABSTRACT

EVALUATION OF ENGLISH LANGUAGE COURSEBOOKS IN TÜRKİYE REGARDING 21ST-CENTURY SKILLS AND BLOOM'S TAXONOMY

Kerime Neslihan ÇAĞLAR CANA, Master's Thesis

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Sakarya University, 2024

Adopting a qualitative methodology, the present study addresses the gap in the literature on English language coursebook evaluation and 21st-century skills by evaluating four high school English language coursebooks developed and supplied by the Turkish Ministry of National Education (MoNE). The evaluation focused on the presence and distribution of the 4 C skills (i.e., creativity, collaboration, critical thinking, and communication) as well as the six cognitive skills of Bloom's revised Taxonomy (i.e., remember, understand, apply, analyze, evaluate, and create). Accordingly, two checklists were developed to code the activities in the coursebooks according to these skills. The analysis revealed that while all four coursebooks included the 4 C skills and the six cognitive skills of Bloom's revised Taxonomy, their distribution was uneven. Findings regarding 4 C skills showed that creativity was the least emphasized skill, followed by critical thinking. Collaboration was moderately represented, whereas communication was the most emphasized skill. In other words, the 4 C skills were not equally represented across and within the coursebooks, with creativity consistently underrepresented throughout. Regarding the six cognitive skills of Bloom's revised Taxonomy, the skills remember, understand, and apply were the most prevalent in the coursebooks, while the skills analyze, evaluate, and create were relatively underrepresented. Similar to the findings of 4 C skills, the six cognitive skills were not equally distributed across or within the coursebooks. Findings are discussed and interpreted with comparison of those of earlier studies. The study concludes with suggestions for future studies and implications for coursebook developers and educators.

Keywords: English language teaching, Coursebook evaluation, 21st-century Skills, 4 Cs, Bloom's Taxonomy

ÖZET

TÜRKİYE'DEKİ İNGİLİZCE DERS KİTAPLARININ 21. YÜZYIL BECERİLERİ VE BLOOM TAKSONOMİSİ AÇISINDAN DEĞERLENDİRİLMESİ

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Nitel bir metodoloji benimseyen bu çalışma, Türkiye Cumhuriyeti Millî Eğitim Bakanlığı (MEB) tarafından geliştirilen ve okullarda okutulan dört lise seviyesi İngilizce ders kitabını değerlendirerek, 21. yüzyıl becerileri ve Bloom'un yenilenmiş Taksonomisi konusunda literatürdeki boşluğu ele almaktadır. Değerlendirme, 4C becerisinin (yani, yaratıcılık, iş birliği, eleştirel düşünme ve iletişim) yanı sıra Bloom Taksonomisinin altı bilişsel becerisinin (yani, hatırlama, anlama, uygulama, analiz etme, değerlendirme ve yaratma) varlığına ve dağılımına odaklanmıştır. Buna göre, ders kitaplarındaki etkinlikleri bu becerilere göre incelemek için iki kontrol listesi geliştirilmiştir. Yapılan analiz, dört ders kitabının da 4C becerisini ve Bloom Taksonomisinin altı bilişsel becerisini içermesine rağmen, bunların dağılımlarının eşit olmadığını ortaya koymuştur. Bulgulara göre, yaratıcılığın en az vurgulanan beceri olduğu, bunu eleştirel düşünmenin takip ettiği görülmüştür. Ayrıca, iş birliği becerisinin orta düzeyde temsil edildiği ve iletişimin en çok vurgulanan beceri olduğu da görülmüştür. 4C becerileri ders kitapları arasında ya da içinde eşit olarak temsil edilmediği ve yaratıcılık becerisinin de tüm kitaplarda yetersiz temsil edildiği çalışmanın ulaştığı bir diğer bulgudur. Bloom Taksonomisinin altı bilişsel becerisiyle ilgili olarak, hatırlama, anlama ve uygulama becerilerinin ders kitaplarında en yaygın beceriler olduğu, analiz etme, değerlendirme ve yaratma becerilerinin ise diğerlerine kıyasla daha az temsil edildiği bulunmuştur. 4 C becerileri ile ilgili bulgulara benzer şekilde, altı bilişsel becerinin ders kitapları arasında ya da içinde eşit olarak dağılmadığı görülmüştür. Bulgular önceki çalışmaların bulgularıyla tartışılmış ve yorumlanmıştır. Çalışma, gelecekteki çalışmalar için önerilerin yanı sıra ders kitabı yazarları ve eğitimciler için çıkarımlarla sonuçlanmaktadır.

Anahtar Kelimeler: İngiliz dili eğitimi, Ders kitabı değerlendirme, 21. Yüzyıl becerileri, 4C, Bloom Taksonomisi

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CHAPTER I

INTRODUCTION

This introductory chapter presents the general background and key components of the study. It begins by defining the essential concepts regarding cognition and cognitive skills and continues with Bloom's Taxonomy, which is a foundational framework for categorizing cognitive skills. The chapter also addresses the 4 Cs of 21st-century skills and highlights the central role of coursebooks in education as well as the significance of their evaluation in supporting both cognitive and practical skills. The interconnectedness between the 4 Cs of 21st-century skills and Bloom's Taxonomy within the framework of coursebook evaluation is outlined to provide an understanding of the focus of the study. Lastly, the chapter concludes with limitations of the present study.

1.1. Background of the study

Education is a backbone of human development which encompass the processes of acquiring knowledge, skills, values, and cultural understanding. It serves as both an intellectual growth and a social tool for fostering progress and innovation (Sen, 1999). Education has a transformative role in shaping individuals to actively engage with their environments. Beyond the classroom, education might be considered as a bridge to social mobility, economic stability, and so on, making it an essential part of individual development and social progress (UNESCO, 2020). To deepen the understanding of education, it is important to explore how cognitive processes influence learning.

Cognition in education focuses on understanding the mental processes involved in learning, such as attention, memory, and problem-solving (Mayer, 2002). The understanding that learning is not merely the transfer of information, but the active construction of knowledge is fundamental to this concept. Understanding cognition in education naturally bring about

exploring its role in language education, where cognitive skills such as memory, attention, and reasoning are essential for language acquisition, comprehension, and effective communication. Cognitive skills are vital in language education, as they form the foundation for acquiring, processing, and using language effectively. Memory is essential for holding and using linguistic information such as vocabulary, syntax, and grammar in both learning and communication (Baddeley, 2003). Attention is equally important, enabling learners to focus on specific linguistic input (Ellis, 1994). Problem-solving and reasoning skills allow learners to interpret context, as well as infer meaning (Swain and Lapkin, 1995). By fostering these cognitive skills, language education not only facilitates linguistic proficiency but also equips learners with necessary skills to enhance cognitive and communicative competence.

Given the importance of cognitive skills play in language education, the materials used in the classroom play a critical role in fostering these skills. Among these, coursebooks hold a fundamental place in the classroom since they serve as one of the primary resources. As they offer structure, content and supplementary resources for learning, their role is significant, supporting both students and teachers with a standard for educational framework (McGrath, 2006). In foreign language education, coursebooks are also vital for structuring language learning and providing context. Moreover, they are of importance for presenting written and spoken content, vocabulary, and grammar as well as classroom activities (Alemi and Mesbah, 2013; Cunningsworth, 1995). A common feature of well-designed coursebooks is that they incorporate critical thinking, intercultural awareness, and learner autonomy (e.g., Breen and Candlin, 1987; E. C. Çakır, 2021; Solhi et al., 2020).

Seeing that coursebooks are essential for language teaching, it is also important to evaluate them to ensure an effective learning process (MoNE, 2021). Coursebook evaluation could enable educators to enhance language learning by allowing them to tailor the materials to the diverse learner needs (McGrath, 2002). Additionally, coursebook evaluation might help assure that they follow academic standards and facilitate teaching and learning processes. In the ever-changing 21st-century environment, acquiring skills goes beyond traditional acquisition of information, so coursebooks that are comprehensive and flexible are necessary to cultivate crucial skills.

1.2. Cognition

The term "cognition," derived from the Latin word "cognition-, cognitiō," meaning "comprehension, investigation," according to its definition in the dictionary, refers to mental processes (Merriam-Webster, n.d.) in its simplest term. Indeed, cognition refers to the multifaceted mental processes involving perception, attention, memory, reasoning, problem-solving, language comprehension, and decision-making that contribute to an individual's acquisition, organization, and utilization of information from their environment (Darling-Hammond, Flook, Cook-Harvey, Barron and Osher, 2020). It encompasses the complex relationship between neural mechanisms, psychological states, and external stimuli, ultimately shaping human thought and behavior (Revlin, 2012). Cognition is a key element of human intelligence and plays an essential role in various aspects of human functioning, including learning, communication, problem-solving, and adaptability (Atkinson and Shiffrin, 1968).

Cognition represents the inner structure of the mind through which individuals construct their understanding of the world and engage in complex mental operations (Bayne et al., 2019). Anderson (1981) emphasizes the role of cognitive processes in transforming sensory input into meaningful representations and in facilitating learning and problem-solving. Cognition encompasses the complex network of mental processes that underlie human thought and behavior, integrating sensory input, memory, reasoning, and language comprehension (Greeno, Collins and Resnick, 1996). This concept has been extensively studied by cognitive psychologists and interdisciplinary scholars, with a focus on understanding the fundamental mechanisms encouraging human intelligence and behavior (e.g., Bayne et al., 2019; Chatterjee, 2010; DiMaggio, 1997; Greeno et al., 1996; Hayes, 1978; Shettleworth, 2009). In conclusion, the investigation into cognition helps illuminate the complexities in human cognitive processes. As research delves further into this field, it naturally directs its focus toward the discussion on cognitive skills, which is a subject matter correlated with cognition, although one that distinctly emphasizes the development and application of cognitive abilities.

1.3. Cognitive skills

Cognitive skills, often referred to as intellectual or mental abilities, are fundamental to how individuals perceive, process, and comprehend information from their environment. These skills include memory, attention, language, and problem-solving abilities (Tileston, 2003). They form the foundation for various aspects of human functioning, including learning, problem-solving, decision-making, and overall cognitive development (e.g., Kiely, 2014). These abilities are crucial not only for academic and professional success but also for everyday tasks, such as activities that range from simple decision-making to complex problem-solving (Anderson, 1981; Darling-Hammond et al., 2020).

Studies have highlighted the significance of cognitive skills in various aspects of human life, such as cultural influences on cognitive processes, cognitive benefits of bilingualism, automaticity through practice, as well as the importance of attention in language learning (e.g., Bak, Long, Vega-Mendoza and Sorace, 2016; DiMaggio, 1997; Schroeder and Marian, 2012; Shiffrin and Dumais, 1981). These studies collectively highlight the influence of cognitive skills on human functioning across different contexts. Cognitive skills serve as an essential component of higher-order thinking and are necessary for academic achievement, job performance, and daily functioning (e.g., Darling-Hammond et al., 2020; Greeno, 1996; Tileston, 2003). The implications of cognitive skills are vast, from education and clinical practice to various other domains (e.g., Carroll, 1993; Croft and Cruse, 2004; DiMaggio, 1997; Hayes, 1978). Regarding language education, research yields several outcomes which could be interpreted as possible evidence of the mutual relationship between language education, and cognitive skills and their development. These outcomes include improvement of attention (Schroeder and Marian, 2012), memory (Bak et al., 2016), creativity (Ghonsooly and Showki, 2012; Landry, 1974; Leikin, 2013; Ricciardelli, 1992), academic success (Woll, 2019), and so on.

In conclusion, cognitive skills can be defined as fundamental abilities that shape how individuals interact with their surroundings, learn, and make decisions. These skills encompass a range of cognitive processes, including memory, attention, problem-solving, and language processing, which are important for daily functioning and professional tasks. However, their development could also be influenced by environmental factors such as education, culture, and social

interactions, and this development continues throughout life (e.g., Royer, Cisero and Carlo, 1993). Cognitive skills, therefore, can be enhanced through practice and learning experiences, making lifelong learning a crucial aspect of cognitive development. Accordingly, a deeper understanding of cognitive skills not only enriches our comprehension of human cognition but also informs strategies for enhancing learning, performance, and overall well-being. For example, targeted educational practices can improve specific cognitive functions, and interventions can be designed to help individuals with cognitive impairments. Additionally, cognitive training programs can enhance skills such as working memory and executive function, which are crucial for complex tasks and decision-making (e.g., Shiffrin and Dumais, 1981).

In fact, Anderson (1981) provides insights into how learners can develop efficient strategies and optimize their performance through practice and feedback by suggesting that structured and repetitive learning activities can significantly enhance cognitive abilities, which has noteworthy implications for educational practice. Overall, the insights gained from understanding cognitive skills and their development provide valuable guidance for educational policies, training programs, and interventions aimed at improving cognitive health. By fostering environments that promote continuous learning and cognitive engagement, both individual and societal well-being might be enhanced. Considering the importance that cognitive skills hold for education, the classification of them is also worthy of attention as it offers a framework for understanding and improving various levels of thinking. The first and widely accepted method for categorizing cognitive skills was introduced by Benjamin Bloom and his colleagues in 1956.

1.4. Bloom's Taxonomy

Bloom's Taxonomy, a fundamental framework developed by Benjamin Bloom and his colleagues (1956), serves as a basis for understanding cognitive development and learning objectives. This taxonomy provides a structure for cognitive skills, gradually increasing in complexity, which establishes the learning process. There are two versions of Bloom's Taxonomy: Bloom's original Taxonomy (1956) and Krathwohl's revised (2002) version of the taxonomy.

The first version of the taxonomy was developed by Bloom and his colleagues (1956), which originally encompassed six hierarchical cognitive levels: *Knowledge*, *Comprehension*, *Application*, *Analysis*, *Synthesis*, and *Evaluation*. In the 1956 version, *Knowledge* was the foundational level where learners demonstrated basic cognitive skills like memorization and recall. Then, *Comprehension* followed, requiring learners to understand and explain concepts. *Application* encouraged the use of knowledge in practical scenarios. *Analysis* went deeper by requiring learners to break down information and identify patterns. *Synthesis*, on the other hand, was about creating novel solutions, and *Evaluation* involved critical assessment (Bloom, 1956, 1984) (see Figure 1). However, the 1956 version of the taxonomy had certain limitations, and therefore, went through some revisions. The revised version of the taxonomy was proposed by Krathwohl (2002). Although the revised taxonomy similarly included six cognitive levels, their names were changed to *Remember*, *Understand*, *Apply*, *Analyze*, *Evaluate*, and *Create*.

Indeed, the original taxonomy was revised in terms of three main aspects: First, there were changes regarding the form of the terms. The second was the taxonomy's rigidity. Lastly, the third aspect of revision was inclusion of a new level and revision of existing ones.

The first change concerned changing the forms. In the revised version (Krathwohl, 2002), the names of the cognitive skills were replaced with verb forms, as this would comply better with the learning outcomes of curricula that specify actions expected of the learners. For example, *Knowledge* became *Remember*, with learners not only recalling but also interpreting information. *Comprehension* was changed into *Understand*, focusing on the application of knowledge to different contexts. *Application* and *Analysis* were changed to their verb form, which are now *Apply* and *Analyze*, supporting more complex cognitive skills. *Synthesis* became *Evaluate*, which emphasizes the importance of evidence-based judgment. Lastly, *Evaluation* was renamed *Create*, which promotes the generation of innovative ideas (Krathwohl, 2002) (see Figure 1).

In addition to changes in the verb forms, the rigidity of the original version was somewhat changed to ensure more flexibility across cognitive domains (Krathwohl, 2002). The hierarchical structure of the original taxonomy involved a linear progression, suggesting that learners must first master lower-level skills before moving on to higher-level ones. This inflexibility seemed to simplify the complex nature of learning, as it did not account for the fact

that learners often engage in various cognitive processes simultaneously (Krathwohl, 2002). Lastly, in the revised version, the remaining two levels were interchanged, and *Synthesis* was renamed *Create*. The current taxonomy appears to place greater emphasis on critical thinking, creativity, and the application of knowledge in various real-life scenarios. It recognizes that learners should be capable of not only understanding and using information but also thinking critically, creatively, and evaluatively. This adaptation reflects the evolving understanding of cognitive skills in education, encouraging deeper engagement and holistic intellectual growth (Krathwohl, 2002).

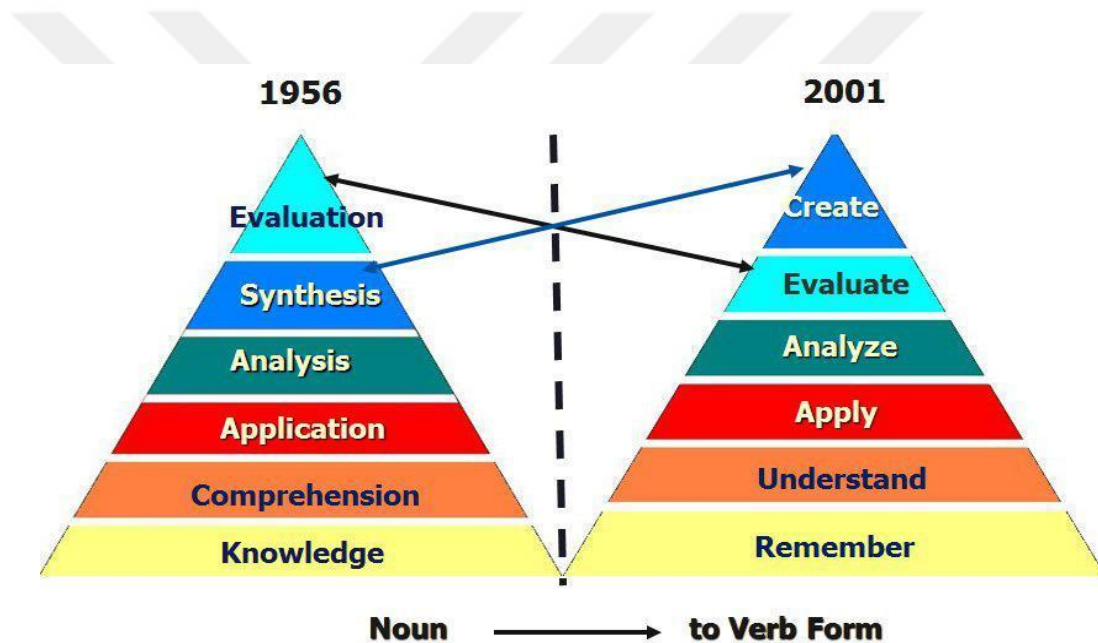


Figure 1. Bloom's Taxonomy, Original and Revised (Wilson, 2001)

Bloom's Taxonomy is considered essential for teaching because it provides a structured framework for educators to design effective learning experiences and assess student understanding. This taxonomy guides teachers in setting clear learning objectives, adapting instruction to meet diverse student needs, and evaluating learning outcomes accurately. Bloom's revised Taxonomy (Krathwohl, 2002) introduces a two-dimensional framework encompassing the Knowledge and Cognitive Process dimensions, which helps create dynamic and flexible educational objectives. Research indicates that incorporating Bloom's Taxonomy in language assessments ensures a balanced measurement of lower and higher-order cognitive skills which

is essential for comprehensive learning (Köksal and Ulum, 2018). Additionally, by aligning teaching strategies and assessments with Bloom's Taxonomy, educators can foster critical thinking, problem-solving, and creativity in their students, promoting deeper and more meaningful learning experiences (e.g., Köksal, Ulum and Yürük, 2023)

As educators aim to promote more effective teaching methodologies, a growing body of research has focused on examining the practical implications and outcomes of applying Bloom's Taxonomy in various educational settings, and English language education is one of them. English language education and Bloom's taxonomy research are present in the literature on the topics including but not limited to language assessment (e.g., Chandio, Zafar and Solangi, 2021; Husain, 2021; Köksal and Ulum, 2018; Muhayimana, Kwizera and Nyirahabimana, 2022), English language coursebook evaluation (e.g., Abdelrahman, 2014; Öztürk, 2019), teaching grammar (e.g., Sağkol, 2022), and reading skill (e.g., Köksal et al., 2023).

As education and educational research continue to evolve in the 21st century, blending of traditional frameworks with contemporary demands becomes increasingly crucial. Bloom's Taxonomy, a foundational model for categorizing cognitive skills, provides a scaffold for learning objectives. However, the demands of today's world go beyond knowledge acquisition. Therefore, embracing 21st-century skills might help reshape how each level of Bloom's Taxonomy is interpreted.

Considering the reevaluation of Bloom's Taxonomy, the past two decades have witnessed the emergence of several diverse skills and competencies. Consequently, the sole acquisition of the six skills outlined in Bloom's Taxonomy might prove inadequate. Thus, alongside Bloom's Taxonomy, it becomes essential for learners to acquire what are commonly referred to as 21st-century skills, a framework encompassing several sub-domains.

1.5. 21st-century skills

In the dynamic landscape of the 21st century, traditional educational models have witnessed a shift towards fostering skills that are deemed essential for success in an increasingly complex and interconnected world (Voogt and Roblin, 2012). Termed as "21st-century skills," this set of

competencies encompasses a range of cognitive, social, and emotional abilities that empower individuals to navigate the challenges and opportunities of the modern era (e.g., Binkley et al., 2012).

The concept of 21st-century skills traces its history back to the early 2000s, when the Information Age began to reshape the global socio-economic landscape. The increased integration of technology, globalization, and changing workplace demands encouraged a reevaluation of the competencies that are needed to thrive in this new era (e.g., Geisinger, 2016). Therefore, the initial discussions primarily focused on the technological literacy required to utilize digital tools effectively. However, as scholars and educators engaged in dialogue, it became evident that a broader set of skills encompassing creativity, critical thinking, communication, collaboration, and adaptability were equally essential to meet the diverse challenges of the 21st century (Lemke, 2002; OECD, 2000). Accordingly, scholars and educational experts have proposed various taxonomies to categorize 21st-century skills over the years. The following paragraphs provide information on the most widespread 21st-century skills frameworks.

1.5.1. Assessment and Teaching of 21st Century Skills (ATC21S)

One of the frameworks is Assessment and Teaching of 21st Century Skills (ATC21S), which The University of Melbourne, Cisco, Intel, and Microsoft collaborated to build. It divides the competencies of the 21st century into four main categories: 1) Ways of Thinking, which includes creativity, critical thinking, problem-solving, and decision-making; 2) Ways of Working, which includes cooperation and communication; 3) Tools for Working, which emphasizes ICT and information literacy; and 4) Living in the World, which includes civic engagement, life and career skills, and individual and social responsibility. The proposed framework emphasizes the evaluation of these skills and investigates effective ways to teach and test them in various educational settings (Griffin and Care, 2012).

1.5.2. EnGauge 21st Century Skills Framework

Another framework is the EnGauge framework. Proposed by the North Central Regional Educational Laboratory (NCREL), this framework highlights four essential areas: high productivity, effective communication, innovative thinking, and digital-age literacy. In addition to traditional literacy, scientific, economic, and technical literacy are all included in the concept of Digital-age Literacy. Adaptability, complexity leadership, autonomy, curiosity, innovation, and risk-taking are the components of Inventive Thinking. The capacity to prioritize, organize, and manage activities to produce results effectively is the focus of High Productivity, whereas interpersonal, collaborative, and teamwork abilities are the focus of Effective Communication. The framework was among the first to include digital literacy as a fundamental component of 21st-century skills (Lemke, 2002).

1.5.3. The Cambridge Life Competencies Framework (CLCF)

Cambridge Life Competencies Framework, or CLCF, is another framework. It provides a thorough method for incorporating key 21st-century skills into language education, outlining six essential skills that students must possess in order to succeed in the complex and interconnected world of today: Social responsibility, communication, collaboration, critical thinking, learning to learn, and creative thinking. The framework is flexible to accommodate learners at all stages of their lives since these skills are intended to develop gradually throughout a range of educational contexts, from early education through adulthood.

The CLCF also highlights the significance of the fundamental skills that support broader competencies, such as Discipline Knowledge, Digital Literacy, and Emotional Development. With the help of this approach, students are expected to possess not just language proficiency but also the essential life skills required for both personal and professional success in the 21st century. The framework aims to equip students with the skills necessary to meet both the opportunities and challenges of a society that is becoming more technologically advanced and globalized by integrating these competences into language programs.

1.5.4. Framework for 21st Century Learning

A frequently cited framework is the Partnership for 21st Century Learning's (P21) "Framework for 21st Century Learning," which includes four essential categories: 1) Core Subjects and 21st-Century Themes, 2) Learning and Innovation Skills, 3) Information, Media, and Technology Skills, and 4) Life and Career Skills (see Figure 2). The first category emphasizes the importance of disciplinary knowledge related to broader themes such as global awareness and civic literacy. The subsequent categories, on the other hand, emphasize skills such as critical thinking, problem-solving, creativity, digital literacy, communication, and collaboration, all of which are deemed essential for thriving in today's knowledge-based society (e.g., Binkley et al., 2012; OECD, 2018; P21, 2019; Trilling and Fadel, 2009).

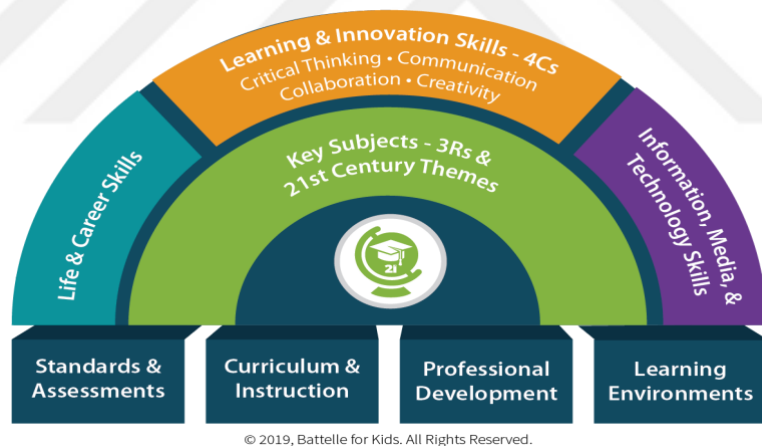


Figure 2. 21st-Century Skills Framework (Battelle for Kids, 2019)

The significance of 21st-century skills are present in various domains such as employment (Bakhshi, Downing, Osborne and Schneider, 2017; Burrus, Jackson, Xi and Steinberg, 2013; Suarta, Suwintana, Sudhana and Hariyanti, 2017), society (UNICEF, 2017, 2019), and education (Akçay, 2019; Ananiadou and Claro, 2009; Chalkiadaki, 2018; Erdoğan, 2019; OECD, 2018; Vural and Vural, 2021). Regarding education, traditional educational models emphasizing rote memorization and standardized testing are gradually giving way to pedagogical approaches that nurture critical thinking and creativity (MoNE, 2023). A growing body of research highlights

how incorporating these skills into curricula enhances student engagement, retention, and overall learning outcomes (e.g., Ananiadou and Claro, 2009; Larson and Miller, 2011). In conclusion, as technological advancements and globalization redefine the parameters of success, the ability to think critically, collaborate, communicate effectively, and adapt to change has become much more valuable. The 4 Cs, also known as Learning and Innovation Skills, which are a part of the 21st-century skills framework, are the focus of the present study. Therefore, it is deemed important to further elaborate on the 4 Cs.

1.5.5. Creativity

Although it is not possible to provide a clear and widespread definition of creativity due to its complex nature, Creativity can be defined as the capacity to think outside the box, produce new ideas, and be innovative (e.g., Resnick, 2008, Sawyer and Henriksen, 2024). It is about realizing new ideas and spotting opportunities (e.g., Nakano and Wechsler, 2018). Not only is creativity vital in the arts, but it is also necessary in fields such as science, technology, and business (e.g., Sternberg and Lubart, 1999). In the modern world of rapidly evolving technology and globalization, creativity seems to be not just a desired quality but also a necessary one. Businesses that develop an innovative culture stand a better chance of prospering in the highly competitive global industry. Amabile (1983) points out that work settings that provide people with autonomy, resources, and time to try out new ideas are beneficial to workplace creativity. Furthermore, companies that promote creative thinking are better able to adapt to changes, whether they be technological disruptions, changes in customer behavior, or new regulations. In the context of education, promoting creativity similarly entails encouraging students to experiment, consider several approaches to an issue, and take calculated risks during the learning process (Ghonsooly and Showqi, 2012). Binkley et al. (2012) provide a table containing definitions of creativity skill and divide it into sections of “Knowledge,” “Skills,” and “Attitudes/Values/Ethics,” as depicted in Figure 3.

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

Figure 3. Operational definitions of “Creativity” (Binkley et al., 2012, p. 38)

Overall, the center of creativity is a basic knowledge which allows people to think and act creatively, both individually and with other people. This skill involves being familiar with a variety of methods for coming up with ideas, such as brainstorming, which are essential resources for coming up with new ideas. Understanding the development of invention, creativity, and innovation across many cultures and historical eras is also emphasized. People who possess this awareness might be better able to understand the larger context of creative ideas and the various ways in which they might be modified (e.g., Ricciardelli, 1992). Recognizing the practical boundaries of adopting innovative ideas and presenting them in ways that are acceptable in both culture and society is equally essential (e.g., Binkley et al., 2012).

1.5.6. Collaboration

Collaboration is another essential skill of the 21st-century skills framework, which can be defined as the capacity to work successfully with others to accomplish shared objectives. It

encompasses a variety of interpersonal skills such as empathy, communication, flexibility, and conflict resolution (e.g., Dillenbourg, 1999). In fact, collaboration in the 21st century extends beyond traditional teamwork, emphasizing the ability to work across diverse and often global teams, utilize technology, and integrate various perspectives to solve complex problems. Roschelle and Teasley (1995, p. 70) define collaboration as "coordinated synchronous activity that is the result of a continued attempt to construct and maintain a shared conception of a problem."

Collaboration is highly significant in language teaching, too. Given that learning a language involves social contact, communication, and idea sharing by nature, language learning relies heavily on collaborative activities like role-playing, pair work, and group discussions because they give students a space to practice speaking, listening, reading, and writing. According to Swain (2000), collaborative discourse in which students cooperate to solve linguistic problems, negotiate meaning, and construct knowledge, is crucial to language learning. In addition to assisting students in becoming proficient language users, it increases their confidence and desire to use the language in everyday contexts.

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

Figure 4. Operational definitions of “Collaboration” (Binkley et al., 2012, p. 47)

As shown in Figure 4 illustrating the table provided by Binkley et al. (2012), collaboration is an extensive part of 21st-century skills that combines knowledge, practical skills, and the appropriate attitudes to meet contemporary challenges. It requires not just the capacity for collaborative work but also an in-depth understanding of human dynamics, cultural sensitivity, and project management. The knowledge component also emphasizes understanding the responsibilities required for success, identifying team strengths and weaknesses, and knowing when to speak and listen. Clear communication, attentive listening, professionalism, and the capacity to capitalize on social and cultural differences to foster creativity and teamwork are all necessary components for successful collaboration. Furthermore, having strong leadership and project management abilities is important. These include setting priorities, assisting people in achieving shared objectives, and applying ethical influence (e.g., Binkley et al., 2012).

1.5.7. Critical thinking

One of the key 21st-century skills is critical thinking, which is necessary for managing the complex issues of modern life. Critical thinking, which is defined as the capacity to assess, evaluate, and synthesize data in order to arrive at rational conclusions, is not only an intellectual ability but also an essential skill for resolving the complex, multidimensional issues that affect today's society (Facione, 2011). In addition, Ennis (2011, p. 5) emphasizes the importance of critical thinking in making well-informed decisions by defining it as "reasonable reflective thinking focused on deciding what to believe or do." This skill involves questioning beliefs, identifying biases, assessing the data, and considering different viewpoints (Lai, 2011). It enables people to interact with knowledge more deeply and meaningfully by going beyond simple comprehension (e.g., Dewey, 1933; Elder, 2022).

The significance of critical thinking is present in many parts of life, including the workplace, where it is essential for innovation, strategic planning, and decision-making. Critical thinking helps people recognize patterns, foresee problems, and come up with creative solutions in work environments. Critical thinking in work entails challenging presumptions, raising questions about conventions, and coming up with original ideas on ways to enhance procedures and results (e.g., Brookfield, 2013). This skill is becoming more widely acknowledged in education as an

essential goal because it gives students the skills that they need to become self-reflective, independent thinkers. Elder (2022) contends that since critical thinking develops intellectual discipline and equips students to function in a complicated and rapidly changing world, it ought to be at the center of education. Critical thinking helps students develop skills that are essential for both academic performance and lifetime learning, such as evaluating the accuracy of arguments, seeing logical fallacies, and approaching issues methodically (Halpern, 1998; Brookfield, 2013). Critical thinking calls for a combination of cognitive abilities and attitudes, such as analysis, evaluation, intellectual humility, open-mindedness, and an ability to discuss complicated ideas (Ennis, 1985; Facione, 1990, 2000; Lai, 2011). Moreover, Facione (2000) argues that individuals should possess a disposition to use critical thinking skills, which suggest that there might be a need for educational programs to foster both the skill and willingness to use it.

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

Figure 5. Operational definitions of “Critical Thinking” (Binkley et al., 2012, p. 40)

In Figure 5, operational definitions of the critical thinking skill of the 21st-century framework (Binkley et al., 2012) are displayed. According to this, critical thinking is an essential 21st-century skill that combines knowledge, practical abilities, and ethical values to create a thorough method of problem-solving and decision-making. The knowledge component places a strong

emphasis on the value of comprehending several forms of reasoning, including deductive and inductive reasoning, and using systems thinking to examine how intricate problems are connected. This basic understanding is important for assessing the data and making reasoned decisions, which guarantees that results are reliable and well-supported. Critical thinking is a practical skill that involves information synthesis, argument analysis, knowledge gap identification, and creative issue solving through methodical research. These skills are necessary to navigate the complexity of today's environment, where problems frequently call for innovative and thoughtful answers (e.g., Binkley et al., 2012).

1.5.8. Communication

Communication is an essential part of the 21st-century skills, enabling successful collaboration, problem solving, and leadership in an increasingly connected society. In simplest terms, communication can be defined as the capacity to effectively and clearly transmit information to a variety of audiences, channels, and settings. It encompasses more than just information sharing; it also involves paying attention to, deciphering, and correctly reacting to the messages sent by others (Keyton, 2010). Effective communication is apparently more important than ever in the 21st century since technology allows for fast worldwide contact as multiple teams collaborate across borders. Communication is a dynamic process, as pointed out by Trilling and Fadel (2009), requiring not just language proficiency but also the capacity to negotiate cultural differences, adjust to various communication methods, and efficiently use digital technologies.

In educational settings too, the importance of developing communication skills has increased as teachers recognize the significance they have on students' academic performance and preparation for work life. Effective communication is an essential skill for graduates joining the profession, according to Andrews and Higson (2008), who also point out that companies regularly appreciate good communication skills in addition to technical expertise. Teaching students to effectively communicate their ideas, listen intently, participate in discussion, and pose insightful questions is a necessary part of developing these abilities. Furthermore, cross-cultural communication skills are essential in a world that is becoming more interconnected. Deardorff (2006) highlights the need for intercultural communication competency in negotiating

cultural difference, preventing miscommunication, and promoting more fruitful relationships in personal and professional settings.

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

Figure 6. Operational definitions of “Communication” (Binkley et al., 2012, p. 45)

Figure 6 illustrates how language proficiency connects to 21st-century skills in depth and shows how attitudes, skills, and knowledge interact. These definitions place a strong emphasis on the value of learning one's mother tongue in addition to other languages, as effective communication is a vital 21st-century skill. The knowledge component focuses on comprehending grammar, vocabulary, and different written and spoken communication modes, all of which are essential for productive and understandable communication. Figure 6 emphasizes the ability to communicate in a variety of contexts, including listening, understanding, and responding to

various messages. In addition, the development of dispositions like openness, tolerance for cultural diversity, and confidence in public speaking improves the conversational elements of 21st-century skills. Through the incorporation of these components, the framework aims to assure individuals possess the necessary skills to not only communicate information efficiently but also participate in significant conversations in many cultural and linguistic contexts, promoting understanding among people in an increasingly interconnected world (Binkley et al., 2012).

1.6. Bloom's Taxonomy and 21st-century skills

As is apparent, both Bloom's Taxonomy and 21st-century skills have a profound place in education and language teaching (e.g., Akçay, 2019; Ananiadou and Claro, 2009; Larson and Miller, 2011; Vural and Vural, 2021). Bloom's Taxonomy, with its hierarchical model of cognitive skills, has long been a vital element in educational frameworks, guiding curriculum development, instructional methods, and assessment practices (Bloom et al., 1956). Similarly, the emphasis on 21st-century skills, such as critical thinking, communication, collaboration, and creativity, reflects the evolving demands of modern education aimed at preparing students for the complexities of the contemporary world (Trilling and Fadel, 2009).

In fact, although there is no substantial evidence yet to establish a connection between 21st-century skills and Bloom's Taxonomy, the nature of 21st-century skills leads the researcher to hypothesize that the discussions and research on these topics suggest a possible link. Bloom's revised Taxonomy, which includes cognitive processes such as remembering, understanding, applying, analyzing, evaluating, and creating, aligns well with the skill sets deemed essential for the 21st century. The revised taxonomy emphasizes higher-order thinking skills that are crucial for problem-solving and innovation, which are central to 21st-century skills (e.g., Forehand, 2010).

From the researcher's perspective, it is conceivable that the four 21st-century skills (i.e., creativity, collaboration, critical thinking, and communication) might align well with the various levels of Bloom's Taxonomy. This idea stems from the notion that 21st-century skills are likely to be displayed and developed across the various stages outlined in Bloom's Taxonomy's

hierarchy, as supported by the alignment observed in educational practices (Krathwohl, 2002; Moseley et al., 2005); where educators consciously design activities and assessments that foster 21st-century skills. For instance, teachers might create assignments that require students to critically analyze a problem (aligning with Bloom's analyzing stage) while simultaneously encouraging collaboration and communication within group projects (addressing 21st-century skills).

Critical thinking, for instance, involves analyzing, evaluating, and synthesizing information to make informed decisions and solve problems (Binkley et al., 2012), and might find a suitable context in the HOTS such as *Analyze* and *Evaluate* in Bloom's Taxonomy, where students are required to examine information, draw connections, and make informed judgments (Facione, 2011). *Communication* and *Collaboration* involve effectively conveying ideas, information, and arguments to others as well as working together to reach a common goal (Binkley et al., 2012; Trilling and Fadel, 2009). They might be considered essential at the *Understand* and *Apply* stages as well as *Analyze*, for they involve articulating ideas effectively and working with others to implement solutions (Dede, 2010). Lastly, *Creativity* skill involves synthesizing information and generating novel ideas, solutions, and products (Binkley et al., 2012). It is most prominent at the *Create* stage, where students are required to generate new ideas and produce original work.

The elaborations provided earlier suggest a degree of concurrence between 21st-century skills and Bloom's Taxonomy, although it can be acknowledged that there are specific points where some divergence between the two may be observed. For instance, collaboration skill encompasses working effectively with others to achieve common goals (Binkley et al., 2012). While Bloom's Taxonomy primarily focuses on individual cognitive processes, collaboration can be integrated at various levels. For instance, students can collaborate to analyze information, solve problems, and evaluate solutions, which corresponds to levels such as *Analyze* and *Evaluate*. At the *Create* level, students might collaborate to develop innovative projects or solutions.

Incorporating the 21st-century skills within Bloom's Taxonomy might not only enrich the learning experience but also equip students with essential skills to succeed in the 21st century. By addressing these skills at various cognitive levels, educators can foster a holistic approach

to language education that encompasses both cognitive understanding and practical application. In the context of the 21st century, language education has transcended its traditional boundaries, connecting with essential skills necessary for navigating the modern world (Halverson, 2018). Beyond sole linguistic mastery, proficiency in communication now encompasses digital fluency and intercultural competence, aligning perfectly with the demands of our interconnected era. The digital age necessitates that individuals not only master traditional communication skills but also become skilled at using digital tools to convey and interpret information effectively. This digital fluency is crucial as it enhances the ability to access, evaluate, and share information across various digital platforms, fostering better collaboration and problem-solving abilities (Trilling and Fadel, 2009).

Moreover, workplaces increasingly prioritize collaboration, critical thinking, and adaptability, and language education offers a practical training ground for improving these vital 21st-century skills. The ability to work effectively in diverse teams, think critically about complex issues, and adapt to changing environments are competencies that language education inherently promotes through its focus on communication and cultural understanding (Trilling and Fadel, 2009). This concurrence of language education and 21st-century skills highlights the pivotal role that language education plays in preparing individuals for success in today's globalized landscape.

As the demand for such competencies continues to grow, educational models have shifted towards incorporating these skills into curricula. This shift indicates that coursebooks, which are one of the primary means for applying curricular objectives in the classroom, are also of great importance. Coursebooks provide a structured framework for learning, ensuring consistency across classes, and act as essential reference materials that are both accessible and affordable (Tomlinson, 2008; Ur, 1999). They offer coherent content that aligns with educational standards and learning goals, facilitating a systematic approach to teaching and learning. However, it is worth noting that the beneficial aspects of coursebooks are most evident when they are used as helpful tools rather than as authorities or strict guides for teaching (Cunningsworth, 1984). Effective use of coursebooks requires educators to adapt and supplement the material to meet the specific needs of their students, fostering a more dynamic teaching environment. This approach ensures that coursebooks serve as a foundation upon

which teachers can build more engaging and personalized learning experiences, rather than limiting instruction to the restrictions of the material.

1.7. What is a coursebook?

Coursebooks, also referred to as textbooks, are structured educational resources that play a pivotal role in academic settings to facilitate teaching and learning (e.g., Hutchinson and Torres, 1994; Tomlinson, 2008). A coursebook serves as a central reference for a specific subject or course, designed to offer both students and teachers a structured and comprehensive approach to the material being taught (Graves and Xu, 2000). This approach is critical, as it provides a cohesive framework that aligns educational objectives with instructional strategies, ensuring that the curriculum is delivered in a systematic manner.

Coursebooks are utilized across various educational levels, from primary and secondary schools to higher education institutions. At each educational level, they are generally tailored to meet the developmental and cognitive needs of learners, providing age-appropriate content and exercises that foster intellectual growth (Allwright, 1981). The standardized foundation of knowledge and skills presented through coursebooks ensures that all students enrolled in a particular course have access to the same content, promoting equity in education. This standardization is especially significant in large educational systems where consistency in the quality of education is paramount (Hutchinson and Torres, 1994).

In formal education, coursebooks are indispensable as they provide a structured framework for teaching and learning (e.g., Hutchinson and Torres, 1994). They are designed to align with educational standards and learning outcomes, helping students acquire the necessary knowledge and skills. For educators, coursebooks hold an important place as they aid in delivering consistent and organized instruction (Norton and Buchanan, 2022). Richards (2001) emphasizes that the structure provided by coursebooks supports teachers in maintaining a coherent progression of topics, which is essential for effective learning. The systematic organization of content within a coursebook allows for additional learning, where each lesson builds upon the previous one, reinforcing and expanding the students' understanding of the subject matter.

When appropriately matched to learners' levels and contexts, coursebooks offer several advantages in language education. One of the primary benefits is the structured and consistent presentation of the curriculum (Charamlambous, 2011). This structure fosters a systematic progression through topics, ensuring that learners can follow a logical sequence of learning activities that build on their prior knowledge (Tomlinson, 2008). The integration of the four language skills (i.e., listening, speaking, reading, and writing) within a coursebook is another significant advantage. By addressing these skills in a balanced manner, coursebooks provide comprehensive language instruction that prepares students for real-world communication.

Additionally, coursebooks often include assessment tools such as quizzes, tests, and exercises, which help teachers gauge students' understanding and progress. These assessment tools save teachers time and effort in creating their own evaluation materials, allowing them to focus more on instruction and personalized student support. Tomlinson (2008) highlights that well-designed coursebooks come with teacher guides that offer detailed instructions and suggestions for effective teaching. These guides often include lesson plans, supplementary activities, and strategies for addressing diverse learning needs, making them an essential resource for educators (McGrath, 2002). Moreover, coursebooks may include real-world applications and supplemental resources, such as audio-visual materials, online exercises, and interactive activities. These resources enrich the overall learning experience by providing students with opportunities to practice language skills in authentic contexts. Tomlinson (2012) notes that such supplemental materials enhance students' motivation and engagement, making language learning more dynamic and interactive.

In conclusion, coursebooks are integral to formal education, offering a structured framework for teaching and learning, supporting systematic progression through topics, and providing valuable assessment tools (Norton and Buchanan, 2022). In language education, they offer additional benefits such as the integration of language skills, inclusion of cultural elements, various activities, and supplemental resources. Therefore, careful evaluation of coursebooks might ensure that they meet the educational needs of students and contribute to effective teaching and learning (Tomlinson, 2012).

1.8. Coursebook evaluation

To ensure that they meet the educational needs of students and align with curriculum objectives, coursebook evaluation of coursebooks is a critical process. The evaluation of English language coursebooks also holds implications for language pedagogy (Alemi and Mesbah, 2013; MoNE, 2021). Coursebooks aligned with communicative language teaching principles, for instance, encourage active language use, enabling learners to communicate in authentic situations (Nunan, 2004; Solhi, Mert, Çelen and Kısa, 2021; Zohrabi, Sabouri and Behroozian, 2012). Moreover, well-designed coursebooks can facilitate the integration of critical thinking skills, intercultural awareness, and learner autonomy into language learning contexts (Awasthi, Sharma, Dahala, Pathak and Poudel, 2006; Breen and Candlin, 1987; E. C. Çakır, 2021; Solhi et al., 2021). Evaluation can be broadly categorized into two types: external and internal evaluation. Both types of evaluation are essential for a comprehensive understanding of a coursebook's effectiveness and suitability for a particular educational context.

First, external evaluation involves an assessment of the coursebook before it is used in the classroom. This type of evaluation focuses on general features such as the author's background, the publisher's reputation, the intended audience, and the overall physical quality of the book. It aims to provide an overview of whether the coursebook meets the initial selection criteria for a specific teaching and learning environment. Evaluating the qualifications and expertise of the authors and the reputation of the publisher can provide insights into the reliability and credibility of the coursebook (Cunningsworth, 1995). Additionally, it is important to determine whether the coursebook is suitable for the intended learners' age group, language proficiency level, and educational needs (McDonough and Shaw, 1993). Assessing the physical aspects, such as the durability, layout, and visual appeal of the book, is another essential aspect since these factors might influence student engagement and usability (Ur, 1999).

On the other hand, internal evaluation involves a detailed analysis of the content and pedagogical aspects of the coursebook once it has been selected for use. This evaluation focuses on the effectiveness of the materials in achieving educational objectives and their alignment with curriculum standards (Littlejohn, 2022). It examines how well the coursebook supports teaching and learning through its content, activities, and overall instructional design. Evaluating

the accuracy, relevance, and comprehensiveness of the content ensures that it aligns with the curriculum and covers all necessary topics (Tomlinson, 2012). Assessing the teaching methodologies and approaches promoted by the coursebook, such as communicative language teaching or task-based learning, is essential to determine their effectiveness in fostering student learning (e.g., Richards, 2001).

Additionally, evaluating the variety, appropriateness, and effectiveness of the exercises and activities in engaging students and reinforcing learning objectives is key to ensuring active and meaningful learning (Sheldon, 1988). Furthermore, assessing the availability and quality of supplementary materials and teacher guides provided with the coursebook helps determine the level of support for educators in implementing the curriculum effectively (Harmer, 2007). Internal evaluation also allows for customization to specific educational contexts, assessing whether the book meets the needs of a particular student population, local educational standards, and specific course goals (Sheldon, 1988). Lastly, internal evaluation provides a focused and detailed approach to selecting and using coursebooks that enhance the teaching and learning experience, making it a crucial step in the overall evaluation process.

All in all, both external and internal evaluations of coursebooks are essential for ensuring their effectiveness in achieving educational goals. External evaluation helps in the initial selection process by providing a general overview of the book's suitability, while internal evaluation offers a detailed analysis of the content and pedagogical quality. By systematically evaluating coursebooks through these two lenses, educators can make informed decisions that enhance the teaching and learning experience.

Conducting an internal evaluation of a coursebook is justified when the primary aim is to ensure that the educational material is pedagogically intact, aligns with curriculum objectives, and meets the content quality standards. As elaborated above, internal evaluation involves a detailed analysis of the pedagogical content within the coursebook, ensuring they are effective and relevant (e.g., Richards, 2001). It allows educators to analyze the alignment of the coursebook's content with curriculum objectives and standards, maintaining consistency and coherence in the curriculum (e.g., Tomlinson, 2012). Additionally, internal evaluation provides an in-depth look at the accuracy, relevance, and comprehensiveness of the content, ensuring high-quality educational resources for students (e.g., Littlejohn, 1998).

The evaluation of coursebooks, therefore, is a crucial endeavor, given that these materials significantly influence learning outcomes (MoNE, 2021). A comprehensive review of studies in this field reveals various dimensions of coursebook evaluation, encompassing criteria, methodologies, and implications for pedagogical practices (Cisar, 2000; Cunningsworth, 1995; McGrath, 2002; Sheldon, 1988). Numerous studies have emphasized the significance of establishing criteria for evaluating English language coursebooks. Criteria often include authenticity (e.g., Cunningsworth, 1995), cultural relevance (e.g., Tomlinson, 2012), pedagogical coherence (e.g., McDonough and Shaw, 1993), engagement (e.g., Richards, 2001), and alignment with curriculum objectives (e.g., Sheldon, 1988).

Authenticity in coursebooks is crucial as it ensures that the language and scenarios presented are reflective of real-world usage, thereby providing learners with practical and applicable language skills (Cunningsworth, 1995). This is supported by Tomlinson (2012), who argues that materials should expose learners to genuine language, as used by native speakers, to enhance their communicative competence. Moreover, Gilmore (2007) posits that authentic materials increase learners' motivation and engagement by presenting language in meaningful contexts. Cultural relevance is another vital criterion. Tomlinson (2012) emphasizes that coursebooks must incorporate cultural elements to provide students with a broader understanding of the language within its socio-cultural context. This perspective is supported by McKay (2003), who asserts that integrating cultural content helps learners develop cultural awareness and sensitivity, which are essential for effective communication in a globalized world.

Pedagogical coherence, on the other hand, refers to the alignment of coursebook content with pedagogical principles and teaching methodologies. McDonough and Shaw (1993) stress the importance of coherence in ensuring that the materials support the instructional goals. Richards and Rodgers (2014) elaborate on this by discussing how pedagogical coherence in coursebooks contributes to a seamless and logical progression of topics, facilitating better comprehension and retention of the material by students. Engagement is another key factor in the effectiveness of coursebooks. Richards (2001) suggests that engaging materials capture students' interest and encourage active participation in the learning process. This is supported by Nunan (2004), who points out that interactive and stimulating activities within coursebooks promote deeper learning and enhance students' motivation. Additionally, Dörnyei (2001) highlights the importance of engaging content in sustaining learners' interest and preventing inattention.

Further, alignment with curriculum objectives is another critical aspect to ensure that coursebooks meet the educational standards and learning outcomes set by the curriculum. Sheldon (1988) underscores the necessity of this alignment to guarantee that the materials contribute to the achievement of curricular goals. Well-aligned coursebooks provide a structured and coherent learning path, which is essential for systematic and progressive learning (e.g., McGrath, 2002). By considering these criteria, educators can select and evaluate coursebooks that not only enhance the learning experience but also support the overall educational goals.

Evaluating English language coursebooks is a process that encompasses a variety of methodologies to ensure that the materials are effective, relevant, and supportive of both teaching and learning. The primary methodologies include impressionistic overviews, checklist-based assessments, in-depth analyses, user feedback and empirical studies, corpus-based analysis, critical discourse analysis, and comparative analysis. Each of these methods offers unique insights. Impressionistic evaluations provide a broad initial impression of the coursebook's usability and appeal (e.g., McDonough and Shaw, 1993). In-depth analyses delve into the content and pedagogical quality of the coursebook, often incorporating feedback from actual users to assess effectiveness (e.g., Littlejohn, 2022; Tomlinson, 2008).

Additional methodologies, such as the expert review method and the learner-centered approach, further enrich the evaluation process. Expert reviews benefit from the knowledge and experience of educators and curriculum developers to provide a professional evaluation of the coursebook's strengths and weaknesses (Cunningsworth, 1995; Ur, 1999). Meanwhile, the learner-centered approach focuses on gathering feedback directly from students to evaluate how well the coursebook meets their needs, engages them, and facilitates learning outcomes (e.g., Williams, 1993). Lastly, checklist-based assessments use predefined criteria to systematically evaluate specific aspects such as linguistic content, skills integration, and cultural appropriateness (e.g., Cunningsworth, 1995; Ur, 1999). By integrating these diverse methodologies, educators can make well-informed decisions that enhance the overall teaching and learning experience.

Through a reflective approach to coursebook evaluation, language teachers can adapt and reinforce coursebooks to cater to the diverse needs and preferences of their learners, thus fostering effective language acquisition (e.g., McGrath, 2002). By considering the criteria, methodologies, and implications highlighted in the reviewed studies, educators can make

informed decisions about coursebook selection and adaptation. The evaluation process contributes to the enhancement of language learning experiences, aligning coursebooks with the evolving needs and aims of learners (e.g., Güven and Saraçoğlu, 2020; Solhi et al., 2021). In this respect, research on the inclusion of the 4 Cs and cognitive skills of Bloom's Taxonomy in English language coursebooks is deemed worthwhile and valuable considering the potential insights and benefits it will provide in the field.

1.9. Limitations of the study

Although the current study provides useful information on 21st-century skills and cognitive skills in Bloom's revised Taxonomy in English language coursebooks, it must be interpreted in light of certain limitations. Firstly, the MoNE-provided four high school English language coursebooks were the sole focus of the study. Moreover, the method of analysis focused solely on the instructions rather than evaluating the nature of the activities themselves (i.e., reading, writing, speaking, and listening). Finally, neither the English curriculum nor the degree to which the coursebooks followed the curriculum were included in the study.

CHAPTER II

LITERATURE REVIEW

This chapter outlines the literature on prior studies regarding coursebook evaluation in terms of 21st-century skills and Bloom's Taxonomy in various contexts as well as Turkish context and concludes with elaborations on the significance of the current study.

2.1. 21st-century skills

The 21st century has witnessed profound technological advancements, globalization, and a shift towards knowledge-based economies, presenting considerable challenges to traditional educational models in adequately preparing individuals for the demands of the current era (Dede, 2010). In response to these changes, researchers and educators have increasingly recognized the significance of 21st-century skills, often referred to as "soft skills" or "transferable skills." These skills are seen as crucial for fostering adaptability, innovation, and resilience in an interconnected and rapidly evolving world (Albahlal, 2019; Binkley et al., 2012; Dede, 2010).

Education in the 21st century has undergone significant transformations to align with the demands of our contemporary world. Colwill and Gallagher (2007) emphasize that a primary goal of education is to prepare individuals in accordance with these 21st-century requirements. In contrast to the educational practices of the 20th century, the focus today has shifted from mere information transfer to fostering communication and global engagement (Eaton, 2010). This shift necessitates a more learner-centered and collaborative approach to education.

Scholars suggested that 21st-century schools must undergo a fundamental reevaluation of both educational content and assessment methods to meet the demands of our rapidly changing world (McGrath and Fischetti, 2019; Robinson and Aronica, 2015; Trilling and Fadel, 2009). Wagner

(2008) further contended that modern schools often prioritize memorization and exam preparation over equipping students with critical thinking, communication, and problem-solving skills. Ağaoğlu and Demir (2020) underscored the importance of incorporating 21st-century skills into education, highlighting the need for a concerted effort in this direction. Importantly, the literature reveals that many OECD countries, including Türkiye, have recognized the significance of integrating 21st-century skills into their educational programs (Ananiadou and Claro, 2009).

To address these challenges and meet the demands of the 21st century, several attempts have been made to continue exploring ways to effectively incorporate and prioritize 21st-century skills within both the classroom environment and educational materials. This endeavor aligns with the broader goal of education, which is evolving to be more learner-centered and collaborative, adapting to the ever-changing needs of the 21st-century world (Eaton, 2010). Research on 21st-century skills has predominantly focused on students, teachers, and teacher candidates, aiming to assess their skill levels or monitor skill development through experimental approaches. Quantitative methodologies have commonly been employed in these studies. Studies involving teachers and teacher candidates have consistently concluded that educators need to be equipped with 21st-century skills to effectively implement them in the classroom (Aydın, 2019; Brun and Hinostroza, 2014; Bunker, 2012; Çolak, 2018; Göksün, 2017; Önal and Erişen, 2019). Şeker and Kömür (2008) argued that learners engaging in collaborative and communicative activities are better positioned to develop critical thinking skills.

In the field of language education, where these skills hold particular importance, certain studies have explored ways to incorporate the 4 Cs of 21st-century skills into English as a Foreign Language classrooms by teachers (e.g., Erdoğan, 2019; Fandiño Parra, 2013). Further, Cruz and Orange (2016) proposed a model to incorporate the 4 Cs into language education. However, it is worth noting that not all English language teachers have uniformly integrated these skills into their activities (Tamela and Dwi, 2021).

Regarding curricula, earlier studies have concluded that 21st-century skills were, in fact, present (e.g., Ataberk, 2022, Ataberk and Mirici, 2022; Çelebi and Altuncu, 2019; Elgün-Özkan, 2021). For example, a study found that the English language curriculum includes content supporting the promotion of 21st-century skills (Ataberk, 2022). However, Ataberk and Mirici (2022)

suggested that while the English language curricula integrated these skills, they did not cover all of them, potentially undermining the integrity of the skillset. In addition, Elgün-Özkan (2021) examined the 8th-grade English curriculum and found an emphasis on critical thinking, collaboration, and communication, with less attention given to creativity. Another study assessing the 9th-grade English curriculum concluded that collaboration was underemphasized and largely confined to the curriculum without clear integration into course materials (Çelebi and Altuncu, 2019). Furthermore, earlier research has also pointed out that English Language Teaching (ELT) materials may not provide substantial support for promoting 21st-century skills (Bouزيد, 2016). In contrast, a study by Akçay (2019) assessing 4 Cs skills in internationally published English language coursebooks found that these skills were included to a certain extent, suggesting some variability in the integration of these skills into educational materials.

With the evolving landscape of 21st-century education and its emphasis on fostering critical skills, it becomes essential to explore how established educational models, such as Bloom's Taxonomy, continue to play a pivotal role. The integration of 21st-century skills into education aligns seamlessly with the foundational principles of Bloom's Taxonomy, a framework renowned for its ability to nurture higher-order cognitive processes.

2.2. Bloom's Taxonomy

In the realm of language education, several studies exist which addressed various aspects in terms of Bloom's Taxonomy such as its presence in exam papers (e.g., Chandio et al., 2021; Gökler, Aypay and Arı, 2012; Köksal and Ulum, 2018; Muhayimana et al., 2022), curricula (e.g., Güde, 2021; Hamurcu and Ekinci, 2020; Öztürk, 2019), and English language coursebooks (e.g., Abdelrahman, 2014; Firidin-Şimşek, 2022, Köksal et al., 2023; Rebla, 2022; Ulum, 2016; Zareian, Davoudi, Heshmatifar and Rahimi, 2015).

Among the studies that have examined the nature of exam questions and how they align with Bloom's Taxonomy, Chandio et al.'s (2021) study, which focused on annual English exam papers at the 12th- grade level prepared by boards of intermediate and secondary level education in four provinces in Pakistan, revealed that questions predominantly centered on lower-order thinking skills. Similarly, Muhayimana et al. (2022), who analyzed primary school English exams in

Rwanda, discovered a prevalence of LOTS in the questions. These findings were reinforced by Köksal and Ulum's (2018) study, which observed that General English course exam questions prepared by lecturers at several universities in Türkiye and concluded that they often lacked higher-order thinking skills according to Bloom's Taxonomy. Gökler et al. (2012), in their examination of high school entrance English and 8th-grade written English exam questions, also found a concentration on lower-order thinking skills.

Exploring the alignment of curricula with Bloom's Taxonomy, a study by Öztürk (2019) assessed the 9th-grade English curriculum and coursebook in the Turkish context, revealing a predominant focus on learning outcomes and activities corresponding to lower-order thinking skills in Bloom's Taxonomy. Similarly, Güde's (2021) examination of a secondary school preparatory English program in Türkiye found a disproportionate emphasis on LOTS. Another study which focused on the 5th-grade English curriculum in Türkiye found that while the learning outcomes were suitable for students' levels, they predominantly revolved around lower-order thinking skills (Hamurcu and Ekinci, 2020).

Turning to the analysis of English language and other coursebooks in the context of Bloom's Taxonomy, findings of earlier studies illustrated a predominant focus on LOTS. For example, in the Jordanian context, Abdelrahman (2014) evaluated Jordanian 10th-grade English language coursebook questions and found them mostly aligned with lower-order thinking skills. Similarly, Ulum (2016) assessed reading comprehension questions in an internationally published English coursebook in Türkiye and observed a general lack of higher-order thinking skills. A further study by Köksal et al. (2023) analyzed reading texts in high school English language coursebooks in Türkiye, revealing their predominant inclusion of LOTS. In a similar vein, Rebla (2022) analyzed reading activities in a 7th-grade English language coursebook in the Turkish context and found that they generally lacked higher-order thinking skills, predominantly featuring lower-order thinking skills.

Furthermore, Zareinan et al. (2015) examined English for Specific Purposes (ESP) coursebooks and concluded that they inadequately incorporated higher-order thinking skills in their questions. Lastly, in the study investigating critical, creative, and reflective thinking skills in secondary school English language coursebooks in Türkiye, Firidin-Şimşek (2022) found that although some coursebooks included activities promoting critical thinking, there was still a

significant focus on lower-level cognitive tasks. The coursebooks predominantly emphasized remembering rather than engaging students in higher-order thinking activities.

These findings collectively underscore the need for a more balanced approach to the incorporation of cognitive skills within language education, curricula, and coursebook design, ensuring that higher-order thinking skills, as defined by Bloom's Taxonomy, receive due emphasis alongside lower-order skills. In conclusion, the integration of Bloom's Taxonomy into educational practices, with its emphasis on cognitive skills, underscores the critical role of fostering higher-order thinking in students. However, exploring the evaluation of coursebooks in the realm of English Language Teaching, it becomes evident that a well-rounded approach to education extends beyond cognitive skills alone. While Bloom's Taxonomy provides a solid framework for cognitive development, coursebook evaluations illuminate the broader context of language education.

2.3. Coursebook evaluation

The body of literature in English Language coursebook evaluation reveals a multifaceted landscape of assessments, ranging from effectiveness to the integration of 21st-century skills as well as Bloom's Taxonomy. Various studies have explored aspects of the English language as well as other coursebook content, including teacher perceptions (e.g., Hanar, 2019; Karsudianto, 2019; Koç, 2016), cultural representation (e.g., Başal, 2015; Dimici, Yıldız and Başbay, 2018; Koç, 2016), overall usefulness (e.g., Solhi et al., 2021), gender roles (e.g., Uzun and Burakgazi, 2021), English as a Lingua Franca, (e.g., Takahashi, 2014), sociolinguistics (e.g., Atar and Erdem, 2020; E.C. Çakır, 2021; N. Çakır, 2021; Genç, 2020) and so on, shedding light on the strengths and weaknesses of coursebooks in this regard.

Regarding the usefulness, Solhi et al. (2021) conducted an evaluation of English language coursebooks used in Turkish high schools, assessing their long-term effectiveness. While they acknowledged the benefits of these coursebooks in providing students with communicative opportunities, they highlighted certain shortcomings that rendered them inadequate for long-term use. A considerable development in this area was the 2021 report from the MoNE regarding teacher perspectives on coursebooks, since MoNE is a major stakeholder in education in

Türkiye, and conducting research with teachers on the usefulness of the coursebooks could be considered a notable step forward in identifying and improving potential shortcomings of the coursebooks. The report concluded that English language teachers, along with other high school teachers, appreciated certain aspects of coursebooks, such as their layout, visuals, and spelling. However, they expressed concerns about the overall usefulness of these coursebooks, particularly in relation to higher-order thinking skills assessment (MoNE, 2021).

From another perspective, a study by Firidin-Şimşek (2022) evaluated high school coursebooks in terms of HOTS of Bloom's Taxonomy, such as critical thinking, creativity, and reflective thinking. The findings indicated that critical thinking and creativity were not adequately incorporated, while reflective thinking was generally lacking in the coursebooks. In a similar vein, Rineks'o's study (2021) analyzed a 7th-grade English as a Foreign Language (EFL) coursebook, with the aim of gauging the representation of 21st-century skills. The results unveiled certain gaps in the coverage of these skills, with some being underrepresented while collaboration and communication skills were predominant. Moreover, Bouzid's study (2016) examined three high school EFL coursebooks in the Moroccan context concerning 21st-century skills. The findings indicated that these coursebooks generally failed to provide adequate support for students to develop these skills.

Furthermore, in their study, Seitova and Narymbetov (2021) evaluated 9th grade English language coursebooks by international publishers used in Kazakhstan in terms of 21st-century skills. They concluded that the said coursebooks did incorporate 21st-century skills to some extent, though the emphasis varied. In the Indonesian context, another study by Rakhmawati and Prijana (2019), which examined senior high school English language coursebooks in Indonesia, found that although 21st-century skills were represented through activities, they were not equally integrated and especially there was insufficient use of ICT literacy in the books. These collective evaluations emphasize the need for a comprehensive approach in aligning coursebooks with both multicultural and 21st-century skill dimensions to enhance the quality of language education materials and support holistic student development.

Shifting the focus to the evaluation of coursebooks in terms of the 4 Cs of 21st-century skills, the limited number of studies on this aspect gives insight into what has been investigated so far. For instance, Akçay's (2019) study examined English language coursebooks by international

publishers and identified an unequal emphasis on the 4 Cs within the coursebooks. While communication and collaboration were frequently addressed, critical thinking and creativity were not as thoroughly integrated. Moreover, there was a lack of explicit guidance for teachers on effectively fostering these skills. Similarly, another study highlighted an imbalance in the representation of 21st-century skills. It pointed out that while critical thinking is often emphasized through various activities, other skills were less represented. This gap underscored the need for coursebook writers to enhance the comprehensive inclusion of these skills (Rakhmawati and Priyana, 2019).

Overall, these evaluations illustrate an imbalance in the representation of 4 Cs in English language coursebooks in both national and international contexts, underscoring the importance of considering the comprehensive alignment of coursebooks with both multicultural and 21st-century skill dimensions to enhance the quality of language education materials and promote holistic student development.

2.4. Significance of the Study

Considering the elaborations above, evaluating English language coursebooks is thought to be worthwhile as they are a notable component of language teaching materials. Thus, in an educational landscape highlighted by the demands of the 21st century, the evaluation of English language coursebooks offer profound implications given the gaps in the relevant literature. Therefore, the present study is deemed significant due to following five reasons:

- Earlier research on coursebook evaluation primarily focused on evaluating English language coursebooks by international publishers rather than coursebooks provided by the MoNE which are more prevalent in public high schools (e.g., Akçay, 2019; Gözgenç, 2016; Hişmanoğlu, 2011; Öztekin, 2019; Jafarigohar and Ghaderi, 2013).
- Previous studies predominantly undertake single coursebooks in their evaluation processes (e.g., Atıcı, 2023; Çubukçu and Sivaslıgil, 2007; Gözgenç, 2016; Uluhan, 2019).

- Most of the existing studies in the Turkish context pertain to elementary (e.g., Akçay, 2019; Atar, 2021; Çelik and Erbay, 2013; Demirbaş, 2013; Solhi, Sak, Şahin and Yılmaz, 2020) or secondary (e.g., Çubukçu and Sivaslıgil, 2007; Tekir and Arıkan, 2007) school levels, with significantly fewer evaluations at the high school level (e.g., Solhi et al., 2021).
- High school English language coursebooks provided by the MoNE have proven to possess certain drawbacks with regard to their content and activities (e.g., Başal, 2015; Çalışır, 2013; Şimşek and Dündar, 2015; MoNE, 2021).
- The existing literature yields a limited number of studies on English language coursebooks in the light of the 4 Cs of 21st-century skills (e.g., Akçay, 2019, Atıcı, 2023) as well as Bloom's Taxonomy (e.g., Öztürk, 2019, Rebla, 2022).

Most importantly, to the best of the researcher's knowledge, there is not any study at present that takes on English language coursebook evaluation in the light of both the 4 Cs of 21st-century skills and Bloom's Taxonomy. The integration of 21st-century skills and Bloom's taxonomy in this evaluation not only acknowledges the imperative of adapting education to the demands of globalization, technological advancement, and cultural interconnectedness but also enriches the ongoing debate on optimizing language learning materials. As the study delves into the complex relationship of these two influential frameworks, it aspires to provide educators, curriculum designers, and educational policymakers with insights that transcend the confines of the traditional approach to language teaching materials. In doing so, it aims to illuminate a path toward a more holistic and contextually attuned language education paradigm, aligning with the diverse challenges and opportunities of the rapidly evolving world. To this end, the present study poses the following questions.

1. Are the four Cs of 21st-century skills (i.e., critical thinking, communication, collaboration, and creativity) promoted through activities in high school (namely, 9th, 10th, 11th, and 12th-grade) English language coursebooks? If so,
 - 1.1. Is there a significant difference *across* grade levels (namely, 9th, 10th, 11th, and 12th-grade coursebooks) in terms of inclusion of the four Cs of 21st-century?
 - 1.2. Is there a significant difference *within* grade levels (namely, 9th, 10th, 11th, and 12th-grade coursebooks) in terms of inclusion of the four Cs of 21st-century?

2. Are lower-order thinking skills (LOTS) and higher-order thinking skills (HOTS) of Bloom's Taxonomy promoted through activities in high school (namely, 9th, 10th, 11th, and 12th-grade) English language coursebooks? If so,
 - 2.1. Is there a significant difference *across* grade levels (namely, 9th, 10th, 11th, and 12th-grade coursebooks) in terms of inclusion of LOTS and HOTS of Bloom's Taxonomy?
 - 2.2. Is there a significant difference *within* grade levels (namely, 9th, 10th, 11th, and 12th-grade coursebooks) in terms of inclusion of LOTS and HOTS of Bloom's Taxonomy?



CHAPTER III

METHODOLOGY

This chapter introduces the methodology of the present study. It outlines the use of qualitative research methods, specifically document analysis, as the primary tool for data collection and evaluation. Further, the chapter elaborates on the types and the process of developing the checklists. Lastly, it concludes with the tests which were utilized and the process of analysis of the data gathered.

3.1. Design

The study employs a qualitative research approach, which involves collecting and analyzing data that is non-numeric in nature. Qualitative methods are used to explore and understand the underlying reasons, motivations, and perspectives of individuals or groups (Dörnyei, 2007; Fraenkel, Wallen and Hyun, 2012; Maxwell, 2008). Qualitative research often employs techniques such as interviews, focus groups, participant observation, and document analysis to gather rich, context-specific information (Fraenkel et al., 2012). This method is considered suitable for understanding organizational contexts, making it valuable for the study's research objective of assessing high school English coursebooks in their natural context.

The methodology of the study outlines the systematic approach to conducting document analysis to evaluate the four English language coursebooks provided by the MoNE. By employing proper data collection and analysis methods, this study aims to provide valuable insights into the inclusion of the 4 Cs of 21st-century skills and Bloom's Taxonomy in high school English language coursebooks. Document analysis is a qualitative research method that entails the systematic examination and interpretation of textual, visual, or audio materials, known as "documents." These documents can include written records, photographs, audio recordings,

video footage, and any other recorded information. Researchers analyze these documents to uncover patterns, themes, and insights relevant to the research questions. Document analysis is particularly useful for studying organizational documents, policy texts, and various forms of media to understand the social, cultural, or historical context (Bowen, 2009).

In summary, qualitative research methods involve the exploration and interpretation of non-numeric data to gain insights into human behavior and experiences, while document analysis is a specific qualitative research method that focuses on systematically examining and interpreting various forms of recorded information. This method is valuable for understanding historical, organizational, and cultural contexts and can provide in-depth insights into complex facts. Document analysis is suitable for this research objective as it allows for the systematic examination of coursebook materials in their natural context.

3.2. Coursebooks

The scope of the present study is limited to the four high school English language coursebooks (9th, 10th, 11th, and 12th-grade) published and provided by the MoNE.

A purposive sampling strategy is employed to select a representative sample of coursebooks. Purposive sampling is a deliberate and non-random sampling strategy where the researcher selects participants or elements for a study based on their unique characteristics or expertise in the area under investigation. This method allows the researcher to focus on specific cases or individuals who can provide valuable insights and information relevant to the research objectives (Creswell, 2014).

The selection criteria include subject area, which is English, and grade level, (i.e., 9th, 10th, 11th, and 12th-grade) to ensure diversity in the sample. Although not explicitly stated in the MoNE's course material regulation, since they are the compulsory English language coursebooks across public high schools in Türkiye, four English language coursebooks, namely, English 9 (Bayraktar, 2022), Count me In -10- (Çimen et al., 2022), Spice Up -11- (Koyutürk et al., 2022), and Notifier -12- (Çimen, Taşkıran Tiğın, Çokçalışkan, Özdemir and Cellat, 2023) provided by the MoNE were chosen for analysis. These coursebooks were designed and approved as the

official English language coursebooks to be taught at high schools in 2022 by the Board of Education, Turkish Ministry of National Education. This means that as official course materials, they form a standardized framework for English language instruction at the high school level. These coursebooks significantly influence how English is taught and learned and potentially shape students' language skills as well as reflect the objectives and priorities of the national English curriculum.

3.3. Data collection instruments

Data for this study were collected through checklists. Checklists are significant in evaluation as they often incorporate complex theories or assumptions (Scriven, 2000). Checklists serve as mnemonic devices and aid in systematically evaluating complex entities. There are various types of checklists, from simple laundry lists to more comprehensive evaluative lists, and their organization is crucial for accurate evaluation.

Checklists offer several advantages in evaluation. Firstly, they serve as memory aids, preventing the omission of important tasks and reducing both oversight and mistakes. Moreover, checklists are more accessible to non-experts compared to complex theories or statistical analyses, enhancing their credibility in evaluations (Griffie, 2018; Scriven, 2000). Furthermore, checklists efficiently encapsulate a wealth of specific knowledge about the subject of evaluation. Lastly, evaluative checklists can be created more easily than comprehensive theories, contributing to enhanced evaluation quality and the expansion of domain-specific knowledge. Types of checklists are sequential, iterative, flowchart-based, diagnostic and criteria of merit checklists (COMlists) (Scriven, 2000).

Sequential checklists have two types: The first is the strongly sequential checklist, where the order of checkpoints is critical for valid results. (Scriven, 2000). The second type is the weakly sequential checklist, where the order matters for psychological or efficiency reasons rather than logical necessity. (Scriven, 2000).

Another type of checklist is the iterative checklist, which can be either fully or partially sequential but may require multiple passes to achieve a stable reading at each checkpoint. An

example is the Key Evaluation Checklist (KEC), which is used for program evaluation (Scriven, 2000). An additional type is a flowchart-based checklist, which is used by professionals such as taxonomists, mechanics, and toxicologists. There are also diagnostic checklists, which can be evaluative when used in a context that justifies evaluative conclusions. The type of checklist that is considered most significant for evaluation purposes has been the criteria of merit checklist (COMlist). It is widely used for evaluating various entities, such as teachers, researchers, or requests for funding. COMlists often serve as the basis for scoring procedures where criteria are weighted for importance, and candidates are scored on each dimension. The sum of the products of these scores is used as a measure of merit.

Considering the aim and the nature of the study, the type of checklist developed was a criteria of merit checklist (COMlist). As discussed in the previous paragraphs, COMlists are used to assess the quality or completeness of certain actions or activities based on predefined criteria. In this case, the criteria were the definitions of 4 Cs and the six cognitive skills of Bloom's Taxonomy in the checklists. Checklists provide numerous benefits in evaluation, from enhancing memory and accessibility to countering cognitive biases and streamlining knowledge organization, ultimately improving the overall quality of evaluations, and expanding the understanding of specific domains (Scriven, 2000; Stufflebeam, 2001). In light of the elaborations above, developing a checklist to evaluate the presence of the 4 C skills of 21st-century skills and cognitive domains of Bloom's Taxonomy in high school-level English language coursebooks activities stands out as the leading, and most advantageous data collection tool for the present study. These checklists allowed the researcher to determine whether the instructions of the coursebook activities met the predefined criteria.

The checklists were developed in two phases. First checklist involved statements written in accordance with the framework developed by Binkley et al. (2012). The statements consisted of binary options such as yes/no. To ensure the validity of the checklist, expert opinions of two language instructors were obtained. A second checklist was developed to examine the instructions of the activities according to six cognitive skills of Bloom's revised Taxonomy. A checklist developed by the researcher with criteria for Bloom's revised Taxonomy (see Appendix B) was utilized to examine the activities according to the six cognitive domains. Similarly, validity was ensured by receiving expert opinions of two experts in the field (i.e., academics with a PhD in English language education) for the content and wording of the

definitions of the skills (i.e., 4 Cs and Bloom's Taxonomy). Obtaining expert opinion is a crucial step in ensuring validity of the study, since it helps verify that the items in the checklist (or other instruments) accurately measure what they intend to measure (Fraenkel, Wallen and Hyun, 2011). Expert opinion provides a deeper look inside the instrument, identifies potential flaws ambiguities, and biases in the instrument. This step also helps ensure that the items in the checklist are contextually appropriate and relevant (Fraenkel, Wallen and Hyun, 2012).

3.4. Data collection and analysis procedures

Data gathered from the four coursebooks were analyzed in two phases:

In the first phase, evaluation focused upon 21st-century skills and Bloom's Taxonomy. The coursebook activities were systematically evaluated using a checklist developed by the researcher, aligned with the framework of Binkley et al. (2012). The checklist included binary options (yes/no) and was validated through expert opinions from two academics specializing in English language education. The skills to be evaluated (i.e., critical thinking, communication, collaboration, and creativity) were listed and relevant keywords for each skill were defined so as to include or exclude the activities. Specifically, certain terms in the instructions were associated with skills. For instance, terms such as "imagine" were connected to the creativity skill, whereas phrases like "discuss," "compare," and "why/why not" were related to the critical thinking skill. Instructions that included phrases such as "work with a partner" or "work in groups" were linked to the collaboration skill. Lastly, phrases like "share your thoughts," "listen and respond," and "talk/discuss" were associated with the communication skill.

In the second phase, a similar process was applied to evaluate the same activities using a checklist developed by the researcher, which aligned with Bloom's revised Taxonomy. The checklist considered the six cognitive domains (i.e., remember, understand, apply, analyze, evaluate, and create) and validity was ensured through expert opinions from at least two academics specializing in English language education. The second checklist included the cognitive skills in Bloom's taxonomy (i.e., remember, understand, analyze, apply, evaluate, and create) and related keywords so that they formed criteria to include or exclude the activities. For this, words such as "list," "define," and "describe" were linked to "Remember." Further,

“discuss,” “explain,” and “categorize” were connected to “Understand.” On the other hand, terms like “complete,” “show,” and “perform” were linked to “Apply.” Words such as “examine,” and “compare” were associated with “Analyze.” Moreover, “judge,” “assess,” and “recommend” were linked to “Evaluate.” Lastly, “create” and “plan” were connected to “Create.”

In the data analysis process, to address research questions 1 and 2, descriptive analysis was conducted, focusing on the number of activities presented in the coursebooks. For research questions 1.1 and 2.1, a non-parametric Kruskal-Wallis H test was employed, which also allows for determination of any significant differences among three or more groups (Fraenkel et al., 2012). Lastly, for research questions 1.2 and 2.2, a Friedman test was conducted. These tests aimed to assess differences among groups and provided statistical insights for the research questions at hand.

In this study, the data regarding the 4 Cs and a part of Bloom’s Taxonomy were also analyzed by another coder for inter-rater reliability to ensure the consistency and validity of the coding process, which is a key principle in qualitative research, strengthening the consistency and credibility of the findings. Two coders (i.e., the researcher and another coder) simultaneously assessed the instructions of the coursebook activities according to the checklists, then compared their assessments. In case of a difference in their assessment, coders double checked the checklist and the instructions before coming to a mutual agreement. The decision of analyzing a part of the data with an inter-rater was based on resource and time constraints. For the remaining data, coding consistency was maintained through the use of key words for the instruction of activities.

Inter-rater reliability, also known as intercoder reliability, is important in coding processes, where subjective interpretations of the data are possible. It helps minimize bias, identify differences in interpretations, and assure that coding process is transparent (Lombard, Snyder-Duch and Bracken, 2002). Principles guiding this process included both coders using the predefined criteria (i.e., the definitions of the 4 Cs and Bloom’s Taxonomy checklists) and keywords. These practices are in line with practices in qualitative research (Campbell, Quincy, Osserman and Pedersen, 2013). While having a second coder for the entire dataset might be ideal, partial inter-rater reliability checks are considered sufficient to validate coding

consistency when supported by sound frameworks and principles (Campbell et al., 2013). Given the scope and resources available, it was considered appropriate, and the accuracy of the study was not affected.



CHAPTER IV

FINDINGS

This chapter discusses the findings regarding the inclusion and distribution of the 4 Cs and the six skills of Bloom's Taxonomy along with the results of previous research and concludes with pedagogical implications. The findings of the study are organized under six main areas: 1) general presence of the 4 C skills in four English language coursebooks, 2) distribution of the 4 C skills *across* four English language coursebooks, and 3) distribution of the 4 C skills *within* four English language coursebooks, 4) general presence of the six cognitive skills of Bloom's revised Taxonomy, 5) distribution of the skills *across* four English language coursebooks, and 6) distribution of the skills *within* four English language coursebooks. This section presents a comprehensive overview of the collected data, setting the foundation for the subsequent discussion on the significance and implication of these findings.

4.1. Findings regarding RQ1, RQ1.1., and RQ1.2.

Findings of statistical analysis of high school English language coursebooks concerning the integration of the 4 Cs of 21st-century skills reveal the extent to which these coursebooks include these skills. To start with the findings of the RQ1, a descriptive analysis was conducted, and the results are illustrated in Table 1.

Table 1

Descriptive Statistics for Creativity, Collaboration, Critical Thinking, Communication

Variable	N	M	SD	Min	Max
Creativity	40	0.50	0.75	0	3
Collaboration	40	5.70	3.17	1	14
Critical Thinking	40	2.40	2.06	0	7
Communication	40	14.68	4.05	8	26

Note: *N* represents the number of observations, *M* represents the mean, *SD* represents the standard deviation, *Min* represents the minimum value, and *Max* represents the maximum value.

According to the results, as reported in Table 1, the mean score of 14.68 for the communication skill is notably higher than other skills, indicating that communication is a significant focus across all grade levels. The relatively high standard deviation suggests that while communication is generally emphasized, the degree of emphasis may vary across different grades. In Figure 7, an example from the coursebook representing the communication skill is provided.



Figure 7. An example of a representation of “Communication” in the 10th grade coursebook.

Next, with the average score of 5.7 for collaboration shows that this skill is more represented than creativity; however, a standard deviation of 3.7 indicates variability. Overall, collaboration is moderately present in the coursebooks. Third, critical thinking skill has a mean score of 2.4, which indicates that it is somewhat present in the coursebooks but not strongly emphasized. Again, the moderate standard deviation suggests that the representation of the skills varies across the grade levels. Lastly, the mean score of 0.5 for creativity suggests that this skill is not very well presented in the coursebooks across the four coursebooks. Figure 8 is an example from the 9th-grade coursebook that shows the *Collaboration* skill.

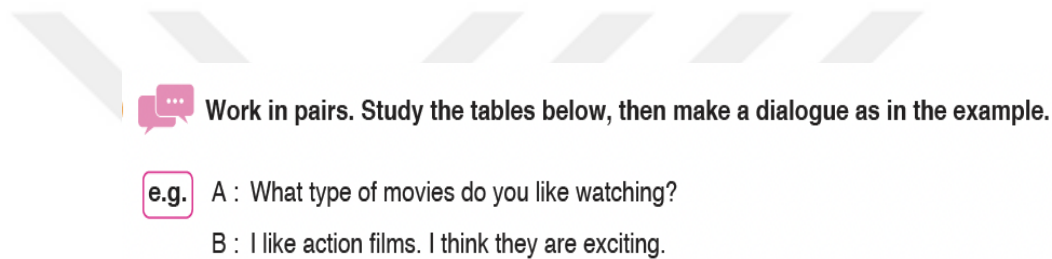


Figure 8. A pair work activity representing “Collaboration” in 9th grade coursebook.

Overall, the descriptive analysis of the data indicates that creativity is the least emphasized skill, with very low representation across all grade levels while collaboration is moderately represented, with some variability suggesting differences in emphasis across grade levels. In addition, the findings show that critical thinking skill is present, but not strongly emphasized, with some grade levels potentially focusing on it more than others. Lastly, communication seems to be a highly emphasized skill, with significant representation in the coursebooks. The emphasis may vary slightly across the grade levels, though. A sample from the 11th-grade coursebook representing *Critical Thinking* is demonstrated in Figure 9.

4 a) Would you ever try an extreme sport? Why/Why not?

Figure 9. An activity in 11th-grade coursebook representing “Critical Thinking.”

Moving on to the RQ1.1, which sought answers to potential differences in the distribution of the 4 C skills *across* the grade levels, findings of the Kruskal-Wallis H Test are presented in Table 2.

Table 2
Test Statistics for Creativity, Collaboration, Critical Thinking, and Communication across grade levels

	Creativity	Critical Thinking	Collaboration	Communication
Kruskal-Wallis H	1.453	16.279	14.314	21.790
df	3	3	3	3
Asymp. Sig.	.693	<.001	.003	<.001

Note: a. Kruskal Wallis Test b. Grouping Variable: Grade level

According to Table 2, there was not a statistically significant difference ($p= 0.693$) in the distribution of creativity across the grade levels. In other words, creativity seems to be uniformly distributed across the grade levels. In Figure 10, an example of *Creativity* from the 12th-grade coursebook is given.

20 Imagine that you have been asked to write a cyber game scenario by your company. Make notes in the following frames and write the full text.

Title of the game	The target audience
Steps/Main actions	Type of the game

Figure 10. An example of an activity representing “Creativity” in the 12th grade coursebook.

Regarding collaboration, findings showed a statistically significant difference ($p = <0.001$) across the grade levels. This suggests that the emphasis on collaboration varies significantly across the grades. Results for critical thinking indicated a statistically significant difference ($p = 0.003$) in the distribution of critical thinking skill across the grade levels. This suggests that the representation of critical thinking varies significantly across the grade levels.

Lastly, for communication, there was a statistically significant difference ($p = <0.001$) in the distribution of communication skill across the grade levels. This result denotes that the emphasis on communication varies significantly across the grades. Overall, the result of the analysis yielded a statistically significant difference in the distribution of three of the skills (i.e., collaboration, critical thinking, and communication), whereas there was no statistically significant difference in the distribution of creativity.

For the Research Question 1.2, which aimed to answer whether there was a statistically significant difference in the distribution of the 4 C skills within the grade levels, Friedman test results are provided in Table 3.

Table 3
Friedman Test Statistics for the 4 Cs

	9 th grade	10 th grade	11 th grade	12 th grade
N	10	10	10	10
Chi-Square	26.375	26.103	26.296	26.753
df	3	3	3	3
Asymp. Sig.	<.001	<.001	<.001	<.001

a. Friedman Test

Results displayed in Table 3 suggest a significant difference ($p = <0.001$) in the distribution of the 4 C skills within the 9th, 10th, 11th, and 12th grade English language coursebooks.

In summary, the Friedman Test showed that there was also a significant difference in the distribution of the 4 C skills *within* the English language coursebooks (i.e., 9th, 10th, 11th, and 12th grade coursebooks).

4.2. Findings regarding RQ2, RQ2.1., and RQ2.2.

Statistical analysis results of high school English language coursebooks in terms of the integration of six cognitive domains of Bloom’s revised Taxonomy are displayed in Table 4, Table 5, and Table 6.


Table 4
Descriptive Statistics for Remember, Understand, Apply, Analyze, Evaluate, and Create

Variable	N	M	SD	Min	Max
Remember	40	13.60	3.103	7	19
Understand	40	16.55	4.101	9	26
Apply	40	16.68	13.966	7	98
Analyze	40	4.35	2.607	1	15
Evaluate	40	1.93	1.228	0	2
Create	40	.50	.599	0	5

Note: *N* represents the number of observations, *M* represents the mean, *SD* represents the standard deviation, *Min* represents the minimum value, and *Max* represents the maximum value.

Table 4 shows the descriptive statistics conducted regarding the integration of the six cognitive domains of Bloom’s revised Taxonomy. The results revealed that the coursebooks demonstrated the highest integration with the “Apply” domain, with a mean score of 16.68, indicating strong

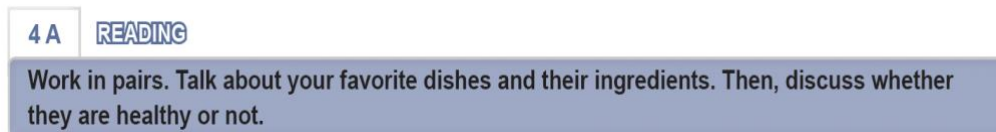
support for practical application of knowledge, albeit with significant variability. Following closely was the “Understand” domain with a mean score of 16.55. The “Remember” domain also showed commendable integration with a 13.60 mean score, highlighting activities that encouraged effective recall of information. Notably, the “Analyze” domain reflected moderate integration with a score of 4.35. Similarly, the “Evaluate” domain, with a mean score of 1.93, indicated a moderate emphasis with a comparable degree of variability. Lastly, the “Create” category had the lowest mean score, .50, signifying activities that supported generating new ideas was the least emphasized among others. Figure 12 is an example from the 10th-grade coursebook that demonstrates the *Understand* skill. Figure 11 is an example from the 9th-grade coursebook of the *Remember* skill and Figure 12 is an illustration of the *Understand* skill from the 10th-grade coursebook.



4  Describe and compare your neighborhood with Tim's city in simple sentences.

e.g. I like living in my town because it is a neat place and people are friendly. Tim's city is more crowded and noisier than my town. My town is warmer and cheaper than Tim's city.

Figure 11. An activity representing the cognitive skill of “Remember” in 9th grade coursebook.



4 A READING

Work in pairs. Talk about your favorite dishes and their ingredients. Then, discuss whether they are healthy or not.

Figure 12. An example of representation of “Understand” in 10th grade coursebook.

Table 5

Test Statistics for Remember, Understand, Apply, Analyze, Evaluate, and Create

	Remember	Understand	Apply	Analyze	Evaluate	Create
Kruskal-Wallis H	24.417	20.878	14.205	2.195	5.764	1.406
df	3	3	3	3	3	3
Asymp. Sig.	.000	.000	.003	.533	.124	.704

Note: a. *Kruskal Wallis Test* b. *Grouping Variable: Grade level*

According to Table 5, the results revealed significant differences ($p = .000, .000, \text{ and } .003$ respectively) in the “Remember,” “Understand,” and “Apply” cognitive domains across the four grade levels (i.e., 9th, 10th, 11th, and 12th). This indicates the emphasis that the coursebooks put on these domains vary significantly across the grade levels. Figure 13 depicts an example from the 11th-grade coursebook that represents the *Apply* skill.

2 Complete the notes with the sentences below. One is extra.

- a) Keep studying until you become a world-renowned molecular biologist
- b) Remember you are going to be one of the most famous cellists of all time
- c) Don't forget what it means to be a best-selling author

1

Dear Self,
Clearly, life isn't all sunshine and rainbows. There will be days when smiling is really hard as your heart hurts and your mind is tired. Please put on your brave face and fight with your problems. Look at the bright side of the hard times. Even a little change of perspective makes a big difference. **(1)**_____. Keep practising and focus your energy on the path that leads to your music career dream.
Love, Me

2

Dear Future Me,
Never be afraid to fail. How we live our lives and see the world around us is totally our decision. **(2)**_____. Remember your "why". Keep in mind the reason for doing what you do and how it benefits the people around the world. Never give up learning and chasing your target. You are gonna create economical vaccines against deadly diseases. Keep going!
Sincerely,
Me, Myself & I

Figure 13. A representation of “Apply” in 11th grade coursebook.

In contrast, the “Analyze,” “Evaluate,” and “Create” domains did not show significant differences ($p = .533, .124, \text{ and } .704$ respectively) *across* the four grade levels. This suggests that the distribution of cognitive domains was relatively consistent across the coursebooks. Overall, while certain cognitive domains such as remember, understand, and apply appeared to vary across the four grade levels, higher-order skills like analyze, create, and evaluate remained more stable throughout. Figure 14 is an example from the 11th-grade coursebook of the *Analyze* skill.

- 8 a) Work in pairs. Compare the greeting customs and the table manners of the countries you heard in exercise 5 with your country as in the example.
 E.g. Both Turkish people and most Europeans kiss on the cheek twice while greeting.

Figure 14. An example of “Analyze” in 11th grade coursebook.

Table 6
 Friedman Test Statistics for the six cognitive skills

	9 th grade	10 th grade	11 th grade	12 th grade
N	10	10	10	10
Chi-Square	45.058	46.156	40.328	43.382
df	5	5	5	5
Asymp. Sig.	.000	.000	.000	.000

a. Friedman Test

In Table 6, the Friedman test results revealed statistically significant differences ($p = .000$) in the distribution of the six cognitive skills of Bloom’s taxonomy within the grade levels (i.e., 9th, 10th, 11th, and 12th). Figure 15 is a coursebook illustration of *Evaluation* skill.

5 F

Imagine that one of your friends will go on a holiday and you have already been to that place. Share your experiences about the place and give recommendations in an e-mail text. Write about some of the items in Part 5 A

Figure 15. An example of “Evaluate” in 10th grade coursebook.

In summary, the Friedman Test showed that there was also a significant difference in the distribution of the six domains *within* the English language coursebooks. Lastly, Figure 16 represents an example of *Create* skill from the 12th-grade coursebook.

12

Work in pairs. Follow the instructions below to create a dialog as a student and a school counselor. Then, role-play the dialog.

Figure 16. A representation of “Create” in 12th grade coursebook.

CHAPTER V

DISCUSSION AND CONCLUSION

In this chapter, the findings considering the aims of the research questions and results of the previous studies are discussed and suggestions for future research are presented along with pedagogical implications.

5.1. Discussion on the findings of the study

To begin with, the present study sought answers to research questions 1, 1.1, and 1.2, which involved the extent to which the 4 Cs of 21st-century skills were present in the four high school English language coursebooks, as well as their distribution *across* and *within* these coursebooks. Research question 1 examined the presence of the 4 Cs in the four English language coursebooks. Findings showed all four coursebooks included these skills with *Collaboration* and *Communication* being the most emphasized, as yielded by the descriptive analysis. A significant finding regarding the *Communication* skill was that a little number of the activities involved group work, while most involved working in pairs. The research question 1.1 examined how the four Cs were distributed *across* the coursebooks. Findings showed variations in the representations of the 4 Cs, with *Creativity* consistently being underrepresented across all four grade levels. On the other hand, there was an uneven distribution of the other three skills—*Collaboration*, *Critical thinking*, and *Communication*. In addition to examining variations across various coursebooks, the study also looked at the internal distribution of the 4 Cs within each coursebook. The findings underscored the uneven representation of these fundamental skills by highlighting an imbalance in the distribution of the 4 Cs.

To interpret these findings, it is first important to draw attention to the scarcity of studies that have specifically investigated the 4 Cs in English language coursebooks, with Akçay (2019)

being a noteworthy exception. The findings of this study are in line with those of previous studies which also found differences in the emphasis on the 4 Cs, as well as other 21st-century skills in English language coursebooks (e.g., Akçay, 2019; Atıcı, 2023; Bouzid, 2016; Hişmanoğlu, 2011), Turkish and Mathematics curricula (e.g., Barası and Erdamar, 2021; Vural and Vural, 2021), and English language teachers' lesson plans (e.g., Tamela and Dwi, 2021). While the English curriculum published by the MoNE (MoNE, 2018) does not appear to require the integration of the 4Cs or other 21st-century skills, it emphasizes the importance of providing students with engaging and productive learning environments so that they can become "effective, fluent users of English." The curriculum places a considerable amount of focus on developing communication skills, which might indicate that 21st-century skills should also be included. These findings demonstrate that the four English language coursebooks' development process may not have adequately planned for the integration and balanced emphasis on the 4 Cs across and within grade levels.

The field of language education research and practice may interpret the study's findings in a variety of ways. First of all, the inclusion of the 4Cs in all evaluated coursebooks is a sign of an improvement in language education since it acknowledges the importance of 21st-century skills. However, the uneven distribution and inadequate representation of creativity in the coursebooks indicate an important gap that must be filled. The goal of contemporary education is to equip learners with the creativity they will need in order to succeed in all areas of life. It encourages original thought and the ability to solve problems. Overall, while the presence of the 4 Cs in high school English language coursebooks is positive, their uneven distribution indicates that their integration needs more careful consideration and adjustment. The study highlights the need of aligning instructional materials with contemporary educational demands and sets the foundation for future research and development in this area.

Further, the research questions 2, 2.1, and 2.2 investigated the presence of the six cognitive skills in Bloom's revised Taxonomy as well as their distribution *across* and *within* the four English language coursebooks. Findings showed that all six cognitive skills were represented in the four coursebooks, with a distinct emphasis on lower-order cognitive skills (i.e., remember, understand, and apply) both across and within the grade levels. The *Apply* domain, which has the highest mean score, implies that coursebooks offer students guidance on how to apply their knowledge in different situations. This result suggests that the curriculum was structured to

ensure that students can apply what they have learned in practical ways, which is important in maintaining basic learning and encouraging real-world application. Similarly, the coursebooks seemed to put emphasis on ensuring students understand and remember fundamental ideas and facts, as seen by the significant presence of the *Understand* and *Remember* domains. These areas are important for laying a strong knowledge base, which may be considered a prerequisite for higher-order cognitive functions.

Furthermore, findings showed that although they were represented in the four coursebooks, unlike the lower-order skills, the higher-order cognitive skills (i.e., analyze, evaluate, and create) were considerably underrepresented in the coursebooks. Moderate degree of inclusion of *Analyze* might mean that even though the coursebooks involve activities in which students are occasionally asked to analyze and interpret data, they did not involve as many opportunities to do so as they did to apply or comprehend concepts. Due to this underrepresentation, students might find it more challenging to interact critically with the material and to acquire the critical thinking abilities that are essential for success in the contemporary world.

What is more significant regarding the results was the low focus on the *Evaluate* and *Create* domains. The low results in these categories imply that there may not be many opportunities in the coursebooks for students to form opinions or use their creativity and problem-solving skills. The lack of emphasis on these higher-order cognitive skills may be interpreted as concerning because it suggests that students might not be properly challenged to go beyond the given knowledge, produce new ideas, or critically assess different points of view through coursebook activities. This disparity is especially significant when it comes to educating students for the needs of the 21st century, where creativity and critical thinking are essential skills.

These findings appear to align with those of similar previous studies. For example, test questions and coursebook exercises seemed to typically promote LOTS with a major focus on recalling information and basic comprehension (e.g., Köksal and Ulum, 2018; Chandio et al., 2021). Similar results were present in research by Gökler et al. (2012) and Muhayimana et al. (2022) who yielded that English curriculum and assessments frequently focused on fundamental skills rather than encouraging learners to think critically. These results are supported by the current study, which similarly demonstrated that the coursebooks put substantial emphasis on *Remember*, *Understand*, and *Apply* domains, with the *Apply* domain receiving the greatest focus.

Although fundamental knowledge is important, this tendency points to an overall educational approach that prioritizes its repetition instead of further cognitive development.

The results of previous studies are also consistent with the underrepresentation of higher-order cognitive skills that this study found. Research conducted by Abdelrahman (2014) in Jordanian context revealed that test questions and English language coursebooks often lacked HOTS, especially in the *Analyze* and *Evaluate* domains. In addition, further studies have drawn attention to the scarcity of activities that encourage students to use higher-order cognitive functions such as coming up with original ideas or critically assessing data (e.g., Köksal et al., 2023; Rebla, 2022). The findings of the current study are supported by these previous conclusions, indicating that coursebooks are apparently still inadequate in promoting comprehensive, critical engagement with the material. Overall, the present study found substantial differences in the distribution of six cognitive skills across grade levels, which are consistent with the results of other studies (e.g., Güde, 2021; Öztürk, 2019). The current study's conclusion of a lack of significant difference in the HOTS across grade levels is particularly significant, in line with the concerns raised by similar studies (e.g., Firidin-Şimşek, 2022).

Although there is no previous research at present which specifically focused on the inclusion of both the 4 Cs of 21st-century skills and the six cognitive skills of Bloom's Taxonomy as well as their alignment, considering the primary aim of the current study, the findings are thought to be worthy of discussion in this respect. Integrating the 4 Cs of 21st-century skills with the cognitive skills in Bloom's revised Taxonomy, especially the HOTS is considered crucial in developing a complete and successful educational program. The conclusions of the study could shed light on the possible link between these frameworks in the context of high school English language coursebooks, identifying gaps and interactions that could potentially have an impact on student learning outcomes. It is important to note that the comparison with the results of previous research in this discussion is based on studies looking at individual aspects of these skills in the coursebooks. As a result, the conclusions stated here are based on similarities discovered in other related studies.

To start with higher-order skills in Bloom's Taxonomy, it could be seen that they are strongly related to critical thinking. Despite the significance of these skills, previous research indicated that LOTS seemed to be the primarily emphasized skills. For instance, studies have repeatedly

shown that test questions and curriculum learning objectives are disproportionately associated with Bloom's Taxonomy's lower-order cognitive skills, such *Remember* and *Understand* (Chandio et al., 2021; Köksal and Ulum, 2018). This discrepancy suggests that although critical thinking is frequently highlighted in educational discourse, it is not adequately encouraged via real-world application in curriculum and assessment. This conclusion is also consistent with the findings of the current study which found that HOTS as well as critical thinking skill of the 4 Cs were underrepresented across and within the four high school English language coursebooks. *Communication* is another component of the 4 Cs that corresponds to both lower and higher-order cognitive skills in Bloom's Taxonomy. Effective communication requires not only the ability to understand and apply information but also the ability to analyze and evaluate. However, the literature showed that coursebooks and curricula mostly limited communication activities with simpler tasks, not pushing students to participate in more complex and imaginative forms of communication (e.g., Çelebi and Altuncu, 2019; Akçay, 2019). While the results of the current study also revealed that *Communication* was an emphasized skill in the coursebooks, considering the inadequate representation of HOTS, it is possible that *Communication* was predominantly present with the LOTS. Given that instruction in *Communication* does not seem to fully utilize Bloom's higher-order cognitive skills, this points to a gap in the way this skill is currently taught through the coursebooks.

Integrating several cognitive processes is necessary for collaboration, and these processes mostly correspond to *Understand*, *Apply*, and *Analyze* skills in Bloom's Taxonomy. Applying knowledge in group settings and evaluating contributions of peers to synthesize collective knowledge might be considered essential components of effective collaboration. However, as with communication and critical thinking, research showed that activities that support higher-order cognitive processes are significantly underrepresented in collaborative tasks (e.g., Elgün-Özkan, 2021; Ataberk and Mirici, 2022). Similarly, the lack of emphasis on HOTS found in the present study leads one to infer that *Collaboration* was mostly present in LOTS. Therefore, it is possible to say that the ability of students to participate in meaningful and productive group interactions that promote deep learning and creativity is restricted by the lack of attention placed on collaboration in HOTS.

Creativity, which is naturally associated with the *Create* domain in Bloom's Taxonomy, might be the most challenging of the 4 Cs to successfully include into instructional materials. Research

indicates that lower-order thinking skills were frequently given more weight in coursebooks and curricula than creativity (e.g., Köksal et al., 2023; Firidin-Şimşek, 2022). In a similar vein, the current study concluded that *Creativity* was the least emphasized skill, along with HOTS in Bloom's Taxonomy. This underrepresentation of creativity might reflect a larger problem in educational settings, which place more emphasis on memorization and rote learning than on the growth of creative and innovative thought processes.

In conclusion, an examination of the 4 Cs and Bloom's Taxonomy and their alignment in English language coursebooks reveals notable gaps. Although the importance of these 4 Cs for students' development continues to become more widely acknowledged, English language coursebooks seem to integrate them with LOTS such as *Remember* and *Understand*. This pattern highlights a disconnection between the present state of the materials, which tend to prioritize rote learning over more in-depth cognitive engagement, and the educational aims of encouraging higher-order thinking. Despite efforts to incorporate these skills, the literature demonstrates that they often fail to incorporate the HOTS that are essential for obtaining grasp of these competencies.

5.2. Suggestions for future studies

These results and limitations provide an important starting point for considering possible improvements. Based on these findings, some suggestions are discussed to potentially increase the integration of cognitive skills in Bloom's Taxonomy and the 4 Cs in English language coursebooks and curricula. Replicating this study in the future might be useful in determining whether the 4 Cs skills and cognitive skills in Bloom's Taxonomy are also included in high school English language workbooks, teachers' guidebooks, and English language coursebooks in other contexts. A further study evaluating English language coursebooks with the perspective of the 4 Cs and cognitive skills in Bloom's Taxonomy at other grade levels, such elementary and secondary, might also offer a more thorough understanding.

It is also important to evaluate both the curriculum and coursebooks to search for any potential (mis)matches. Future research could delve into the causes of the differences in the skill distribution and develop strategies to address them. Future researchers should continue

exploring approaches to integrating the 4 Cs and cognitive skills in Bloom's Taxonomy into coursebooks and supplementary educational materials, ensuring that each student has access to superior and competency-based education. Lastly, by expanding the scope and depth of the study, future studies can provide a more comprehensive evaluation of English language education and its connection with the development of 21st-century skills as well as the six cognitive skills in Bloom's Taxonomy.

5.3. Pedagogical implications

Understanding the broader significance of these findings requires looking at the implications they have for English language teachers, curriculum designers, and policymakers. The efficiency of English language training might be entirely changed by the integration of essential skills into language education, which is more than just an enhancement. A comprehensive strategy that considers both the immediate requirements of learners and the larger educational environment is needed to close the gaps seen in this context.

First of all, the study's alignment with other research draws attention to the problem of differences in the emphasis placed on educational resources on 21st-century skills and cognitive skills of Bloom's Taxonomy as well as a larger pattern in the field that requires collaboration between educators, curriculum developers, and policymakers. These gaps must be filled in order to provide equal learning environments that prepare students for the demands of the modern world. The results also raise questions on how closely the stated aims of the MoNE for the English curriculum align with the actual contents of the coursebooks. The 4 Cs are not explicitly incorporated into the curriculum, which indicates a gap between practice and policy, even though the curriculum places a strong focus on communicative competence and the effective, fluent use of language. This discrepancy emphasizes the need for a more detailed guidance and support in incorporating 21st-century skills into teaching resources. Moreover, an important contribution to the field has been the development of a checklist to evaluate whether coursebooks included the 4 Cs and the cognitive skills of Bloom's Taxonomy. This tool might be used by researchers and educators to evaluate and enhance the quality of teaching resources.

The checklist serves a useful purpose in providing a standard method for evaluating coursebooks, which promotes accuracy and consistency for further research.

On the other hand, the themes and activities in coursebooks need to be carefully organized so that the acquisition of these important skills is integrated and consistently emphasized. It is essential that coursebook writers go beyond the conventional delivery of information and concentrate on intentionally including tasks, activities, and assessments that specifically address these skills. Through regular interaction with these skills, this approach might ensure that students will not only become familiar with them but also develop a deep understanding and competence that will benefit them in real-world situations. To make sure that the development of these skills becomes a key component of the learning experience rather than a supplementary component, the coursebook design process must be guided by an effort to integrate these elements across the coursebooks.

At the same time, curriculum designers need to make sure that these key skills are viewed as crucial parts of language acquisition rather than as additional features. They also need to actively match educational objectives with the needs of the contemporary world. This alignment could make it necessary to thoroughly evaluate current curricula in order to give priority to teaching these skills in an organized, intentional way. Additionally, curriculum designers should consider including cross-curricular connections that link language proficiency with other academic areas, which will improve students' capacity to use these skills in a range of situations. By adopting this approach, students' learning might become more dynamic and adaptable to real-world scenarios. It may also broaden their understanding of how to transfer these skills across various fields.

Furthermore, continuous professional development (CPD) is essential for English language teachers. To teach these essential skills, teachers need to be proficient in the subject and have access to useful resources. This may include keeping up with the most recent findings and approaches in the area as well as revising their pedagogical approaches. Teachers can more effectively meet the requirements of their students and address any gaps in their teaching practices by improving their qualifications and knowledge of these skills. Therefore, the primary aim of professional development programs (PD) should be to give teachers useful techniques to

use in the classroom. This will help to create a more comprehensive, student-centered learning environment where these fundamental skills are given priority.

Policymakers also play an important part in this process since their support and acknowledgment of the value of these skills is key to promoting systemic change. In order to ensure that these skills are integrated into the curriculum and that adequate resources are given for their implementation, educational policies and standards must be updated to reflect the relevance of these competencies. This might include supporting programs that train teachers, assisting in the creation of effective learning resources, and promoting cooperation among publishers, educational institutions, and other stakeholders. Policymakers can assist in ensuring these fundamental skills are regularly and successfully taught across educational settings, therefore equipping students for the demands of the modern world.

In conclusion, the results highlight the need for curriculum designers, English language teachers, coursebook authors, and policymakers to work collaboratively and cooperatively to increase the significance of these fundamental skills in language instruction and materials. These stakeholders can provide a more efficient and effective learning experience that gives students the tools they need to in order prosper in a world that is becoming more complex and interconnected by working strategically together and sharing a dedication to innovation and quality.

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APPENDICES

Appendix A. 4 Cs evaluation checklist

Creativity

<i>Definition</i>	Theme									
	1	2	3	4	5	6	7	8	9	10
The utilization of various methods is encouraged for learners, supporting the generation of novel ideas through activities, with an emphasis on the analysis and reflection on their own ideas to enhance creativity.										

Critical Thinking

Definition	Theme									
	1	2	3	4	5	6	7	8	9	10
Learners are urged to analyze and evaluate alternative perspectives, consider viewpoints, and engage in reflective practices, as well as understand approaches for overcoming challenges and reconsider their beliefs when faced with conflicting evidence.										

Communication

<i>Definition</i>	Theme									
	1	2	3	4	5	6	7	8	9	10
Various forms of written and oral communication are covered in the activities. Opportunities are presented for listening comprehension and understanding spoken messages.										

Collaboration

<i>Definition</i>	Theme									
	1	2	3	4	5	6	7	8	9	10
Learners are encouraged to possess essential information for planning and managing projects as well as acknowledge their roles within a team, recognize their strengths and weaknesses, and take responsibility.										

Appendix B. Bloom's Taxonomy evaluation checklist

Remember

<i>Definition</i>	Theme									
	1	2	3	4	5	6	7	8	9	10
Activities encourage learners to recognize and recall pertinent information stored in long-term memory.										

Understand

Definition	Theme									
	1	2	3	4	5	6	7	8	9	10
Activities support learners to decipher the significance of instructional messages, encompassing oral, written, and visual forms of communication.										

Apply

<i>Definition</i>	Theme									
	1	2	3	4	5	6	7	8	9	10
Activities promote executing or applying a procedure in a specific context.										

Analyze

<i>Definition</i>	Theme									
	1	2	3	4	5	6	7	8	9	10
Activities encourage learners to analyze content by dividing it into its individual components and identifying their interconnections and alignment with a structure or objective.										

Evaluate

<i>Definition</i>	Theme									
	1	2	3	4	5	6	7	8	9	10
Activities support learners to form evaluations or assessments based on criteria and standards.										

Create

<i>Definition</i>	Theme									
	1	2	3	4	5	6	7	8	9	10
Activities promote combining of elements to create a unique, cohesive entity or produce an original product.										

Appendix C. Ethics committee approval

KARAR

15. Kerime Neslihan AĐLAR CANA'nın " An Analysis of English Language Coursebooks in terms of 21st-Century Skills and Bloom's Taxonomy " bařlıklı alıřması grüşmeye aıldı.

Yapılan grüşmeler Kerime Neslihan AĐLAR CANA'nın " An Analysis of English Language Coursebooks in terms of 21st-Century Skills and Bloom's Taxonomy " bařlıklı alıřmasında herhangi bir anket yapılmadıđı, lek kullanılmadıđı ve insan katılımcılardan veri toplanmadıđı iin **Etik kurulu onayına ihtiya olmadıđına** oy birliđi ile karar verilmiřtir.

Appendix D. Sample pages from the coursebooks

2D FOR RENT

? Are adverts helpful or not?

1 Read the adverts. What are they about?

A 1st Floor Flat

- ✓ 1 bedroom, living room, small kitchen, bathroom
- ✓ Near the underground
- ✓ € 300 per month

4253356

B 4th Floor Flat

- ✓ 3 bedrooms, living room, a large modern kitchen, cellar, 2 bathrooms.
- ✓ Close to the mall
- ✓ € 500 per month

2226981

2 a) Who says the following sentences in the dialogue? Tick (✓) the correct boxes.

	a student	an estate agent
✓ How can I help you?		
✓ OK, let me see.		
✓ How many rooms has it got?		
✓ How much is it?		
✓ Which floor is it on?		
✓ Can I see it?		
✓ Is it 2 o'clock this afternoon OK?		
✓ What's the address?		

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b) Read the dialogue to check your answers in section 2a.

Estate agent : Hello. XYZ Real Estate, this is Bob.
How can I help you?

Student : Hi, my name is Rick Carter. I want to rent a flat near the underground.

Estate agent : OK, let me see. There is a nice flat for rent near the underground.

Student : How many rooms has it got?

Estate agent : It's a one-bedroom flat with one bathroom, a living room and a small kitchen.

Student : How much is it?

Estate agent : It's €300 per month.

Student : Which floor is it on?

Estate agent : It's on the first floor.

Student : Can I see it?

Estate agent : Of course. Is two o'clock this afternoon OK?

Student : Yes. That's great. What's the address?

Estate agent : 72 King Road.

Student : Thank you.



c) Which advert does the dialogue match with?

3 Work in pairs. You are interested in the flat in advert B. Call the estate agent to find out information about it. Act out your dialogue as in section 2 b.

? Would you like to live abroad? Why/Why not?

2 a) Read the text. What do you know about these cities? What can people see / do there?


New York City & York

New York City is the most populated city in the USA. It is one of the most popular tourist destinations in the country. Some of the most famous landmarks in the USA such as the Statue of Liberty and the Empire State Building are in New York. There are many museums and beautiful parks. New York City has more skyscrapers than other cities in the USA. Fifth Avenue is one of the most popular streets in the world with a lot of expensive shops. New York City has a large harbour.



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York is smaller than New York City. It is one of England's most beautiful cities. It has clean and quiet streets. You can have coffee in a nice cafe by the beautiful river. There are traditional houses and stunning castles. For a better view of the city, you can go on a boat trip on the River Ouse.



b) Read the text again and mark the sentences (True) or (False).

1. New York City is bigger than York.
2. New York City is in England.
3. There is a large harbour in New York City.
4. There are quiet streets in York.
5. York has traditional houses.
6. There aren't stunning castles in York.

3 a) Talk about the two cities in section 2a.

Use these

✓ famous landmarks	✓ expensive shops
✓ tall skyscrapers	✓ a large harbour
✓ quiet streets	✓ stunning castles
✓ a nice cafe	✓ huge parks
✓ traditional houses	

b) Which place would you like to visit? Give reasons.

4 Tick (✓) the suitable places in the table and compare New York City and your city.

	New York City (name of your city)
famous landmarks		
expensive shops		
beautiful parks		
tall skyscrapers		
popular streets		
big malls		

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Sample pages of Theme 2 in the 9th-grade coursebook

Read the text and underline the expressions that are used to give advice.

3 F

Read the text again and find out what Mary Hings advises readers to do about the following.

When someone warns us of a rule	
Paying taxes	

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HELPFUL TIPS THEME 6

3 G

Look at the table in Part 3 D and use the data in it to create a short paragraph on consequences when you don't obey rules, as in the example below.

E.g. Rules and regulations are for order and for your good. When a road sign tells you to slow down because there is a school ahead, you should remember that this is to protect the driver and pupils from an accident. If you don't obey the rule and drive fast, you yourself, a pupil or a teacher may suffer an accident.

4 A **REFERENCE**

Below are some youth problems. Discuss which ones may be more common among teenage students and schools.

- parental pressure
- peer pressure
- tests and exam
- fear
- distraction
- learning difficulties
- unhealthy lifestyle

4 B

Mr. Davis, the school principal and Jammie, the school counselor are discussing the results of a survey on common youth problems in their school. Listen and tick the problematic situations they are talking about. *Tapescript 6.1*

- distraction
- parental pressure
- learning difficulties
- exam fear
- unhealthy lifestyle

4 C

Now, discuss how common these situations are at your school.



HELPFUL TIPS THEME 6

5 C

Susan asked psychologist Diane Jason for help when she couldn't agree with her parents on the way she used her smart phone. Below is a jumbled letter of advice from the professor. Put its parts into the correct order. Write the numbers in the blanks beside the paragraphs and expressions.

Finally, I hope that following my advice will help with the problem. Discuss the problem with your parents and you will see things will change.

Dear Susan,

Second, it might be a good idea to convince your parents that sharing with friends is a social and psychological need and it helps you a lot and smart phones are a good way of doing this. You should also let them that it doesn't prevent you from studying and drive the to your parents. You should remember that being sincere and honest is vital in a family.

Good Luck,

Diane Jason.

First, you should try to agree to communicate with your friends until a certain time and to avoid using smart phones unnecessarily. Then, let your parents know about this. Soon, they will see your attitude as a good step. Remember that they are not worried about your using the smart phone but its impacts.

Thank you for asking me for advice. I have read your letter twice as I don't want to miss any small details about your problem. Relax because this is not an insurmountable problem. I hope my advice will help you.

5 D

Imagine that you are a professor of psychology and a school administrator needs your advice about problems of youth. Write an advice letter to him/her. Refer to Professor Juliana Anderson's handbook in Part 4 D for some problems and solutions if necessary.

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THEME 6 HELPFUL TIPS

6 A **LISTENING-UNDERSTANDING**

Listen and study the intonation in advice structures below. Be careful about rising and falling intonation. *Tapescript 6.3*

Falling Intonation	Wh- Questions	What should I eat?
	Statements	You should see a doctor.
Rising Intonation	Yes/No Answers	No, she shouldn't.
	Yes/No Questions	Should I take an aspirin?
	Statement questions	You shouldn't drink cold water?

6 B

Listen to the sentences below and decide if they have a falling intonation (F) or rising intonation (R). *Tapescript 6.4*

1. Who should she call?	F	R
2. We shouldn't sit in the sun.		
3. Should we study tonight?		
4. Yes, they should.		
5. Should he take a different job?		
6. You shouldn't drive at night.		
7. They should sleep early.		
8. You shouldn't get angry easily.		
9. Where should we go for dinner?		
10. Should you go now?		

6 C

Work in pairs and make conversations with your friends as in the example. Be careful about intonation issues in asking and answering questions.

E.g. Student A: What should I do to lose weight?
Student B: You should go on a diet.

THE EARTH DOES NOT BELONG TO US; WE BELONG TO THE EARTH. Marie Math

Sample pages from Theme 6 in 10th-grade coursebook

THEME 8 – SPORTS 8A

4 Read the sentences and choose the correct answer.

- If your bike is well-maintained, you **take/don't take** good care of it.
- If you try AAF, accelerated free fall, you experience the **slowest/fastest** free fall.
- If your parachute deploys, it means the parachute is **closed/open**.
- If your parachute fails to open, AAD, automatic activation device, automatically **deploys/doesn't deploy** the reserve parachute.
- If you wear a harness, you are tied with straps and belts to be **safe/unsafe**.

5 Listen to the podcast about two extreme sports and tick (✓) the equipments you hear.

6 Listen to the podcast again and write true (T), false (F) or not stated (NS).

- The podcaster says that only young people can do mountain biking.
- Andy Richardson has a skydiving school in Texas.
- Andy states that mountain biking is for people who are full of energy.
- Andy warns the mountain bikers to be careful while doing jumps and spins.
- Andy tells the podcaster that he loves to be in nature.
- Lisa Brown believes good training is important in reducing the risk of accidents.
- Lisa says that beginners jump alone.
- The podcaster says to his guests that they are very courageous.

7 Listen again and answer the questions with one word.

- What is a brain bucket? _____
- How does Lisa feel with each jump? _____
- What kind of sport is skydiving? _____

8 Work in pairs. Answer the questions. Then, report your partner's statements to the class.

- Why do you think people are interested in extreme sports?
- Why are these sports getting more popular?

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THEME 8 – SPORTS 8B

3 Read the digital magazine again and write true (T) or false (F).

- Nowadays, people have stopped practising extreme sports as they are quite scary.
- How adrenaline junkies feel about the experience is really hard to explain.
- Those who are fond of extreme sports hate responsibility.
- A triathlon is a type of multisport race which involves swimming, biking and running.
- Coasteering has been a very popular sport among people.
- Researchers say that there is a strong link between extreme sports and a higher level of happiness and joy.

Let's Think Aloud

Discuss the following sayings with the class.

- If you think adventure is dangerous, try routine. It's lethal.
- Freedom lies in being bold.
- Your wings already exist. All you have to do is to fly.

4 a) Would you ever try an extreme sport? Why/Why not?
b) Write an email to a friend explaining your reasons.

5 The popularity of extreme sports is increasing although these activities such as BMX (Bike Motocross), volcano boarding and base jumping are really risky. At the same time, a decline has been going on in other activities which are considered to be more traditional, including basketball and tennis. Then, the big question comes "What motivates people to do extreme sports?"

6 "As it is clearly seen in the examples, the experience is really hard to describe in the same way that love is hard to describe." Dr Anna Jones, one of the clinical lecturers, at LBU said. "While you're experiencing adrenaline in your body, another hormone related to happiness, endorphin, appears. It creates a feeling of happiness and joy." Dr Jones added.

7 Take for example the world's biggest triathlon, the Ironman, which consists of a 2.4-mile swim, a 112-mile bike ride and off by a 26.2-mile run. All races have to be completed without a break. For those who aren't able to manage such an exhausting event, there is a second option called the Ironman 70.3 with the same line of events but with shorter distances. "The Ironman is really beyond words, and it creates addiction. It helps you push your limits, improve yourself and reach new goals," says John Duke, Ironman Legend.

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8B THEME 8 – SPORTS

ONLY A FASHION OR A TRUE PASSION

1 Read what Ivan, May and Dave say about extreme sports. Who do you agree with? Share your ideas with the class reporting what they say.

E.g. Dave says he can't risk his life just to do something fashionable. I agree with him.

 Ivan I started snowboarding in Bansko, Bulgaria when I was a little kid. It was a normal thing to do, so my parents and their friends all used to snowboard. I never thought it was extreme. It was just fun and a great way to get out at weekends. Everybody says that I'm an adrenaline junkie. I say it's just how I breathe.	 May I strongly believe that extreme sports are a true passion. People want to escape the monotony of everyday life. They jump from aeroplanes, dance with the waves on the surfboards. I also enjoy doing these activities. Whoever said "No pain, no gain", I totally agree with them.	 Dave I cannot risk my life just to do something fashionable. There are some crazy individuals who do extreme sports just to show off or to have the feeling of being superior. These sports also involve a high degree of risk. I want to live a quiet life and play badminton.
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2 Have a look at the page in the digital magazine, *No Pain No Gain*, and read the jumbled paragraphs to reorder.

TRAIN INSANE OR REMAIN THE SAME

a) Let's take another example, coasteering. If you haven't heard of it before, don't worry, not many people have. If there is an adventurer inside you, coasteering is a unique way to explore the coastline by climbing, cliff jumping and swimming. What you need is an experienced guide. While you are experiencing nature, you will feel proud of yourself when you accomplish the task. "Some moments are hard to describe. Try to make each day your masterpiece," said Alina Wolf, an adrenaline junkie.

b) Researchers at Leeds Beckett University in the UK say that those who participate in extreme sports do it to have a life-changing experience. These experiences enrich the lives of participants and provide a further glimpse of what it means to be human. The researchers have also added that

8C THEME 8 – SPORTS

AN INTERVIEW WITH THE MASTER OF WATER

1 Do you participate in any sports, or do you only watch them on TV? Share your ideas with the class.

2 Alisha is an exchange student in Türkiye. Read her radio interview with the Turkish swimmer Karan Beydemir and complete the missing parts with the questions below. One is extra.

- What motivates you the most in your profession?
- When did you start swimming?
- What are your future plans?
- What is the key to your success?
- What will your message be to our listeners?
- What drives you to get up in the morning and go to training every day?

Alisha: Good morning, everybody! We're so happy to have Karan Beydemir here with us today. Well, Karan, in your category, you are the only Turkish swimmer, who broke the European and the world records in the men's 100-meter backstroke.

Karan: (1) _____

Alisha: I think dedication and discipline for any sport are the keys to success. I can say that swimming has been my whole life.

Karan: Can you tell us a bit about your career? (2) _____

Karan: Sure. I was only three when I started swimming, and at the age of fifteen, I was chosen for the national team.

Alisha: (3) _____

Karan: I believe that every new day is a big opportunity. I feel really impatient from the time I wake up until I go to the pool. I work with discipline all day long, so training never ends.

Alisha: (4) _____

Karan: Actually, my biggest motivations in life are to show how strong human beings are and how we can exceed limits under the right conditions.

Alisha: One more question, (5) _____

Karan: Well, I believe they should do what they love and work really hard. We must do everything to contribute to humanity.

Sample pages from Theme 8 in 11th-grade coursebook

THEME 4 COMING SOON

16 In what way do you think cyber games may be of help? Discuss.

17 Read the text about a cyber game and answer the questions.

Voca-learn® is a memory game aimed at language learners of all levels. You can play it individually online. It is meant to help learn new words through fun.

The game has two steps, the first of which is to visit scholars of a language domain to learn new words and phrases specific to a field. The second step is a test. Before going through these steps, you should download the application. Remember that you have to create an account for the download if you don't have one. Once you are in the application, you will be asked to choose an avatar to represent you. Then, you will need to choose one of the language levels given and choose one of the fifteen language domains given. Next, you will visit the language domains scholar room. The scholar will present you with 10 words or phrases specific to the domain. If your domain is education, you will be presented with words/phrases specific to education. If you feel the need to listen again, you can. After finishing with the scholar, you will proceed to the quiz room to answer the vocabulary questions. You have three goes to answer all of the questions correctly and leave the room. When you have completed the quizzes for all the domains of your level, you will be awarded a badge. You can move on to the next level.

1 What does Voca-learn offer?

2 To what extent do you think it may help language learners?

18 The following phrases from the text are the main instructions of the game. Work in groups and put them in the correct order.

<input type="checkbox"/> answer the vocabulary questions	<input type="checkbox"/> leave the room
<input type="checkbox"/> choose an avatar	<input type="checkbox"/> answer all of the questions correctly
<input type="checkbox"/> choose one of the fifteen language domains given	<input type="checkbox"/> create an account
<input type="checkbox"/> download the application	<input type="checkbox"/> choose one of the language levels given
<input type="checkbox"/> proceed to the quiz room	<input type="checkbox"/> visit the language domains scholar room

19 Work in groups. Fill in the table with the scenario items from the text.

Purpose of the Game	Characters	Main Actions

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THEME 4 COMING SOON

20 Imagine that you have been asked to write a cyber game scenario by your company. Make notes in the following frames and write the full text.

Title of the game	The target audience
Steps/Main actions	Type of the game

THEME 4 COMING SOON

22 Work in pairs. Practice the pronunciation of the reduced forms in bold.

Full Forms	Short Forms
<ul style="list-style-type: none"> Who will come with me? Tim will help us. What will happen now? I will talk to him. She will join us. I will not get a VR set. He will not visit that webpage. They will not report the crime. 	<ul style="list-style-type: none"> Who'll come with me? Tim'll help us. What'll happen now? I'll talk to him. She'll join us. I won't get a VR set. He won't visit that webpage. They won't report the crime.

1 We'll acquire antivirus software.
2 She won't reply to the email.
3 I think it'll not rain.
4 Who'll download the application?
5 It'll be a tough game.

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THEME 4 COMING SOON

SELF-ASSESSMENT

1 Can you make predictions about the future?
 Yes, I can. I think I can. I need more practice.

• Write predictions for the following.

a education b socialization c technology

2 Can you express degrees of certainty or uncertainty?
 Yes, I can. I think I can. I need more practice.

• Put phrases in the spaces to show how certain or uncertain you feel about the following.

1 _____ most people will learn at least two foreign languages.
2 _____ there will be no diseases without a cure.
3 _____ football will lose its popularity.
4 _____ people will live longer.
5 _____ human life will be based on technology.

3 Can you receive instructions about cyber games?
 Yes, I can. I think I can. I need more practice.

• Write three commonly used cyber game instructions.

a _____
b _____
c _____

PORTFOLIO PROJECTS

Step 1 Imagine that you are planning to do a digital detox (see definition below) for one full month.

Step 2 Think about this time period and make predictions about its potential effects on:

- your health
- relationships
- time management

Step 3 Prepare a one-minute talk to convince your best friend. You can benefit from the expressions given in Part 12.

- A digital detox refers to a state when an individual suspends or quits using digital equipment and devices to utilize that time for social interactions and activities.

Scan/Click for the interactive test.

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Sample pages from Theme 4 in the 12th-grade coursebook