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| Year | 2024 | Volume | 2 | Article Number | 20241 |
| DOI | 10.5281/zenodo.13133784 | | | Date of Publication | July 30, 2024 |

An analysis of the 11th grade Turkish EFL textbook in terms of 21st century skills

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Abstract

Language education relies on textbooks as the main source of knowledge. In the 21st century, students need more advanced skills to handle life's complex issues. Few studies have examined how textbooks include 21st-century skills. This study examined to what extent a Turkish EFL textbook representation of 21st-century skills to discover gaps and shortcomings. Content analysis was used in this investigation. An eleventh-grade EFL textbook was the subject of the study. According to the findings, the textbook includes 21st century skills to a great extent and the most common skills in the activities in the textbook are critical thinking & problem solving, collaboration and communication. However some skills like media literacy, social & cross-cultural, productivity & accountability and ICT skills were observed less often. The consequences show that authors of textbooks must stress 21st-century abilities. This study also intends to give teachers of English real-life examples of skill use to promote skill promotion in the globalization era's problems with students.

Keywords: 21st century skills, textbook analysis

Türkçe 11. sınıf İngilizce ders kitabının 21. yüzyıl becerileri açısından incelenmesi

Özet

Dil eğitimi, temel bilgi kaynağı olarak ders kitaplarına dayanır. 21. yüzyılda öğrenciler, hayatın karmaşık sorunlarıyla başa çıkabilmek için daha gelişmiş becerilere ihtiyaç duymaktadır. Ders kitaplarının 21. yüzyıl becerilerini nasıl içerdiğini inceleyen çok az çalışma vardır. Bu çalışma, boşlukları ve eksiklikleri keşfetmek için bir Türkçe EFL ders kitabının 21. yüzyıl becerilerini ne ölçüde temsil ettiğini incelemiştir. Bu çalışmada içerik analizi kullanılmıştır. On birinci sınıf bir EFL ders kitabı çalışmanın konusunu oluşturmuştur. Bulgulara göre, ders kitabı 21. yüzyıl becerilerini büyük ölçüde içermektedir ve ders kitabındaki etkinliklerde en yaygın beceriler eleştirel düşünme ve problem çözme, iş birliği ve iletişimdir. Ancak medya okuryazarlığı, sosyal ve kültürler arası, üretkenlik ve hesap verebilirlik ve BİT becerileri gibi bazı becerilere daha az rastlanmıştır. Sonuçlar, ders kitabı yazarlarının 21. yüzyıl becerilerini vurgulaması gerektiğini göstermektedir. Bu çalışma aynı zamanda İngilizce öğretmenlerine, küreselleşme çağının öğrencilerle ilgili sorunlarında beceri geliştirmeyi teşvik etmek için beceri kullanımına ilişkin gerçek hayattan örnekler vermeyi amaçlamaktadır.

Anahtar Kelimeler: 21. yüzyıl becerileri, kitap incelemesi

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Introduction

Globalisation is felt in Turkey as in many countries of the world. This is seen in the use of English as a medium of instruction and compulsory subject at secondary and higher education level. This policy favours English over other languages. After the 1980s, as international relations strengthened and the world rapidly globalised, Turkey realised that it needed to improve its foreign language skills to keep pace with technological progress and worldwide communication. Starting in the 1950s, English was spread through schools and language policy-making in education until the late 1970s. The second phase began in the mid-1980s with the state-planned, regulated spread of English and its uncontrolled diffusion into Turkish life and language. Uncontrolled borrowing of English words and concepts made the diffusion difficult to regulate (Eskicumalı & Türedi, 2019). Both intentional and accidental English diffusion is ongoing in Turkey, with the latter being more prevalent (Dogancay-Aktuna, 1998). Turkey has a planned language policy to counter the worldwide educational dominance of English and aims to educate students with 21st century skills, especially in recent curriculum adjustments.

Textbooks are essential classroom resources. Scholars recommend that teachers use textbooks to arrange courses because they provide selected information and activities that impact classroom dynamics (Byrd, 2001). Therefore, textbook information usually guides teachers' classroom actions and textbooks assist teachers organize lessons (Brown, 2000). Textbooks also help with pre-teaching and in-class education, making them adaptable syllabi. Richards (2001) agrees that textbooks help in class planning and delivery. Students use textbooks to augment and reinforce what they learn from teachers. Thus, textbooks are essential learning materials for instructors and students.

Turkish textbooks have two purposes. They provide instructional resources to help teachers and meet educational goals of students. With each new curricular system, several publishers issue updated textbooks that match the new framework. Richards (2001) claims that despite technology advances, textbooks are necessary for language teachers and students, reflecting educational objectives.

Our society needs English, and many educational authorities are interested in teaching and studying English as a foreign language due to its global dominance and significance as a language of culture, science, and technology (Rao, 2019). Global educational curriculum includes it, varying by grade level. This century's rapid developments and difficulties have created new knowledge, skills, and competencies, making it crucial for individuals to stay abreast of these changes and solve their issues. Professionals require "21st Century Skills" to adapt to political, social, and global developments (Silva, 2009).

Today, students and teachers must satisfy global citizenship requirements. Information communication technology penetrates society, thus educational

institutions must stress 21st-century abilities. Thus, teachers must prepare their students for new difficulties of the new era. Textbooks are crucial to education, therefore teachers use them to teach 21st-century skills that help students navigate the worldwide English-speaking society. Beyond character integration, textbook evaluation may include other factors. To prepare students for real-world applications, 21st-century skills must be included. Thus, students must be given resources that improve their English and teach them modern skills.

Many studies have shown the necessity of 21st-century skills for modern living. In a fast-changing work market, firms emphasize computer skills, adaptability, cooperation, and critical thinking. Research shows that 21st-century skills boost productivity, creativity, and work happiness. Entrepreneurs require these qualities to spot possibilities, think creatively, and establish businesses (Rotherham & Willingham, 2010). Because of the relevance of 21st-century skills, they cannot be removed from education, and teachers' training and curriculum design are necessary to measure their influence. These abilities need more practical and performance-based assessment than academic exams. (Bolat, 2022). For 21st-century skill implementation and evaluation, it's crucial to think holistically. Remember that knowing is no longer enough. Information processing abilities are required. Develop ways to test the abilities to be measured to see if pupils have them.

Due to globalization, shared values, increased travel, and heavy cross-country migration, multilingualism is one of the most critical concerns for modern language teaching. Baker (2011) says knowing various languages improves communication, cognitive flexibility, and cultural awareness. This will build 21st-century global citizens who can communicate across cultures. Today's language education emphasizes plurilingualism, technological integration, communicative competence, and 21st-century abilities.

Several studies have examined textbook relevance and curricular alignment. Kinasih (2014) examined textbook appropriateness against Curriculum 2013 requirements. Look Ahead was a high-quality textbook, rating 86%, while Pathway to English was fair, receiving 67%. Content suitability, language, presentation, and layout were evaluated. Sulistiyaningrum (2014) examined Contextual English for Grade XI's integration of Kemdiknas (2010)'s 18 ideals. These studies evaluate textbook quality based on curriculum adherence and expert ideas to ensure relevance and curriculum compliance.

Character integration in English textbooks is evaluated with other factors. Rakhmawati and Priyana (2019) investigate 21st-century competencies in an English textbook and their integration tactics. Data was collected and analyzed using checklists for 21st-century skills and integration. The textbook listed 11 integrated skills: "critical thinking and problem solving, communication, collaboration, creativity and innovation, ICT), media literacy, leadership and responsibility, productivity and

accountability, social and cross-cultural, initiative and self-direction, and flexibility and adaptability.”

Bouزيد (2016) analyzes three Moroccan ELT textbooks for second-year public high school students. Aiming to assess textbook exercises that help students acquire 21st-century skills, the paper highlights activities that do so and suggests strategies to increase their inclusion in future textbooks. Textbooks lack ICT, creativity, and professional and life skills, according to research. The study found that these textbooks teach these skills in a conventional method that doesn't match the 21st century.

Atıcı's (2023) study analyzes the 9th-grade English coursebook from the Turkish Ministry of National Education's compatibility with 21st-century skills, focusing on Teenwise Student's Book content. According to the poll, almost half of coursebook tasks required 21st-century skills. More emphasis was placed on productivity than reception. Speaking improved 21st-century skills more than listening. The coursebook stressed 21st-century qualities like communication and cooperation, but leadership and responsibility were not addressed. Atıcı's study highlights the need to integrate 21st-century skills into the 9th-grade English Coursebook, emphasizing productive activities and diverse activity kinds for skill development.

Method

This study is classified as descriptive qualitative study including content analysis or document analysis. Its main goal is to thoroughly describe English textbook messages. Systematic and replicable analysis of the English textbook document is the technique applied in this study. To collect data, the researcher and two English teachers reviewed the textbook in order to ensure the reliability of the research. Besides, the researcher guided, creating a study instrument with assessment criteria ensuring the validity of the research. This study used data from a high school EFL textbook by the Turkish Ministry of National Education. The textbook, namely Spice Up, is for 11th grade students and can be reached through the website (Republic of Turkey Ministry of National Education, 2024).

In this study, the researcher collected, analyzed, and reported data, and a checklist identified and evaluated integrated values and 21st-century skills in the textbook. Data gathering includes assessing the high school grade 11 EFL textbook. The researcher and English teachers collected data using checklists. They addressed each textbook task in collaborative evaluation sessions to identify integrated values and 21st-century abilities. Theories and integration methodologies like Nunan's task components were used to evaluate these values and skills.

Findings

The EFL textbooks integrated 11 21st-century competencies. Critical thinking and problem solving, Communication, Collaboration, Creativity and innovation,

Information and communication technology (ICT), Media literacy, Leadership and responsibility, Productivity and accountability, Social and cross-cultural, Initiative and self-direction, Flexibility and adaptability are learning and innovation abilities found in the textbook. The textbook also incorporates additional 21st-century abilities. The English textbook integrates these abilities as seen in the table below:

Table 1. Number of occurrences of 21st-century skills in the activities of the textbook

| 21st Century Skills | f |
|-------------------------------------|-----|
| Critical thinking & problem solving | 236 |
| Communication | 114 |
| Collaboration | 158 |
| Creativity & innovation | 68 |
| ICT | 15 |
| Media literacy | 6 |
| Leadership & responsibility | 15 |
| Productivity & accountability | 8 |
| Social & cross cultural | 8 |
| Initiative & self-direction | 47 |
| Flexibility & adaptability | 14 |
| Total | 689 |

Critical thinking and problem solving

Most of this textbook's 236 integrated exercises emphasize critical thinking and problem-solving. Figure 1 shows an exercise from the textbook that critical thinking and problem-solving are integrated.

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

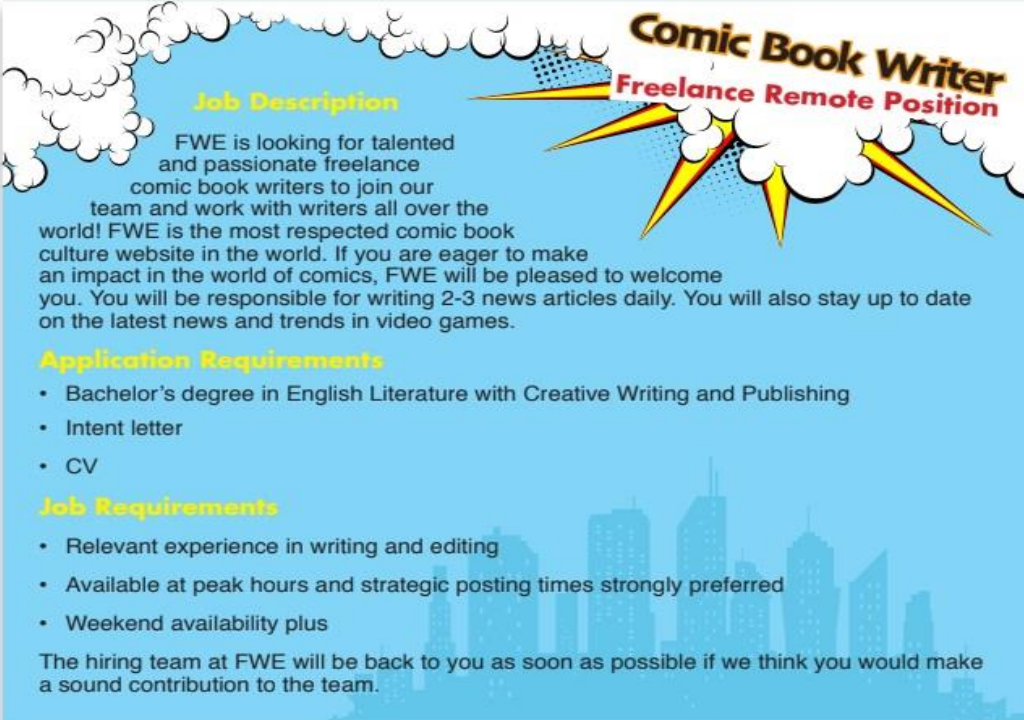
Figure 1. An exercise with the skill critical thinking and problem solving

This activity incorporates 21st-century critical thinking and problem-solving in multiple ways. Students must first evaluate letters. They must carefully study and comprehend each letter's substance and tone. Each letter has its own subject and aim, such as becoming a famous cellist or molecular scientist. Second, they must grasp the essential point. The main point of each letter should be identified. The first letter stresses perseverance and music, while the second emphasizes resilience and science. Third, students should analyze three statements, although only two fit the letters. Students must critically assess each phrase and choose the one that best fits the letter's topic and content. Finally, students should choose the best sentences to finish incomplete notes. This entails matching phrases to letter topics, aims, and recommendations. Students practice critical thinking by examining information, forming decisions, and developing conclusions. The challenge of precisely and meaningfully finishing notes is also solved. This assignment requires critical thinking to comprehend and analyze the supplied information and problem-solving to find the best method to complete the notes using the given sentences.

Communication

Students must display verbal and nonverbal communication skills in speaking and writing exercises. This textbook lists 114 tasks that need this competence. Task goals demonstrate communication skill integration.

b) Choose one of the job ads on pages 93-94 to write a letter of intent. Follow the outline given above.



Comic Book Writer
Freelance Remote Position

Job Description

FWE is looking for talented and passionate freelance comic book writers to join our team and work with writers all over the world! FWE is the most respected comic book culture website in the world. If you are eager to make an impact in the world of comics, FWE will be pleased to welcome you. You will be responsible for writing 2-3 news articles daily. You will also stay up to date on the latest news and trends in video games.

Application Requirements

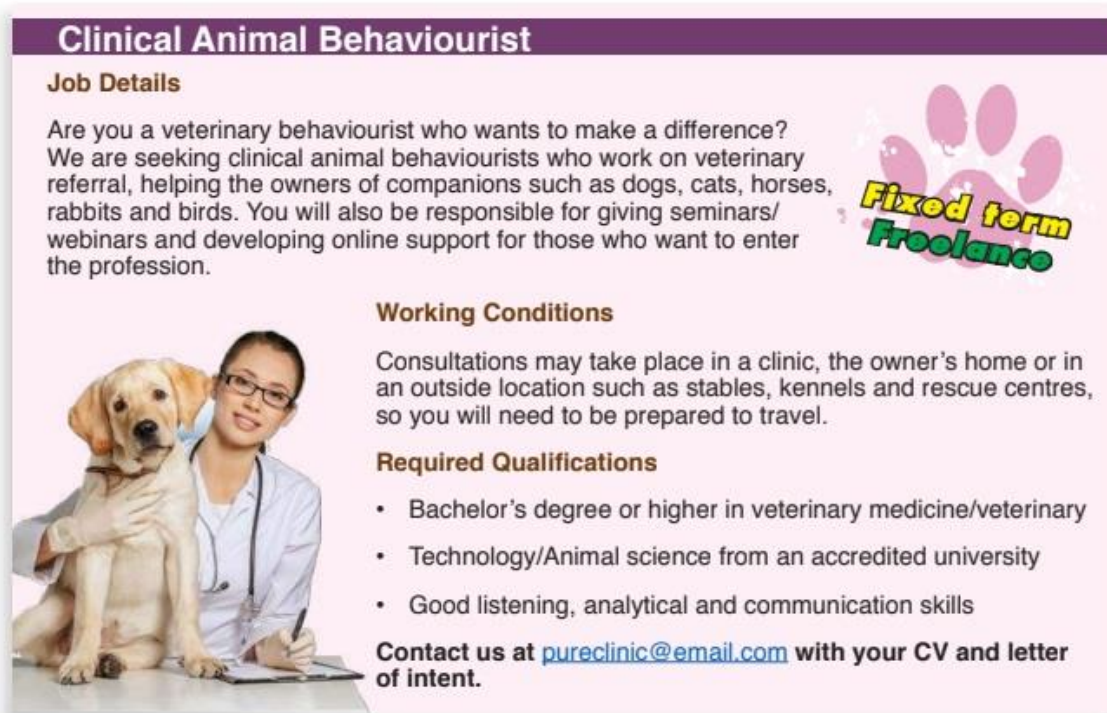
- Bachelor's degree in English Literature with Creative Writing and Publishing
- Intent letter
- CV

Job Requirements

- Relevant experience in writing and editing
- Available at peak hours and strategic posting times strongly preferred
- Weekend availability plus

The hiring team at FWE will be back to you as soon as possible if we think you would make a sound contribution to the team.

Figure 2. An exercise with the skill communication



Clinical Animal Behaviourist

Job Details

Are you a veterinary behaviourist who wants to make a difference? We are seeking clinical animal behaviourists who work on veterinary referral, helping the owners of companions such as dogs, cats, horses, rabbits and birds. You will also be responsible for giving seminars/webinars and developing online support for those who want to enter the profession.

Working Conditions

Consultations may take place in a clinic, the owner's home or in an outside location such as stables, kennels and rescue centres, so you will need to be prepared to travel.

Required Qualifications

- Bachelor's degree or higher in veterinary medicine/veterinary
- Technology/Animal science from an accredited university
- Good listening, analytical and communication skills

Contact us at pureclinic@email.com with your CV and letter of intent.

Fixed term Freelance

Figure 3. Rest of the exercise

The task at hand requires students to write a letter of intent following the outlines given. Students combine their communication abilities by exhibiting writing proficiency.

Collaboration

Collaboration is used throughout this textbook. Teamwork and respect are required for students to attain goals. This textbook has 158 skill-integration activities. Collaboration capability is built into this textbook's work settings.

- ④ **Work in groups. Make five predictions about future jobs and share them in the class.**
 E.g. Waste engineering will be popular as we need renewable energy to protect the environment.

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Figure 4. An exercise with the skill collaboration

The assignment specifies group work that students must collaborate to complete the task by communicating, sharing ideas, and working together. Teamwork and respect are essential to collaboration through this activity. Students must listen, appreciate other opinions, and build on one another's ideas to forecast future careers and they

must present their forecasts after making them. Thus, this exercise promotes and uses teamwork by requiring students to work together.

Creativity and innovation

Numerous assignments in this textbook encourage students' originality and innovation. 68 problems in this textbook integrate creativity and innovation. This example integrates creativity and innovation into work goals and procedures.

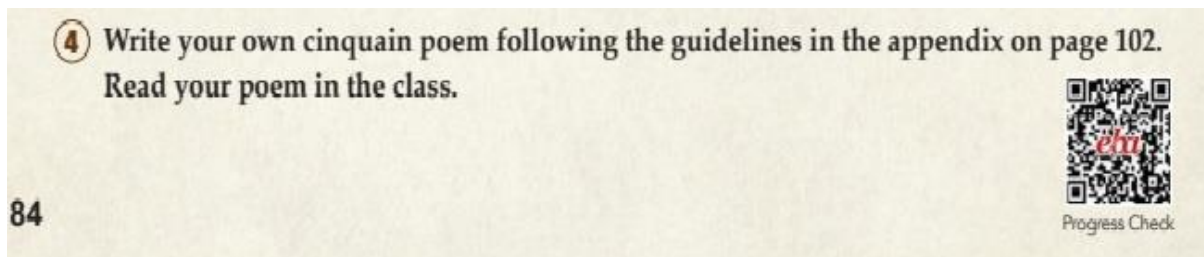


Figure 5. An exercise with the skill creativity and innovation

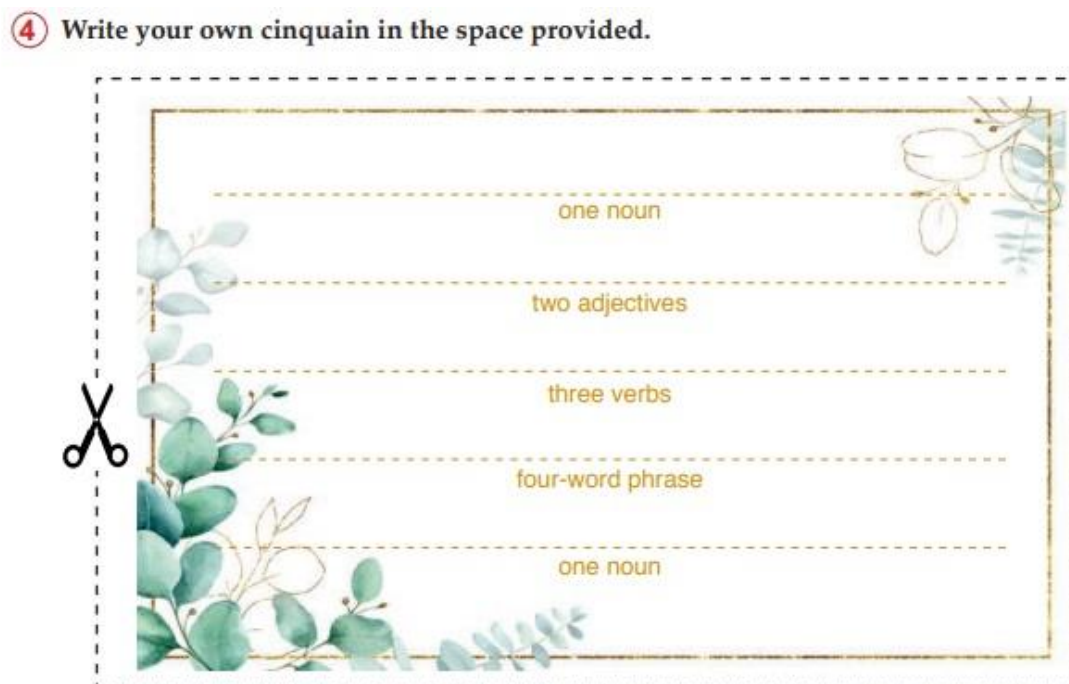


Figure 6. Rest of the exercise

This exercise encourages students to write poetry on given or chosen subjects as a cinquain poem. This challenge encourages students to write creative poetry by fostering originality and ingenuity.

Information and Communication Technology (ICT)

This textbook has various ICT-based assignments. Students can produce information using digital technologies and communication channels. Students must be proficient

in using computers and media players to research, organize, analyze, and convey knowledge. Students must also demonstrate a basic awareness of information technology ethics and law. The textbook includes 15 tasks that use this skill. Task inputs enable ICT skill integration in the following listening task.

- ④ Search the Net for a well-known figure from Turkish history. Use the plan given below to write an essay about him/her in your notebooks.

☀ **Introduction** (whom the paper is about)

- birthplace and date of birth
- thesis (why this person is important)
- colleges and young adult experiences

☀ **Body** (his/her life-changing events)

☀ **Conclusion** (restate your thesis)

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Figure 7. An exercise with the skill information and communication technology (ICT)

This task requires students to use the net to write an essay about a well-known figure from Turkish history. They must view the sites and read articles or watch videos. Students use modern technologies to find information and they use the internet to research.

Media Literacy

Media literacy—the ability to analyze and create media products—is taught in this textbook alongside ICT skills. 6 tasks use this talent. The following example illustrates media literacy skill integration through task inputs:

- ③ Write down the things you wish you'd done sooner by using the #Iwish hashtag.

| | |
|---|--|
|  Ben: E.g. #Iwish I had switched off my phone more often and used my free time to focus on myself. REPLY |  REPLY |
|  REPLY |  REPLY |
|  REPLY |  REPLY |

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Figure 9. An exercise with the skill of media literacy

Writing #Iwish list of things you wish you'd done sooner requires media literacy. Understanding social media content organization is necessary to use hashtags. Hashtags organize and link postings to a large audience, therefore students must understand them. Students learn about their digital footprint via hashtagging. They must consider how their posts fit into a wider digital debate and can be seen by others. Media literacy involves responsible, engaged digital material use. Reading #Iwish posts, comments, likes, and shares helps students comprehend digital communication dynamics and ethics. In conclusion, producing, sharing, and engaging with information on digital platforms requires media literacy to grasp how they function and how to communicate effectively and ethically.

Flexibility and Adaptability

This skill requires students to adapt to changing jobs, responsibilities, timetables, and circumstances while working well. Flexibility is absorbing input, responding constructively to praise, setbacks, and criticism, and comprehending, negotiating, and balancing varied viewpoints and beliefs. The textbook includes 14 flexibility and adaptation activities. The following example integrates flexibility and adaptation into work goals and procedures.

3 Work in pairs. Prepare a dialogue as in the example. Then, **act it out**.

Josh: Nowadays, I'm really into watching extreme sports on the Net. Do you enjoy watching them?
Brad: I actually enjoy doing them. I've been doing mountain biking for two years.
Josh: Wow, this is amazing! I have no idea that you are an adrenaline junkie.
Brad: I love taking risks and being adventurous. What about you?
Josh: Oh, I get all the adrenaline just by watching, and it's enough for me.
Brad: If you were to experience one, which one would you try?
Josh: I would definitely try skydiving because it takes my breath away.

Figure 10. An exercise with the skill flexibility and adaptability

Students must play some roles, demonstrating flexibility and adaptability. Students must interview and be interviewed. They must choose a renowned person, prepare appropriate knowledge, and perform their parts, which promotes responsibility. They learn flexibility in task completion and adaptation in different settings by doing this activity.

Initiative and Self-Direction

Initiative and self-direction need people to manage objectives and time, work independently, and become self-directed learners who can grasp fundamental skills. They take initiative to improve skills, commit to learning, and critically reflect on prior experiences to improve. This textbook incorporates initiative and self-direction into

tasks. The following reflection shows how the aims and inputs of 47 textbook activities support this integration.

Every chapter of this textbook emphasizes reflection. Students reflect on their development throughout each chapter in this activity. Guided questions aid reflection. This method lets students evaluate their learning requirements, identify areas for development, and identify things they already understand. This reflective technique helps students understand their learning process and become more self-aware.

Social and Cross-Cultural skill

Students must appreciate cultural differences and work well with people from different backgrounds to develop social and cross-cultural skills. It requires openness to new ideas and ideals and good communication. Social and cross-cultural skills are integrated into certain textbook objectives by reading foreign stories. The textbook has 8 activities that use this skill. Some tasks combine social and cross-cultural skills through goals, while others use input texts and learner roles. Input text example of social and cross-cultural skill integration:



The image is a screenshot of a textbook page. At the top, there is a browser-like address bar showing "www.schoolemagazine.mag". Below this, a text box contains an introductory paragraph about culture shock. The main part of the page features a photograph of a young man, Matthew, from Croatia, holding a globe. To the right of the photo is a narrative about his experience in Japan. The page number "88" is located in the bottom left corner.

Travelling to a new country, studying or working abroad is going to change you. Although many people who travel abroad experience a degree of culture shock, it is nothing to be afraid of. Besides, it is a positive thing. It helps you grow both as a traveller and a person. Below are two culture shock stories from young adults around the world.

Matthew, Croatia

Before I went to Japan with an intercultural programme, I heard and read lots of things about Japan's culture. In fact, I didn't believe what I heard. When I arrived at the Tokyo Haneda Airport, I began to understand everything was really different in Tokyo. I wasn't sure how and where to take the train into the city centre, so I approached a woman in uniform and asked where I could take the train. To my surprise, she didn't speak a word of English. She spoke very quickly in Japanese, and when she saw my confused eyes, she smiled and bowed. I felt like I should learn Japanese. Luckily, I was able to find someone to guide me. After buying my ticket, I saw on the time schedule that the train would arrive in 3 minutes. The train arrived exactly on time, which gave me a great shock. In my country, trains are not so punctual. On the train, I never heard anyone say a single word. No conversation, no phone calls, no music. I was just hearing the sound of the train travelling at high speed. "Everything here seems strange," I murmured to myself. I found out soon that it was very rude to talk on the

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Figure 11. An exercise with the social and cross-cultural skill

Social and cross-cultural abilities are shown in this narrative. Students learn about other cultures and appreciate different viewpoints and beliefs by engaging with these

cultural features. Students may learn about other cultures' positive ideals and insights using this talent, encouraging cross-cultural understanding.

Productivity and Accountability

This textbook emphasizes productivity and accountability to help students develop a strong work ethic and feeling of responsibility. This competence involves managing projects under duress to get high-quality results. The textbook has 8 activities that use this skill.

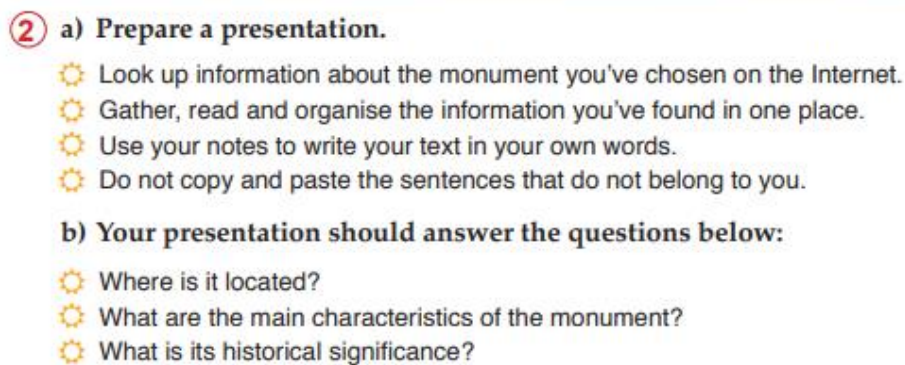
- 
- 2 a) Prepare a presentation.**
- ☀ Look up information about the monument you've chosen on the Internet.
 - ☀ Gather, read and organise the information you've found in one place.
 - ☀ Use your notes to write your text in your own words.
 - ☀ Do not copy and paste the sentences that do not belong to you.
- b) Your presentation should answer the questions below:**
- ☀ Where is it located?
 - ☀ What are the main characteristics of the monument?
 - ☀ What is its historical significance?

Figure 12. An exercise with the skill productivity and accountability

Students must manage numerous stages to produce a presentation. Project management abilities are needed to organize and execute research and presentation preparation within a deadline. Students are told to research monuments online. Finding relevant and reputable information is crucial to productivity in the digital era. To gather, read, and organize all pertinent data in one location, a systematic strategy is needed. This structure helps pupils work efficiently without wasting time hunting for dispersed material. The requirement to write in their own words without copying and pasting encourages responsibility. It guarantees that students study independently and generate creative, academically sound work. The activity's questions (location, qualities, historical relevance) help students narrow their study and presentation, saving time and resources. Students experience project management under deadlines and high standards by completing this exercise. They must demonstrate productivity and accountability by ensuring their work's originality and correctness.

Leadership and Responsibility


The textbook incorporates P21's 21st-century leadership and responsibility skills. This talent requires the capacity to influence and lead others, inspire via excellent examples

and selflessness, act ethically in positions of power, and act responsibly in the community. 15 activities in the textbook demonstrate this competence.

- ② Read about the life story of Vecihi Hürkuş and write true (T), false (F) or not stated (NS).

THE HERO IN THE SKY

Vecihi Hürkuş, who was born in 1896 in İstanbul, was an aviator, engineer and entrepreneur. He built Türkiye's first aircraft, which makes him one of the most inspirational heroes in Turkish history. From an early age, he wanted to be a pilot, but he was too young for it and studied mechanics instead. During World War I, he served as a mechanic in Baghdad. When he was injured severely, he was sent back to İstanbul where he joined *Tayyare Mektebi*. As soon as he received his pilot certificate, he joined the 7th aeroplane company and fought on the Caucasus front. He shot down an aeroplane and became the first Turkish pilot to shoot down an enemy aircraft.



During the War of Independence, he had only one project on his mind, manufacturing Türkiye's first aeroplane. Nobody believed that he could make his dream come true, but he designed his aeroplane, the Vecihi K-6, in 1924 and made his first flight a year later. In 1930, he made the Vecihi-14, the first civilian aircraft, only in ninety days but couldn't get a flight permission because there was no official test center in the country in those days. Therefore, Hürkuş took his plane to pieces and brought it to the Czechia for evaluation. Then, he flew back to his country on his plane. Later he established a civilian flying school, *Vecihi Sivil Tayyare Mektebi*, to inspire young Turkish engineers to study aviation and pilots to join the Turkish Air Force. He trained the first female aviator in the country, Bedriye Gökmen. By the early 1950s, he founded the first private airline, Hürkuş Havayolları, in Türkiye. He was awarded by the Turkish Grand National Assembly with the Medal of Independence and three times with certificates. He passed away on July 16th, 1969.

I admire this amazing man because he never gave up despite many obstacles on his way and succeeded to turn every impossible situation to possible.

Figure 13. An exercise with the skill leadership and responsibility

Leadership is evident throughout Vecihi Hürkuş's life. He inspired others with his inventiveness, tenacity, and leadership. He showed leadership by building Türkiye's first aircraft, founding a flying school, and training the first female aviator. Hürkuş overcame challenges and inspired others. He inspired others with his selflessness and dedication to build an airplane despite doubts and to start a flight school for future engineers and pilots. In his work, Hürkuş was ethical. He helped develop technology, fought in conflicts, and trained aviators. His accolades and medals from the Turkish Grand National Assembly demonstrate his societal responsibility and ethics. Hürkuş changed his society by starting the first private airline and a civilian flight school. He enhanced aviation technology in Türkiye and gave others aviation education opportunities. Students respond to Hürkuş's narrative, acknowledge his leadership and responsibility, and share their thoughts with the class. This method invites people to consider these traits and debate how they may apply them to their lives.

Results identified 11 skills, including three 21st-century categories: learning and innovation, information, media, and technology, and life and career (P21, 2009). This English textbook regularly incorporates learning and innovation abilities including

critical thinking and problem-solving, communication, cooperation, and creativity and invention. Students need these skills to succeed in the globalized world. Based on the Common Core State Standards and the Partnership for 21st Century Skills, Alismail and McGuire (2015) stress the need of incorporating 21st-century skills into education. These talents go beyond learning and innovation to include information, media, technology, life, and professional skills, and improve essential academic subject mastery and college and career success.

In addition to the four main skills, information, communication, and technology (ICT) is increasingly important and should be encouraged in learning materials. It's crucial to evaluate textbooks for 21st-century activities that help students build digital abilities. Bouzid (2016) advises evaluating such activities to guide textbook creation and promote 21st-century abilities. To prepare students for the digital age and its interconnection with other 21st-century abilities, ICT skills must be integrated. Portfolios, WebQuests, Google sites, digital storytelling, ePortfolios, blogs, and vlogs can help students learn problem-solving, critical thinking, and collaboration (Alismail & McGuire, 2015). These technologies encourage collaborative group work, which motivates and helps students think critically. Trilling and Fadel (2009) emphasize the significance of developing 21st-century skills to prepare engaged citizens who can solve difficult problems, address global issues, and use technology for good.

Conclusion and Discussion

This study's findings and comments suggest various conclusions. First, the research examined a high school grade 11 EFL textbook using content analysis. The research aimed to identify 21st-century skills in the textbook "Spice Up" and assess how they were incorporated. The analysis showed that the English textbook combined 21st-century competencies, meeting research objectives. Numerous studies on 21st century competences in English textbooks have been evaluated. For example, Kinasih (2014) and Sulistiyaningrum (2014) observed differences in textbook quality and alignment in their studies. Rakhmawati and Priyana (2019) evaluated the 21st century skills integration of textbooks. Moroccan ELT textbooks emphasise ICT, creativity and life skills (Bouzid, 2016), while Turkish 9th grade EFL textbooks emphasise productive activities and different assignments for 21st century skills (Atıcı, 2023). This study found that the Grade 11 EFL textbook 'Spice Up' encourages critical thinking & problem solving, collaboration and communication. Like previous research, this research also shows the need to develop media literacy, social and intercultural, productivity and accountability, and ICT skills. Ultimately, regular evaluation and improvement of educational materials enhances students' global citizenship and future readiness.

English textbooks must include 21st-century abilities to help students adapt to globalization. Learning and creativity skills are essential for students to succeed in varied settings. To meet students' diverse requirements, the textbook included

information, media, and technology values and life and job skills. These findings emphasize the need of using many methods to integrate critical abilities into instructional materials to promote holistic student development.

The findings have various consequences, notably for textbook design. English textbooks integrated 21st-century abilities differently, suggesting teachers may need to supplement to achieve through skill development. To improve student achievement and promote good values, textbook writers and publishers should stress 21st-century skills and communication goals. The discovered skill integration deficiencies emphasize the significance of curriculum-aligned textbooks. Publishers, educators, and stakeholders like teacher organizations may work together to create complete textbooks that combine curriculum-required abilities.

This study shows that 21st century skills in English textbooks also affect teachers. Teachers should value these skills and teach them to students in their lessons. Although the 'Spice Up' textbook provides a framework for teaching 21st century skills to students, teachers should provide interesting, real-world learning experiences to develop students' critical thinking, creativity and teamwork, and support textbooks in this regard. Professional development in this area also helps teachers to adopt new methods and technologies. By helping students use 21st century skills in many contexts, teachers can provide a well-rounded education that prepares them for future challenges and possibilities.

Future textbook assessment studies should analyze more than one textbook and grade level. Analyzing additional textbooks across grades can help explain skill integration across educational sources. This inclusive method can reveal textbooks' strengths and weaknesses in 21st-century skill development.

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| Author Contributions |
| Single writer |
| Conflict of Interest |
| The author(s) have declared no conflict of interest in this study. |
| Funding |
| The author/authors did not receive any funding for this article from any institution. |