

BAŞKENT UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGE EDUCATION
MASTER IN ENGLISH LANGUAGE TEACHING WITH THESIS

**AN EVALUATION OF A COURSE BOOK IN TERMS OF
“CREATIVITY, COLLABORATION, CRITICAL THINKING,
COMMUNICATION” AND RELATED SKILLS**

PREPARED BY

OSMAN KILIÇ
22010145

MASTER THESIS

ANKARA – 2022

BAŞKENT UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGE EDUCATION
MASTER IN ENGLISH LANGUAGE TEACHING WITH THESIS

**AN EVALUATION OF A COURSE BOOK IN TERMS OF
“CREATIVITY, COLLABORATION, CRITICAL THINKING,
COMMUNICATION” AND RELATED SKILLS**

PREPARED BY

OSMAN KILIÇ
22010145

MASTER THESIS

THESIS ADVISOR

ASSIST. PROF. DR. GÜLİN DAĞDEVİREN KIRMIZI

ANKARA – 2022

BAŞKENT ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı çerçevesinde Osman Kılıç tarafından hazırlanan bu çalışma, aşağıdaki jüri tarafından Yüksek Lisans olarak kabul edilmiştir.

Tez Savunma Tarihi: 27/12/2022

Tez Adı: Bir Ders Kitabının 'Yaratıcılık, İş Birliği, Eleştirel Düşünme, İletişim' ve İlişkili Beceriler Açısından Değerlendirilmesi

Tez Jüri Üyeleri (Unvanı, Adı - Soyadı, Kurumu)

İmza

Prof. Dr. Nuray ALAGÖZLÜ – Hacettepe Üniversitesi

.....

Doç. Dr. Senem Üstün KAYA – Başkent Üniversitesi

.....

Dr. Öğr. Üyesi Gülin DAĞDEVİREN KIRMIZI – Başkent Üniversitesi

.....

ONAY

Prof. Dr. Servet ÖZDEMİR
Eğitim Bilimleri Enstitüsü
Müdürü
Tarih: .../.../2022

BAŞKENT ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ
YÜKSEK LİSANS / DOKTORA TEZ/PROJE ÇALIŞMASI
ORJİNALLİK RAPORU

Tarih: 28/ 11 / 2022

Öğrencinin Adı, Soyadı: Osman Kılıç

Öğrencinin Numarası: 22010145

Anabilim Dalı: Yabancı Diller Eğitimi

Programı: İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı

Danışmanın Unvanı/Adı, Soyadı: Dr. Öğr. Üyesi Gülin DAĞDEVİREN KIRMIZI

Tez Başlığı: Bir Ders Kitabının 'Yaratıcılık, İş birliği, Eleştirel Düşünme, İletişim' ve İlişkili Beceriler Açısından Değerlendirilmesi

Yukarıda başlığı belirtilen Yüksek Lisans/Doktora tez/proje çalışmamın; Giriş, Ana Bölümler ve Sonuç Bölümünden oluşan, toplam 151 sayfalık kısmına ilişkin, 28/11/2022 tarihinde tez danışmanım tarafından Turnitin adlı intihal tespit programından aşağıda belirtilen filtrelemeler uygulanarak alınmış olan orijinallik raporuna göre, tezimin benzerlik oranı %7'dir. Uygulanan filtrelemeler:

1. Kaynakça hariç
2. Alıntılar hariç
3. Beş (5) kelimedenden daha az örtüşme içeren metin kısımları hariç

“Başkent Üniversitesi Enstitüleri Tez Çalışması Orijinallik Raporu Alınması ve Kullanılması Usul ve Esaslarını” inceledim ve bu uygulama esaslarında belirtilen azami benzerlik oranlarına tez çalışmamın herhangi bir intihal içermediğini; aksinin tespit edileceği muhtemel durumda doğabilecek her türlü hukuki sorumluluğu kabul ettiğimi ve yukarıda vermiş olduğum bilgilerin doğru olduğunu beyan ederim.

Öğrenci İmzası:

ONAY

Tarih: 28/11/2022

Öğrenci Danışmanı Unvan, Ad, Soyad, İmza:

.....
Dr. Öğr. Üyesi Gülin DAĞDEVİREN KIRMIZI

*To my precious family, my gorgeous love, my dear friends, and my sweet cat—who has always
been there for me.*

ACKNOWLEDGMENTS

Assist. Prof. Dr. Gülin DAĞDEVİREN KIRMIZI, my advisor, deserves my first and foremost gratitude. I cannot put into words how incredible and rewarding it was to be guided by one of the greatest mentors. Throughout the entire process, she was there for me and provided support and guidance based on her extensive knowledge. I learned a lot of valuable information from her. The feedback and direction she provided were extremely helpful to my thesis. She has always been the most understanding advisor, with her support, I was able to accomplish this journey successfully.

I would also like to thank the members of the thesis committee Prof. Dr. Nuray ALAGÖZLÜ and Assoc. Prof. Dr. Senem Üstün KAYA for their contributions to the improvement of this master's thesis through their insightful criticism and encouraging words of encouragement.

Ultimately, I would like to thank and express my gratitude to my mother Sevim, my father Mehmet, and my brother Ozan, who have always been by my side and supported me throughout this journey. Additionally, I would like to give my sincerest appreciation to dear Melisa and her family, who have been there for me every step of the journey. I would also like to express my appreciation to my close friends for their unending help and encouragement. My most sincere gratitude goes to Esen, my aunt, who is the most kind and encouraging person I know. In addition, I would want to thank my uncle Selçuk, who has always been there for me. Last but not least, I want to thank my cat Tofie for her cuteness and affection. Your assistance was invaluable to me; thus, I was able to finish my thesis thanks to your encouragement and support.

ÖZET

Osman KILIÇ

Bir Ders Kitabının 'Yaratıcılık, İş Birliği, Eleştirel Düşünme, İletişim' ve İlişkili Beceriler Açısından Değerlendirilmesi

Başkent Üniversitesi
Eğitim Bilimleri Enstitüsü
Yabancı Diller Eğitimi Anabilim Dalı
İngilizce Dili Öğretimi Yüksek Lisans Programı

2022

Bu araştırmanın amacı, 21. yüzyıl öğrenme ve yenilik becerilerini 4C'yi (eleştirel düşünme ve problem çözme, iletişim, iş birliği, yaratıcılık) bütünleştirdiğini iddia eden "Pearson Education" tarafından yakın zamanda yayınlanan *Roadmap B1* adlı ders kitabı hakkında veri toplamaktır. Bu çalışmada, bir kontrol listesi kullanarak ve öğretmenlerin görüşlerini alarak, 4C'lerin ders kitabına dâhil edilip edilmediğini belirlemek için karma yöntem kullanıldı. Ders kitabı içerik analizi ile incelendi. Veriler daha sonra betimsel bir analiz kullanılarak incelendi. Çalışmanın ikinci aşamasında P21 çerçevesi Uluhan (2019) tarafından uyarlanan ders kitabı inceleme kontrol listesinin 40 maddesi kullanılarak her bir ünite madde madde incelenmiş ve her bir maddenin sıklığı belirlenerek ünite bazında analiz edilmiştir. Katılımcılar Ankara'da bir üniversitesinin İngilizce hazırlık okulundan seçilmiştir. Çalışma sonunda P21 ders kitabı inceleme kontrol listesi kullanılarak hazırlanan sorularla yarı kontrollü görüşmeler yapılmıştır. Ünitelerin önemli bir kısmının yaratıcı içerikten yoksun olduğu sonucuna ulaşıldı. 4C'ler, ayrı bir beceri olarak ele alınmadıklarında, bunun yerine yeterli sayıda bütünleşik beceriyle diğer aktivitelere entegre edildiklerinde daha etkili bir şekilde sonuç alındığı bulunmuştur. Sonuçlar, bütünleşmiş konuşma ve yazma odaklı etkinlikler sağlanmış olması durumunda daha fazla 4C olanaklarının mümkün olacağını gösterdi. Dilbilgisi etkinlikleri kapsamlı olmasına rağmen, bunları tek başına öğretmek ve yalnızca mekanik etkinliklere odaklanmak öğretmenlerin motivasyonunu açısından olumsuz bir etkiye sahip olabileceği tespit edildi. GSE ve CEFR kazanımlarına göre kitap, öğrencilere daha derinlemesine konuşma ve problem çözme becerileri sağlama hedefine ulaşmaları için yeterli fırsatlar sağlamadığı görülmektedir. Tüm alıştırmalar göz önüne alındığında, ders kitabının öğrenenlerin hedef dilde etkili iletişim kurmaları için yeterli olanakları sağlamadığı açıktır. Bu çalışmanın bulgularının, 21. yüzyıl öğrenme ve yenilik becerileri anlayışını ve öğrencilerin ve öğretmenlerin özel gereksinimlerine ve ihtiyaçlarına uygulanmasıyla eğitimdeki etkili, bireyselleştirilmiş ve bağlama odaklı uygulamalara ilişkin anlayışı artıracığı tahmin edilmektedir.

Anahtar Kelimeler: 21. yüzyıl öğrenimi, P21 Çerçevesi, EFL öğretmenlerinin 21. yüzyıl öğrenimine ilişkin algıları, eğitimde 4C, İngilizce ders kitabı değerlendirmesi

ABSTRACT

Osman KILIÇ

An Evaluation of a Course Book in Terms of ‘Creativity, Collaboration, Critical Thinking, Communication’ and Related Skills

**Başkent University
Institute of Educational Sciences
Department of Foreign Languages
Master’s of English Language Teaching with Thesis**

2022

The purpose of this investigation was to collect data about a recently published course book titled *Roadmap B1* by “Pearson Education” that claimed to integrate 4Cs (critical thinking & problem-solving, communication, collaboration, creativity). Using a checklist and the opinions of teachers, the researcher employed a convergent mixed methodology to determine whether or not the 4Cs had been incorporated into the course book. The course book was examined by means of content analysis. The data was then examined by using a descriptive analysis. In the second stage of the study, 40 items from the course book review checklist adapted by Uluhan (2019) from the P21 framework were used to examine each unit item by item, and the frequency of each item was determined and analyzed on a unit-by-unit basis. Participants from an English preparatory school in Ankara were selected. At the end of this study, semi-controlled interviews with questions derived from the P21 course book evaluation checklist were conducted. It was discovered that a significant portion of the units lacked creative content. The 4Cs fostered more effectively when they were not treated as a separate skill but rather integrated into other activities, with a modest number of integrated skills. The results indicated that more 4C opportunities would be feasible if integrated speaking and writing-focused activities had been provided. Although the grammar activities were rigorous, teaching them in isolation and focusing exclusively on mechanical activities may demotivate teachers. According to GSE and CEFR objectives, the book did not provide sufficient opportunities for students to meet the goal of providing more in-depth conversation and problem-solving skills. When all of these exercises were considered, it was evident that the course book did not provide sufficient opportunities for learners to communicate effectively in the target language. It is anticipated that the findings of this study will increase the understanding of 21st century learning and innovation skills and their effective, individualized, and contextualized applications in education, as applied to the specific requirements and needs of learners and teachers.

Key Words: 21st century learning, P21 Framework, EFL instructors’ perceptions on 21st century learning, 4C in education, EFL course book evaluation

TABLE OF CONTENTS

ACKNOWLEDGMENTS	i
ÖZET	ii
ABSTRACT	iii
LIST OF TABLES	viii
LIST OF FIGURES	ix
CHAPTER 1	1
INTRODUCTION	1
1.1. Statement of the Problem	1
1.2. Purpose of the Study	2
1.3. Research Questions	3
1.4. Significance of Research	3
1.5. Limitations of the Study	5
CHAPTER 2	6
LITERATURE REVIEW	6
2.1. Advantages of Course Books	6
2.1.1. Downsides of course books	7
2.2. What are 21 st Century Skills?.....	8
2.3. P21 Framework	11
2.3.1. Implementing p21 framework in the curriculum.....	14
2.4. Integrating Learning and Innovation Skills.....	16
2.4.1. Critical thinking and problem-solving.....	17
2.4.1.1. Information literacy	20
2.4.2. Creativity skill	20
2.4.3. Communication skill.....	24
2.4.4. Collaboration skill	27
2.5. Teachers' Role.....	31
2.6. Global Scale of English.....	34
CHAPTER 3	35
METHOD	35
3.1. Design of the Study	35
3.2. Participants	36
3.3. Population & Sampling	37
3.4. Data Collection Instruments.....	37

3.5. Data Collection Procedure	38
3.6. Data Analysis	39
CHAPTER 4	41
FINDINGS	41
4.1. Introduction to Analysis of 4C's in <i>Roadmap B1</i>	41
4.1.1. Analysis of critical thinking & problem-solving and its related skills	41
4.1.1.1. Analysis of critical thinking & problem-solving in listening activities... ..	42
4.1.1.2. Analysis of critical thinking & problem-solving in vocabulary & listening	43
4.1.1.3. Analysis of critical thinking & problem-solving in reading and listening	44
4.1.1.4. Analysis of critical thinking & problem-solving in develop your listening	44
4.1.1.5. Analysis of critical thinking & problem-solving in reading	45
4.1.1.6. Analysis of critical thinking & problem-solving in vocabulary and reading	46
4.1.1.7. Analysis of critical thinking & problem-solving in reading and vocabulary	48
4.1.1.8. Analysis of critical thinking & problem-solving in reading and listening	49
4.1.1.9. Analysis of critical thinking & problem-solving in develop your reading	50
4.1.1.10. Analysis of critical thinking & problem-solving in vocabulary	51
4.1.1.11. Analysis of critical thinking & problem-solving in integrated skills.....	52
4.1.1.12. Analysis of critical thinking & problem-solving in grammar.....	53
4.1.1.13. Analysis of critical thinking & problem-solving in speaking.....	54
4.1.1.14. Analysis of critical thinking & problem-solving in develop your writing	56
4.1.2.1. Evaluation of the components of critical thinking and problem-solving.	57
4.1.2.2. Flexibility and adaptability	57
4.1.2.3. Information literacy	60
4.1.2.4. Making judgments and decisions	63
4.2.1. Analysis of communication and its related skills	70
4.2.1.1. Analysis of communication in speaking	71
4.2.1.2. Analysis of communication in writing	72
4.2.1.3. Analysis of communication in reading	73
4.2.1.4. Analysis of communication in vocabulary and reading.....	74

4.2.1.5. Analysis of communication in reading and vocabulary.....	76
4.2.1.6. Analysis of communication in reading and listening.....	76
4.2.1.7. Analysis of communication in vocabulary	77
4.2.1.8. Analysis of communication in vocabulary and listening.....	79
4.2.1.9. Analysis of communication in listening	79
4.2.1.10. Analysis of communication in develop your listening part	80
4.2.1.11. Analysis of communication in develop your reading part.....	81
4.2.1.12. Analysis of communication in grammar.....	82
4.2.1.13. Analysis of communication in English in action	82
4.2.1.14. Analysis of communication	85
4.2.2.1. Evaluation of the components of communication	85
4.2.2.2. ICT-media literacy	85
4.2.2.3. Communicating clearly	86
4.3.1. Analysis of collaboration and its related skills.....	90
4.3.1.1. Analysis of collaboration in speaking.....	91
4.3.1.2. Analysis of collaboration in reading	92
4.3.1.3. Analysis of collaboration in reading and vocabulary	92
4.3.1.4. Analysis of collaboration in vocabulary and reading	93
4.3.1.5. Analysis of collaboration in reading and listening	94
4.3.1.6. Analysis of collaboration in develop your reading skills	94
4.3.1.7. Analysis of collaboration in listening	95
4.3.1.8. Analysis of collaboration in vocabulary and listening.....	96
4.3.1.9. Analysis of collaboration in reading and listening	97
4.3.1.10. Analysis of collaboration in develop your listening	97
4.3.1.11. Analysis of collaboration in vocabulary	98
4.3.1.12. Analysis of collaboration in reading and vocabulary	98
4.3.1.13. Analysis of collaboration in vocabulary and reading	99
4.3.1.14. Analysis of collaboration in grammar.....	100
4.3.2.1. Evaluation of the components of collaboration	101
4.3.2.2. Productivity and accountability	101
4.3.2.3. Flexibility and adaptability	102
4.3.2.4. Social and cross-cultural skills	103
4.3.2.5. Leadership & responsibility.....	105
4.4.1.1. Analysis of creativity and its related skills	107
4.4.1.2. Analysis of creativity in writing	107

4.4.1.3. Analysis of creativity in vocabulary and reading	109
4.4.1.4. Analysis of creativity	109
4.4.2.1. Evaluation of the components of creativity	109
4.4.2.2. ICT-media literacy	110
4.4.2.3. Initiative and self-direction	110
4.4.2.4. Thinking creatively	111
4.4.2.5. Working creatively with others.....	113
4.5. Teachers' Perspectives on 21 st Century Learning and Innovation Skills	115
4.5.1. Teachers' perspectives on critical thinking and problem-solving.....	116
4.5.2. Teachers' perspectives on collaboration	119
4.5.3. Teachers' perspectives on communication	123
4.5.4. Teachers' perspectives on creativity	125
CHAPTER 5	130
DISCUSSION	130
5.1. Findings.....	130
5.1.1. To what extent are critical thinking and related skills incorporated into the <i>Roadmap B1</i> course book and what are the teachers' perspective on critical thinking?.....	132
5.1.2. To what extent are communication and related skills incorporated into the <i>Roadmap B1</i> course book and what are the teachers' perspective on communication?	135
5.1.3. To what extent are collaboration and related skills incorporated into the <i>Roadmap B1</i> course book and what are the teachers' perspective on collaboration?	139
5.1.4. To what extent are creativity and related skills incorporated into the <i>Roadmap B1</i> course book and what are the teachers' perspective on creativity?	144
CHAPTER 6.....	148
CONCLUSION.....	148
6.1. Summary of the Results	148
6.2. Recommendations for Further Studies.....	151
6.3. Further Implications	152
REFERENCES	154
APPENDICES	168
APPENDIX 1. COURSE BOOK EVALUATION CHECKLIST.....	168
APPENDIX 2. COURSE BOOK EVALUATION INTERVIEW QUESTIONS	171
APPENDIX 3: ETHICS COMMITTEE APPROVAL.....	172
APPENDIX 4: CHECKLIST PERMISSION	174

LIST OF TABLES

Table 3.1. Participants of the Research	37
Table 3.2. Total Number of Questions on the Course Book Evaluation Checklist.....	38
Table 4.3. Activities that Promote Critical Thinking and Problem-Solving	42
Table 4.4. Frequency of Relevant Critical Thinking and Problem-Solving Skills.....	57
Table 4.5. Activities that Promote Communication Skill.....	71
Table 4.6. Frequency of Relevant Communication Skills.....	85
Table 4.7. Activities that Promote Collaboration Skill	91
Table 4.8. Frequency of Relevant Collaboration Skills.....	101
Table 4.9. Activities that Promote Creativity Skill	107
Table 4.10. Frequency of Relevant Creativity Skills.....	110

LIST OF FIGURES

Figure 2.0.1. P21 framework.....	16
Figure 4.0.1. Critical thinking & problem-solving in listening activities.....	43
Figure 4.0.2. Critical thinking & problem-solving in vocabulary and listening	43
Figure 4.0.3. Critical thinking & problem-solving in reading and listening	44
Figure 4.0.4. Critical thinking & problem-solving in develop your listening	44
Figure 4.0.5. Critical thinking & problem-solving in develop your listening	45
Figure 4.0.6. Critical thinking & problem-solving in reading.....	45
Figure 4.0.7. Critical thinking & problem-solving in reading.....	46
Figure 4.0.8. Critical thinking & problem-solving in vocabulary and reading	47
Figure 4.0.9. Critical thinking & problem-solving in vocabulary and reading	47
Figure 4.0.10. Critical thinking & problem-solving in reading and vocabulary	48
Figure 4.0.11. Critical thinking & problem-solving in reading and listening	49
Figure 4.0.12. Critical thinking & problem-solving in develop your reading.....	50
Figure 4.0.13. Critical thinking & problem-solving in develop your reading.....	50
Figure 4.0.14. Critical thinking & problem-solving in vocabulary	51
Figure 4.0.15. Critical thinking & problem-solving in vocabulary	52
Figure 4.0.16. Critical thinking & problem-solving in grammar	53
Figure 4.0.17. Critical thinking & problem-solving in grammar	54
Figure 4.0.18. Critical thinking & problem-solving in speaking	55
Figure 4.0.19. Critical thinking & problem-solving in speaking	55
Figure 4.0.20. Critical thinking & problem-solving in develop your writing	56
Figure 4.0.21. Flexibility and adaptability in critical thinking & problem-solving	58
Figure 4.0.22. Flexibility and adaptability in critical thinking & problem-solving	58
Figure 4.0.23. Flexibility and adaptability in critical thinking & problem-solving	59
Figure 4.0.24. Flexibility and adaptability in critical thinking & problem-solving	60
Figure 4.0.25. Information literacy in critical thinking & problem-solving	61
Figure 4.0.26. Information literacy in critical thinking & problem-solving	62
Figure 4.0.27. Information literacy in critical thinking & problem-solving	62
Figure 4.0.28. Making judgments and decisions in critical thinking & problem-solving...	63
Figure 4.0.29. Making judgments and decisions in critical thinking & problem-solving...	64
Figure 4.0.30. Making judgments and decisions in critical thinking & problem-solving...	64
Figure 4.0.31. Making judgments and decisions in critical thinking & problem-solving...	65
Figure 4.0.32. Making judgments and decisions in critical thinking & problem-solving...	65
Figure 4.0.33. Venn diagram illustration.....	66
Figure 4.0.34. Making judgments and decisions in critical thinking & problem-solving...	67
Figure 4.0.35. Making judgments and decisions in critical thinking & problem-solving...	67
Figure 4.0.36. Making judgments and decisions in critical thinking & problem-solving...	68
Figure 4.0.37. Making judgments and decisions in critical thinking & problem-solving...	68
Figure 4.0.38. Making judgments and decisions in critical thinking & problem-solving...	69
Figure 4.0.39. Making judgments and decisions in critical thinking & problem-solving...	69
Figure 4.0.40. Making judgments and decisions in critical thinking & problem-solving...	70
Figure 4.0.41 Communication in writing	73
Figure 4.0.42 Communication in writing	73
Figure 4.0.43. Communication in reading	74
Figure 4.0.44. Communication in reading.....	74

Figure 4.0.45. Communication in vocabulary and reading	75
Figure 4.0.46. Communication in vocabulary and reading	75
Figure 4.0.47. Communication in reading and vocabulary	76
Figure 4.0.48. Analysis of communication in reading and listening.....	77
Figure 4.0.49. Communication in vocabulary	77
Figure 4.0.50. Communication in vocabulary	78
Figure 4.0.51. Communication in vocabulary	78
Figure 4.0.52. Communication in vocabulary and listening.....	79
Figure 4.0.53. Communication in listening	79
Figure 4.0.54. Communication in listening	80
Figure 4.0.55. Communication in develop your listening part.....	80
Figure 4.0.56. Communication in develop your listening part.....	81
Figure 4.0.57. Communication in develop your reading part.....	81
Figure 4.0.58. Communication in grammar	82
Figure 4.0.59. Communication in English in action.....	83
Figure 4.0.60. Communication in English in action.....	84
Figure 4.0.61. Communicating clearly in communication	86
Figure 4.0.62. Communicating clearly in communication	87
Figure 4.0.63. Communicating clearly in communication	87
Figure 4.0.64. Communicating clearly in communication	88
Figure 4.0.65. Communicating clearly in communication	88
Figure 4.0.66. Communicating clearly in communication	89
Figure 4.0.67. Communicating clearly in communication	89
Figure 4.0.68. Communicating clearly in communication	90
Figure 4.0.69. Collaboration in speaking	91
Figure 4.0.70. Collaboration in reading.....	92
Figure 4.0.71. Collaboration in reading.....	92
Figure 4.0.72. Collaboration in reading and vocabulary	93
Figure 4.0.73. Collaboration in reading and vocabulary	93
Figure 4.0.74. Collaboration in vocabulary and reading	94
Figure 4.0.75. Collaboration in reading and listening	94
Figure 4.0.76. Collaboration in develop your reading skills	95
Figure 4.0.77. Collaboration in listening.....	95
Figure 4.0.78. Collaboration in listening.....	96
Figure 4.0.79. Collaboration in vocabulary and listening	96
Figure 4.0.80. Collaboration in reading and listening	97
Figure 4.0.81. Collaboration in develop your listening.....	97
Figure 4.0.82. Collaboration in develop your listening.....	98
Figure 4.0.83. Collaboration in vocabulary	98
Figure 4.0.84. Collaboration in reading and vocabulary	99
Figure 4.0.85. Collaboration in vocabulary and reading	99
Figure 4.0.86. Collaboration in vocabulary and reading	100
Figure 4.0.87. Collaboration in grammar	100
Figure 4.0.88. Flexibility and adaptability in collaboration	103
Figure 4.0.89. Social and cross-cultural skills in collaboration.....	103
Figure 4.0.90. Social and cross-cultural skills in collaboration.....	104
Figure 4.0.91. Social and cross-cultural skills in collaboration.....	104

Figure 4.0.92. Social and cross-cultural skills in collaboration.....	105
Figure 4.0.93. Social and cross-cultural skills in collaboration.....	105
Figure 4.0.94. Leadership & responsibility in collaboration.....	106
Figure 4.0.95. Leadership & responsibility in collaboration.....	106
Figure 4.0.96. Creativity in writing	108
Figure 4.0.97. Creativity in writing	108
Figure 4.0.98. Creativity in vocabulary and reading	109
Figure 4.0.99. Thinking creatively in creativity	112
Figure 4.0.100. Thinking creatively in creativity	112
Figure 4.0.101. Thinking creatively in creativity	113
Figure 4.0.102. Working creatively with others in creativity.....	114
Figure 4.0.103. Working creatively with others in creativity.....	114
Figure 4.0.104. Working creatively with others in creativity.....	115
Figure 4.0.105. Working creatively with others in creativity.....	115

ABBREVIATION LIST

4C	Critical Thinking, Communication, Collaboration, Creativity
EFL	English as a Foreign Language
CEFR	Common European Framework
GSE	Global Scale of English
ELT	English Language Teaching
P21	Partnership for 21 st Century Learning

CHAPTER 1

INTRODUCTION

1.1. Statement of the Problem

In the past, it was essential for students to master grammar, reading, listening, speaking, and writing. However, in today's world, students must also be skilled critical thinkers, communicators, creators, and collaborators if they wish to be successful (Carnavele et al., 1991). To prepare young adults for the global workforce and good citizenship, educators must integrate all of those disciplines with 21st century learning and innovation skills.

Preparation classes for young adult learners have a time constraint, and students must acquire a great deal of knowledge in a relatively brief amount of time. As a result, an academic year is extremely valuable for both students and teachers. The process should be interesting, creative, dynamic, and informative for learners and teachers as much as possible. Students' and teachers' needs are essential; thus, teachers work harder to engage students in English language learning and have them enjoy the process. Therefore, to minimize the time spent on how to develop and prepare 21st century skills, materials, plans, tests, etc., a good course book may help the process immensely.

The abundance of books available on the global market makes it difficult for practitioners to select a suitable course book for their specific context. As is the case with the number of books, there are various methodologies and checklists for evaluating course books, which can make the evaluation process considerably more difficult. Both the methods and the checklists are different from one another in terms of the aspects that they emphasize and the audience that they are aimed at. According to what Cunningsworth (1995) suggests, similar to the majority of decision-making processes, it is essential to ask the appropriate questions and assess the results in accordance with the appropriate criteria.

Language learning is a complicated phenomenon influenced by numerous aspects such as context, learner motivation, culture, etc., as well as other factors such as instructors, administrators, publishers, and politics. However, teachers are by far the most powerful party in influencing language teaching and learning, despite the fact that their duties may be constrained by specific difficulties. The instructional materials used by teachers to aid learning are another key aspect of language acquisition. Amongst some of the teaching materials, course books are the most significant component, as the majority of teachers use them to guide their students through the learning process. The popularity of course books

among teachers is due to the fact that they alleviate the majority of the strain associated with long teaching hours by providing a coherent curriculum that facilitates the attainment of objectives and the planning of classroom procedures.

Bell and Gower (1998) lamented that teachers are exhausted with the teaching hours; thus, they prefer using course books providing a variety of activities and guidance to teach by saving their time and energy. For instance, teachers, firstly, are overburdened with the teaching hours which do not let them prepare their own materials and lesson plans, so a ready course book offers them not to waste their time preparing hand-made materials (Bell & Gower, 1998).

Moreover, the rapid growth of technology over the course of the previous several decades has resulted in a profound transformation of the world. These substantial shifts that are taking place throughout the world have been profoundly felt in the field of education, and as a direct result, the teaching of English has been affected as well (Mankara, 2020). Consequently, English classes that today's students receive ought to differ substantially from the ones that students in the past had since today's learners are expected to have distinct capabilities in the 21st century together with, critical thinking and problem solving, collaboration, communication, creativity and innovation and digital literacy skills (Fadel & Trilling, 2009). Such new learning skills made it mandatory to redefine the principles of English language education and learning (Çınar, 2021). Consequently, English classes should be revamped so that learners can not only learn the language but also develop 21st century learning abilities and its related skills.

1.2. Purpose of the Study

The primary objective of this mixed study is to examine 21st century learning and innovation skills in a university course book for young adult learners. The 21st century learning and innovation skills as well as their related skills, including communication, collaboration, critical thinking, and creativity, will be thoroughly examined in this research in accordance with instructors' views in a specific course book.

To ensure students' success as future innovators, education should make an instructional shift in the 21st century learning environment (McGuire & Alismail, 2015). This shift necessitates that those teachers modify their current instructional methods to incorporate 21st century learning and innovation skills. This study was designed to investigate more about the implementation of 21st century learning and innovation skills in a course book that students need to develop for their future, as well as how those skills assist teachers to integrate them into their lesson plans.

The book was selected as the B1 book because A2+ and B1 level books were also mainly used within the institution, and when CEFR and GSE requirements were researched and examined, the B1 level was found to be a more appropriate level to develop 21st century learning skills such as critical thinking & problem-solving, communication, collaboration, and creativity. This study was guided by the following research questions listed below:

1.3. Research Questions

RQ1: To what extent are critical thinking and related skills incorporated into *Roadmap B1* and what are the teachers' perspectives on critical thinking?

RQ2: To what extent are communication and related skills incorporated into the *Roadmap B1* course book and what are the teachers' perspectives on communication?

RQ3: To what extent are collaboration and related skills incorporated into the *Roadmap B1* course book and what are the teachers' perspectives on collaboration?

RQ4: To what extent are creativity and related skills incorporated into the *Roadmap B1* course book and what are teachers' perspectives on creativity?

1.4. Significance of Research

Course books are generally considered to have a vital role in ELT (English Language Teaching) classrooms. Although it is not the most crucial factor, course books can assist language learners and teachers immensely (Sheldon, 1988, Hutchinson & Torres, 1994). Course books, even if not particularly intended for teachers, are frequently responsive to students' requirements; they save time and money; and they might and should provide for flexibility and improvisation to fit the demands of a given teaching context (O'Neill, 1982). Effective course books also relieve the instructors of the burden of having to come up with unique and authentic content for each lesson (Harmer, 1991). Therefore, they can provide an initial syllabus that teachers can modify, adapt, and change to meet the requirements and learning styles of their learners (Cunningsworth, 1984). The primary goal is to select a course book that will assist learners in improving their English proficiency. However, we live in a dynamic world, and students' needs are changing as well. The primary goal of language learning may be to become proficient language users, but students also need the necessary skills to keep up with today's world. In this regard, the primary goal of this study was to determine if 21st century learning, and innovation abilities are fostered by using course books.

As information and communication technology advance and have a greater impact on practically every element of human activity, evidently, educational institutions must also examine a new set of abilities that are compatible with the technological and informational dependence that defines the 21st century. As a result, fundamental yet progressive changes in educational policy must be implemented in every country, such as modifying techniques and approaches, as well as tools and resources, in order to align the overall teaching and learning objectives with the socio-political needs of world citizens. In addition, instructors are primarily responsible for preparing students to flourish in the 21st century learning environments. Nonetheless, they are the weakest point in a network consisting of educational policymakers, teacher trainers, school officials, school inspectors, scholars, and course book creators. They should collaborate to give educators with guiding principles, tools, and instruction on how to teach skills that align with the reality of the 21st century. Therefore, teachers may depend on teaching materials to assist them with activities in the classroom. The majority of educators rely on course books to provide valuable insights and recommendations on what should be taught and how it should be taught, despite the fact that course books encompass several flaws. Despite technological advances, course books, according to Richards (2001), will undoubtedly remain central to every language teaching context. Not only do they provide materials for both students and teachers, but they also help to develop official requirements into receptive and productive activities. Many scholars (Cunningsworth, 1995; Hutchinson & Torres, 1994; Litz, 2005, Jibreel, 2015, McDonough & Shaw, 2003) argue that course books are prone to including challenges connected to social, cultural, and language concerns, as well as pedagogical problems regarding the provision of activities and materials. These scholars claim that these flaws can have an impact on learners' attitudes toward their immediate surroundings as well as their attitudes toward the teaching-learning process. Hence, course book material must be evaluated on a regular basis to see how well it corresponds to learners' needs and interests and with curricular objectives and job market expectations. Sheldon (1988) and Garinger (2002) recommend a systematic course book evaluation based on defined standards created especially for the purpose of identifying and resolving faults that a course book may include. Moreover, they emphasized that course books gain greater value through course book assessment since a course book's usefulness, efficacy, and applicability can only be validated through the practice of meticulous course book evaluations. Thus, course books and course book assessments are inextricably linked in a mutually dependent relationship in which the value of one is decided only by the value of the other.

Altogether, the course books' content, method, and approach must be thoroughly examined in order to achieve the desired learning outcomes. The researcher's goal in carrying out this study is also professional development. When reviewing this course book, reflective teaching was also in mind. Reflective teaching is an important practice for many instructors and teacher candidates (Richards, 1996). The primary components of this teaching are knowing what you do and why you do it, being open to criticism, and being able to criticize yourself. Examining the course book is thus significant for the researcher. As course book selection is a challenging task, this research is planned to mainly contribute to the body of knowledge by assessing a particular course book and supporting educators and schools in picking course books that fulfill the needs of 21st century education.

1.5. Limitations of the Study

This research was performed within a single institution. For a greater statistical comparison, there could be more participants. Therefore, it would be ideal if other universities using the same course book were involved in the research to collect additional information.

The data collection tool "observation" is not included in the study, which could provide valuable information for future research. Since the researcher is a full-time English instructor and the researcher, he was unable to observe these classes. The institute's administrators also found the observation hours inconvenient due to strict weekly hours. Another reason is that due to the presence of the COVID-19 virus, the School of Foreign Languages did not also permit observation in the classrooms; as a result, more data were unable to be collected.

CHAPTER 2

LITERATURE REVIEW

2.1. Advantages of Course Books

Since the 1960s, the publication of ELT course books has flourished due to the Council of Europe's rising interest in English education (Mishan & Timmis, 2015). Course books are pervasive in English-language schools and universities, and they serve a crucial role in teaching and studying English. Numerous studies demonstrate the applicability of course books in education and the worldwide demand for published content. According to a report by the British Council, 65% of the instructors who participated in the study always or frequently used a course book, while only 6% indicated they never did (British Council, 2008).

Further research involving instructors from Malaysia, the United Kingdom, and Vietnam revealed that 92% of respondents frequently use course books (Tomlinson, 2010). Another study conducted in Myanmar and the United Kingdom produced similar results: Only 3 of the 85 teachers do not use course books (Saw, 2016). Course books played an indispensable role in ELT classrooms as a result of their extensive use, which ultimately improved classroom learning and led to higher performance.

The effectiveness of the course book has been heavily debated in the existing literature. Although some argue that the potential benefits of course books are limited, others criticize the course books' materials and strategies. Those who favor course books emphasize the practical significance of course books. Course books are regarded as credible resources by higher education institutions. Since they are produced by reputable publishers, they offer a ready-made, economical, and standardized curriculum. Therefore, course books are considered trustworthy and reliable sources of information.

In addition to the material's efficiency, course books are typically accompanied by a variety of print-based and digital materials, such as a workbook, a teacher's guide, tests, and additional content accessible via e-learning platforms. Course books are useful not only for educators, but also for students, as they allow them to keep pace with their own learning by providing a variety of reading texts for vocabulary, as well as numerous language forms, a variety of listening, and strategies for all skills; thus, they can also be used for self-study and revision (Mishan & Timmis, 2015).

2.1.1. Downsides of course books

In contrast to the practical reasoning of the course book supporters, the anti-course book movement raises ideological concerns regarding the use of course books. It was argued that course books encourage imperialism and native language dominance, thereby fostering a new form of colonialism. In particular, early course books were criticized for including a hidden curriculum that taught gender roles and consumerism (Cunningsworth, 1995).

According to a study conducted by Boriboon (2004), the use of international course book series may be controversial due to the fact that students are frequently exposed to materials and settings that do not reflect their own culture. Additional research revealed that a number of these issues were still prevalent. Course books do not appeal to all students and do not properly reflect differences in learning. McGrath (2013) categorized divergent perspectives on course books into three categories. First, some course books do not support communication skills or language acquisition theory, and their portrayal of cultural reality is limited, biased, or inaccurate. Secondly, the extensive use of course books makes it difficult for educators to be productive. After a certain amount of time has passed, the instructors, who eventually get used to the ready-made contents in the book, turn it into a routine. This may make it more difficult to teach a language effectively in the classroom. Third, the use of multiple course books in the classroom can put an additional burden on both students and instructors. The endless tasks and assignments of students can be challenging for both students and teachers. Thus, students diverge from the real purpose of learning the English language.

A synthetic course of study examines language as an object (Long, 2015). The language is subdivided into small pieces of grammar, vocabulary, etc., and these pieces are presented to learners in a linear way, with the task of reassembling or synthesizing these pieces into a coherent understanding of the language. This type of syllabus is followed by a course book such as Roadmap; it organizes English into different types of items, such as grammatical rules, nouns, collocations, and sentence patterns, so that they can be presented and practiced in a set order. This curriculum prioritizes explicit teaching and learning. Each item is introduced with care, and the instructor ensures that students comprehend the material. This is followed by controlled practice, and only near the end of the process is time allotted to production, during which time students can produce the subject being taught naturally and without conscious effort. This method fails to recognize that language acquisition is primarily implicit and that L2 learners acquire information by embracing their

own mental developmental path through a series of interconnected linguistic systems known as interlanguages (Jordan & Gray, 2019).

2.2. What are 21st Century Skills?

The English language has become the favored language for several reasons, including social status, professional success, economic benefit, academic advancement, and career opportunities. According to Crystal (1997), cross-cultural communication would be unlikely if people of diverse backgrounds could not really communicate with one another. Education, business, politics, culture, and the economy are just some of the many spheres where effective communication is essential. People study other languages as a means of interaction and to be abreast of innovations and advancements. As people work together, share information, and compete across borders, they spur innovations across the board to meet the needs of the 21st century.

The literature refers to the desired skills and competencies of individuals as 21st century learning and innovation skills (Trilling & Fadel, 2009). In the 21st century, reliable and informative knowledge is of utmost importance, and young adults should indeed acquire these skills in order to enter the workforce or pursue higher education. The 4Cs, as defined by Graafland (2018), are critical thinking and problem-solving; creativity and innovation; communication; and collaboration. On the other hand, 21st century learning skills can be defined as a term for the skills and competencies young people will need to have in order to be successful employees and citizens in the knowledge-based society of the 21st century. Education now must meet the needs of the business world, which has changed its definitions and expectations (Ananiadou & Claro, 2009). Wagner (2008) identifies the following as 21st century skills: the ability to think critically and solve problems; the ability to work collaboratively; the ability to lead; mental agility and adaptability; initiative; the ability to communicate effectively orally and in writing as well as in speaking; the ability to process and apply information creatively and imaginatively; and effective communication. A person's ability to perform a task successfully increases when they engage in repeated practice and receive constructive feedback (Dweck, 1999). The Glossary of Education Reform (2016) defines 21st century skills as "a broad set of knowledge, work ethic, expertise, and various features that are recognized as valuable and necessary to strengthen and expand in our era by educators, teachers, and researchers," wherein "success" refers to both professional and personal accomplishments.

According to Fullan (2001), the fundamental purpose of education is to have a positive impact on the lives of students and to produce citizens who can live and work

successfully in dynamically sophisticated communities. The concept of learning includes an extensive and sophisticated array of processes, and complete comprehension requires not only an understanding of the learning process but also of all the variables that impact and are influenced by it (Illeris, 2009). The world is always evolving, and it's clear that maintaining a constant level of awareness of this evolution would be impossible without widespread communication. Globalization is a phrase that encompasses not only the interconnected fields of economics, politics, and society, but also the field of education. Classrooms are the ideal places to see the difference between the old and the new period, and the study by Miller (2016) found that applying the system of globalization to education was the most spectacular technique to raise the level of communication. Similarly, like Miller (2016), Garca-Herreros (2017) also argues that the globalized society of the 21st century necessitates a great deal of preparation for students to communicate effectively in a second language, which is widely recognized as a responsibility for the citizens of the future.

A learning paradigm, in this case, learning in the 21st century, assists us in comprehending what learning is and the actions it necessitates. It therefore assists us in gaining a deeper understanding of how students learn in a variety of settings and instructs us on what and how teachers can improve the learning. Identifying these learning shifts enables the creation of learning environments that facilitate enhanced learning experiences. It illuminates the path as a teacher; what learners should do; how to establish a learning environment; and the resources, learning activities, and teaching strategies that can be employed. Therefore, it is evident that we must rethink how we educate students if we are to prepare them for the inevitable workplace environment they will face. It would be tempting to believe that the answer is obvious in the digitally rich world of the 21st century: to provide students with 21st century learning and innovation skills. The insufficiency of learning and innovation skills necessitates a radical transformation in how we deliver educational materials to students. It is necessary to employ an instructional method that equips students with problem-solving skills applicable to the real world. Additionally, teach students the requisite knowledge which they must master in order to be considered educated in 21st century learning and innovation age (McCain, 2007).

Before the 19th century, there was no formal and structured public education system. The modern education system was founded on a well-defined concept of professional and academic aptitude that matched the requirements of the industrial revolution (Robinson, 2007). The conditions have shifted since then. In the 21st century, the global economy, modernization, technological progress, and the information age have all contributed to

substantial social change (Kramer, 2021). This shift has resulted in a shift in the qualifications and skills that nations require and wish to train for national and international development, long-term prosperity, and a stable economy (Chalkiadaki, 2018). To put it another way, due to the fact that every nation recognizes English as a second language, the English language is seen as an essential language for use in both the professional and personal areas of life (Nishanthi, 2018). Furthermore, Canagarajah (2007) asserted that English is regarded as a widely spoken language in diverse regions and is acknowledged as a lingua franca by individuals who cannot speak English as their native language. Briefly, English has been viewed as a conduit for interaction between people from diverse backgrounds (Gallego, 2012). As a consequence, English proficiency is viewed as a desired objective for everyone worldwide for a wide range of reasons.

According to Kay (2010), today's learners are expected to communicate, study, learn, team up, and solve problems by using 21st century skills such as critical thinking and problem solving, creativity, collaboration, and communication. "The Organization for Economic Cooperation and Development" (OECD) proposed those four essential skills that all learners should be equipped with in order to keep up with the world's rapid pace of change. Comprehending and developing these 21st century skills must be enhanced by newly published educational frameworks and learning implementations to foster the success of students in the near future (Chen et al., 2020). Fandiño (2013) asserts that learners in EFL (English as a Foreign Language) classrooms should be taught the methods and strategies for using the 4Cs (communication, collaboration, creativity, and critical thinking) as well as self-directed and intercultural abilities. As educated, eclectic teachers of 21st century, the goal is not only to build the competences and abilities of students, but also to grow professionally.

Gass and Selinker (2001) identify three key components that contribute to the learning process in an English as a foreign language (EFL) context: the instructors, the materials, and learners. Teachers of foreign languages must be familiar with these materials since it is their responsibility to ensure their students have access to all the linguistic resources available to them in the classroom. The quality of education can be expected to improve on a local and global scale when teachers understand their responsibility to instill in their students an appreciation for and facility with the tools and practices of the 21st century. Every day, in every grade, in every class, both in and out of the lessons, both educators and teachers must deliver learning resources to teach 21st century skills (Sang, Liang, Chai, Dong & Tsai, 2018).

The many parts that make up 21st century learning skills are all important and necessary for learners. Each one is essential to the process of personal and professional growth. They strengthen not only the 4Cs of communication, creativity, critical thinking, and teamwork, but also finance, the environment, business, and social and political activity. Both the students and the teachers in our classrooms are in the same boat when it comes to the importance of acquiring skills relevant to the 21st century. In addition, these abilities are crucial for the growth of leadership and innovation, proficiency in media and technology use, proficiency in information and communication technologies, and the acquisition of competences useful in any professional setting, such as adaptability, self-direction, and initiative (Soulé and Warrick, 2015).

2.3. P21 Framework

The academic standards of school administrators and society do not often line up with the requirements of employers or students, which presents a daily challenge for educators. Younger students who grew up with computers often enter school knowing more about technology than their teachers who were born in the 20th century. Not only are today's students more technologically adept, but they also have much bigger goals (Gut, 2010).

21st century students are accustomed to a fast-paced, media-rich environment in which to learn. The average American child or adolescent spends 35–55 hours per week consuming media outside of school, including television, video games, and computers, according to research by Lee, Bartolic, and Vandewater (2009). According to Knobel and Wilber (2009), a significant number of today's students are working outside of the classroom as authors, filmmakers, animators, and recording artists, and they are highly interested about the significance of the quality of their work and the direction it is taking. Cuban, Kirkpatrick, and Peck (2001) found that despite an increase in the availability of media in schools across the country, the vast majority of both teachers and students still only use information technology for instruction a few times per month, if at all.

Several groups, like The Partnership for 21st century skills (P21), ACT21S, and Achiever's Diploma Project, have called for 21st century skills to be taught and used in schools. Nevertheless, some critics have said that P21 focuses too much on skills and not enough on fundamental conceptual understanding (Ravitch, 2009a, 2009b). Yet, the P21 reaffirmed the importance of core courses in its Report and Mile Guide for 21st century skills (Partnership for 21st Century Skills, 2004), noting that even in an information economy, these subjects remain important and provide access to new opportunities.

This study employed the following framework (P21, 2019) to assess the 21st century learning skills necessary for students to become better citizens in today's society. P21 defined the paradigm shift as a means for students to succeed in the new global economy, and developed the Framework for 21st Century Learning, which specifies the skills, knowledge, and expertise that must be taught and mastered by students in order for them to be adequately prepared for success in today's world.

Schools need a multifaceted strategy to tackle the challenge of equipping today's students with 21st learning century skills. One aspect of this is for programs that train teachers-to-be to take on the duty of assisting their students by providing examples of how to teach and raise students' awareness of 21st century skills, as well as by mandating that their students create and implement lessons in their subject areas that are based on state and national standards and incorporate 21st century teaching ideas and methods.

Existing frameworks depict the synchronized strategies, sets of requirements, and course objectives that define 21st century skills and their instruction. These frameworks indicate the knowledge and skills that students and teachers should possess. Founded in 2006, the Partnership for 21st Century Skills (P21) is one of the current conceptual frameworks for 21st century learning skills. Based on a series of studies conducted at Stanford University, nations with high PISA scores (which evaluate 21st century skills like critical thinking and problem solving) have had higher GPAs than those with lower PISA scores (P21, 2008).

Major changes in the economy, professions, and enterprises need the development of new and distinct skill requirements. Individuals must be able to undertake nonroutine, innovative jobs now more than ever to be successful. Employee engagement in routine cognitive and manual work in the U.S. economy declined beginning in the 1970s, while participation in nonroutine analytic and interactive tasks increased, as found by Autor, Levy, and Mumane (2003). Further, as more businesses adopt technology, computers replace workers in charge of routine tasks while enhancing those whose job it is to solve novel problems. Thus, the increasing prevalence of computers in the workplace has increased the need for workers to solve problems and communicate effectively in order to address issues such as resolving differences, enhancing production processes, and managing the work of others (P21, 2008).

Apparently, the necessity for a set of applied skills is increasing. In fact, experts back then also placed a larger emphasis on 21st century learning skills, referring to them as "survival skills" in the modern economy (Wagner, 2008). They acknowledge that higher-

order thinking and a greater understanding are not a privilege anymore. P21 (2019) has developed a coherent, shared vision to solve these difficulties, as outlined in the Framework for 21st Century Learning, to assist educators in integrating 21st century skills into classrooms and making learning more meaningful to students (see Figure 2.1). The framework includes the skills, information, and competence that learners need acquire to be successful in the workplace and in life, as well as the required support mechanisms to facilitate 21st century learning. The framework provides a thorough definition of college and career readiness by placing equal emphasis on a range of general knowledge and depth of specialized skills, expertise, and competencies.

The P21 framework specifies three characteristics of 21st century learning skills that students should acquire: Learning & Innovation Skills, Information, Media & Technology Skills, and Life & Career Skills. The Partnership for 21st Century Learning recognizes that all students should have educational experiences beyond the classroom in order to acquire the information and skills necessary for global success. The recommended approach to effective teaching and learning, as outlined in the Framework for 21st Century Learning, reflects the paradigm shift from traditional major learning areas to the incorporation of 21st century skills related to some of the most urgent problems and real-world challenges facing individuals, industries, and jobs in the 21st century (P21, 2019).

Teaching effectively in the new paradigm also necessitates a shift from the transmission of knowledge to the development of abilities; from the transmission of facts and principles to the cultivation of an aptitude for inquiry and problem solving; from the transmission of simple theory to the practice of applying the appropriate theory or theories; and from the use of a predetermined curriculum to the use of open-ended, authentic, real-world projects (Kivunja, 2014). According to Trilling and Fadel (2009), to become an effective teacher in this new 21st century learning paradigm necessitates a transformation from teacher-centered to student-centered learning; from direct teacher instruction to collaborative exchange with and among students; from teaching content knowledge to providing students with the required skills; and from teaching content to problem-solving processes. The 21st century has led educators to move away from timed schedules and toward task completion on-demand, away from competitive learning and toward collaborative learning, away from purely course book-based mechanical activities and toward web-based sources, away from summative to formative assessment of students' performance, away from learning at school and toward lifelong learning, and away from teaching that applies a one-size-fits-all approach to a broad range of students.

Today's employment market demands flexibility and adaptability, creativity, teamwork, complex problem solving, critical thinking, and the ability to interact effectively with information and communications technology due to the economy's gradual advancement and globalization. In addition to economic and employment issues, there is a rising recognition that the world in which we live needs civic mindedness, a sense of identity, and public knowledge as well as personal and societal responsibility for younger generations. Undoubtedly, it is unrealistic to expect schools, universities, and educational institutions to cultivate all of these attributes in children and adolescents, but given their significance during these formative years, they cannot be disregarded and neglected. Heckman's research and that of researchers affiliated with the Collaborative for Academic, Social, and Emotional Learning (CASEL) have demonstrated that "soft" skills or "socio-emotional learning" are associated with a variety of enhanced short- and long-term consequences, including better personal wellbeing, interpersonal skills, economic freedom, and academic achievement (Heckman & Kautz, 2012).

Over the previous three years, 43 university graduates in a university-based teacher training program were requested to integrate at least one 21st century skill into each of their teaching materials. These skills were taught to them in the context of the Partnership for 21st Century Skills (P21). Each content area lesson required teacher applicants to identify at least one 21st century skill that will be taught, applied, and evaluated. They had to identify and incorporate a skill or skills into their learning objectives, course outcomes, instructional strategies, and evaluations. Educators have the ability to develop new lessons or make use of current ones and, with some tweaking, incorporate the teaching or use of 21st century skills, as evidenced by the lessons created by teacher candidates and the best practice lessons supplied for in-service teachers. When educators realize they must introduce and then provide students ample time to practice skills relevant to today's world, they can begin to rise to the challenge (Gut, 2010).

2.3.1. Implementing p21 framework in the curriculum

Some experts offer easy adjustments to current teaching practices that would facilitate the incorporation of 21st century learning skills into existing curricula. Socratic seminars, where students take turns facilitating discussions of assigned readings, are advocated for use by educators Walser (2008) and Cookson (2009). These conversations can occur in any subject area and even across disciplines. Students are graded on how actively they participate in class by asking questions, posing challenges, making remarks, citing

references to back up claims, relating personal experiences, or making connections to current events.

Teachers can use current events to help students make the connection between classroom learning and the practical knowledge they will need to thrive in a global economy. Following a class discussion of Nike's efforts to create an eco-friendlier sneaker, Wallis (2006) describes a classroom project in which students select a consumer product, explain its ecological consequences, and propose redesigning it to minimize pollution costs without diminishing the product's commercial appeal. In order to address a broad range of educational demands, educators may involve students in solving real-world problems, and equip them with the skills necessary to succeed in the 21st century, cross-curricular subjects, and activities like these are essential.

Sprengr (2009) supports that whiteboards may be an effective interactive tool for both small and large group instruction, placing emphasis on the digital natives' familiarity with using screens in a multisensory setting. To better facilitate the learning of foreign languages in the classroom, Cutshall (2009) supports the use of asynchronous communication strategies and online platforms that offer global connections. Promoting critical thinking and problem solving, creative social and cross-cultural interaction, communication, and collaboration skills through such interactions is invaluable.

According to Helm, Turckes, and Hinton (2010), a 21st century "learning habitat" should consist of a variety of indoor and outdoor settings that can be adapted to meet the needs of students. Walser (2008) suggests that students can learn about geographic concepts like latitude and longitude, scale, and proportion through the use of Google Earth and GPS technology in order to help locate, design, and implement a project to improve local natural areas or save and rehabilitate polluted rivers and waterways, thereby making use of outdoor learning habitats.

Figure 2.0.1. P21 framework



© 2019, Battelle for Kids. All Rights Reserved.

Note. Adopted from [‘https://www.battelleforkids.org/networks/p21/frameworks-resources’](https://www.battelleforkids.org/networks/p21/frameworks-resources) P21 Framework (P21, 2019)

2.4. Integrating Learning and Innovation Skills

The potential for problem solving, innovative solutions, and positive connections among various groups of people is limitless. To realize this potential, our education systems must ensure that all youth – regardless of gender, ethnic background, skills, socioeconomic level, health, or medical condition – can successfully access and participate in their education in order to develop the knowledge, skills, and virtues necessary to thrive in a competitive economy and make significant regional and international contributions. As educators, it is our responsibility to prepare each and every young person for the future. Although education, experience, and knowledge remain essential, they are no longer enough to guarantee a decent future. Young people require and deserve the opportunity to develop into well-rounded, creative, and critical citizens capable of participating in the labor market and shaping their own futures. Although there is no single formula for success, it is believed that all young people should have access to an inclusive, high-quality, and worthwhile education. With mutual trust, respect, and commitment, educators can give more young people the tools and chances they need to contribute to a prosperous and economically successful globalized future.

Research has emphasized the importance of developing English speakers as highly competent language users, critical thinkers, and transformative intellectuals (Sun, 2010,

2016). As a result, the goals of ELT have shifted from only improving language abilities and imitating native English speakers to establishing in students a sense of social responsibility. It has been proposed that ELT classrooms should provide meaningful and intellectually stimulating activities that enable students to not only efficiently convey thoughts and ideas through spoken, verbal, and nonverbal communication, but also to comprehend multifaceted views, collaborate creatively with others, and make judgments and decisions (Fandiño, 2013). Hence, instructors should critically evaluate what the 21st century paradigm has to offer in order to expand their educational and teaching approaches. According to 80% of leaders from different occupations, integrating the 4Cs into education might make it more convenient for students to be prepared for their professional or academic careers. Thus, the National Education Association (2015) also considers that teaching 4Cs is essential if language instructors can integrate 4Cs into their courses more effectively if they provide certain guiding questions to themselves while setting objectives and arranging tasks. Therefore, schools as well as universities have become particularly interested in giving students opportunities for active learning, where they may get real-world experience (Fitzgerald et al., 2015).

2.4.1. Critical thinking and problem-solving

The concept of critical thinking has been defined in a variety of different ways. In order to develop as a skill, critical thinking and problem solving require logical participation in the learning process. In every situation, there ought to be an independent inquiry into the proof and the reasons, followed by a discussion of the reasonable points of view and the practical solutions. According to the National Council's definition, it is the intellectually disciplined process of actively and efficiently comprehending, applying, analyzing, synthesizing, and evaluating knowledge received from or created by observation, experience, reflection, reasoning, or communication as a guideline to thought and action. In other words, it is the process of using knowledge as a way to direct thought and action. P21 (2019) defines critical thinking and problem solving as effectively reasoning, applying inductive and deductive reasoning, understanding how pieces of a whole interact, making judgements and decisions, and solving issues by asking clarifying questions and addressing problems in new and interesting ways.

In the education systems of many nations in the 21st century, critical thinking is increasingly being recognized as an important skill to teach (Atkinson, 1997, Rear, 2017). According to Hermann (2015), the process of applying critical thinking and problem solving,

analyzing complex systems, and using inductive and deductive reasoning as appropriate for the situation determines how parts of a whole interact with one another. Part of critical thinking and problem-solving is using knowledge, facts, and data to solve problems and find solutions. Learners are expected to make appropriate decisions and judgments based on what they have read or learned, and this is a part of the learning process. Therefore, in order to improve students' critical thinking and ability to solve problems, teachers should not just ask students questions like "yes" or "no" or assign simple activities; rather, they should assign questions or activities that encourage interpretation and reflection.

Pardede (2019) emphasized that critical thinking development is vital for students because it positively affects their ability to take, apply, and control their higher-order thinking skills; develop the appropriate principles and standards to analyze their thinking; and willingly evaluate and recognize concepts and perspectives in an enthusiastic and responsible manner. Consequently, critical thinking and reflection allow for a deeper understanding of assumptions and underlying concerns, as well as the discovery of new practical possibilities.

Students must be explicitly instructed in the skills necessary to develop and enhance their capacity for critical thinking and problem solving in the 21st century (Noonan, 2013). Facione (2015) stresses the importance of critical thinking in establishing a peaceful human community. "It is a cornerstone in the evolution of humanity from savagery to global consciousness," he says. According to Kompf and Bond (2001), teaching students critical thinking skills is vital because it allows them to participate in logical thinking, reasoning, acquiring information, using their intelligence, and reflecting. This is vital since learning particular skills will almost certainly make these skills permanent, and better student profiles will emerge in the future. Effective instruction in critical thinking and problem solving requires instructors to help students acquire information and knowledge, maintain focus, recognize multiple options and be ready to analyze each one, choose a position they can defend with sound reasoning, strive for accuracy in their arguments, and listen attentively to demonstrate respect for the ideas and beliefs of others (Kivunja, 2014).

Furthermore, teaching students to think critically and solve problems helps them develop an awareness of their own beliefs, determine if they are well-grounded in evidence, and evaluate whether their conclusions can be extended beyond their own circumstances or are based on a narrow set of assumptions. Teaching students critical thinking skills can be challenging, but Moore (2014) recommends a variety of simple ways to change their thinking from guessing to estimating, believing to assuming, inferring to inferring logically,

preferring to evaluating, supposing to hypothesizing, and associating concepts to grasping principles. He highlights that critical thinking necessitates cognitive capacities that lie within the higher-order levels of Bloom's (1956) Revised Taxonomy, particularly analyzing, evaluating, and creating. Moore (2014) also suggests that teaching metacognitive skills to learners is an effective means of teaching them critical thinking. The following are some of the strategies that he recommends: Analyzing the learning process, which includes self-feedback, self-monitoring, and self-questioning; reflecting on their strengths and weaknesses; scheduling study time; establishing objectives; organizing resources; and estimating the amount of time necessary to complete a task.

Furthermore, Trilling and Fadel (2009) propose a variety of strategies that can be used to instruct new kinds of students on how to think critically and solve problems. The first strategy is to instruct them in rational thinking. This is evaluating facts or a problem using inductive or deductive reasoning to gain a comprehensive understanding of the problem. The second strategy consists of teaching students how to think systematically. The third strategy emphasizes teaching students how to make reasonable decisions and judgments. This enables students to not only analyze available facts, arguments, and statements, but also evaluate them. Students learn how to examine data from multiple perspectives and then make connections between and among data viewed from these perspectives. Students are able to form well-informed, evidence-based judgments because the interpretation of the data results from the analysis. The fourth strategy is to instruct students to reflect critically and evaluate all viable solutions so that they can approach unfamiliar problems from different perspectives.

McCain (2007) argues that teaching students a four-step procedure before they leave school could assist them in overcoming challenges they would face in the real world. McCain (2007) refers to this procedure as "the 4DS of problem solving" because each of the four essential processes begins with the letter D. Before beginning work on an issue, you must first define it. Secondly, design a plan for the solution of the conceptualized problem, which includes having a strategy to make the dream a reality, selecting the materials required to solve the task, developing, and acquiring the necessary skills and knowledge to overcome the obstacles, and dividing the task into chapters and sections with smaller subcomponents that are relatively straightforward to accomplish. Deal with the issue, which includes implementing the resolution strategy. Finally, display, which involves evaluating your performance, i.e., how effective you were in resolving the issue.

2.4.1.1. Information literacy

As an inclusive term, information literacy is can be defined by incorporate notions such as digital, graphic, and media literacy, academic literacy, data collection and data management (Bent & Stubbings, 2011). In addition to this, identifying origin bias, distinguishing between popular and scholarly sources, and assessing a resource's relevance to a topic are additional skills that an information literate person should possess (Williams & Evans, 2008).

Applications of information and communication technology both enrich and enhance the opportunities for communication and encourage the development of skills in coordination and collaboration among students' peers (Ananiadou & Claro, 2009). According to Lewin and McNicol (2015), the increasing influence of globalization and intellectual society has led many people to suggest that new skills, which were not seen in the previous century, are required to be successful in the workplace and that information and communications technology are the keys to the development of those skills.

Information literacy has been recognized as a key competency for success in the 21st century by the ‘North Central Regional Educational Laboratory’ (NCREL, 2003). This outcome is the result of a combination of factors, including recent historical events, globalization, the digital age, inventive thought, effective communication, and higher levels of productivity. The Asia-Pacific Economic Cooperation reports that there has been an increase in the variety of information, skills, and attitudes needed to succeed in the modern labor market. Employees must also be proficient in modern technology and have an active understanding of the 4Cs.

2.4.2. Creativity skill

In recent years, the study and conceptualization of the nature and impact of creativity have been a focus in virtually every field and industry. Today, there is a great deal of discussion about creativity, which is driven by the desire for organizations and businesses to become more efficient, as well as the trend in schools toward learner centered as opposed to test-driven education. Educators from around the world have therefore encouraged schools to place a greater emphasis on creativity and innovation in the curriculum across all subjects. It is believed that creativity is an effective method for engaging students in their language learning at the school level. Creative teaching is intended to increase students' motivation and self-esteem, as well as equip them with the adaptability skills they will require in the future. However, not all students have access to creative and innovative

learning environments. It is desired that individuals cultivate a creative and innovative mindset in order to better lives and contribute to a more thriving society.

It was thought that economic growth and technological progress were much more important than the importance of innovative creative thinking. In contrast, the global economy of the 21st century has a strong desire for increased productivity, superior goods, and innovative services. Creativity and innovation have become essential elements of the global economy and worldwide education (P21, 2019). Many individuals believe that the current information age will soon be replaced by the innovation age. One of the most sought-after characteristics for creativity and innovation is the capacity to resolve issues in clever ways, develop modern technologies, or discover new applications for existing technology. Numerous academic disciplines contribute to the study of creativity. It also examines the origins and development of creative behavior as studied in archaeology; creative processes such as metaphorical thinking, flexibility, and visualization as studied in the arts; creativity networks in the brain as studied in neuroscience; employee productivity as studied in economics; and assessing creativity as studied in education.

Reiter-Palmon, Beghetto, and Kaufman (2014) provide an intriguing examination of creativity from the perspectives of education, psychology, and business. Using this perspective, it can be inferred that the fields of psychology, education, and business have done significant conceptual work in the domain of creativity. Creativity can be viewed both as an intrinsic end in and of itself, as a result, product, or conclusion, and as a means to an end, such as innovation, organizational transformation, wellness, or happiness. Creativity occupies a prominent spot in education, although it is typically viewed as a precursor to a desired outcome rather than as an end in and of itself.

Furthermore, creativity is typically characterized by a combination of originality and task relevance within a given context. In business, creativity is often associated with the generation of innovative ideas, followed by their implementation to achieve organizational success. Experts and practitioners agree that creativity is a complex and multifaceted phenomenon, making it difficult to establish a universally accepted definition (Harris & Ammermann, 2015).

Divergent thinking, or the ability to create multiple ideas from a variety of perspectives without being constrained by common assumptions, is the characteristic upon which the majority of creativity-related research focuses. This characteristic of individual creativity is frequently evaluated by evaluating the individual's ability to devise innovative approaches to completing a task (Guilford, 1967). However, lateral thinking — the ability

to create and generate innovative ideas — is unquestionably essential, but it is only a subcategory of creativity as a whole.

Anna Craft (2008) highlights a variety of perspectives on creativity in order to help us comprehend its varied characteristics. These include individualized-subject-specific, individualized-generalized, collective-subject-specific, and collective-generalized creativity. They range from creativity as an individual experience to creativity as a team effort.

In educational institutions, the question of whether creativity and creative learning are subject-specific or more general is crucial. For the majority of the last fifty-seven years, creativity has been associated with the arts in many schools. Nonetheless, the current trend in schools appears to be toward a greater emphasis on creativity and creative thought. Both the United Kingdom and the United States have paid a great deal of attention to the positive relation between creativity and cognitive ability (Trilling & Fadel, 2009; Ritchhart, 2011). Throughout the majority of the last decade, schools in the United Kingdom and the United States were strongly encouraged to improve students' personal, learning, and critical-thinking skills.

Learners with greater levels of creative intelligence are more likely to generate novel ideas that can both contribute to and challenge future learning by sharing new, unique information with others. As creative intelligence appears to be a component that may help learners adjust to unexpected and unpredictable environments, it appears to be a factor that may boost language learning (Richards, 2013). What Richards explains is exactly what the 4Cs may achieve in the language classroom: learners have the option to create their own responses when faced with new, unpredictable questions. It is not a revolutionary idea to emphasize the importance of uniqueness. Lev Vygotsky, one of the greatest psychologists of the past century, wrote about this. It is essential to emphasize the importance of encouraging learners' creativity. The imaginative mind will realize humanity's full potential; the most important function of the imagination is orientation toward the future, behavior based on the 21st century and derived from this future (Vygotsky, 2004).

One might wonder whether creative learning setting helps students learn more effectively or not. There is indeed a lot of indirect evidence to show they do. Asking, striving, offering, and getting feedback, cooperating, practicing, and employing intellectual curiosity all constitute part of what may be broadly referred to as metacognitive skills, which are both related to successful learning and positively and significantly associated with advances in success (Hattie, 2009).

The work that Maley (1997) has done in the field of language education has placed an emphasis on creative thinking by making use of materials that have been derived from a wide range of literary and non-literary sources. These materials can be applied in such a way as to stimulate creative thinking (Maley, 1997). Discovering new meanings and creating new word combinations are both possible thanks to language. According to Maley and Bolitho (2015), the ability for creative thought exists in all people, particularly in relation to the use of language, provided that certain conditions are met.

Students need to have certain cognitive skills in order to be successful in life. Some examples of these skills include comparing and contrasting, hypothesizing, imagining, observing, and asking questions. It has been observed that when creative thinking is integrated into English lessons, students develop not only those skills but also metacognitive skills such as the ability to analyze and critically reflect on their own performance and learning. This is because creative thinking encourages students to think outside the box (Read, 2015).

On the other hand, despite the fact that some academics have differing ideas regarding whether or not all aspects of creativity can be taught, there was sufficient consensus that a great deal could be learned back then (Torrance, 1970). Bekteshi's (2017) investigations found that learners in general English classes were able to demonstrate their creativity, but there were fewer indicators of originality when dealing with an emphasis on form. This is despite the fact that creativity is seen as a challenging attribute to assess in ELT. Nevertheless, it was proved that when students were required to create seven different statements using the Present Perfect Tense and then predict which one of the seven phrases was not true, their grammatical creativity also increased. They were required to think of new ways to express themselves, and these ideas appeared to be beyond the learners' current speaking ability; even so, this assisted the learners not only in their speech but also in their actions and their reasoning.

In today's society, a creative mindset, and the intellectual capacity to think critically are becoming more and more crucial components for personal and professional success (Pardede, 2019b). If students want to be successful in work and careers in the twenty-first century, they need to develop creative thinking as well as the ability to collaborate creatively with others, as stated by the Partnership for 21st Century Skills (P21). Students' creative potential can be influenced in a number of ways, such as through daily planning, effective time management, determination, and self-assurance in long-term planning (Zampetakis et al., 2010). Developing students' aptitudes for innovation and creativity necessitates the

development of high-quality learning environments in which they are given the opportunity to counter authentic, real-world problems while maintaining an open-minded, inquisitive mindset. Learners in these kinds of environments are encouraged to make use of higher-order reasoning skills such as cognitive processing, creating, analyzing, evaluating, and elaborating on their ideas (Anderson et al., 2001).

In order for them to think more creatively and outside the box, they are encouraged to use approved creative thinking tools such as brainstorming, concept mapping, visualizing, word association, and analytical thinking. These kinds of strategies encourage learners to form networks and express their own ideas, as well as motivate them to seek constructive feedback that can help improve their concepts, introduce them to previously undiscovered concepts, and help develop innovative ideas. They are able to gain a fresh perspective on their experiences and make an evaluation of those experiences. They can also work with other people to make the most of their experiences and come up with better or more creative ways to do work.

2.4.3. Communication skill

Which characteristics are by far the most crucial for ensuring that people live healthy and happy lives? In 2014, the Pew Research Center conducted a survey in which randomly selected US citizens were asked which of ten skills commonly taught in schools were the most crucial for achieving a successful and happy life. Science and mathematics were selected by 58% and 79% of respondents, respectively, as the most frequently mentioned skills. In contrast, more than 90% of those surveyed selected communication skills, making it the most popular answer (Goo, 2015). Numerous skills, ranging from mathematical reasoning to innovative creativity, are beneficial to both individuals and humanity, but the findings highlight the importance of communication skills in accordance with the other skills.

Communication is an ability that includes thoughts on how to express yourself appropriately, not only limited to spoken and written language, but also includes receptive skills such as reading and listening. Reading, writing, interpersonal interactions, and public speaking are only a few of the many subcategories that make up the domain of communication. Although there is no one definition of communication that incorporates all subdomains, a number of academic definitions emphasize components of language such as exchanging information, the use of language and nonlinguistic symbols, mutual comprehension, social engagement, and meaningfulness (Dance, 1970). By combining these

elements, it can be seen that communication is a social process in which information is conveyed in order to create mutual understanding and accomplish desired objectives. Furthermore, communication can take many other forms in actual life, such as speaking with friends or coworkers, reading something, delivering a presentation, or using the internet. It may be used for a number of different purposes, such as informing, persuading, interrogating, and entertaining, to list several more. Consequently, in order to live a happy and meaningful life, one must learn the abilities necessary for efficient communication in the most prevalent forms of communication.

According to Richards (2013), communicative teaching methods promote both functional and situational language usage. It fosters effective comprehension and positive attitudes toward language learning in classrooms for English language learners. Students' ability to communicate with one another can be enhanced through the use of activities like role plays, group projects, and simulations that require students to utilize their imaginations and think creatively (Bekteshi, 2017).

The primary objective of learning a foreign language is to be able to communicate in that language. Therefore, ELT and FLE programs are excellent places for students to improve their communication skills. Communication ability measured at the beginning of college is associated with higher grades and graduation rates in higher education, based on a study (Hawken, Duran, & Kelly, 1991, Rubin, Graham, & Mignerey, 1990). To become successful graduates, students must be able to effectively express their thoughts and ideas in a variety of forms, including spoken, written, and non-verbal languages. In addition to knowing grammar and vocabulary, they should be able to listen actively and communicate fluently in a variety of contexts and for a variety of purposes (Trilling & Fadel, 2009). Observations revealed that, when it came to communication, students attempted a variety of language modifications due to the diverse backgrounds of the students. According to Dorney (2009), who says that communicative competence develops spontaneously through students' active participation in meaningful communicative activities, all students attempted to alter their discourse for the comprehension of their peers (Bekteshi, 2007). These linguistic adjustments were made as a result of the students' active participation in each activity, with the intention of conveying crucial aspects. All of these activities contributed to the development of students' skills, most notably speaking, followed by reading, writing, and listening, as well as critical thinking, creativity, and communication; as can be seen, all of these activities required collaboration.

Communication is highly valued by employers as an entry-level skill (Penrod et al., 2017), and it is crucial in business, academic, and professional settings (Okoro et al., 2017). Effective communication skills have been highly regarded in society and the workplace for decades. Moreover, in the 21st century, these abilities have evolved and become significantly more valuable (P21, 2019). They include the ability to effectively explain thoughts and ideas, to use a variety of media and technology, to listen attentively, and to engage in a variety of situations with success. Trilling and Fadel (2009) expound on these abilities, claiming that the ubiquitous use of digital technology in business and everyday life in the global digital age has generated a new demand for communication skills. The ability to communicate in a way that fosters learning and collaboration is becoming incredibly valuable asset. This new approach to collaboration does not always involve face-to-face communication, but rather emphasizes digital communications using various applications and online tools that permit individuals to develop and share their ideas, opinions, work, and products in virtual worlds (Kivunja, 2009).

According to Trilling and Fadel (2009), the following strategies can be used to teach communication skills for the 21st century: First and foremost, students should be taught verbal and nonverbal communication skills. This should be taught in a variety of contexts and situations to help students become more adaptable and improve their ability to communicate in a variety of settings.

Secondly, students ought to be instructed on the importance of engaging in "active listening." This training ought to assist them in interpreting and comprehending the meaning of communication while taking into account the cultural backgrounds, beliefs, and attitudes of the various parties involved. The third thing that should be taught to students is how to use communication for a variety of purposes. It is possible to use it simply to interact with people, provide information to customers, educate students, and inspire students. Fourth, students should be instructed in the proper use of a wide variety of media tools. They should also be given assistance in comprehending and evaluating the effectiveness of various forms of media and media technologies, as well as evaluating the possible consequences of using various forms of media and technologies in the future. Learners should, as a final step but certainly not the least important one, be prepared to interact in a variety of settings, one of which should be the utilization of languages other than their native language.

2.4.4. Collaboration skill

Collaboration is the ability to interact with others as a team in order to achieve a goal. People working alone could accomplish a great deal of work fifty years ago, but in today's fast-paced society, this is no longer the case. The majority of work is performed in groups (P21, 2019). It is emphasized that the purpose of collaboration is to allow individuals to exchange ideas and receive feedback on those ideas while working together. According to IBSA (2009), it entails being open to others' ideas and opinions, valuing one's own, giving and taking criticism constructively, keeping up with the latest information, carefully choosing and maintaining one's network of contacts, admitting one's own limitations, and asking for help when one is in need. Moreover, collaboration has acquired new characteristics in 21st century learning and work environments, requiring individuals to work successfully with people they have never met or who they will never meet in person. However, it is possible that they will need to collaborate on a shared task or tasks in order to complete the task efficiently and quickly.

In the field of education, collaboration can take many different forms. Some examples of collaborative teaching strategies include reflective teaching and team teaching. Other examples include collaborative learning among students, collaborative research, and collaboratively designed syllabuses. Setting goals with one another, taking turns with different responsibilities, and working together to complete more than an individual could do by themselves, are all components of any form of collaboration (Barfield, 2016).

Learning through collaboration can often be seen in discourse, social engagement, and cooperative decision-making with other people; these shared activities unquestionably contribute to the growth of communities, in addition to jointly constructing a greater breadth and depth of knowledge (Vygotsky, 1978). One of the key benefits of collaborative teacher development is that teachers can reduce their dependency on other authorities to the point where they can learn from each other by sharing and establishing their knowledge and expertise. In a similar vein, one of the key advantages of collaborative teacher development is that it enables teachers to transcend their personal ideas by collaborating with others. (Hargreaves, 1994).

Collaborative professional development for teachers that places an emphasis on debate, exploration, and discussion as a means of working together to bring about changes and advances in education (Medgyes & Malderez, 1996). It is most effective when it arises spontaneously and naturally from the teachers' perceptions of how productive and enjoyable

collaboration can be. This is when its chances of success are greatest (Datnow, 2011). The development of open and trustworthy collegial relationships is facilitated in part by seemingly inconsequential actions and moments, such as interacting with colleagues between classes, discussing experiences and recounting stories during breaks, and exchanging materials and activities. This sense of trust and collaboration is essential for the collaboration's authenticity and efficacy. One of the primary challenges faced by instructors who wish to collaborate is locating space and time for the development of projects that are established freely by those involved. However, if a group is unable to share decision-making or discuss its goals among its members, it is unlikely to maintain a long-term sense of mutual benefit. This is due to the fact that the impact of shared decision-making among participants, as well as the quality of voluntary engagement, the integrity, and the transparency of interaction and communication, can either expand or limit the opportunities for more effective collaboration settings. In order to maintain their commitment to the concept of collaboration, educators must have the confidence to speak openly and freely about their individual strategies and work-related concerns (Barfield, 2016).

The desire to understand the various perceptions, interests, and points of view of others, as well as the desire to challenge one's own deeply held beliefs, interests, established views, and practices, can assist instructors in engaging in the necessary critical reflection to change and improve their own practices. This critical reflection is essential for modifying and enhancing one's own practices (Kelchtermans, 2006). These considerations are crucial to the development of collaboration learning, as is the courage to confront opposition and constructively address potentially difficult disagreements that may arise. As a result, the process of negotiation, the articulation of different points of view, and the negotiation of competing claims are all necessary components of developing collaborative practices collectively (Achinstein, 2002).

Furthermore, students must learn to collaborate effectively since they will spend the rest of their lives working alongside other people in a variety of settings. According to Lai (2011), collaboration requires individuals to work together on the same task rather than separately on different parts of the assignment. Collaboration can have significant benefits on the learning processes of students, particularly with students who have a low level of proficiency. Students should work together to develop their skills in communication, decision-making, problem-solving, coordination, and negotiation. This will allow collaborative activities to assist students in improving their reading, listening, speaking, and writing skills on multiple levels. Students are put into groups for the purpose of completing

assignments, finding solutions to problems, or working together on projects as part of the teaching and learning strategy known as collaboration (Harmer, 2007).

It has been discovered that group projects and discussions are always a component of learning. Both teachers and students were eager to participate in these activities, which frequently incorporated students' perspectives on a variety of topics discussed in class and always incorporated multiculturalism and multi-nationality. Group projects carried out in a stress-free environment with equal accountability for all participants illustrated an exemplary environment for language learning. Observations of students agreeing or disagreeing, expressing the benefits and drawbacks of a particular topic, or accepting or rejecting a suggestion in group work exercises demonstrate, according to Porter and Long (1985), that group work enhances language practice opportunities. Moreover, because they are unfamiliar with the teaching and learning process, students may be quiet at the beginning of the semester. The study (Porter & Long, 1985) found that even the most reserved classes became lively and outspoken when working together, displaying an air of self-assurance and a resolve to defend or challenge their positions through the use of more qualitatively fluent and accurate language. When students talked to one another and made an effort to fully comprehend the instructions, it greatly enhanced their motivation to continue learning, which is consistent with other factors mentioned by Porter and Long (1985), such as individualization of instruction and students' desire to learn.

Not only must graduates be instructed to work respectfully with diverse teams in their actual work environments but also in the online communities in which they participate in order for them to be successful in the workplaces of the 21st century, graduates will need to be able to effectively cooperate with one another in the workplaces of the 21st century. Kivunja (2009) offers a few recommendations in this regard, firstly, they need to acquire the skill of appreciating the contributions made by each and every member of the team to which they have been assigned, secondly, they need to be taught to be flexible and willing to work with others, with the knowledge that the group will either swim or sink as a unit in order for them to achieve a goal that will have positive outcomes.

Collaborative learning has been recognized by scholars as an instructional strategy in higher education that is particularly promising and successful. Collaboration is typically regarded as an important skill for employees to possess in the workplace (Martin & Nakayama, 2015). To be able to work effectively with one's colleagues to accomplish a common objective requires the development of a skill that is increasingly valued in today's labor force (Chen et al., 2021). Quite a few studies have been carried out to investigate the

overall impact of this instructional strategy on a wide variety of significant learner outcomes. For instance, having students participate in collaborative learning is associated with academic successes such as positive attitudes toward enhanced comprehension of scientific knowledge, mathematics, and technology; emotional well-being; enthusiasm for the fine arts; openness to diversity; a greater capacity to transfer information from one environment to another; and the ability to create new questions, ideas, and solutions. Another benefit of having students participate in collaborative learning is that it is associated with an increased capacity to transfer information from one environment to another. Another advantage is that it is associated with an increased capacity to create new questions (Loes & Pascarella, 2017). Finally, collaborative learning has also been closely linked to greater cognitive motivation (Castle, 2014).

Collaboration has been identified by the “OECD” (2019) as a component of social and emotional skills that are essential for the development of new values. Despite the fact that collaborative learning is widely used in higher education, the terminology associated with it is frequently confused. Collaborative learning has been extensively used in colleges and universities, whereas cooperative learning is more prevalent in K–12 classrooms (Barkley et al., 2014). Although these terms are frequently used interchangeably in the learning and teaching literature, numerous researchers who have studied these techniques have concluded that cooperative learning and collaborative learning are distinct instructional strategies. In particular, cooperative learning has been regarded as a more structured educational strategy requiring a higher level of facilitation by instructors than collaborative learning. Additionally, Johnson, Johnson, and Holubec (1990) asserted that five characteristics must be present for a learning activity to be categorized as cooperative. These characteristics are as follows: positive interdependence, face-to-face interaction, individual accountability, interpersonal competence, and group work. In addition to the evidence that demonstrates collaborative learning's positive impact on the achievement of a variety of learners, there is a small amount of research that demonstrates the potential impact that collaborative learning could have on the cognitive development and critical-thinking skills of college students (Loes & Pascarella, 2017). Using a cross-sectional design and data from multiple institutions, Cabrera, Colbeck, and Terenzini (2001) sought to determine whether collaborative learning enhances students' problem-solving abilities. They discovered that students who participated in collaborative learning activities performed well on a self-reported measure of problem-solving skills.

Gokhale (1995), by using data collected from students studying industrial technology at a single institution, sought to answer the question of whether or not there were statistically significant differences in the critical thinking abilities of students who had been exposed to collaborative learning versus those who had attempted to learn independently. Gokhale (1995) discovered that learners who engaged in collaborative-learning activities outperformed those who learned independently on the critical-thinking outcome measure. This was the case despite the fact that Gokhale (1995) did not use a standardized measurement of critical thinking or the exact concurrent pretest and posttest measurement. In light of the research and hypotheses that have been presented up to this point, it is reasonable to anticipate that participation in collaborative learning will have a positive and beneficial effect on one's capacity for critical thinking (Loes & Pascarella, 2017).

2.5. Teachers' Role

The increasing use of English as a language in different parts of the world has led to an increase in the demand for qualified teachers of the English language at all levels of the public and private education systems. School administrators and program managers desire teachers who are dedicated, well-qualified, have a solid command of English, get along well with their colleagues, are able to engage and excite their students, and are committed to assisting their students in achieving success. They also want teachers who work well with their colleagues (Richards, 2013). Those who are qualified educators are sought after first and foremost. Since effective teaching is dependent on a variety of characteristics that teachers bring to their classrooms, such as reflecting the expertise, abilities, and understanding of what they have acquired via their college education and teaching experience, the concept of what it takes to become a competent teacher is multidimensional. This is due to the fact that effective teaching relies on a variety of characteristics that teachers bring to their classrooms.

In the 21st century, educators are tasked with preparing their students for an increasingly interconnected and globalized world while also making effective use of emerging pedagogical practices and technological tools (Lemke, 2010). The 21st century has been significantly altered as a result of modernization, high levels of knowledge, technological innovation, and global competition (Darling-Hammond & Bransford, 2007). The pace at which the world evolves is directly correlated to the rate of progress made in fields such as information and knowledge technology. The expectation that individuals should be equipped with the skills necessary for acclimating to new settings and thriving in those settings is one that is steadily growing in prevalence. A great number of academics

have emphasized how essential it is to train and educate teachers so that they can better assist students in the development of skills appropriate for the 21st century (Darling-Hammond, 2005). As a consequence of this, it is strongly suggested that teachers be acquainted with these skills and have the ability to put them into practice in the classroom (Niu et al., 2021). According to Greiff, Niepel, and Wüstenberg (2015), the new cognitive and non-cognitive characteristics known as "21st century learning and innovation skills" are essential for success in both academic and professional environments.

According to Voogt and Roblin (2012), the skills necessary for the 21st century are not stand-alone competencies; rather, they are intertwined among all teaching disciplines and activities that take place in schools. Given this, significant shifts in education and culture are to be anticipated, and the diverse and multicultural perceptions of students are also susceptible to being influenced by education. It is not enough for teachers to simply pass on their information to their learners; they must also foster the students' development into self-sufficient, accountable citizens who are competent in the appropriate skills. Due to today's increasingly fast-paced world, it is essential for students to have the skills necessary to enter the workforce when they graduate from high school and enter university. As a result, it is the responsibility of the teachers to both be knowledgeable about and instruct students in the skills necessary for living in the 21st century. As a direct consequence of all of these rapid changes, both educators and students are reporting that it is becoming increasingly challenging to teach and learn in their respective fields (Barret et al., 2014).

The significance of teacher education in relation to the skills required in the 21st century can be gleaned from the many reasons listed above (Niu et al., 2021). As a result of this, it creates a need for educators in the 21st century to be facilitators and mentors in addition to their traditional roles as specialists and advisors. They need to be able to handle the dynamics of new types of classrooms, provide support for students who are able to function independently, and assist students in acquiring new insights and skills in order to adequately prepare them for life in the 21st century (Trilling & Fadel, 2009). As a consequence of this, the primary objective of teacher preparation programs is to provide assistance to pre-service teachers in the areas of acquiring, putting into practice, and evaluating 21st century instructional methods and curriculum (AACTE & P21, 2010).

In addition to carefully selected and well-organized courses that cover fundamental teaching knowledge, it is of the utmost importance to arrange the prospective teachers' skills and experience in such a way that they can put these qualities to use in the classroom. Developing courses for future teachers will likely find this to be the most challenging aspect

of the process. In order to gain an understanding of how to instruct students in the 21st century, novice teachers need to overcome the following three challenges: The first and most important thing that teachers in the 21st century need to understand is that the experience of teaching is vastly different from the experiences they had as students in conventional classrooms. Secondly, in today's world, teaching requires not only thinking like a teacher but also behaving like a teacher. This implies that teachers not only need to know a variety of things but also be able to carry out a variety of tasks at the same time. Finally, in order to keep up with the rapidly evolving environments of today's classrooms, prospective teachers need to be able to deal with difficult classroom situations and provide immediate answers. According to research conducted on seven successful programs for the education of teachers, all of the programs shared certain characteristics. According to Darling-Hammond (2006), they can be defined as follows:

- a shared, explicit vision of good teaching that pervades all course work and clinical experiences, resulting in a coherent set of learning experiences
- a solid core curriculum presented in the context of practice and founded on understanding of learners' development and learning, social and cultural settings, curriculum, assessment, and content knowledge pedagogy
- clear ways to assist students in facing their own culturally entrenched views and assumptions about learning and students, as well as learning about the experiences of others who are not like them
- professional performance and practice criteria that are well-defined and utilized to guide and assess course and practice
- significant connections, general knowledge, and shared ideas among school- and university-based educators involved in improving teaching, schooling, and teacher education
- substantial use of case methods, educator research, performance evaluations, and portfolio assessment to integrate learning into real-world situations.

This report demonstrates that the 21st century skills that prospective teachers should possess differ from those of the 20th century due to the development of advanced technology and a fast-paced society. Teachers and students in the 21st century should be able to separate data from their experiences and contextual skills in order to think critically and solve complex problems, in contrast to teachers of the 20th century who designed courses to deliver knowledge for solving daily issues (Goktalay & Ozeke, 2015).

2.6. Global Scale of English

The Global Scale of English is a standardized and graded scale that measures English language competency from a score of ten all the way up to a score of ninety. It complies with the standards established by the Common European Framework of Reference (CEFR). The CEFR categorizes language proficiency into broad levels. In contrast to this, the Global Scale of English specifies what a learner is capable of doing at each point on a more granular level while remaining within a CEFR level. The scale's primary purpose is to serve as a motivator for students of a language by illustrating their steady progress. The Global Scale of English is the foundation for the educational materials and assessments provided by Pearson English (Pearson, 2022). Both the Common European Framework of Reference for Languages (CEFR) and the Global Scale of English (GSE) include "can do" expressions for each of the four language skills. These expressions describe what students should be able to accomplish at varying levels of ability. Without taking into account the learner's surroundings, learning goals outline what a student "can achieve" with the target language. The Common European Framework of Reference (CEFR) has been mapped onto the Global Scale of English Learning Objectives, and many more statements have been written, evaluated for their usefulness, and mapped onto the scale (Pearson, 2022).

CHAPTER 3

METHOD

3.1. Design of the Study

The objective of this research is to acquire information about a recent course book titled *Roadmap BI* by Pearson Education that claims to integrate 21st century learning and innovation skills (4Cs). Using a checklist and the perspectives of a small group of teachers, the researcher used a convergent mixed method to determine if the 4Cs had been incorporated into the course book. Moreover, convergent mixed methods research is characterized as an approach to inquiry combining the collection of both quantitative and qualitative data, the integration of the two data types, and the use of separate designs that may incorporate philosophical and theoretical assumptions (Creswell, 2014). The essential principle of convergent mixed methods research design is that the integration of quantitative and qualitative components maximizes the strengths of both methodologies while reducing their flaws (Creswell & Creswell, 2018). Quantitative research permits researchers to work with vast quantities of statistical data, from which generalizations and conclusions can be drawn (Rubin & Babbie, 2008). In addition, qualitative research has the advantage of providing an in-depth investigation of the situation and aiding in the discovery of fresh perspectives and the acquisition of new insights into a complex phenomenon (Creswell & Plano Clark, 2011). Keeping these benefits in consideration, the researcher used quantitative and qualitative methods to achieve a more comprehensive knowledge of the research questions guiding the thesis and a clearer overview of the subject being investigated.

The convergent mixed method design was utilized in this investigation. In accordance with the techniques for data collection and analysis provided by Creswell and Plano Clark (2011), the researcher gathered quantitative and qualitative data throughout the same period of the study and at about the same time. These two datasets were independently evaluated, and then, during the analysis of the results, they were combined to determine whether the findings validated or refuted each other (Creswell & Plano Clark, 2011). Moreover, content analysis was used to examine the course book. According to Downe-Wamboldt (1992) and Schreier (2012), content analysis is a method for describing and quantifying phenomena that is both systematic and objective. The chapters of the book were determined to be analyzed according to P21 as the first stage of the research. All of the skills in Modules A, B, C, and D of the book have been determined to be investigated, and all of the skills in these modules have been determined to be investigated. After determining and

estimating the number of activities in the book, the numbers were categorized into tables based on language skills. Then, a descriptive analysis was used to examine the data. The units were examined item by item in the second stage of the study using 40 items from the course book review checklist adapted and developed by Uluhan (2019) from the P21 framework, and the frequency of each item was determined and analyzed on a unit basis. Semi-controlled interviews were conducted at the end of the study, with interview questions prepared using the P21 course book review checklist. After the interviews were transcribed and checked twice, the transcripts were coded in Microsoft Excel and analyzed twice.

According to Creswell and Creswell (2018), qualitative researchers are able to acquire data through the examination of documents, the observation of behavior, and the conducting of interviews with individuals. It is possible for a qualitative researcher to make use of a procedure, which is an instrument for data collection, but ultimately, it is up to the researchers themselves to gather the data. Questionnaires and other instruments developed by other researchers are relied on and utilized by the researchers. To bolster the credibility of the study, the researcher also devised interview questions to evaluate teachers' understanding of the 4Cs in the course book. Multiple data sources were picked through the use of an evaluation checklist, GSE and CEFR objectives, and the collection of interview responses to facilitate data triangulation (Creswell & Creswell, 2018).

In addition to attempting to assure triangulation and complementarity, the adoption of a mixed-methods strategy in the current study was a means of achieving triangulation. Triangulation is the process of merging quantitative and qualitative study data to offer mutual support for the findings (Bryman, 2006). The researcher used a mixed-methods approach, paying specific attention to triangulation and complementarity, to investigate the extent to what 21st century learning, and innovation skills are incorporated in the course book *Roadmap B1*, as well as instructors' perspectives on the course book.

3.2. Participants

Participants from an English preparatory school at a university in Ankara were chosen to take part. Furthermore, the participants were chosen for this study based on a set of criteria. To begin with, since the university education backgrounds of the teachers in the preparatory schools may differ, participants were chosen solely from the English Language Teaching department. Secondly, the participants' professional experience was determined to be at least five years. Third, the participants who took part in professional development studies related 4C were also considered as a selection criterion as they were expected to be knowledgeable about the 4C skills to some extent or at least be familiar with those. Finally,

experienced teachers who produced activities relating to 21st century competencies were deemed appropriate for this research. Below in Table 3.1 has additional information on the participants:

Table 3.1. Participants of the Research

Participants	Age	Gender (M/F)	Graduation	Master of Arts	Professional Development
P1	28	F	ELT	1	1
P2	29	F	ELT	1	1
P3	28	F	ELT	1	1
P4	28	F	ELT	1	1
P5	40	M	ELT	1	1

3.3. Population & Sampling

According to Creswell and Creswell (2018), purposeful sampling is a strategy that can be used to allow the researcher to select samples that will best help the researcher be aware of the problem and research questions related to the phenomenon being studied. 5 teachers chosen were ideal participants because they taught in multiple university preparatory language schools; they were graduates of a foreign language education program; all teachers used many course books during their teaching careers; they had adequate training in 21st century learning and innovation; they had been teaching for more than two years; and they experienced continuous professional development. Only 5 participants could take part because there were only a few teachers who met the selection criteria.

3.4. Data Collection Instruments

By using Uluhan's P21 Framework checklist (2019), the researcher evaluated the course book in terms of 21st century learning and innovation skills as part of the data collection process. The researcher was permitted to use the scale. There are 40 yes-no questions on the checklist. It includes four sections on learning and innovation skills for the 21st century: critical thinking, creativity, communication, and collaboration. First, critical thinking involves three related skills: adaptability and flexibility; information literacy; and the ability to make judgments and decisions. Second, creativity is comprised of four interconnected skills: information and communication technology and media literacy; initiative and self-direction; and creative thinking. Thirdly, there are two skills related to communication: ICT & Media Literacy and Communicating Clearly. Fourth, collaboration requires four skills that go together: being productive and taking responsibility; being flexible and able to change; having social and cross-cultural skills; being a leader and taking responsibility; and working together creatively as a team.

3.5. Data Collection Procedure

Uluhan's (2019) P21 Framework course book evaluation instrument was used to collect some preliminary data on how effectively the course book taught 21st century learning and innovation skills. For this study, data was collected using the 21st Century Learning and Innovation Evaluation Checklist for Course books, which has 40 items and 4 skills ‘critical thinking, communication, collaboration, and creativity’ with their related categories (See Table 3.2). This framework was made to bring together a set of skills that help students learn 21st century skills and give teachers help in teaching those skills. Each unit in the book was looked at twice, one at a time, by answering "yes" or "no" to the skill on the checklist. The researcher wrote down the percentages in their respective categories.

Table 3.2. Total Number of Questions on the Course Book Evaluation Checklist

Critical Thinking & Problem Solving	Flexibility & Adaptability	2
	Information Literacy	3
	Making Judgments & Decisions	10
Creativity	ICT-Media Literacy	1
	Initiative & Self-Direction	1
	Thinking Creatively	4
	Working creatively with Others	4
Communication	ICT & Media Literacy	1
	Communicating Clearly	5
Collaboration	Productivity & Accountability	4
	Flexibility & Adaptability	4
	Leadership & Responsibility	1
	TOTAL	40

In the second phase of the study, interview questions were constructed utilizing the P21 framework, and interviews were conducted with a group of pre-selected teachers to determine their level of familiarity with the 4Cs discussed in the book. Interviews with the interviewee and the interviewer took place face-to-face. Prior to the interviews, the researcher asked a few questions about 21st century learning and innovation skills and course books to gather a better understanding of the participants' shared experiences, which was not part of the actual research, but the researcher sincerely wished to create a more relaxed interview atmosphere (Creswell, 2012). Then, 16 questions regarding 4Cs were asked. Transcripts and audio recordings were made of the interviews. The researcher asked participants semi-structured interview questions to learn more about their experiences with the integration of 21st century skills, such as critical thinking and problem solving, creativity, communication, and collaboration, into the *Roadmap B1*. According to Dörnyei (2007), a semi-structured interview was found to be ideal when the researcher has a sufficient

understanding of the concept and can develop follow-up questions, but does not wish to use predetermined response categories or typical yes-or-no questions that would limit the scope of the study. To protect the confidentiality of participants, data sources were given aliases such as P1, P2, P3, P4, and P5. All data was saved on OneDrive, which was secured by the university's IT department.

3.6. Data Analysis

In the initial phase of the study, the researcher aimed to determine whether the activities in the course book were aligned with the 4Cs and, if so, to what extent they would aid instructors in promoting 21st century learning and innovation skills among students. Each unit required evaluation of 6 major sections: reading, vocabulary, listening, grammar, speaking, and functional language called English in Action. All 9 sections were evaluated according to CEFR and GSE objectives, including 3 extra ones titled "develop your skills" that allow you to practice reading, listening, and writing.

During the evaluation process, each activity's components were examined separately, and the activities were evaluated with the checklist to determine whether or not they promoted 21st century learning and innovation skills. As a result of a thorough examination of all the activities within 10 units, the total number of activities was scaled and displayed in a table (See Table 4.2).

In the second phase of the study, the researcher used a suggested interview protocol (Creswell & Creswell, 2018). The instructors completed the book within eight weeks (approximately 2 months), although some took longer. The researcher then conducted interviews with 5 instructors regarding the 4Cs. Excel was utilized to code transcript data since the researcher had expertise in it. During data analysis, the researcher coded the data using Schreier's (2012) coding guide. The researcher began by reading all the transcripts. The researcher then examined 1 transcript to begin identifying themes in the data. The researcher then designed and built the initial coding frame. The researcher then divided the material into coding units, indicating which portions of the material were significant and pertinent. After identifying emerging themes, the researcher assigned them codes and used those codes to analyze the data. Finally, the researcher compiled all the data for each code into a single location for analysis.

The researcher then evaluated the data for patterns and themes among participant responses. The researcher utilized the P21 Framework (2019) to analyze coded data and identify participant-reported examples of learning and innovation skills. After concluding

the analysis of all the phases, the researcher evaluated all the data, cited the major points, and managed to complete the evaluation of the course book.

CHAPTER 4

FINDINGS

4.1. Introduction to Analysis of 4C's in *Roadmap B1*

The purpose of this research is to find out how 21st century skills are incorporated into a course book and to what extent teachers are aware of and incorporate these skills into their lesson plans. The units' activities were subjected to a comprehensive evaluation, and the results, which are presented in the following chapter, are intended to clarify whether 21st century skills in a course book can promote English Language Learning.

The course book *Roadmap B1* according to GSE and CEFR objectives was analyzed to determine the degree to which it targets the 4Cs (critical thinking, collaboration, communication, and creativity) and related skills. In this section, the research proceeds as follows: The investigation will begin with an explanation of the purpose of the investigation into the book's activities. The second phase of the procedure will provide an overview of the units' findings based on the checklist analysis. Thirdly, the results of the interviews conducted with teachers regarding the *Roadmap B1* course book will be presented.

4.1.1. Analysis of critical thinking & problem-solving and its related skills

The skills of critical thinking and problem solving are increasingly being recognized as fundamental to education in the 21st century. In language education students must first understand the material before attempting to put it to good use. However, recent research in cognition, which is the science of thinking, has debunked this long-held belief. As it turns out, applying skills like critical thinking, problem solving, and creativity to the topic knowledge being taught enhances motivation and improves learning outcomes. This can be accomplished by applying skills to the content knowledge being learned (Trilling & Fadel, 2009).

To put it another way, critical thinking is a process that involves reasoning, evaluating, and making judgments, and it is the core component of problem solving in both traditional and new approaches. To stay up with today's fast changing and evolving world, it is clear that improving students' critical thinking skills is not only important for their future work and personal development, but it is also a crucial component of their academic achievement in foreign language classes. The students are given a variety of activities that center on essential academic and career skills that they absolutely need to be prepared with, and the purpose of these activities is to encourage critical thinking abilities among the students. The activities are provided as part of the course book, and some of the activities

were given as integrated activities. Therefore, in the study, it was sought to see if it had any difference in promoting critical thinking and problem solving. Table 4.1 demonstrates, after considering all of the activities in detail, to what extent listening, grammar, speaking, vocabulary, reading, and integrated skills promote critical thinking skills. 280 (50%) of the 557 activities in the *Roadmap B1* course book help with critical thinking and problem solving. This makes it the best rated 21st century learning and innovation skill among the other 4C skills.

Table 4.3. Activities that Promote Critical Thinking and Problem-Solving

Language Skills	CT-promoting Activities (n)	Total Number of Activities (a)	Ratio (r)
Listening	11	35	31%
Reading	8	11	72%
Vocabulary	23	51	45%
Grammar	38	114	33%
Speaking	57	100	57%
Reading and Vocabulary	15	22	68%
Vocabulary and Reading	14	27	52%
Vocabulary and Listening	6	9	67%
Reading and Listening	5	5	100%
Develop your Reading	32	55	58%
Develop your Writing	33	64	52%
Develop your Listening	38	63	60%
TOTAL	280	557	50%

4.1.1.1. Analysis of critical thinking & problem-solving in listening activities

When it comes to listening activities, 11 out of 35 are known to improve students' critical thinking skills. However, this ratio of 31% (See Table 4.1) can be considered lower than the average when compared to other course books in the English Language Teaching field. According to the guidelines provided by CEFR and GSE objectives, the listening activities in a B1 course should be more and more diverse. Critical thinking is not only one of the most essential higher thinking abilities for efficient learning, but it is also one of the most crucial higher thinking skills that plays a big role in both the production of the language and a deeper grasp of it. When the listening activities are evaluated, it is discovered that only (50%) listening activities promote critical thinking, with the majority of these activities found in the English in Action part of the book. Since these sections focus primarily on communication and collaborative activities involving small talk, useful phrases (See figure

4.1), and brief listening, it has been mentioned by participants that it is difficult to foster critical thinking in students in the absence of a truly engaging context.

Figure 4.0.1. Critical thinking & problem-solving in listening activities

2D English in action
Useful phrases
Encouraging someone to continue
 Uh huh.
 Right.
 What happened?
 What did you do?
 And what happened next?
 What happened in the end?
Reacting and showing interest
 Wow!
 That's so cool!
 That's awful!
 That's amazing!
 Great!
 Really?
 Oh no!

Note. Adopted from “Roadmap B1 Student Book” by Jones, H., Berlis, M., 2019, p.20. Pearson Education Limited.

4.1.1.2. Analysis of critical thinking & problem-solving in vocabulary & listening

Roadmap B1 book initially attempted to integrate specific skills into certain units. Only the 4th and 5th units integrate vocabulary and listening, as it can be seen from Table 4.1, with 6 out of 9 activities (67%) designed to support critical thinking and problem solving.

Figure 4.0.2. Critical thinking & problem-solving in vocabulary and listening

5B Living space
Vocabulary and listening

1 Discuss the questions.
 1 What type of accommodation do you live in?
 2 What do you like and dislike about it?

2 a Find the things in the box in the photos A–J. What can't you see?

air conditioning	balcony	block of flats	ceiling
central heating	cottage	detached house	entrance
entrance	floor	patio	roof
terraced house	staircase	studio	

b Complete the table with the words and phrases in the box in Exercise 2a.

Types of buildings	Things you find in/around buildings

c Work in pairs and discuss the questions.
 1 Which of these words would you use when you are describing your own home?
 2 Which of the homes in the photos would you like to live in?
 3 What would your ideal home be like?

3 a Choose the correct alternatives.
 1 Noisy neighbours make living in a *block of flats/ detached house* very difficult!
 2 We don't have *air conditioning/ central heating* so the house gets very cold in winter.
 3 I just want one room so a *studio/ terraced house* is fine for me.
 4 I want to sit outside, but I don't want a garden. A *patio/ roof* is what I want.
 5 A pretty country *cottage/ entrance* with a garden is what I'm looking for.
 6 I like space, so I don't like to leave too many things on the *floor/ ceiling*.
 7 My flat has got a big *staircase/ balcony* full of plants.

b Work in pairs. Which of the sentences in Exercise 3a are true for you?

4 a You're going to listen to a radio programme about small homes. First, think of possible advantages and disadvantages of living in a small home.
b 5.4 Listen to the programme. Were any of your ideas mentioned? What other ideas did they talk about?

5 Work in pairs. Which do you prefer, a small home in an area that you like, or a large home in an area you don't like? Why?

Go to your app for more practice.

Note. Adopted from “Roadmap B1 Student Book” by Jones, H., Berlis, M., 2019, p.40. Pearson Education Limited.

4.1.1.3. Analysis of critical thinking & problem-solving in reading and listening

Second, in the 5th and 6th units of the book, 5 of the 5 activities (100%) included listening as a supplement to a reading activity (See Table 4.1).

Figure 4.0.3. Critical thinking & problem-solving in reading and listening

6B A difficult choice
Reading and listening

5 Read the problems below and answer the questions.

- 1 What is the problem in each situation?
- 2 Which situation is more serious?

A

I've got this colleague, let's call him 'David', who lies about how much work he's done. He always tells our boss that he finishes work after six most days and that he's got too much to do. However, I know that he usually leaves at five, and he looks pretty relaxed when he's working. He's a nice guy, but I don't feel happy about the situation. I think it's dishonest and it's not fair to everyone else.

B

I think my friend is stealing from shops. I always see her wearing new clothes, and I know that she doesn't earn enough to buy many new things. I saw her coming out of a clothes shop last weekend - when she saw me she looked really embarrassed, like something was wrong. I mean, it's against the law! The thing is, she's my friend and I don't want her to get into serious trouble.

6 a **6.6 Listen to two friends talking and answer the questions.**

- 1 Which of the problems in Exercise 5 are they discussing?
- 2 What two pieces of advice does the man give?
- 3 What does the woman think of the advice?

b **6.7 Listen to two friends talking about the other problem in Exercise 5 and answer the questions.**

- 1 What two pieces of advice does the woman give?
- 2 What does the man think of the advice?

c **Work in pairs. What do you think the people should do in each situation? Why?**

Note. Adopted from "Roadmap B1 Student Book" by Jones, H., Berlis, M., 2019, p.48-49. Pearson Education Limited.

4.1.1.4. Analysis of critical thinking & problem-solving in develop your listening

Moreover, the develop your listening section, which focuses on improving skill- or strategy-based listening, was one of the primary reasons why teachers selected this book. Each unit includes a section for developing listening skills. This is due to the fact that listening skills and techniques are often ignored in standard course books. Develop your Listening Skills section provides a goal and a focus, with the goal of teaching students a variety of strategies related to this topic. When the book's "Develop your Listening Skills" section is examined, 38 of the 63 activities (60%) were found to support critical thinking and problem solving. The activities that foster critical thinking and the ability to solve problems do not appear to be distributed evenly when viewed from the perspective of units. This number provides support for 7 out of 7 activities in some units, while only 1 out of 7 activities in other units emphasized critical thinking and problem solving (See Table 4.1).

Figure 4.0.4. Critical thinking & problem-solving in develop your listening

7C Develop your listening

c Listen again and check. Add any missing information.

6 Work in pairs and discuss the questions.

- 1 Would you like to do a charity challenge? Why/Why not?
- 2 What sort of charity challenge would you like to do?

Note. Adopted from "Roadmap B1 Student Book" by Jones, H., Berlis, M., 2019, p.106. Pearson Education Limited.

Figure 4.0.5. Critical thinking & problem-solving in develop your listening

6A Develop your listening

6 6.4 Listen to the whole talk again. Are the sentences true (T) or false (F)?

- 1 Not many people have household appliances.
- 2 People think kitchen appliances are more important than other kinds of appliance.
- 3 People don't have a lot of time to spend on cooking and cleaning.
- 4 Some smart fridges can tell you how to cook food.
- 5 There is a touchscreen inside some smart fridges.
- 6 Most people want their fridges to do a lot of different things for them.

7 **Work in pairs and discuss the questions.**

- 1 Would you like to live in a 'smart' house?
- 2 Would it change your life? Why/Why not?
- 3 Do you think technology can be dangerous? Why/Why not?
- 4 What appliance for your home would you really love to have?

Note. Adopted from “Roadmap B1 Student Book” by Jones, H., Berlis, M., 2019, p.101. Pearson Education Limited.

4.1.1.5. Analysis of critical thinking & problem-solving in reading

The book contains 7 reading passages out of 10 units, including the reading development sections. This total number seems too minimal compared to some other course books. Following a comprehensive analysis of all activities contained within 10 different units, the data presented in the table 4.1 reveals that 8 out of 11 reading activities contribute to the development of critical thinking skills. This indicates that 72% of these reading activities encourage students to think critically by assisting them in differentiating between facts and opinions as well as in coming to judgments that are logical and well-thought out rather than being based on basic assumptions (See Table 4.1). The activities cultivate a disposition of skepticism in response to these arguments and conclusions.

Figure 4.0.6. Critical thinking & problem-solving in reading

9B What if ...?

Reading

1 **Look at the photos and discuss the questions.**

- 1 What kind of lives do you think the people in the photos have?
- 2 Would you like to have the same kind of life as any of these people? Why/Why not?

2 a **Read the story. What decision did Paolo make?**


Do you ever wonder how your life could have been different? If you had chosen University A instead of University B, or gone out one night instead of staying home, would your life have changed in some way?

b **Read the story again and answer the questions.**

- 1 Why was it a difficult decision to make?
- 2 How did Paolo decide whether to stay in his home town?
- 3 Was Paolo's move to Singapore a success? Why/Why not?
- 4 Does he feel he made the right decision? Why/Why not?

Note. Adopted from “Roadmap B1 Student Book” by Jones, H., Berlis, M., 2019, p.72. Pearson Education Limited.

Figure 4.0.7. Critical thinking & problem-solving in reading

4A The internet generation 

Reading

3 a Read the title and introduction of the article. How old are millennials?

WHO ARE THE MILLENNIALS?

The term *millennials* describes people born between the 1980s and the mid-2000s. They're also known as the *internet generation*. What's special about them?

HEALTH AND WELLBEING

Millennials are more interested in health and fitness than previous generations. They exercise more regularly than any other generation. They eat better than older generations, too. Instead of buying fast food, they cook their own food – it's healthier and less fattening.

THE ENVIRONMENT

Millennials are more worried about the environment than older age groups. More millennials are happy to pay a higher price for products that are good for the environment.

b Read the article. Are the sentences true (T) or false (F)?

- 1 A healthy lifestyle is very important to millennials.
- 2 They don't want to pay more for healthy products.
- 3 They are good with technology.
- 4 Owning things is important to them.
- 5 Many millennials don't have enough money to buy their own home.

4 Work in pairs. Are the sentences in Exercise 3b true for millennials in your country?

Note. Adopted from “Roadmap B1 Student Book” by Jones, H., Berlis, M., 2019, p.30-31. Pearson Education Limited.

4.1.1.6. Analysis of critical thinking & problem-solving in vocabulary and reading

Numerically, the following competencies were determined to be the most integrated: The lesson began with vocabulary instruction, followed by a reading passage. 14 of the 27 activities (52%) promote critical thinking and problem solving (See Table 4.1). Activities such as developing the ability to use, apply, and control information, facts, and data to solve problems when viewed; developing appropriate principles and standards for analyzing thoughts; and willingly and responsibly evaluating and recognizing concepts and perspectives contribute to the development of higher-order thinking skills. To elaborate, while teaching pre-reading words in the integrated vocabulary and reading sections, it allows students to make inferences about what they see, ask questions about their own lives, include these words in the reading passage, which internalizes the subject simultaneously, and produce alternative solutions at the end of the activity, which provides students with critical thinking and problem-solving skills.

Figure 4.0.8. Critical thinking & problem-solving in vocabulary and reading

1c

What next?



Vocabulary and reading


- 1 Look at the photos. What can you see?
- 2 a Match sentences 1–6 with photos A–F.
 - 1 The number of online dating sites is **increasing**. Finding a date is **becoming easier**.
 - 2 The number of young people buying houses has **decreased** this year. The number of new home owners **went down** last year, too.
 - 3 Driverless cars could **reduce** the number of accidents. Driving in big cities should **improve**.
 - 4 The population of cities is **rising** as more young people move to big cities. The population of London **went up** again this year.
- 3 Choose the correct alternatives.
 - 1 It is fantastic that it's becoming *easier/harder* to get electricity from the sun and the wind.
 - 2 People can't buy a house because the prices are going *up/down* all the time.
 - 3 The number of driverless cars needs to *get better/go up* to make the roads in big cities safer.
 - 4 The number of people experiencing bad weather is *increasing/decreasing* and scientists are very worried that this situation will continue.
 - 5 Everyone is happy when things *get better/decrease* and worried when they *improve/get worse*.

Note. Adopted from “Roadmap B1 Student Book” by Jones, H., Berlis, M., 2019, p.10. Pearson Education Limited.

Figure 4.0.9. Critical thinking & problem-solving in vocabulary and reading

10B

Green cities



Vocabulary and reading

- 1 Look at the photos and discuss the questions.
 - 1 What kinds of transport can you see? How often do you use them?
 - 2 What's public transport like where you live?
- 2 a Read the introduction to the article below. Which problems are mentioned? What suggestions and recommendations do you think people will make?

What can we do to make our cities greener?

As more and more people move to the city, the problems of air pollution, traffic jams and lack of green spaces are increasing. These problems will continue to get worse unless we find solutions. What can we do to make our cities greener?

Comments

We should **encourage people to join** car-sharing schemes. He should **refuse to allow** companies to build houses on parkland.

My parents have **warned me not to ride** my bike on busy main roads, it's too dangerous. The mayor must **promise to provide** more cycle lanes.

How about **persuading more employers to offer** loans to their employees to buy bicycles?

I **recommend providing** free parking facilities near metro and train stations.

I'd **advise the mayor to install** more charging points for electric cars.
- b Read the comments. Are any of your ideas mentioned? How would the suggestions help to solve the problems?

Encouraging people to join car-sharing schemes would help to reduce traffic jams.
- c Have any of the solutions been successfully tried in your town or city?
- 3 Choose the correct alternatives. Use the phrases in bold in the article to help you.
 - 1 She *persuaded/warned* me to use my bicycle by telling me how much weight I'd lose.
 - 2 People *start/suggest* complaining when you tell them to stop using their cars.
 - 3 You should *promise/refuse* to go if they don't pay for your travel expenses.
 - 4 I *promise/refuse* to leave the car at home next week. I'll cycle to work instead.
 - 5 We should *encourage/warn* people to walk to work.
 - 6 Several people have *warned/promised* us not to cycle on the busy main road.
 - 7 I'm *considering/recommending* selling my car and buying a motorbike.
 - 8 You should *avoid/start* travelling at that time, unless you really need to.
 - 9 If you want to be greener, I'd *recommend/avoid* using public transport.
 - 10 I'd *advise/warn* you to think about how often you really need to use your car.

Note. Adopted from “Roadmap B1 Student Book” by Jones, H., Berlis, M., 2019, p.80. Pearson Education Limited.

4.1.1.7. Analysis of critical thinking & problem-solving in reading and vocabulary

Moreover, another integrated skill is that in half of the book units, the book first gives the reading piece and then offers activities to understand and use the words from the reading piece. 15 of the 22 activities in the data (68%) support critical thinking and problem solving (See Table 4.1). These activities begin by guessing what the visuals are or do for the class, and then they do matching activities based on these visuals. Following that, the students are asked to understand the words and match them appropriately. Thus, it aims to improve both vocabulary teaching and reading skills. Following all of these activities, it is expected to discuss them with the peer or group and propose alternative outcomes in the section on using critical and problem-solving skills.

Figure 4.0.10. Critical thinking & problem-solving in reading and vocabulary

4B Popular brands



Reading and vocabulary

1 a Read the definition and discuss the questions.

A **brand** is a type of product made by a particular company that has a particular name or design.

- Are brands important to you? Why/Why not?
- What are your favourite brands? Why do you like them?

b Look at the photos. What brands can you think of for these types of products?

2 a Read the article. What makes a strong brand?

What is brand loyalty?

Many of us have *brand loyalty* to certain products and services. Two pairs of sports shoes might be made of exactly the same material and be made in similar factories by people with similar skills, but because we like the brand we will always choose pair A over pair B. That's why it's so important to have a good brand and that's why companies spend millions of pounds on it.

Today, people have more choice than ever before. That's why it's important for companies to have a clear and easy-to-recognise brand to attract the most customers. So, what makes a strong brand? Here are some of the most important things that companies need to think about.

- Brand identity – a logo or a phrase that everyone knows
- Brand personality – what people think the product is like, e.g. fun, cool, healthy
- Brand values – what the people making the product believe in, e.g. they take care of the environment, they give money to charity, etc.

b Do comments 1–3 refer to brand identity, personality or values?

- 'We want our toys to help children learn and to do the best they can.'
- 'We're the country's friendliest restaurant with the greatest customer service. Think of us and you think of fun and good times.'
- 'We make the strongest, loudest bikes for the strongest, loudest auvs.'

3 Read the sentences. Are the words in bold positive or negative when used to describe brands?

- Electric cars are more **environmentally friendly** than cars that use petrol.
- This digital camera takes **high quality** photos and it's very **easy to use**. It's also **good value** at under £200.
- The company's new family car model is **poorly designed** and **poor value** for money. It uses a lot of petrol and is **not environmentally friendly**.
- This company offers **excellent service** to all its customers. That's why it's so **popular**.
- Their products look beautiful, are **well designed** and very **reliable**. You can be sure they will last for years.
- It's not a good idea to buy second-hand electrical goods like washing machines because they are **unreliable** and break down more often.

4 Choose the correct alternatives.

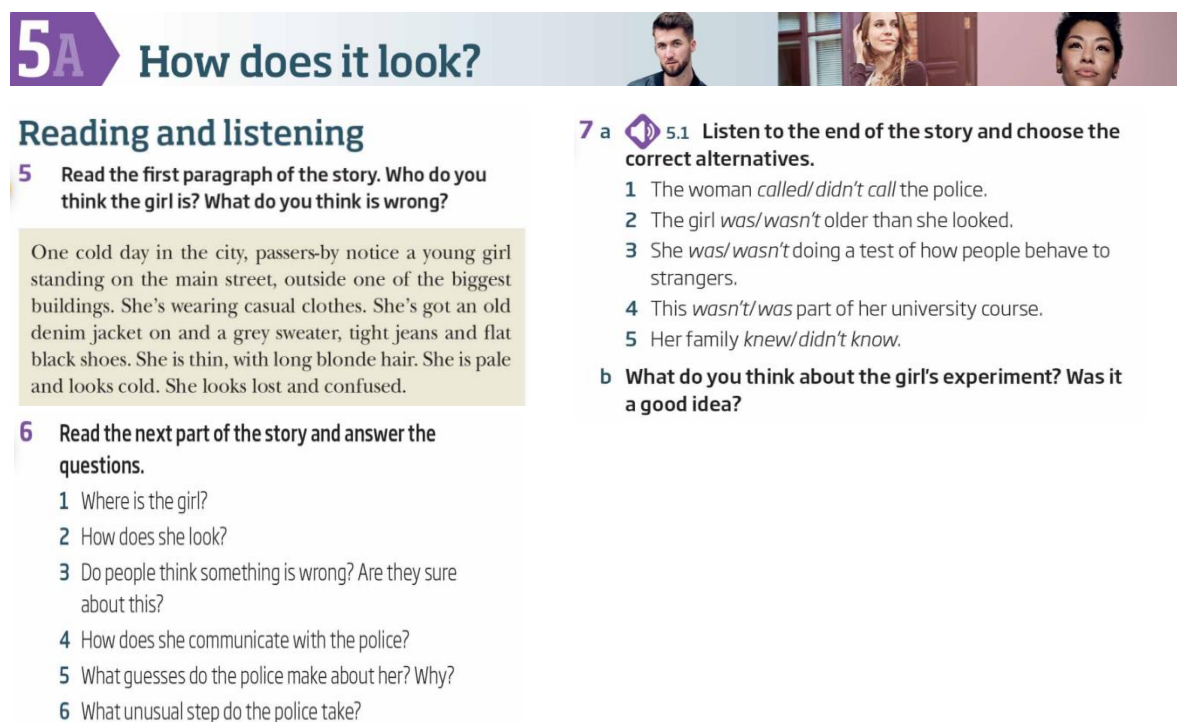
- They are so *reliable/easy to use*, they never break down.
- They're very *good value/high quality* for money; similar brands are twice the price.
- They have excellent *quality/customer service* – they're really helpful when you have a problem.
- The website is *easy to use/environmentally friendly* – you can find everything you need really quickly.
- These products are *good value/unpopular* because they are so *hard to use/easy to use*.
- The company has excellent brand values. Their products are *environmentally friendly/not environmentally friendly* and *poor/high quality*.

Note. Adopted from "Roadmap B1 Student Book" by Jones, H., Berlis, M., 2019, p.32. Pearson Education Limited.

4.1.1.8. Analysis of critical thinking & problem-solving in reading and listening

The last integrated reading skill was done with a listening task. However, the number of these activities is extremely moderate. These tasks are only found in the 5th and 6th units, and they are quite fascinating. All 5 exercises (100%) support critical thinking and problem solving (See Table 4.1). Before the reading activity, the unit in the book provides detailed vocabulary instruction and then presents a reading piece that prompts students to ask questions about it. After the students have answered the comprehension questions about the reading piece, a listening piece about what will happen after the reading piece follows, and it is designed in such a way that the students will question whether they believe this mysterious activity is correct or not. When learners are kept cognitively aware and interested in such activities, their learning aptitude, desire, and motivation rise. Nevertheless, the fact that there are few of these integrated activities that are rich in content reveals that the roadmap book has not been used to its full potential.

Figure 4.0.11. Critical thinking & problem-solving in reading and listening



5A How does it look?


Reading and listening

5 Read the first paragraph of the story. Who do you think the girl is? What do you think is wrong?

One cold day in the city, passers-by notice a young girl standing on the main street, outside one of the biggest buildings. She's wearing casual clothes. She's got an old denim jacket on and a grey sweater, tight jeans and flat black shoes. She is thin, with long blonde hair. She is pale and looks cold. She looks lost and confused.

6 Read the next part of the story and answer the questions.

- 1 Where is the girl?
- 2 How does she look?
- 3 Do people think something is wrong? Are they sure about this?
- 4 How does she communicate with the police?
- 5 What guesses do the police make about her? Why?
- 6 What unusual step do the police take?

7 a  **5.1** Listen to the end of the story and choose the correct alternatives.

- 1 The woman *called/didn't call* the police.
- 2 The girl *was/wasn't* older than she looked.
- 3 She *was/wasn't* doing a test of how people behave to strangers.
- 4 This *wasn't/was* part of her university course.
- 5 Her family *knew/didn't know*.

b What do you think about the girl's experiment? Was it a good idea?

Note. Adopted from "Roadmap B1 Student Book" by Jones, H., Berlis, M., 2019, p.38-39. Pearson Education Limited.

4.1.1.9. Analysis of critical thinking & problem-solving in develop your reading

In order to increase reading skills, Roadmap has implemented a "Develop your Reading" section in each module of each unit. The purpose of this part is to identify the many types of reading texts and to discuss the appropriate strategies and techniques for each. Critical thinking and problem solving, albeit at a certain level, are included in each unit. As a result, 32 of 55 activities (58%) support this skill (See Table 4.1). That being said, the purpose of these parts is to develop more students in terms of reading strategies such as scanning, sequencing, predicting, understanding references, and inferring.

Figure 4.0.12. Critical thinking & problem-solving in develop your reading

2A Develop your reading

6 Work in pairs and discuss the questions.

- 1 Who was responsible for the situation in the story?
- 2 How could you stop this situation happening again?
- 3 Have you ever had a lucky escape? If so, what happened?

Note. Adopted from "Roadmap B1 Student Book" by Jones, H., Berlis, M., 2019, p.89. Pearson Education Limited.

Figure 4.0.13. Critical thinking & problem-solving in develop your reading

6B Develop your reading

1 a Discuss the questions. When you were at school, were you well-behaved? What things did you sometimes do wrong?

b Read the article. What was the problem with the girl?

5 Work in pairs and discuss the questions.

- 1 What do you think of Lisa's behaviour? Was it 'wrong'?
- 2 Do you think the staff did the right thing trying to stop her?

What is the right thing to do?

Making a choice about what is right and what is wrong is something we all have to do at some time or another.

However, sometimes the results of the right choice and the wrong choice both seem bad. For example, if we see a friend, let's call him Brian, stealing, we know we should report him. That's the right thing to do. On the other hand we like Brian. He's a nice person. If we report him, he may get into trouble and we don't want that to happen. What's more, Brian might never talk to us again! Choices like these are called 'moral dilemmas'. In a situation like this, most people will do nothing. However, sometimes people have to make a choice and it's not always easy.

Let's think about the case of one student. Lisa is a young girl I know. When she was at school, she had a very strong sense of right and wrong, so if she saw one of the other students doing something bad, she would report them to the teachers. For example, if she saw someone looking at the answers in a maths test, she would tell the teacher. Or, if a classmate told a lie or took another student's books without asking, she would report them. Because of this, the other students didn't like her and no one wanted to be her friend. She was very unhappy, but she wouldn't change her behaviour because she was sure that she was right.

Note. Adopted from "Roadmap B1 Student Book" by Jones, H., Berlis, M., 2019, p.102. Pearson Education Limited.

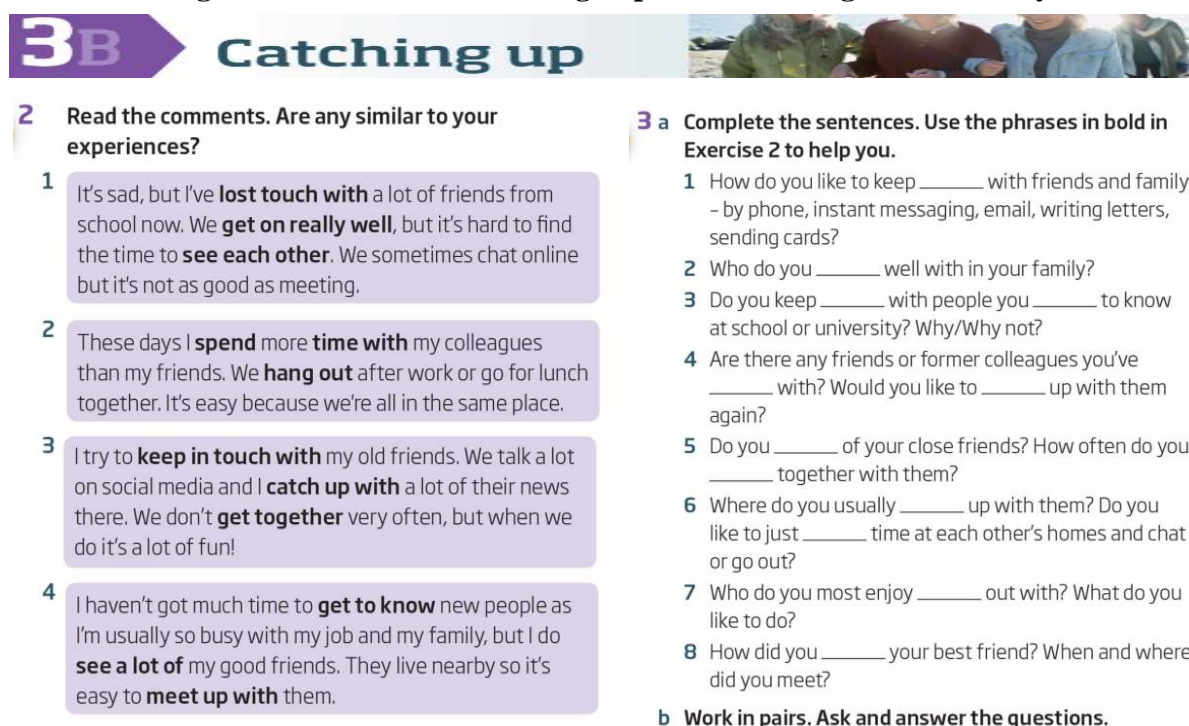
4.1.1.10. Analysis of critical thinking & problem-solving in vocabulary

Having examined 51 vocabulary activities, it was discovered that 23 (41%) promote critical thinking and problem solving (See Table 4.1). Nonetheless, in a few units, for instance, these activities remain simple. The vocabulary activities in the book, for instance, ask students to describe their own lives using the adjectives they have learned and to consider why they are using these vocabulary items. The book then instructs students to compare their results with those of their peers, concluding the vocabulary exercise without further critical thinking.

According to the Global Scale of English, the book does not provide sufficient opportunities for students to achieve the goal of providing more in-depth discussion and problem-solving perspectives while discussing topics of interest to students in the vocabulary section. In addition, the majority of the activities in the book that focus on vocabulary use the same general format. Examine the picture, make small talk about the picture, provide the target words, use the target words, collaborate with your classmates, and respond to the questions.

The activities in extra vocabulary practice were the same as the ones in the units, and they were isolated.

Figure 4.0.14. Critical thinking & problem-solving in vocabulary



3B Catching up

2 Read the comments. Are any similar to your experiences?

1 It's sad, but I've **lost touch with** a lot of friends from school now. We **get on really well**, but it's hard to find the time to **see each other**. We sometimes chat online but it's not as good as meeting.

2 These days I **spend more time with** my colleagues than my friends. We **hang out** after work or go for lunch together. It's easy because we're all in the same place.

3 I try to **keep in touch with** my old friends. We talk a lot on social media and I **catch up with** a lot of their news there. We don't **get together** very often, but when we do it's a lot of fun!

4 I haven't got much time to **get to know** new people as I'm usually so busy with my job and my family, but I do **see a lot of** my good friends. They live nearby so it's easy to **meet up with** them.

3 a Complete the sentences. Use the phrases in bold in Exercise 2 to help you.

1 How do you like to keep _____ with friends and family – by phone, instant messaging, email, writing letters, sending cards?

2 Who do you _____ well with in your family?

3 Do you keep _____ with people you _____ to know at school or university? Why/Why not?

4 Are there any friends or former colleagues you've _____ with? Would you like to _____ up with them again?

5 Do you _____ of your close friends? How often do you _____ together with them?

6 Where do you usually _____ up with them? Do you like to just _____ time at each other's homes and chat or go out?

7 Who do you most enjoy _____ out with? What do you like to do?

8 How did you _____ your best friend? When and where did you meet?

b Work in pairs. Ask and answer the questions.

Note. Adopted from “Roadmap B1 Student Book” by Jones, H., Berlis, M., 2019, p.24. Pearson Education Limited.

Figure 4.0.15. Critical thinking & problem-solving in vocabulary

9B What if ...?

Vocabulary

8 Read the sentences. Match the strong adjectives in bold with the weak adjectives in the box.

angry	bad (x2)	beautiful	big	frightened
good (x2)	happy	small	tired	

- 1 Going to Hawaii was a great idea. Everything was **wonderful**.
- 2 The restaurant was **terrible**. The portions were **tiny** and the food was **disgusting**!
- 3 The hotel was **excellent**. We had a **huge** room with a brilliant view of the sea.
- 4 We were **furious** about our flights being delayed.
- 5 He was **thrilled** when they offered him the job.
- 6 Jake was **terrified** about the idea of moving to a new country, but he soon relaxed when he arrived there.
- 7 Travelling around the world was a great experience, and we saw some **gorgeous** places, but we were **exhausted** by the time we had finished!

9 Complete the sentences with the adjectives in bold in Exercise 8.

- 1 It's been really cold for weeks. The weather is _____.
- 2 They've been working day and night for a week. They're _____.
- 3 Jamie has lost the camera I lent him. I'm _____.
- 4 What a _____ dress! Where did you buy it?
- 5 I can't eat this. It's _____.
- 6 He spent his life helping people. He was a _____ man!
- 7 Only one person can get into this lift. It's _____!

Note. Adopted from “Roadmap B1 Student Book” by Jones, H., Berlis, M., 2019, p.73. Pearson Education Limited.

4.1.1.11. Analysis of critical thinking & problem-solving in integrated skills

Despite the fact that vocabulary learning lacks creativity in terms of critical thinking and problem solving, Roadmap has attempted to compensate for this with integrated activities. However, as described in the section on reading, vocabulary learning and reading are integrated, although at a lower rate than other integrated activities. This integration typically functions as follows for vocabulary instruction: First, in 6 out of 10 units, vocabulary and reading are taught. 14 out of 27 (52%) activities in these 6 units provide a critical perspective, but only 1 activity on problem solving has been identified. Vocabulary and listening teaching are another integrated part of teaching vocabulary. This section only appears in the 4th and 5th units, and critical thinking is present in 6 of 9 activities (67%), but only 1 activity can be adapted as a problem-solving activity. Reading activities are the most prevalent way in which vocabulary teaching facilitates critical thinking. The activities do not include many compelling problem-solving follow-up activities. 15 of the 22 activities (68%) integrate reading and support critical thinking and problem solving. Some activities are designed more mechanically and require more controlled practice (See Table 4.1).

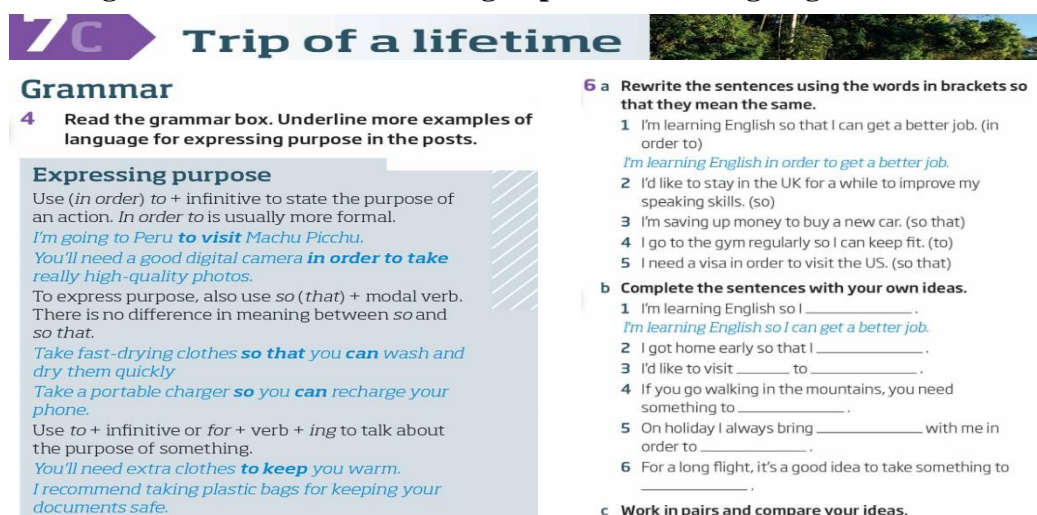
As can be seen from the aforementioned data and the researcher's personal experiences, teaching vocabulary alone is insufficient to promote critical thinking and problem solving. Instead, integrating vocabulary teaching with other skills increases the number of possible critical thinking and problem-solving activities, as well as prepares the environment for improved classroom instruction and enhances the satisfaction of learning.

4.1.1.12. Analysis of critical thinking & problem-solving in grammar

Grammar activities should take a context-based approach that emphasizes both form and meaning, encourages accuracy and fluency, and does not bury students in language terminology. In addition, natural language acquisition should be inductive, suitable for interlanguage development, increase intrinsic motivation, and provide students with a communicative rather than a linguistic experience. Examining the Roadmap book reveals that there are a total of 115 grammar activities in modules within the units, and that these activities are typically presented deductively. No unit includes an integrated presentation of grammar. It is possible to observe the same structure in both reading and listening, but the grammar section is presented in a single section, and the majority of the examples are repetitive.

The grammar section consists of first introducing the rules, followed by controlled, guided, repetitive, substitution exercises, and content-free gap-filling exercises. 38 out of 115 grammar activities (33%) support critical thinking in terms of critical skills and problem solving (See Table 4.1). Frequently, grammatical activities consist of presenting students with a situation and requesting that they analyze it critically in order to reinforce the targeted structure relevant to the situation. After that, they are given a new situation and are expected to evaluate it from a variety of perspectives and produce a product in collaboration with their classmates.

Figure 4.0.16. Critical thinking & problem-solving in grammar



Grammar

4 Read the grammar box. Underline more examples of language for expressing purpose in the posts.

Expressing purpose
Use *(in order) to* + infinitive to state the purpose of an action. *In order to* is usually more formal.
I'm going to Peru to visit Machu Picchu.
You'll need a good digital camera in order to take really high-quality photos.
To express purpose, also use *so (that)* + modal verb. There is no difference in meaning between *so* and *so that*.
Take fast-drying clothes so that you can wash and dry them quickly
Take a portable charger so you can recharge your phone.
Use *to* + infinitive or *for* + verb + *ing* to talk about the purpose of something.
You'll need extra clothes to keep you warm.
I recommend taking plastic bags for keeping your documents safe.

6 a Rewrite the sentences using the words in brackets so that they mean the same.

- I'm learning English so that I can get a better job. (in order to)
I'm learning English in order to get a better job.
- I'd like to stay in the UK for a while to improve my speaking skills. (so)
- I'm saving up money to buy a new car. (so that)
- I go to the gym regularly so I can keep fit. (to)
- I need a visa in order to visit the US. (so that)

b Complete the sentences with your own ideas.

- I'm learning English so I _____.
I'm learning English so I can get a better job.
- I got home early so that I _____.
- I'd like to visit _____ to _____.
- If you go walking in the mountains, you need something to _____.
- On holiday I always bring _____ with me in order to _____.
- For a long flight, it's a good idea to take something to _____.


c Work in pairs and compare your ideas.

Note. Adopted from "Roadmap B1 Student Book" by Jones, H., Berlis, M., 2019, p.57. Pearson Education Limited.

Figure 4.0.17. Critical thinking & problem-solving in grammar

8A

Changing rules



Grammar

6 Read the grammar box and choose the correct alternatives.

Modal verbs: obligation and necessity

Use *must*, *need to* and *have to* to talk about something that is ¹necessary/not necessary in the present.
*I **must/need to/have to** go home soon.*

Use *don't need to* and *don't have to* to talk about something that is ²necessary/not necessary in the present.
*Children **don't need to/don't have to** wear school uniform on Fridays.*

Use *must not (mustn't)* to talk about something we should not do. Note that we usually use *must* and *mustn't* to talk about an obligation which is personal.
*I **mustn't** forget to shut down my computer.*

Use *had to* and *needed to* to talk about something that was ³necessary/not necessary in the past. Don't use *must* in the past.
*We all **had to/needed to** do jobs around the house.*

Use *didn't have to* and *didn't need to* when something was ⁴necessary/not necessary in the past.
*We **didn't have to/didn't need to** eat all our food.*

Use *be allowed to* or *could* to express permission.
*We **were allowed to/could** do what we liked.*

8 Choose the correct alternatives.

- 1 Yesterday, I *have to/had to* finish work early.
- 2 You *don't have to/aren't allowed to* smoke here.
- 3 We *didn't have to/mustn't* stay, so we went home.
- 4 I *must/could* remember to lock the door when I leave. I forgot yesterday.
- 5 I remembered that I *needed to/must* do that yesterday!
- 6 You *don't need to/mustn't* come if you don't want.

9 a You used to rent a flat where there were a lot of rules. Look at the list below and write sentences about each rule using modals of obligation and necessity.
*I **wasn't allowed to have** pets in the flat.*

- 1 No pets in the flat.
- 2 Please take the rubbish out every evening.
- 3 Please wash and put away your dishes.
- 4 ~~Don't~~ worry about loud music.
- 5 There is a cleaner so it's not necessary to vacuum.
- 6 Please turn off the heating at night.

b Work in pairs. Imagine you now live on your own. How have the rules changed?

Note. Adopted from “Roadmap B1 Student Book” by Jones, H., Berlis, M., 2019, p.62. Pearson Education Limited.


4.1.1.13. Analysis of critical thinking & problem-solving in speaking

Writing and speaking are examples of skills that are categorized as "productive skills" because they require the production of language. There are speaking activities in the final section of each module and unit of the book. A total of 100 different activities were found. This includes the modules for English in Action. While the activities in the modules are provided, the preparation phase begins with discussion and sometimes listening. After students are ready from a different perspective equivalent to the module's topic, they begin the speaking section, which incorporates critical thinking, problem solving, and other 21st century learning and creative skills (creativity, collaboration, communication). 57 out of 100 (57%) speaking activities help students analyze, question, produce solutions, express their opinions about possible solutions by providing brief reasons and explanations, and discuss daily practical issues while speaking slowly and clearly (See Table 4.1).

Figure 4.0.18. Critical thinking & problem-solving in speaking

2C

Culture shock



Speaking

PREPARE

10 a **2.6** You're going to talk about a time you experienced something new. First, listen to Nick and Maria. Which of the things do they talk about?

- a new country
- a new school
- a new job
- a new town

b Listen again and answer the questions.

- 1 What did Nick find strange when he moved?
- 2 How has the experience changed him?
- 3 What did Maria's mum find strange when she moved?
- 4 What did she do?
- 5 What was different in Nick's second example?
- 6 How did Nick feel?

c Make notes about a new experience you had. Use the ideas in Exercise 10a to help you.

SPEAK

11 a Work in pairs. Ask and answer questions about your experiences. Use the Useful phrases to help you.

Useful phrases

I remember ...

No one used to ...

I thought everyone/no one ...

It felt/didn't feel strange/stressful.


b Choose one experience and tell the class.

Note. Adopted from “*Roadmap B1 Student Book*” by Jones, H., Berlis, M., 2019, p.19 Pearson Education Limited.

Figure 4.0.19. Critical thinking & problem-solving in speaking

3A

Bucket lists



Speaking

PREPARE

7 a **3.2** You're going to make a bucket list. First, read the ideas below and listen to Paula and her friend John. Which ideas does John suggest?

- go on a hot-air balloon ride
- apply to appear on a TV programme
- go to the next Olympic Games
- join a drama club and perform in a play
- go to a music festival
- take up a new sport
- start a local group to raise money for wildlife

b Listen again. Which activities has Paula already done? Which things does she decide to put on her list?

c You're going to discuss bucket list ideas. Think about the following:

- what you'd like to include on your bucket list and why
- what experiences you could recommend to your partner

SPEAK

8 a Work in pairs. Share ideas for your bucket lists. Use the Useful phrases to help you.

Useful phrases

Would you like to (take up a new sport)?

Have you thought about (joining a drama club)?

You should add that to your list.

Yes, that has to go on my bucket list.

That's *not* going on my bucket list.

b Compare your bucket list with other students. Which of your ideas are the same?

Note. Adopted from “*Roadmap B1 Student Book*” by Jones, H., Berlis, M., 2019, p.19, 23. Pearson Education Limited.

Consequently, these learning outcomes demonstrate consistency with the GSE and CEFR objectives. The *Roadmap B1* book adopts an approach in that it omits the writing section from its modules and instead presents it in the 'Develop Your Writing' section. These parts are available in particular modules of each unit. As with other Develop Your Skill sections, this section begins with a goal and then a main focus. Each section then begins with a discussion question. However, it is not specified whether these questions will be discussed in peer, group, or whole-class settings; this decision is left to the course instructor. In terms of flexibility and adaptability, these elements are compatible with critical thinking and problem-solving skills. In the following step, each unit teaches a writing technique, such as

how to plan, how to use conjunctions, how to organize ideas, how to attract a reader's attention, how to add additional and opposing ideas, and how to make comparisons.

4.1.1.14. Analysis of critical thinking & problem-solving in develop your writing

The 'Develop your Writing' section then presents a topic and informs students about it concurrently with the writing strategy before concluding with a preparation section and a writing section. This situation can also be vice versa, with the content presented before the strategy. The objective of this chapter is to apply the taught strategy and compose paragraphs about it. The topics were found to be consistent with the needs of the 21st century, but some were found to be dull, which may have caused students to lose interest in writing. In the 'Develop Your Writing' sections, there are a total of 64 activities, and 33 of them (52%) contribute to the development of critical thinking and problem-solving skills (See Table 4.1). Examining the B1 level learning objectives of GSE and CEFR revealed some of the following requirements for critical thinking and problem solving: Students should be able to clarify one aspect of a common topic by providing simple examples, identify the most significant chapters and events in a clearly structured narrative in plain language, and explain the significance of the events and their connection. Students should also be able to write brief, simple personal emails or letters defining future plans in response to prompts or a framework. This is an essential skill for college and career readiness. In this way, the Develop Your Writing sections do not do enough to help students learn how to think critically and solve problems in the context of the P21 Framework.

Figure 4.0.20. Critical thinking & problem-solving in develop your writing

6c **Develop your writing**

1 a Discuss the questions.

- 1 Do you think zoos are a good thing? Why/Why not?
- 2 What reasons can you think of for and against zoos?

b Read the essay. Does the writer mention any of your ideas?

Should we keep animals in zoos?

Today we can watch animals on TV or the internet any time we want. So, do we still need zoos? Are they out of date and unnecessary, or do they still have an important role to play? There are different views on this subject.

4 a You're going to write your own essay. Choose a question below or think of your own idea.

- Should people have animals as pets?
- Should we all become vegetarians?
- Should we stop using plastic bags?

b Think of ideas for and against the topic. Then make notes about what to write in the introduction, the for and against paragraphs and the conclusion.

Write

5 Write your essay. Use your notes to help you.

Note. Adopted from "Roadmap B1 Student Book" by Jones, H., Berlis, M., 2019, p.103. Pearson Education Limited.

4.1.2.1. Evaluation of the components of critical thinking and problem-solving

In this part of the research, an illustration will be provided showing how critical thinking and problem-solving and its related skills were distributed throughout the units in accordance with the P21 Framework, and the analysis of the results will be carried out in accordance with the P21 framework. In the findings, the number 1 indicates that the book does in fact have it, whereas the number 0 indicates that it does not have it at all in the book. The following table displays the ratios at their respective frequencies.

Table 4.4. Frequency of Relevant Critical Thinking and Problem-Solving Skills

Units of Roadmap B1	1	2	3	4	5	6	7	8	9	10	Total	Ratio
Flexibility and Adaptability												
Question 1	1	1	1	1	1	1	1	1	1	1	10	100%
Question 2	1	1	1	1	1	1	1	1	1	1	10	100%
Information Literacy												
Question 3	1	1	1	1	1	1	1	1	1	1	10	100%
Question 4	1	1	1	1	1	1	1	1	1	1	10	100%
Question 5	1	1	1	1	1	1	1	1	1	1	10	100%
Making Judgments and Decisions												
Question 6	1	1	1	1	1	1	1	1	1	1	10	100%
Question 7	1	1	1	1	1	1	1	1	1	1	10	100%
Question 8	0	1	0	1	0	1	0	1	1	0	5	50%
Question 9	0	0	0	0	0	0	0	0	0	0	0	0
Question 10	0	0	1	0	0	1	0	0	0	0	2	20%
Question 11	0	0	0	0	0	0	0	0	0	0	0	0
Question 12	0	1	1	1	0	0	0	1	1	1	6	60%
Question 13	1	1	0	1	1	1	1	1	1	1	10	100%
Question 14	1	1	1	1	1	1	1	1	1	1	10	100%
Question 15	1	0	0	0	1	0	1	0	0	1	4	40%

4.1.2.2. Flexibility and adaptability

Flexibility and adaptability are essential qualities to have in order to be successful in life and in one's career. P21 asserts that being flexible and adaptable to change are the two most important aspects of the flexibility and adaptability element. Being adaptable in language classrooms necessitates having the capacity to positively handle praise, setbacks, and criticism as well as comprehend, negotiate, and balance different points of view and ideologies in order to come up with workable solutions. This is particularly crucial in settings where there are a variety of cultural backgrounds present. Additionally, adaptability refers to the ability to adjust to new roles, responsibilities, schedules, and contexts, as well as the capacity to work effectively in an environment characterized by ambiguity and constantly changing preferences.

The 1st question that is asked in the book is about whether it introduces students to new ideas and new points of view. When all of the units and activities in the book are analyzed from this perspective, it is clear that each of the 10 units (100%) is sufficient in terms of the flexibility and adaptability of the book (See Table 4.2).

Figure 4.0.21. Flexibility and adaptability in critical thinking & problem-solving

B1

The Roadmap Report

Unit 1: A virtual reality experience

1C What next?

4 a You're going to watch a video about team-building. **Work in pairs to discuss the questions.**

- 1 What type of team-building exercises do you think the video will show?
- 2 Do you think people will enjoy the activities?

b Watch the video and check your ideas.

AFTER YOU WATCH

10 ★ **Work in pairs. Discuss the questions.**




- 1 Do you think that the *Walk the Plank* experience in the video looked fun? Why/Why not?
- 2 Have you ever tried virtual reality? If so, did you enjoy it? If not, would you like to try it?
- 3 What other things do you think virtual reality could be used for in the future?

11 **Work in pairs. You've been asked to organise a team-building day for your class. Think about what kind of activities you'll do and how they encourage team-building.**

A: Let's organise a dance class for everyone.

B: Yes, to get to know each other – that would be fun! Everyone loves music.

A: Yes, and dancing is good exercise!

Note. Adopted from “Roadmap B1 Presentation Tool” by Jones, H., Berlis, M., 2019, p.1-2. Pearson Education Limited.

Figure 4.0.22. Flexibility and adaptability in critical thinking & problem-solving

B1

The Roadmap Report

Unit 5: The costume boutique

5A How does it look?

BEFORE YOU WATCH

1 **Work in pairs. Discuss the questions.**

- 1 Do you like dressing up in costumes?
- 2 At what type of events do people wear costumes?
- 3 Is it popular in your country to have fancy dress parties?

10 **Work in pairs. Your class is having a fancy dress party where you have to go as a famous pair. There is a prize for the best pair's costume. Work together to plan your costumes then present your ideas to the rest of the class.**

A: We could dress up as a famous historical couple.


B: Yes, that's a good idea. Maybe we could dress up as Cleopatra and Julius Caesar.

A: Or Batman and Robin?

3 ★ **Read the text. Work in pairs to answer the questions.**

Celebrating in costume

Nowadays, it is popular in some countries to wear fancy dress on different occasions – Halloween, Carnival, at birthday parties, sporting events, and so on. But the tradition of wearing costumes to celebrate festivals goes back hundreds of years. From around



Note. Adopted from “Roadmap B1 Presentation Tool” by Jones, H., Berlis, M., 2019, p.9-10. Pearson Education Limited.

In response to the 2nd question, the book encourages students to evaluate the assumptions they have formed about various aspects of the world and to reconsider those assumptions in light of the material covered. When all of the activities are taken into consideration, 10 out of 10 units (100%) are assigned to item 2. This ratio demonstrates that there is an even distribution in the units regarding item 2 (See Table 4.2).

Figure 4.0.23. Flexibility and adaptability in critical thinking & problem-solving

B1

The Roadmap Report

Unit 6: The Repair Café

6A Life without ...

BEFORE YOU WATCH


1 Work in pairs. Discuss the questions.

- 1 Do you worry about environmental issues? Why/why not?
- 2 What do you think the biggest issue facing the environment is?
- 3 What things do you usually recycle? Do you think you could recycle more?

3 a You're going to watch a video about a repair café. Work in pairs and discuss the questions.

- 1 What appliance or gadget do you think the reporter, Will, wants to get repaired?
- 2 Do you think the people in the café will be able to fix it?
- 3 What other items do you think you'll see in the video?

b Watch the video and check your ideas.



AFTER YOU WATCH

9 Work in pairs. Discuss the questions.

- 1 Is there a Repair Café or somewhere similar where you live? If so, what does it repair?
- 2 If there was a Repair Café near you, would you take your things there to be fixed? Why/why not?
- 3 Karen's job is a 'zero waste consultant'. Do you think it's possible to live in a society that sends zero waste to landfill or incinerators? Why/Why not?
- 4 Do you think that small changes like repairing our belongings can help save our planet? Why/why not?

10 Work in pairs. Take it in turns to give each other advice about what you can do to be more environmentally friendly.

A: You should take a reusable water bottle with you to work instead of buying a plastic bottle of water each day.

B: If I were you, I'd start walking to work – it isn't very far and you'd save money as well as helping to reduce pollution.

Note. Adopted from “Roadmap B1 Presentation Tool” by Jones, H., Berlis, M., 2019, p.11-12. Pearson Education Limited.

The speaking activities in the units and the English in Action sections are effective at facilitating the development of the students' own perspectives. Typically, the activities require students to ask each other questions, discuss, and present new ideas on the topic to their friends, group, or class in peer or group work. All in all, the activities that pose questions about which ideas are superior or worse than others, and then the activities that require offering critical solutions and adapting to those solutions flexibly, enhance students' critical thinking in terms of flexibility and adaptability in accordance with the P21 framework's requirements.

Figure 4.0.24. Flexibility and adaptability in critical thinking & problem-solving

4D English in action



1 Look at the photos and discuss the questions.

- 1 What activities can you see?
- 2 Do you enjoy doing these activities in your free time?
Why/Why not?

5 a Choose two categories below and make lists.

- TV programmes I've watched recently
Game of Thrones, Humans, The Vikings ...
- books I've read
- films I've watched
- cultural events I've been to

b Work in pairs. Tell each other about your lists.

A: I saw Brubaker last week.
B: Oh, how was it?

c Which of your partner's programmes/books/films/ events would you like to see/read/go to? Why?

Note. Adopted from “Roadmap B1 Student Book” by Jones, H., Berlis, M., 2019, p.36. Pearson Education Limited.

4.1.2.3. Information literacy

The ability to acquire, evaluate, and make use of information gleaned from a range of sources is what is referred to as "information literacy," and having it is typically regarded as a pre-requisite for accomplishing particular objectives or aims. Learners nowadays are expected to have a higher level of information literacy than in the past because of the progress that has been made in information literacy. As a direct result of the significant influence that technological innovations have had and continue to have on the educational system, the importance of information literacy cannot be overstated (Nizam et al., 2010).

Students are able to actively participate in the learning process in a way that is self-directed when they are given the opportunity to do so in an environment that promotes information literacy (Nizam et al., 2010). In this regard, they may boost their capability to know when, where, and how to acquire information, as well as the ability to assess, use, and share this knowledge in order to handle a problem or resolve an issue. Thus, since technological advancements seemingly never stop producing new possibilities, becoming informationally literate is an essential component of one's academic and professional lives in today's society.


In general, information literacy equips individuals from all areas of life with the resources necessary to locate, assess, make use of, and produce information in a manner that assists them in achieving their personal, social, professional, and educational objectives (Ranaweera, 2008). According to these definitions and requirements, when the book is

analyzed using the P21 framework, questions 3, 4, and 5 pertain to information literacy. The 3rd question attempts to determine whether there are activities that require students to answer the questions in the modules of the units and complete the language learning assignments. When evaluating the units and activities separately, 10 of the 10 units (100%) include these types of activities (See Table 4.2).

Figure 4.0.25. Information literacy in critical thinking & problem-solving

2B

Memories



2 Read the comments. Match them with photos A–E.

- 1 The sound of sea birds always **reminds me of** summer and holidays at the beach.
- 2 The smell of paella **makes me think of** home. **I have happy memories of** eating outside with my family.
- 3 The sight of city lights from a plane at night **makes me feel** excited.
- 4 **I'll never forget** the sight of the sun coming up over the mountains and watching it rise into the sky.
- 5 **I'll always remember** the taste of my mother's homemade apple pie. It was so good!

Speaking

PREPARE

8 a **2.4** You're going to talk about your childhood memories. First, listen to two friends talking about their memories. Which senses do they mention?

b Listen again and answer the questions.

- 1 Does Adam like the song? Why/Why not?
- 2 What smell does Jane love? Why?
- 3 Why does Adam love the smell of coffee and fresh bread?

9 Think about the questions and make notes.

- What are your happiest memories of childhood? What makes you remember them?

3 a Which of the phrases in bold in Exercise 2 can be used with ...

- a a verb + *-ing*?
- b an adjective?
- c a noun, e.g. a person or a place?

b Choose two correct alternatives.

- 1 I'll always remember *him/meeting her/she*.
- 2 Looking at the sea always makes me *feel calm/feeling calm/calm*.
- 3 This place reminds me of *being young/my old friends/happy*.
- 4 I'll never forget *the first time I saw it/travel to that place/entering that place for the first time*.
- 5 I have happy memories of *school/visiting the seaside/go to my grandmother's house*.

SPEAK

10 a Work in pairs. Ask and answer the questions in Exercise 9. Use the Useful phrases to help you.

Useful phrases

So, do you have a favourite (food)?

Oh really, why?

Yes, it makes me think of (home/my mum), too.

b Share your memories with another pair. Did you all choose the same sense?

Note. Adopted from “Roadmap B1 Student Book” by Jones, H., Berlis, M., 2019, p.16-17. Pearson Education Limited.

The 4th question seeks to determine whether the units include language-skills-improving activities for students. As with any course book, the purpose of this book is to develop language skills. This competency in information literacy is present at a rate of 100% in each unit of the *Roadmap B1* book (See Table 4.2).

Figure 4.0.26. Information literacy in critical thinking & problem-solving

2c Culture shock

Grammar

6 Read the grammar box and choose the correct alternatives.

so/such ... (that)
 Use *so* ... *that* and *such* ... *that* to link a cause to a result.
*I'm **so** happy **that** I don't want to go home.*
*Understanding how to pay bills was **such** a problem **that** I gave up!*
 Use *so* before a(n) ¹noun/adjective.
*And the people are **so** friendly and cheerful ...*
 Use ²*so/such* with an adjective and a noun together.
*It's **such** a beautiful **country**!*
 Use ⁴*so/such* before *many* and *much*.
*... there were **so many** new things that I didn't know where to start.*

8 Choose the correct alternatives.

My dad had ¹*so/such* a wonderful time living abroad ²*that/ than* he didn't want to go home. However, my mum thought this kind of life was ³*too/so* hard to do forever. There wasn't ⁴*enough/too* time to feel at home in one place. It was ⁵*too/ enough* stressful for her ⁶*to/that* keep moving all the time, but staying in one place wasn't exciting ⁷*so/enough* for us kids. Mum complained that we went to ⁸*so/such* many different schools ⁹*that/to* we couldn't get a good education. I think we were fine, though!

9 a Complete the sentences with your own ideas.

- 1 When I was at school, I sometimes felt so ...
- 2 I'm not old enough ...
- 3 People are too busy ...
- 4 My friend got so angry ...
- 5 I'm not brave enough ...

b Work in pairs and compare your ideas.

10 a 2.6 You're going to talk about a time you experienced something new. First, listen to Nick and Maria. Which of the things do they talk about?

- a new country
- a new school
- a new job
- a new town

b Listen again and answer the questions.

- 1 What did Nick find strange when he moved?
- 2 How has the experience changed him?
- 3 What did Maria's mum find strange when she moved?
- 4 What did she do?
- 5 What was different in Nick's second example?
- 6 How did Nick feel?

c Make notes about a new experience you had. Use the ideas in Exercise 10a to help you.

Speaking

PREPARE

11 a Work in pairs. Ask and answer questions about your experiences. Use the Useful phrases to help you.

Useful phrases
 I remember ...
 No one used to ...
 I thought everyone/no one ...
 It felt/didn't feel strange/stressful.

b Choose one experience and tell the class.

SPEAK

11 a Work in pairs. Ask and answer questions about your experiences. Use the Useful phrases to help you.

Note. Adopted from “Roadmap B1 Student Book” by Jones, H., Berlis, M., 2019, p.19. Pearson Education Limited.

The 5th question on the P21 framework encourages students to draw inferences by including inference comprehension questions in all 10 of the 10 units in the book (100%) (See Table 4.2). To sum up, regarding information literacy, it has been determined that the Roadmap B1 book adequately prepares students.

Figure 4.0.27. Information literacy in critical thinking & problem-solving

3B Catching up

Vocabulary

1 Look at the photos and discuss the questions.

- 1 What situations do they show?
- 2 What do you think the people are talking about?
- 3 How do you think they feel?

2 Read the comments. Are any similar to your experiences?

- 1 It's sad, but I've **lost touch with** a lot of friends from school now. We **get on really well**, but it's hard to find the time to **see each other**. We sometimes chat online but it's not as good as meeting.
- 2 These days I **spend more time with** my colleagues than my friends. We **hang out** after work or go for lunch together. It's easy because we're all in the same place.

3 a Complete the sentences. Use the phrases in bold in Exercise 2 to help you.

- 1 How do you like to keep _____ with friends and family - by phone, instant messaging, email, writing letters, sending cards?
- 2 Who do you _____ well with in your family?
- 3 Do you keep _____ with people you _____ to know at school or university? Why/Why not?
- 4 Are there any friends or former colleagues you've _____ with? Would you like to _____ up with them again?
- 5 Do you _____ of your close friends? How often do you _____ together with them?
- 6 Where do you usually _____ up with them? Do you like to just _____ time at each other's homes and chat or go out?
- 7 Who do you most enjoy _____ out with? What do you like to do?
- 8 How did you _____ your best friend? When and where did you meet?

b Work in pairs. Ask and answer the questions.

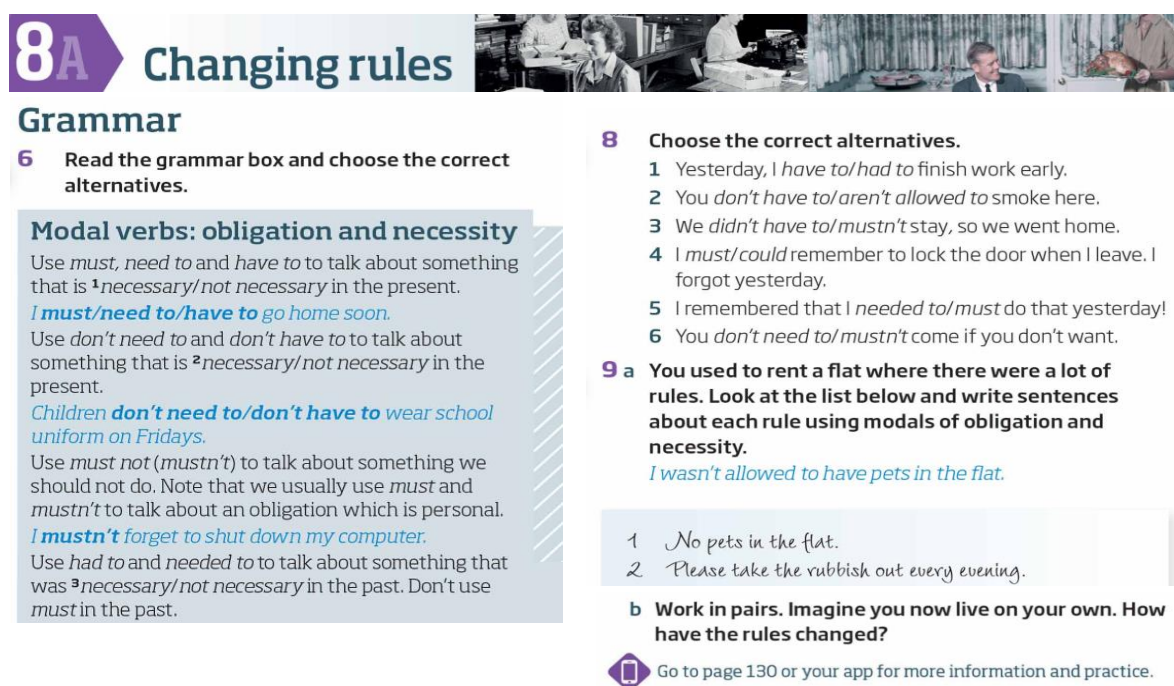
Note. Adopted from “Roadmap B1 Student Book” by Jones, H., Berlis, M., 2019, p.24. Pearson Education Limited.

4.1.2.4. Making judgments and decisions

Making judgements and decisions, which are strongly associated with critical thinking, is the final subcategory of critical thinking skills. Making judgments and conclusions is not much studied in literature. Rather, critical thinking is related to this skill. Learning how to think critically increases students' decision-making abilities and their ability to provide justification for their choices. As part of the process of coming to a decision or making a judgment, one must be able to analyze, evaluate, and synthesize evidence, claims, beliefs, and major alternative points of view effectively, making connections between information and arguments, as well as synthesizing this information and drawing conclusions based on reliable analysis (P21, 2019).

When each unit is evaluated based on question 6 of the course evaluation checklist, the book unquestionably encourages students to decide on a course of action and suggest possible solutions in 1 or 2 of the activities.

Figure 4.0.28. Making judgments and decisions in critical thinking & problem-solving



8A Changing rules

Grammar

6 Read the grammar box and choose the correct alternatives.

Modal verbs: obligation and necessity
Use *must*, *need to* and *have to* to talk about something that is ¹*necessary/not necessary* in the present.
I must/need to/have to go home soon.
Use *don't need to* and *don't have to* to talk about something that is ²*necessary/not necessary* in the present.
Children don't need to/don't have to wear school uniform on Fridays.
Use *must not (mustn't)* to talk about something we should not do. Note that we usually use *must* and *mustn't* to talk about an obligation which is personal.
I mustn't forget to shut down my computer.
Use *had to* and *needed to* to talk about something that was ³*necessary/not necessary* in the past. Don't use *must* in the past.

8 Choose the correct alternatives.


- 1 Yesterday, I *have to/had to* finish work early.
- 2 You *don't have to/aren't allowed to* smoke here.
- 3 We *didn't have to/mustn't* stay, so we went home.
- 4 I *must/could* remember to lock the door when I leave. I forgot yesterday.
- 5 I remembered that I *needed to/must* do that yesterday!
- 6 You *don't need to/mustn't* come if you don't want.

9 a You used to rent a flat where there were a lot of rules. Look at the list below and write sentences about each rule using modals of obligation and necessity.

I wasn't allowed to have pets in the flat.

- 1 No pets in the flat.
- 2 Please take the rubbish out every evening.

b Work in pairs. Imagine you now live on your own. How have the rules changed?


 Go to page 130 or your app for more information and practice.

Note. Adopted from “Roadmap B1 Student Book” by Jones, H., Berlis, M., 2019, p.63. Pearson Education Limited.

Figure 4.0.29. Making judgments and decisions in critical thinking & problem-solving

7C

Trip of a lifetime



Grammar

4 Read the grammar box. Underline more examples of language for expressing purpose in the posts.

Expressing purpose

Use *(in order) to* + infinitive to state the purpose of an action. *In order to* is usually more formal.
I'm going to Peru to visit Machu Picchu.
You'll need a good digital camera in order to take really high-quality photos.

To express purpose, also use *so (that) + modal verb*. There is no difference in meaning between *so* and *so that*.
Take fast-drying clothes so that you can wash and dry them quickly
Take a portable charger so you can recharge your phone.

Use *to* + infinitive or *for* + verb + *ing* to talk about the purpose of something.
You'll need extra clothes to keep you warm.
I recommend taking plastic bags for keeping your documents safe.

6 a Rewrite the sentences using the words in brackets so that they mean the same.

- 1 I'm learning English so that I can get a better job. (in order to)
I'm learning English in order to get a better job.
- 2 I'd like to stay in the UK for a while to improve my speaking skills. (so)
- 3 I'm saving up money to buy a new car. (so that)
- 4 I go to the gym regularly so I can keep fit. (to)
- 5 I need a visa in order to visit the US. (so that)

b Complete the sentences with your own ideas.

- 1 I'm learning English so I _____.
I'm learning English so I can get a better job.
- 2 I got home early so that I _____.
- 3 I'd like to visit _____ to _____.
- 4 If you go walking in the mountains, you need something to _____.
- 5 On holiday I always bring _____ with me in order to _____.
- 6 For a long flight, it's a good idea to take something to _____.

c Work in pairs and compare your ideas.

Note. Adopted from “Roadmap B1 Student Book” by Jones, H., Berlis, M., 2019, p.59. Pearson Education Limited.

The question asked in question 7 is whether the book includes logical thinking activities in which students defend their arguments and resolve conflicts with their peers. Obviously, 10 out of 10 (100%) units include these activities (See Table 4.2). Typically, the final part of each module consists of activities based on peer discussions. Other than the section Develop Your Writing, there are no other writing activities.

Figure 4.0.30. Making judgments and decisions in critical thinking & problem-solving

8D

English in action

5 a 8.11 Listen to two people apologising. Which of the two speakers feels more sorry, A or B?

b 8.12 Listen to the sentences and underline the stressed words.

- 1 I won't do it again, I promise.
- 2 I'm really sorry.
- 3 I'm so sorry I'm late.

c Listen again and repeat. Show that you feel really sorry.

6 a Look at these situations and think of excuses you can make for each situation.

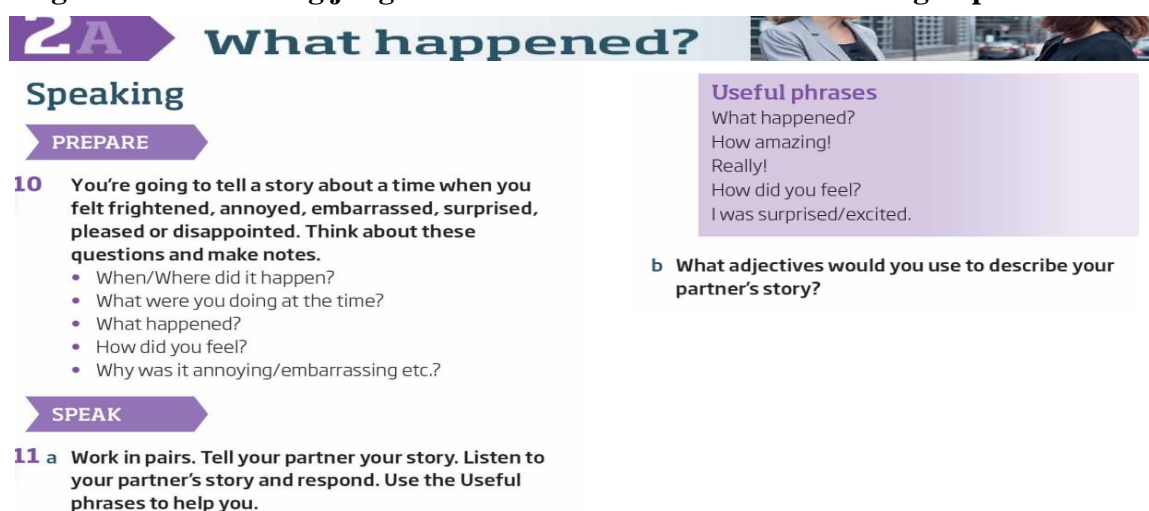
- 1 You arranged to meet your friend in a restaurant at 8 o'clock. Your friend arrives late.
- 2 Your friend borrowed your mobile phone without asking and the bill is huge.
- 3 You let your friend borrow your car. When he/she brings it back, you can see it is damaged.
- 4 You asked a member of your team to prepare a report. It was due this morning, but he/she hasn't done it.
- 5 You lent a friend your camera and he/she has lost it.
- 6 It was your birthday yesterday. Your friend forgot about it and didn't get you a present.

b Work in pairs. For each situation in Exercise 6a, take turns to ask for an explanation and apologise/make excuses.

Note. Adopted from “Roadmap B1 Student Book” by Jones, H., Berlis, M., 2019, p.60. Pearson Education Limited.

The 8th item on the course book evaluation checklist resulted in the question of whether the book contains captivating discussion questions. In 5 of the 10 units (50%), the book includes engaging discussion questions for students (See Table 4.2). However, the basis derived from the captivating question is that the questions should increase students' critical thinking and interest in problem-solving in accordance with the P21 framework's desired skills. For instance, since the topics of certain units are engaging and current, it is possible to pose questions that will pique students' interests, as in the Internet Generation module, where students are tasked with posing critical questions about Generation Y and debating their differences.

Figure 4.0.31. Making judgments and decisions in critical thinking & problem-solving



2A What happened?

Speaking

PREPARE

10 You're going to tell a story about a time when you felt frightened, annoyed, embarrassed, surprised, pleased or disappointed. Think about these questions and make notes.

- When/Where did it happen?
- What were you doing at the time?
- What happened?
- How did you feel?
- Why was it annoying/embarrassing etc.?

USEFUL PHRASES

What happened?
How amazing!
Really!
How did you feel?
I was surprised/excited.

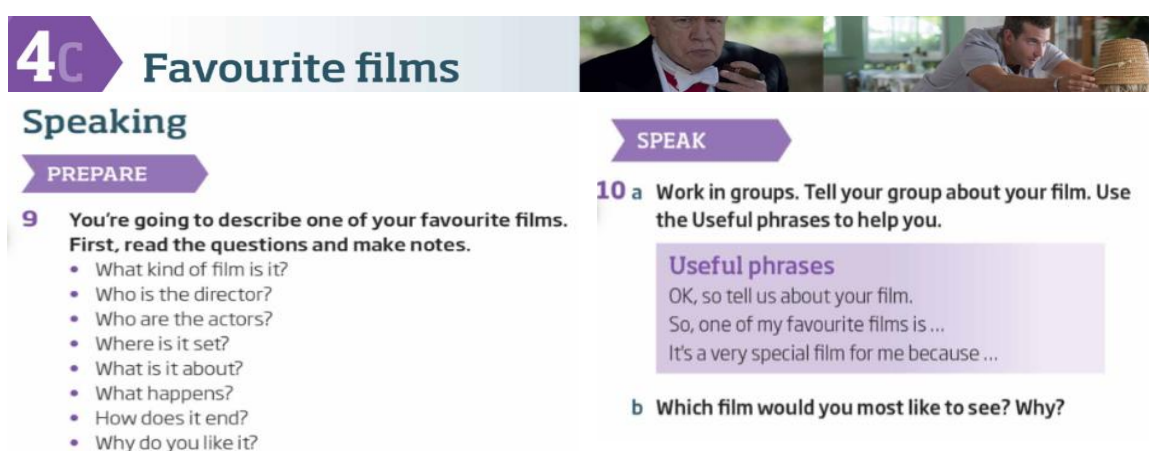
b What adjectives would you use to describe your partner's story?

SPEAK

11 a Work in pairs. Tell your partner your story. Listen to your partner's story and respond. Use the Useful phrases to help you.

Note. Adopted from “Roadmap B1 Student Book” by Jones, H., Berlis, M., 2019, p.15. Pearson Education Limited.

Figure 4.0.32. Making judgments and decisions in critical thinking & problem-solving



4C Favourite films

Speaking

PREPARE

9 You're going to describe one of your favourite films. First, read the questions and make notes.

- What kind of film is it?
- Who is the director?
- Who are the actors?
- Where is it set?
- What is it about?
- What happens?
- How does it end?
- Why do you like it?

USEFUL PHRASES

OK, so tell us about your film.
So, one of my favourite films is ...
It's a very special film for me because ...

SPEAK

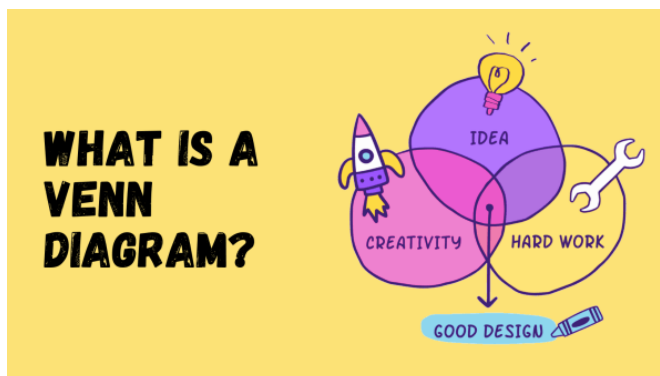
10 a Work in groups. Tell your group about your film. Use the Useful phrases to help you.

b Which film would you most like to see? Why?

Note. Adopted from “Roadmap B1 Student Book” by Jones, H., Berlis, M., 2019, p.35. Pearson Education Limited.

The answer to item 9 revealed that the text discourages students from using Venn diagrams—analogy and comparisons—to analyze relationships. This was not discovered in any of the activities when the entire book's activities were evaluated.

Figure 4.0.33. Venn diagram illustration



Note. Adopted from ‘<https://kidsmartapp.co.uk/content/articles/what-is-a-venn-diagram-and-when-to-use-it/>’

In item 10 of the course book evaluation checklist, the answer to the question of whether the synthesis of information from two texts promotes a "singularity" rather than a "duality" approach to learning is negative (See Table 4.2). In no activity did the book present two or more reading passages and request a synthesis of them. However, according to GSE and CEFR, these activities are typically found at levels B1+, B2, B2+, C1, and C2, thus their absence in the book is actually a positive result.

In every unit of the book, there are speech activities that show synthesis after a certain piece of content. However, when the book is analyzed as units and activities in this context with question 11 on the course book review checklist, students are unaware that opposing ideas can intersect and reinforce each other on the surface (See Table 4.2). Overall, there is no approach or strategy provided in the book.

The result of the 12th question in the course book evaluation checklist indicated that 60% of the units contained in the book met the criteria (See Table 4.2). Activities are included in the book that encourage students to recognize their own assumptions, attitudes, and values, as well as identify and reevaluate them. These kinds of activities are more frequently encountered in speaking activities and typically take the form of a list of ideas and suggestions for enhancing performance. In addition, there are questions that have been identified in some of the reading passages that encourage students to recognize their own values and to reevaluate them. These questions identify assumptions and attitudes that students have.

Figure 4.0.34. Making judgments and decisions in critical thinking & problem-solving

4A

The internet generation



8 a Write sentences to compare two things.

- 1 young people / older generations
Young people work as hard as older generations.
- 2 home-cooked food / fast food
- 3 living with family / renting a flat
- 4 cycling / driving
- 5 the weather in my country / the weather in the UK
- 6 life in the country / life in the city
- 7 going out in the evening / staying at home

b Work in pairs and compare your sentences.

Speaking

PREPARE

9 a 4.2 You're going to discuss and compare lifestyles with a partner. First, listen to two people comparing their lifestyles. What topics in the article in Exercise 3a do they mention?

b Listen again. How are their lifestyles similar? How are they different?

10 Look at the words in the box and make notes about your lifestyle.

exercise
food
free time
home
technology
work

SPEAK

11 a Work in pairs. Tell your partner about your lifestyle.


b How are your lifestyles similar? How are they different? Tell the class.

Note. Adopted from “Roadmap B1 Student Book” by Jones, H., Berlis, M., 2019, p.31. Pearson Education Limited.

Figure 4.0.35. Making judgments and decisions in critical thinking & problem-solving

9B

What if ...?



10 Write six sentences about a time in your life when ...

- you thought someone or something was gorgeous/wonderful/terrible.
- you were furious/thrilled/terrified/exhausted.
- you ate something disgusting.
- you saw something huge/excellent/tiny.

12 Think about something that happened to you. What might have happened if things had been different? Make notes about the following:

- what happened
- who was involved
- what could have been different
- how it made you feel - are there any strong adjectives you could use to describe the experience?

Speaking

PREPARE

11 9.4 You're going to talk about a personal experience and how things might have been different. First, listen to two friends talking and answer the questions.

- 1 What had James never expected to do?
- 2 Who did James speak to? What was the result?
- 3 What did James find? What was the result?
- 4 What would have happened if he hadn't been walking through the park?
- 5 What would have happened if he hadn't been brave?

SPEAK

13 a Work in pairs. Tell your partner about your experience. Use your notes to help you. Discuss what could have been different and why.

I was offered a job in Belgium. I decided not to take it, and two months later I met my future wife, Jo Jo. If I'd taken the job, I would never have met the love of my life!

b Swap roles and repeat.

c Take turns to tell other pairs your stories.

Note. Adopted from “Roadmap B1 Student Book” by Jones, H., Berlis, M., 2019, p.73. Pearson Education Limited.

In today's society, individuals who question, criticize, and create issues are highly valued. Data reveals that, according to question 13, the book fully and completely

encourages students to have a sense of reasoning and to take part in discussion (See Table 4.2). Nearly every section starts with a few questions for group discussion and ends with activities that are very similar, based on the module's objectives and what it has accomplished.

Figure 4.0.36. Making judgments and decisions in critical thinking & problem-solving

4B Popular brands

Reading and vocabulary

1 a Read the definition and discuss the questions.

A **brand** is a type of product made by a particular company that has a particular name or design.

- Are brands important to you? Why/Why not?
- What are your favourite brands? Why do you like them?

b Look at the photos. What brands can you think of for these types of products?

2 a Read the article. What makes a strong brand?

Speaking

PREPARE

9 a **4.8** You're going to compare some brands. First, listen to two people comparing brands and answer the questions.

- What product do they talk about?
- How many brands do they mention?

b Listen again. What does Charlie think about each brand? Which brand does he recommend? Why?

b Do comments 1–3 refer to brand identity, personality or values?

- 'We want our toys to help children learn and to do the best they can.'
- 'We're the country's friendliest restaurant with the greatest customer service. Think of us and you think of fun and good times.'
- 'We make the strongest, loudest bikes for the strongest, loudest guys.'

SPEAK

10 a Work in groups. Choose a product or service. Think of some popular brands for that product or service.

b Compare the brands you have chosen. Put them in order from best to worst (1 = the best). Use the Useful phrases to help you. Think about the following:

- brand identity/values
- quality
- cost
- customer service

Useful phrases

What do you think about (this brand)?
I think ... is good because (it's reliable/good value).
I'm not sure about that.

c Which product or service was top of your list?

Note. Adopted from “Roadmap B1 Student Book” by Jones, H., Berlis, M., 2019, p.32-33. Pearson Education Limited.

In addition, there are additional interactive activities that can be found in the section of the book’s online extras that is labeled as "photocopiable activities”. According to question 14 of the course book evaluation checklist, it was discovered that there are certain question or sentence types in the book that encourage critical thinking. These questions appear in every unit (See Table 4.2).

Figure 4.0.37. Making judgments and decisions in critical thinking & problem-solving

6C Grammar 1 Question tags

1 Choose the correct options to complete the sentences.

- Technology can't replace people, _____?
a is it b can it c can't it
- You don't think people recycle enough, _____?
a do you b don't you c can they

2 Work in pairs and discuss the opinions in Exercise 1.

Note. Adopted from “Roadmap B1 Workbook” by Jones, H., Berlis, M., 2019, p.36. Pearson Education Limited.

Figure 4.0.38. Making judgments and decisions in critical thinking & problem-solving

5B Grammar 1 Zero and first conditional

1 Put the words in the correct order to complete the sentences.

QUESTIONNAIRE		I agree	I disagree	It depends
1	you live / a block / get to know / in / your / of flats, / you If _____ neighbours.			
2	more / a house / is / will be / it / detached, If _____ expensive.			

2 Complete the questionnaire. Then work in pairs and discuss your answers.

Note. Adopted from “Roadmap B1 Workbook” by Jones, H., Berlis, M., 2019, p.29. Pearson Education Limited.

Regarding question 15 of the course book evaluation checklist, the book introduces students to the concept of judgment through various activities; however, it fails to select factual, impartial information for research projects, and the corresponding percentage is 40% (See Table 4.2).

Figure 4.0.39. Making judgments and decisions in critical thinking & problem-solving

1B Develop your writing

1 Discuss the questions.

- Have you ever written a job application, either in your language or English?
- What kind of information should you put in a job application?

2 Read the job application and answer the questions.

- What type of job is the candidate looking for?
- What kind of information does the candidate give?

Dear Mr Garsforth,

¹I'm writing to apply for the **position** which was advertised on your website on 5th July. Please find my CV attached.

²I am a graduate in Graphic Design from the University of Birmingham. **Currently**, I am working for BetaCore as a Junior Graphic Designer in their London office. I have been in this position for **approximately** two years.

³I feel I would be an excellent candidate for the position of designer **as** I have all the skills that you **require**. I'm also hardworking, creative and always happy to learn new things.

⁴Thank you for taking the time to **consider** my application and **I look forward to hearing from you** in the near future.

Yours sincerely,
Hannah Worth

Prepare

7 a You're going to write a job application for your dream job, or one of the jobs below. What qualifications, experience and personal qualities would you need for the job? Make a list.

- a nurse in a busy hospital
- a ski instructor
- a graphic designer
- a project manager

b What words and phrases from the application in Exercise 2 would be helpful for writing your own application? Make a list.

Write

8 Write your letter of application. Remember to organise your information into paragraphs.


Note. Adopted from “Roadmap B1 Student Book” by Jones, H., Berlis, M., 2019, p.87. Pearson Education Limited.

Figure 4.0.40. Making judgments and decisions in critical thinking & problem-solving

6B Develop your reading

1 a Discuss the questions. When you were at school, were you well-behaved? What things did you sometimes do wrong?

b Read the article. What was the problem with the girl?



What is the right thing to do?

Making a choice about what is right and what is wrong is something we all have to do at some time or another. However, sometimes the results of the right choice and the wrong choice both seem bad. For example, if we see a friend, let's call him Brian, stealing, we know we should report him. That's the right thing to do. On the other hand, we like Brian. He's a nice person. If we report him, he may get into trouble and we don't want that to happen. What's more, Brian might never talk to us again! Choices like these are called 'moral dilemmas'. In a situation like this, most people will do nothing. However, sometimes people have to make a choice and it's not always easy.

5 Work in pairs and discuss the questions.

- 1 What do you think of Lisa's behaviour? Was it 'wrong'?
- 2 Do you think the staff did the right thing trying to stop her?

Note. Adopted from "Roadmap B1 Student Book" by Jones, H., Berlis, M., 2019, p.102. Pearson Education Limited.

All in all, the *Roadmap B1* course book supports students in terms of judgment and decision-making to some extent. When all parts are evaluated objectively and thoroughly, the result is that the *Roadmap B1* book's activities should be more challenging, the activities should be given in context, and interesting and creative topics should be selected instead of tedious and repetitive ones.

4.2.1. Analysis of communication and its related skills

The ability to communicate effectively is another essential skill for success in the 21st century that needs to be developed. Students will use this skill in both their academic and professional lives, so its cultivation is essential. The process by which students communicate information in order to both convey meaning and achieve the intended objectives is what educators mean when they refer to it as "collaborative learning." In this sense, it is essential for students to work on improving their competence to communicate clearly in order to acquire the skills necessary to both comprehend and be understood by others. Both inside and outside of the classroom, they must be able to communicate their thoughts and ideas clearly in their native and foreign languages. Learners are more likely to develop interpersonal skills after becoming competent in communication.

In addition, employers look for potential employees who have effective communication skills, so having communication skills makes it simpler for individuals to find suitable employment in the years to come. By enhancing communication skills, the student will be able to use communication for a variety of purposes, including instructing,

motivating, informing, persuading, and interacting effectively in a variety of contexts. They are able to successfully convey thoughts and ideas through the use of oral, written, and non-verbal communication abilities in a range of forms and settings.

When all of the activities in the book are taken into consideration, communication skills come in second place among the other 4C skills. Examining all of the tasks in the book, 200 out of 557 (36%) indicate that communication skills are promoted. After considering all of the activities in detail, Table 4.3 illustrates the extent to which speaking, reading, vocabulary, listening, and grammar, as well as integrated skills, promote communication skills.

Table 4.5. Activities that Promote Communication Skill

Language Skills	Communication Promoting Activities (n)	Total Number of Activities (a)	Ratio (r)
Speaking	66	100	66%
Develop Your Writing	13	64	20%
Reading	2	11	18%
Vocabulary and Reading	17	27	63%
Reading and Vocabulary	10	22	45%
Reading and Listening	2	5	40%
Develop Your Reading	19	55	35%
Vocabulary	19	51	37%
Vocabulary and Listening	4	9	44%
Listening	10	35	29%
Develop Your Listening	23	63	37%
Grammar	16	115	14%
TOTAL	200	557	36%

4.2.1.1. Analysis of communication in speaking

Table 4.3 demonstrates that 66% of speaking activities promote communication skills, since 66 out of 100 activities engage learners to discuss provided circumstances or topics. Students learn to decode meaning, such as what they know, what they value, how they feel, and what they intend, through participating in speaking activities. Communication skills include listening, speaking, telling stories, and expressing one's thoughts and ideas. Listening and telling stories are two of the most effective ways for students to learn. Body language, facial expressions, and eye contact are all things they notice from the people around them. Through communication, children learn about themselves and the world around them. Literacy success is directly linked to strong communication skills in the early stages of the language learning process. Self-esteem and social abilities are enhanced when

a student learns to communicate effectively in both verbal and nonverbal ways. Therefore, communication skills are emphasized in the book's speaking activities (P21, 2019).

In terms of communication skills, each module of the book includes activities that support communication skills. In these activities, students are expected to practice speaking, sometimes with peers and sometimes in groups, by taking notes on a topic, listening to a topic, and presenting a situation related to this topic. Grammar comes first when considering all of the activities in the book, followed by speaking. There are useful phrases in speaking activities. In these sections, the book provides students with related topics for use in speaking activities.

Another finding is that the book does not contain any strategies for effective and fluent speaking. The *Roadmap B1* book does not include chapters on how to improve speech or overcome speech anxiety. According to the P21 framework, it was found that it is essential to learn strategies since high-quality language interactions provide students with experiences that foster language and communication development.

4.2.1.2. Analysis of communication in writing

Writing is another production skill, and when the book is analyzed in terms of one's ability to communicate, 13 out of 64 (20%) activities support the writing skill (See Table 4.3). The only place in the book where the writing activity is described is in the section titled "Develop Your Writing." The majority of communication activities in this section of the book are dedicated to discussing, which can be regarded as a mechanical speaking activity, not a communicative writing task.

Communication skills are examined in terms of communication skills in the Develop Your Writing section. Communication activities are provided in the Discuss the Questions section preceding the writing activity. There are some authentic communicative writing activities related to 21st century communication skills were found in the Develop Your Writing section of unit 5 and 6 which are to write an e-mail inviting a friend to a location and write an essay about controversial environment issues.

Figure 4.0.41 Communication in writing

5A Develop your writing

Prepare

6 You're going to invite a friend to stay with you. Think about the questions below and make notes.

- 1 Who are you going to invite?
- 2 How long is it since you last saw him/her? Why?
- 3 When do you want them to visit?
- 4 What plans do you have for their visit?
- 5 What information do you want to give him/her?
- 6 Is there anything you want him/her to do for you?

Write

7 Write an email invitation to your friend. Use your notes to help you.

Figure 4.0.42 Communication in writing

6c Develop your writing

Prepare

4 a You're going to write your own essay. Choose a question below or think of your own idea.

- Should people have animals as pets?
- Should we all become vegetarians?
- Should we stop using plastic bags?

b Think of ideas for and against the topic. Then make notes about what to write in the introduction, the for and against paragraphs and the conclusion.

Write


5 Write your essay. Use your notes to help you.

Note. Adopted from “Roadmap B1 Student Book” by Jones, H., Berlis, M., 2019, p.103. Pearson Education Limited.

4.2.1.3. Analysis of communication in reading

Reading activities do not promote communication skills as well as integrated reading activities do, and students are instructed to work alone rather than in small groups while completing reading assignments. As Table 4.3 shows that only 2 out of 11 reading activities (18%) contribute to better communication skills when reading competence is seen as a separate skill. These two tasks can be found in the 6th and 8th units, respectively. The communication activity in the 6th unit involves working with a peer and inquiring as to whether or not they agree or disagree with the final decision in the reading. In addition, the reading exercise for the 8th unit has discussion questions that require the students to debate the topic with the entire class before the reading.

Figure 4.0.43. Communication in reading

6A Life without ... 

6 Read the text again and answer the questions.

- 1 Why did Melanie have a bad week?
- 2 What happened to Rachel?
- 3 What problem did Samir have?
- 4 What does Harry think?

7 Work in pairs. Do you agree with the last response? Why/Why not?

Note. Adopted from “Roadmap B1 Student Book” by Jones, H., Berlis, M., 2019, p.47. Pearson Education Limited.


Figure 4.0.44. Communication in reading

8B Who says I can't?
Reading

1 Look at the photos and discuss the questions.

- 1 What are the people doing?
- 2 What connects all the people in the photos?
- 3 Have you done any of these things? What happened?

2 a Read the article about someone who overcame a difficult challenge. Which of the people in photos A–F is it about?




Note. Adopted from “Roadmap B1 Student Book” by Jones, H., Berlis, M., 2019, p.64. Pearson Education Limited.

4.2.1.4. Analysis of communication in vocabulary and reading

Reading is found to be more effective in fostering communication skills when it is not treated as a separate ability, but rather integrated into other activities. For instance, when vocabulary and reading are taught concurrently, 17 out of 27 activities (63%) promote students' ability to communicate effectively. These activities consist more of discussing questions or photos, rarely working on the reading together, and then discussing it with a classmate, a group, or the entire class.

Figure 4.0.45. Communication in vocabulary and reading

1B Life maps



Vocabulary and reading

1 a Look at the photos and discuss the question. What jobs do you think the people do?

b Match photos A–E with comments 1–5.

- 1 'I think I'm a **caring** person. I like helping people. I'm **reliable** and people trust me to take care of them.'
- 2 'I work from home so I need to be **organised**, but sometimes I feel a bit **lazy** and I don't want to work at all!'
- 3 'I'm **ambitious** and I want to get to the top! I'm not **shy**. I'm very **confident** when I speak. I always keep **calm** when things go wrong.'
- 4 'I have to be **patient** when I coach players as people are very **sensitive**, but I still need to be **open** and **honest** and say what I think.'
- 5 'I'm pretty **hard-working**. I practise ten hours a day. I'm **creative** and I love performing.'

3 Read the article on page 9. What is a life map? How can it help you?


Where is your life going?

When you make a life map, you write down important details about your journey through life. By answering questions like the ones below, a life map can help you to decide what you'd like to do in the future.

Note. Adopted from “Roadmap B1 Student Book” by Jones, H., Berlis, M., 2019, p.8. Pearson Education Limited.

Figure 4.0.46. Communication in vocabulary and reading

10A Education



b Read opinions 1–8 and choose the correct alternatives.

- 1 Going away to *boarding/secondary* school would be fun.
- 2 *Private/Primary* schools are better than state schools.
- 3 The most important thing about school is *passing/making* tests and *winning/getting* qualifications.
- 4 Doing *well/good* at school means you'll have a happy life.
- 5 Students spend too much of their time *revising for/having* and *getting/taking* tests.
- 6 If a student doesn't like a *subject/topic* at school, they should be able to choose to stop studying it.
- 7 It's wrong for rich families to be able to *pay/spend* fees to get a better education for their children.
- 8 Getting low *tests/grades* means you're not intelligent.

4 Work in pairs. Do you agree with any of the opinions in Exercise 3b? Which one(s)? Why?

Looking back at your schooldays

Last month we asked people in our group about their experiences of school. Here are some of the results.

1 What kind of school did you go to?

Over half of the people said they had gone to state schools and about 30 percent told us they had gone to private schools. Some people said they had attended a private primary school followed by a state secondary school. Not many people in the group said they had gone to boarding school.

Note. Adopted from “Roadmap B1 Student Book” by Jones, H., Berlis, M., 2019, p.78. Pearson Education Limited.

4.2.1.5. Analysis of communication in reading and vocabulary

10 out of 22 activities (45%) improve communication skills when reading material is provided initially and then vocabulary teaching is integrated (See Table 4.3).

Figure 4.0.47. Communication in reading and vocabulary



3A Bucket lists

Reading and vocabulary

1 a Read the definition of a bucket list and discuss the questions.

A **bucket list** is a list of all the experiences you want to have during your life.

- 1 Do you have a bucket list? Why/Why not?
- 2 What kind of things do you think people put on them?

b Read the bucket list ideas. Which can you see in the photos?

- **take part in** a marathon
- **perform** in a play
- **raise money** for charity
- **take up** a new sport
- **go** backpacking
- **explore** the ancient ruins of Egypt
- **experience** a new culture
- **apply** to be a film extra
- **try** hot-air ballooning

2 a Match the verbs in bold in Exercise 1b with phrases a–i.

- a _____ in a band/in a show/on stage
- b _____ travelling/hiking/ice skating
- c **try** a new cuisine/scuba diving/learning a new language
- d _____ a new cuisine/something new/living abroad
- e _____ to appear on a TV programme
- f _____ a hobby/golf
- g _____ to help animals/for your local school
- h _____ the jungle/the coast of Canada
- i _____ a singing competition/a race

b Work in pairs and discuss the questions.

- 1 Which activities have you done?
- 2 Which would you like to do?

• Take up a hobby or interest

I've always enjoyed games of skill like chess. They make you think really hard and help to improve your memory. Doing something creative is fun, too. A friend of mine has just joined a band. He loves performing and he's having a great time.

3 Read the blog and answer the questions.


- 1 What activities and experiences does the writer recommend? Why?
- 2 Which activities has the writer already done? Does he say exactly when?
- 3 Which hasn't he done yet?

Note. Adopted from “Roadmap B1 Student Book” by Jones, H., Berlis, M., 2019, p.22. Pearson Education Limited.

4.2.1.6. Analysis of communication in reading and listening

The *Roadmap B1* book integrated reading and listening activities that are presented together in some modules. It was discovered that a total of 1 out of 5 activities (20%) were beneficial to the development of communication skills (See Table 4.3). Undoubtedly, students can express themselves through these activities because they are expected to synthesize two materials, discuss these materials with peers or groups, and produce solutions. For instance, activities 5 and 6 in unit 6B are particularly good examples

Figure 4.0.48. Analysis of communication in reading and listening

6B **A difficult choice** 

Reading and listening

5 Read the problems below and answer the questions.



- 1 What is the problem in each situation?
- 2 Which situation is more serious?

A


I've got this colleague, let's call him 'David', who lies about how much work he's done. He always tells our boss that he finishes work after six most days and that he's got too much to do. However, I know that he usually leaves at five, and he looks pretty relaxed when he's working. He's a nice guy, but I don't feel happy about the situation. I think it's dishonest and it's not fair to everyone else.

B

I think my friend is stealing from shops. I always see her wearing new clothes, and I know that she doesn't earn enough to buy many new things. I saw her coming out of a clothes shop last weekend - when she saw me she looked really embarrassed, like something was wrong. I mean, it's against the law! The thing is, she's my friend and I don't want her to get into serious trouble.

6 a  **6.6 Listen to two friends talking and answer the questions.** 

- 1 Which of the problems in Exercise 5 are they discussing?
- 2 What two pieces of advice does the man give?
- 3 What does the woman think of the advice?

b  **6.7 Listen to two friends talking about the other problem in Exercise 5 and answer the questions.**

- 1 What two pieces of advice does the woman give?
- 2 What does the man think of the advice?


c **Work in pairs. What do you think the people should do in each situation? Why?**

Note. Adopted from “Roadmap B1 Student Book” by Jones, H., Berlis, M., 2019, p.48-49. Pearson Education Limited.


4.2.1.7. Analysis of communication in vocabulary

19 of the 51 (37%) vocabulary tasks in the *Roadmap B1* book improve communication skills. These activities require students to practice the taught vocabulary by filling in the blanks of a passage, followed by a discussion with a peer or group. Some activities require students to create real-life statements and express their ideas about them with the class, group, or peers. According to the P21 framework, these activities are desired for enhancing learners' communication skills.


Figure 4.0.49. Communication in vocabulary

8A **Changing rules** 


Vocabulary

 **1 Look at the photos and discuss the questions.**


- 1 Where are the places in the photos?
- 2 What is happening?
- 3 How are the people behaving?

 **2 a Read the rules. Are they for the classroom, a home or an office?**

- 1 When you have finished cooking, please **clear up** any mess.
- 2 Please **take out** the rubbish every evening.
- 3 When customers leave messages, **call** them **back**.
- 4 **Shut down** all computers before leaving.

 **3 Work in pairs and answer the questions.**

- 1 Look at the rules in Exercise 2a again. Have you ever had to follow any similar rules? When/Where?
- 2 Have you ever broken any rules? Which ones and why?

 Go to page 143 or your app for more vocabulary and practice.

Note. Adopted from “Roadmap B1 Student Book” by Jones, H., Berlis, M., 2019, p.62. Pearson Education Limited.

Among the activities in which communication skills are observed, the second most frequent are those that integrate vocabulary and reading. 17 out of 27 activities (63%) have been determined to promote communication skills.

Figure 4.0.50. Communication in vocabulary

9A Shopping

Vocabulary and reading

1 Look at the photos and discuss the questions.

- 1 What different ways of shopping do they show?
- 2 Do you usually shop on the high street, in a shopping centre or online? Why?
- 3 What kind of things do you usually buy in shops?
- 4 What kind of things do you buy online?

The future of shopping

Modern technology has changed the world around us in nearly every way and it has definitely changed the way we shop. In the past, most goods were bought on the high street, but what does the future of shopping look like?

6 I like to replace my phone as soon as a new model **goes on sale**.

7 I usually buy heavy **goods** online - I don't have to carry them, they're **delivered** to my home.

8 I don't like buying clothes online - it often takes a long time to **get a refund** if you return them.

9 I once had to **cancel an order** because the goods didn't arrive on time.

b Work in pairs and compare your answers. Do you agree or disagree?

3 a Read the title of the article. What do you think the author of the article will say about shopping habits?

b Read the article and check your ideas.

Note. Adopted from “Roadmap B1 Student Book” by Jones, H., Berlis, M., 2019, p.70. Pearson Education Limited.

The activities that integrate reading and vocabulary, 10 out of 22 activities (45%), improve communication abilities (See Table 4.3). These activities satisfy the standards of the P21 (2019) framework, such as asking and answering questions to request assistance, obtain information, or clarify something that is unclear, or they describe familiar individuals, settings, objects, and events for a variety of purposes using spoken and written language.

Figure 4.0.51. Communication in vocabulary

8C Natural world

Reading and vocabulary

1 Look at the photos and discuss the questions.

- 1 Where do you think these places are?
- 2 Have you visited any places like these? Where?

2 a Read the extracts from travel guides and match them with photos A–C.

b Work in pairs. Which of these places would you like to visit? Why?

4 Work in pairs and discuss the questions.

- 1 Which of the geographical features in Exercise 3 do you have in your country?
- 2 In which other countries can you see them?

COPPER CANYON MEXICO

Discover what Mexico has to offer. You can find rainforests, deserts, high mountains and dark caves as well as all kinds of plants and animals. Explore some of Mexico's most fantastic natural scenery in the Copper Canyon, which is located in the state of Chihuahua. This is home to the Raramuri people, who live in the deep valleys, where they follow a traditional way of life. One of the top sights is The Basaseachic Waterfall, which is the second highest waterfall in Mexico. It is surrounded by thick forest and hiking paths offer beautiful views of the falls. To help you explore the Copper Canyon, you can hire a tour guide, whose knowledge of the area will make your experience even more interesting.

Note. Adopted from “Roadmap B1 Student Book” by Jones, H., Berlis, M., 2019, p.66. Pearson Education Limited.

4.2.1.8. Analysis of communication in vocabulary and listening

Roadmap B1 book integrates vocabulary with listening. The book includes 4 out of 9 activities; (44%) promote communication skills (See Table 4.3).

Figure 4.0.52. Communication in vocabulary and listening



5B Living space

Vocabulary and listening

1 Discuss the questions.

- 1 What type of accommodation do you live in?
- 2 What do you like and dislike about it?

c Work in pairs and discuss the questions.

- 1 Which of these words would you use when you are describing your own home?
- 2 Which of the homes in the photos would you like to live in?
- 3 What would your ideal home be like?

4 a You're going to listen to a radio programme about small homes. First, think of possible advantages and disadvantages of living in a small home.

b 5.4 Listen to the programme. Were any of your ideas mentioned? What other ideas did they talk about?

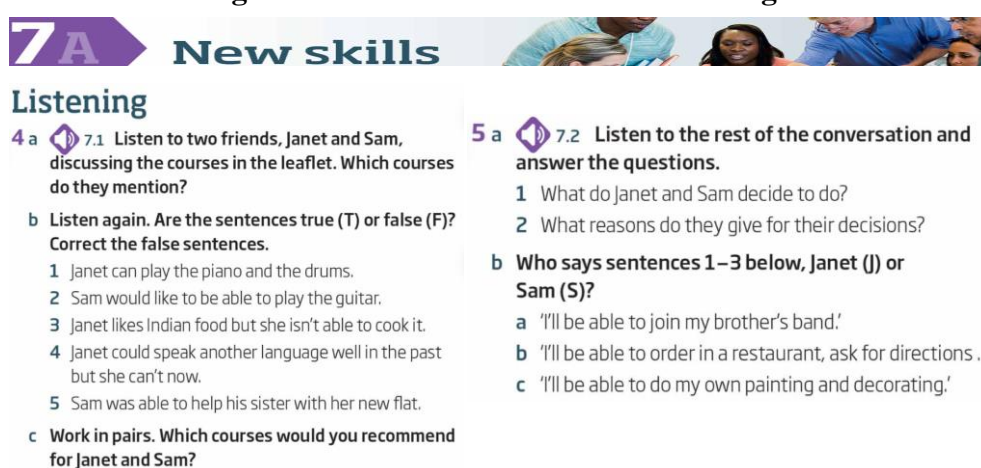
5 Work in pairs. Which do you prefer, a small home in an area that you like, or a large home in an area you don't like? Why?

Note. Adopted from “*Roadmap B1 Student Book*” by Jones, H., Berlis, M., 2019, p.40. Pearson Education Limited.

4.2.1.9. Analysis of communication in listening

Enhancing one's ability to communicate effectively through the use of the *Roadmap B1* book's listening activities can be a useful resource. It has been determined that 10 out of 35 (29%) listening activities contribute to the development of students' communication skills. As stated previously, listening is integrated with two other skills. The 1st of these is vocabulary, and the other 4 activities (44%) support communication skills (See Table 4.3).

Figure 4.0.53. Communication in listening



7A New skills

Listening

4 a 7.1 Listen to two friends, Janet and Sam, discussing the courses in the leaflet. Which courses do they mention?

b Listen again. Are the sentences true (T) or false (F)? Correct the false sentences.

- 1 Janet can play the piano and the drums.
- 2 Sam would like to be able to play the guitar.
- 3 Janet likes Indian food but she isn't able to cook it.
- 4 Janet could speak another language well in the past but she can't now.
- 5 Sam was able to help his sister with her new flat.

c Work in pairs. Which courses would you recommend for Janet and Sam?

5 a 7.2 Listen to the rest of the conversation and answer the questions.


- 1 What do Janet and Sam decide to do?
- 2 What reasons do they give for their decisions?

b Who says sentences 1–3 below, Janet (J) or Sam (S)?

- a 'I'll be able to join my brother's band.'
- b 'I'll be able to order in a restaurant, ask for directions ...'
- c 'I'll be able to do my own painting and decorating.'


Note. Adopted from “*Roadmap B1 Student Book*” by Jones, H., Berlis, M., 2019, p.55. Pearson Education Limited.

Figure 4.0.54. Communication in listening

10c **What's in a job?** 

Listening

5 a You're going to listen to Sharon describing her job in digital advertising. What activities do you think she does every day?

b  10.5 Listen and check your ideas.

6 a Match sentences 1–6 with answers a–f.

- 1 Tim asked Sharon to tell him what she did exactly.
- 2 Then he asked her what the second part of her job was.
- 3 He wanted to know how she did that.
- 4 Then he asked her to give him an example.
- 5 He wanted to know if Sharon enjoyed her job.
- 6 Finally, he asked her if she recommended the job to other people.

a She said there were two parts to her job. First, she wrote advertising texts for websites.

Note. Adopted from “Roadmap B1 Student Book” by Jones, H., Berlis, M., 2019, p.83. Pearson Education Limited.

4.2.1.10. Analysis of communication in develop your listening part

The "develop your listening part," which is one of the extended route parts of the book, assists students in developing their communication skills by providing 23 out of a total of 63 activities (37%) (See Table 4.3).

Figure 4.0.55. Communication in develop your listening part

2c **Develop your listening**

1  **Discuss the questions.** 

- 1 Do you think it's a good idea to take time off between finishing university and starting work? Why/Why not?
- 2 What is the difference between a 'gap year' and a 'career break'?
- 3 Is it usual for people to take gap years or career breaks in your country?
- 4 When do you think is a good time in life to take a gap year or career break?
- 5 What type of things might you do on a gap year or career break?

2   **2.7 Listen to two people being interviewed and answer the questions.** 

- 1 What are they describing?
- 2 What did they do?

6  **2.7 Listen to the interview again and answer the questions. Use the linkers you hear to help you.**

- 1 Why did Rob decide to have a gap year?
- 2 Rob found Mexico City quite busy. What did he decide to do?
- 3 Why did Rob leave the job that he got?
- 4 What else did Rob like about Brazil apart from the beaches?
- 5 Was Sally's gap year similar to Rob's?
- 6 Why did she decide to work during her gap year?
- 7 What didn't she like about her job?
- 8 Did they both enjoy their gap years?

7 **Work in pairs and discuss which kind of gap year you would choose. Say why.**

Note. Adopted from “Roadmap B1 Student Book” by Jones, H., Berlis, M., 2019, p.55, 91. Pearson Education Limited.

Figure 4.0.56. Communication in develop your listening part

6A Develop your listening

1 a You're going to hear a short talk about the use of appliances in 'smart' houses. Look at the picture and discuss the questions.

- 1 What do you think a 'smart' house is? What do you think it can do?
- 2 How many household appliances can you name? Make a list.

b **6.3** Listen to the first part of the talk. What appliances are mentioned?

2 Read the Focus box. How do people make their talks easier to follow?

6 **6.4** Listen to the whole talk again. Are the sentences true (T) or false (F)?

- 1 Not many people have household appliances.
- 2 People think kitchen appliances are more important than other kinds of appliance.
- 3 People don't have a lot of time to spend on cooking and cleaning.
- 4 Some smart fridges can tell you how to cook food.
- 5 There is a touchscreen inside some smart fridges.
- 6 Most people want their fridges to do a lot of different things for them.

7 Work in pairs and discuss the questions.

- 1 Would you like to live in a 'smart' house?
- 2 Would it change your life? Why/Why not?
- 3 Do you think technology can be dangerous? Why/Why not?
- 4 What appliance for your home would you really love to have?

Note. Adopted from "Roadmap B1 Student Book" by Jones, H., Berlis, M., 2019, p.55, 101. Pearson Education Limited.

4.2.1.11. Analysis of communication in develop your reading part

Furthermore, students can develop their critical thinking and problem-solving abilities by asking questions and collaborating with each other, as well as their creative abilities by producing interesting and creative solutions. The section of the book that is devoted to helping you develop your reading skills is an intriguing aspect of the book. The evaluation of these components led to the discovery of a total of 55 activities, of which 19 (35%) contribute to the development of communication skills (See Table 4.3). Reading abilities were being improved rather mechanically through the use of communication activities in these parts, but communication skills were not given a high priority. The parts that require communication skills are primarily in the form of discussions, whereas the discussions that support the communication skills are quite simple.

Figure 4.0.57. Communication in develop your reading part

2A Develop your reading

1 Discuss the questions.

- 1 Have you read any interesting news stories recently? If so, who were they about and what happened?
- 2 What kind of news stories are you interested in? For example, sport, politics, crime, funny stories etc.

2 Look at the photos and read the headline of the news story. What do you think it's going to be about?

6 Work in pairs and discuss the questions.

- 1 Who was responsible for the situation in the story?
- 2 How could you stop this situation happening again?
- 3 Have you ever had a lucky escape? If so, what happened?

BRITISH DIVERS IN LUCKY ESCAPE

A British couple had a lucky escape last week after they were lost at sea for five terrifying hours. The couple, both in their thirties, were starting a ten-day diving holiday off the coast of Indonesia. With its warm waters and variety of fish and other sea life, this is an excellent place to go diving.

Jim and Sally Brown were looking forward to their holiday but on their first morning, they had a frightening experience. That morning, the Browns went out with a dive boat and entered the water to explore. However, after only a short time under water, they had to go back up to their boat because the sea was getting rough and they couldn't see well. However, when they got to the surface, their boat wasn't there any more. Unknown to them, it was taking other divers to different places along the coast.

The Browns were only a short distance from land but they had to swim away from the shore to avoid some nearby rocks. Then the waves pulled them further out to sea, the sky went very dark and it started to rain. Their five-hour nightmare began.

Note. Adopted from "Roadmap B1 Student Book" by Jones, H., Berlis, M., 2019, p.89. Pearson Education Limited.

4.2.1.12. Analysis of communication in grammar

When the grammar activities in the *Roadmap B1* book are examined, as Table 4.3 shows that 16 of the 115 activities (14%) support communication skills. When all of these activities are taken into consideration, the conclusion that can be drawn is that the course book does not contain enough material to provide students with communication activities in grammar.

Figure 4.0.58. Communication in grammar

6A Life without ...

Grammar

8 Read the grammar box and choose the correct alternatives.

Second conditional
Use *if* + ¹past/present + *would* to talk about ²real/imaginary situations in the ³present/past.
If we didn't have cars, we wouldn't have so much pollution.
What **would** we **do if we had** no electricity?
Use *if* + ⁴past/present + *would* to talk about ⁵real/unlikely situations in the ⁶past/future.
I'd meet you tonight if I had my car.
When we want the situation to seem less possible, we can use *could/might* instead of *would*.

10 Complete the sentences with the words in brackets. Use the second conditional.

- 1 If you _____ (have) a dishwasher, you _____ (do) the washing-up faster.
- 2 If there _____ (not be) so many cars, there _____ (be) less pollution.
- 3 If we _____ (not have) the internet, we _____ (not be able to) get so much information.
- 4 If there _____ (be) no electricity, _____ our lives _____ (change) completely?
- 5 If you _____ (buy) a tablet, you _____ (be able to) go online whenever you wanted.

11 Work in pairs and discuss the question. What would life be like if we had no electricity, running water or petrol?
If we didn't have running water, we would need to carry it from rivers.


Note. Adopted from “*Roadmap B1 Student Book*” by Jones, H., Berlis, M., 2019, p.47. Pearson Education Limited.

4.2.1.13. Analysis of communication in English in action

In the final module of the book, English in Action, communication, and collaboration skills are emphasized to the greatest extent. This section is expected to be shaped within the context of a specific objective and to communicate with students in various contexts in accordance with this objective. These objectives can be listed as follows: suggesting and responding in order; showing interest in a conversation; asking; following and giving directions; asking and giving opinions; giving instructions and asking for information; making requests and responding; asking for information; making excuses and apologizing; making complaints; and asking and answering interview questions. Many different types of communication activities are included in the English in Action modules, including discussions, matching, filling in blanks, producing ideas about a situation, and taking notes and working together on those notes. The English in Action section demonstrates the CEFR and GSE requirements for book B1 proficiency. However, *Roadmap B1* was found to be lacking in terms of activity themes, book’s design, and how the activities are presented.

Figure 4.0.59. Communication in English in action

1D English in action



1 Look at the photo and discuss the questions.

- 1 How is the man feeling?
- 2 What activities do you think would make him feel better?

b Listen again and match suggestions 1–4 with reasons a–g. Some suggestions match with more than one reason.

- 1 I really recommend doing regular exercise.
- 2 What about running?
- 3 How about going hiking in the countryside?
- 4 Or why not try volleyball?

a You'll meet interesting people and have fun.
b It makes you feel better and it helps you sleep.
c Being in nature makes you feel happy.
d It's good for your health.
e Your social life will improve.
f You'll have more energy.
g You can do it on your own.

c Work in pairs and compare your answers. Then listen again and check.

b 1.10 Listen to suggestions 1–4 in Exercise 2b. Does the speaker's voice rise or fall at the end?

c Listen again and repeat.

4 a Look at the problems below and think of suggestions you could make.

- I can't sleep at night.
- My neighbours are very noisy.
- I never have enough free time.
- My English is not getting better.
- It's difficult for me to make new friends.

b Work in groups. Choose one of the problems in Exercise 4a. Ask other students for advice.

c Work in pairs. Discuss who gave you the best advice.

Note. Adopted from “*Roadmap B1 Student Book*” by Jones, H., Berlis, M., 2019, p.12. Pearson Education Limited.

Furthermore, the book has both a significant advantage and a major disadvantage. Firstly, the fact that the *Roadmap B1* level video lectures are only available online is the greatest disadvantage. The book does not devote any chapters or extra booklets to the video lessons. These parts are inaccessible to students. This section of the presenting tools section of the online version of the book is only available to teachers. The fact that the video lesson parts are positioned as a small icon at the bottom left of the English in Action section of the book with the instruction "go online for the roadmap video" led teachers to skip these activities without even realizing it because it does not provide quite informative or noticeable about them.

Figure 4.0.60. Communication in English in action

B1 **The Roadmap Report**
Unit 9: Chainsaw art 9C Is it art?

BEFORE YOU WATCH

1 **Work in pairs. Discuss the questions.**

- 1 Do you do any kind of art? What?
- 2 Do you often go to art galleries?
- 3 Who are the most famous artists from your country?

2 **Work in pairs. Look at the photos below and discuss the questions.**

- 1 Have you seen any of these works of art before? Which ones?
- 2 Do you know anything about the works of art the photos show? Where can you see them? Who made them?

A



C



4 a **You are going to watch a video about a British artist. Work in pairs and discuss the questions.**

- 1 What type of art do you think he creates?
- 2 What do you think he uses to create it?

b **Watch the video and check your ideas.**

AFTER YOU WATCH

9 **Work in pairs. Discuss the questions.**

- 1 Did you like the sculptures Dave Lucas created in the video? Why/Why not?
- 2 Have you ever tried to create a sculpture out of wood or another material?
- 3 Do you agree with Will that you can make art out of anything? Why/Why not?

1



2



10 **Work in pairs. Look at the photos of different works of art above and the sculptures in Exercise 2. Take it in turns to give your opinions on them. Use the language in Exercise 8A to agree and disagree with each other.**

Note. Adopted from “Roadmap B1 Presentation Tool” by Jones, H., Berlis, M., 2019, p.17-18. Pearson Education Limited.

On the other hand, it was found out that video lessons could have been used to integrate 21st century learning and innovation skills into the lessons, which can be an advantage since students are introduced to a variety of tasks in these video lessons, including speaking and discussion; reading and comprehension; listening and matching; and creative writing. To put it another way, these components help students be more critical thinkers and effective communicators, and they do so by developing a variety of viewpoints and perspectives. Since there are a lot of intriguing themes, students have a lot of opportunities to engage in many of those themes.

4.2.1.14. Analysis of communication

All in all, when the activities in the *Roadmap BI* book are analyzed in terms of their ability to promote communication competence, it is discovered that 257 (36%) of the activities in the book promote communication skills (See Table 4.3).

4.2.2.1. Evaluation of the components of communication

In this section of the research, an illustration will be provided demonstrating how communication and its associated skills were distributed throughout the units in accordance with the P21 Framework, and the results will be analyzed using the P21 framework. In the results, a value of 1 indicates that the book contains the item in question, while a value of 0 indicates that the book does not contain the item. The ratios are shown in the following table in relation to their frequency.

Table 4.6. Frequency of Relevant Communication Skills

Units	1	2	3	4	5	6	7	8	9	10	Total	Ratio
ICT-Media Literacy												
25.	0	0	0	0	0	0	0	0	0	0	0	0%
Communicating Clearly												
26.	1	1	1	1	1	1	1	1	1	1	10	100%
27.	1	1	1	1	1	1	1	1	1	1	10	100%
28.	1	1	1	1	1	1	1	1	1	1	10	100%
29.	1	1	1	0	0	1	0	1	0	0	5	50%
30.	0	1	0	0	0	1	0	1	0	1	4	40%

4.2.2.2. ICT-media literacy

Starting with the term "ICT," which refers to the use of technology to gather, organize, assess, and disseminate data; it also refers to the ability to use digital technologies for acquiring, managing, integrating, evaluating, and creating data. For instance, students need to be able to keep up with the rapid growth of technology and technical tools in order to be successful in a language classroom. This includes being able to make good use of such resources, such as by employing PowerPoint when giving presentations. As for media literacy, it means to the ability to comprehend and apply the most appropriate media producing tools, as well as to become conscious of the impact of media on our views and behaviors.

Literacy in information and communication technologies and media is rapidly becoming an in-demand ability in a variety of fields, including education and the workforce. This is absolutely true in the world of education as well, thus course books are now adapting

to the situation and including appropriate activities. When the *Roadmap B1* book is evaluated in terms of communication skills using the P21 framework checklist, according to item 25, the book does not encourage students to use multiple media and technologies, does not allow them to know how to prioritize their activities, and does not assess their impact. When 10 units were thoroughly examined, the rate was found to be 0% (See Table 4.4).

4.2.2.3. Communicating clearly

Communicating clearly, as indicated by the term, refers to the capacity to convey ideas in a number of forms and circumstances using written, spoken, and nonverbal communication skills; and to use communication for a variety of objectives, such as encouraging, convincing, informing, etc. To be competent in today's society, students must be able to communicate in a variety of settings, including those that may be multilingual, and listen attentively in order to understand what is being said. Developing interpersonal communication skills is critical for students and citizens of the 21st century to learn from each other and collaborate with each other effectively.

There are certain exercises provided in the course book to aid students in developing these skills and to motivate them to do so. Most of these activities require students to talk and engage with one another before coming to a conclusion. In terms of the frequency of "communicating clearly," it is clear from item 26 that the book features tasks that give students the opportunity to use communication to accomplish a variety of aims, for instance, to inform, instruct, motivate, and persuade). Such activities are included in 10 out of 10 units, i.e., 100% (See Table 4.4). Speaking activities are the skill that reinforces the appropriate category in these activities.

6 **Life without ...**

Speaking

PREPARE

12 a **6.2** Imagine you're going to give up three of your favourite things for a month. First, listen to two people discussing giving up things. Which things do they mention?

b What does Steve decide to give up? Why?

13 Think about your own daily life. Which of the things in the box would you most/least like to give up? Why?

air conditioning car dishwasher electric cooker
electric kettle laptop/tablet mobile phone
the internet TV washing machine

SPEAK

14 a Work in pairs. Agree on three things to give up for one month. Use the Useful phrases to help you.

Useful phrases
If I had to give up (my car), I'd ...
It's more important to have a (kettle) than a ...
I'd definitely choose (the internet) because ...
I couldn't live without (my TV) because ...

b Report back to the class. Explain your choices.

Note. Adopted from “*Roadmap B1 Student Book*” by Jones, H., Berlis, M., 2019, p.47. Pearson Education Limited.

It is clear from item 27 that the book provides students with tasks covering the whole of each chapter to help them improve their listening skills and better comprehend what they hear, including information, beliefs, attitudes, and intentions (See Table 4.4). These kinds of exercises may often be found in listening activities.

Figure 4.0.62. Communicating clearly in communication

8C

Natural world

Speaking

PREPARE

9 a **8.9** You're going to give a presentation about a place of natural beauty. First, listen to a presentation at a travel show and answer the questions.

- 1 What place does she recommend and why?
- 2 When is the best time to go?
- 3 How do you get there?

b Listen again and check your answers. How does the presentation end?

10 Think of a place of natural beauty that you know well. Prepare a short presentation. Make notes about the following:

- what you are going to say in your introduction
- where the place is and why it is special
- the best time of year to go
- how to get there
- what you're going to say at the end

SPEAK

11 Work in groups. Talk about your places. Use your notes and the Useful phrases to help you.

Useful phrases

So, I'm going to talk about ...

I chose this place because ...

I can highly recommend ... because ...

The best time to go there is ...

You can take the bus from ...

12 After listening to other groups, vote on the best place to visit.

Note. Adopted from “Roadmap B1 Student Book” by Jones, H., Berlis, M., 2019, p.67. Pearson Education Limited.

Figure 4.0.63. Communicating clearly in communication

7C

Trip of a lifetime

Speaking

PREPARE

7 a **7.7** You're going to plan what equipment to take on a trip. First, listen to two friends discussing what to take to a music festival. Write a list of the things they decide to take.

- 1 photo ID
- 2 cash
- 3 waterproof jackets

b **7.8** Listen to the last part of the conversation and answer the questions.

- 1 What's the problem?
- 2 What do they decide to do?
- 3 Which item do they decide not to take?

Note. Adopted from “Roadmap B1 Student Book” by Jones, H., Berlis, M., 2019, p.59. Pearson Education Limited.

Item 28 of the P21 framework checklist indicates that the book enables students to effectively express their thoughts and ideas in a variety of formats and contexts using verbal, written, and nonverbal communication skills. The book, however, as Table 4.4 illustrates, contains no activities related to nonverbal communication skills.

Figure 4.0.64. Communicating clearly in communication

9A Shopping

Speaking

PREPARE

8 a **9.2** You're going to present your plans to improve your local bookshop. First, listen to a woman presenting her plans for changes to a clothes shop and answer the questions.

- 1 What are the problems?
- 2 What are her solutions?

b Your local bookshop is losing money. Look at some of its problems below and make notes about how you could improve it.

- It only accepts cash.
- It has no online services.
- It's not comfortable to be in and it's old-fashioned.
- It doesn't do any special promotions.

SPEAK

9 a Present your ideas to improve the bookshop to the class. Use your notes and the Useful phrases to help you.

Useful phrases

In the past, customers haven't been offered ...
 ... could be given to regular customers.
 Everyone should be given a free ...
 Books can be bought ...

b Vote for the best idea.

Note. Adopted from “Roadmap B1 Student Book” by Jones, H., Berlis, M., 2019, p.71. Pearson Education Limited.

According to item 29 of the checklist, the *Roadmap B1* book presents 50% of diverse contexts so that students can communicate well in different situations, combining both verbal and nonverbal communication (See Table 4.4). There are numerous exercises in the book, but some of them may be outdated, and nonverbal activities are not included. Therefore, communication activities are not provided with enough variety in the majority of the book.

Figure 4.0.65. Communicating clearly in communication

1B Life maps

Speaking

PREPARE

9 a **1.4** You're going to plan and discuss your own life map. First, listen to a life coach talking to a client. Which topics below does the client want to talk about?

- money and success
- a job
- family
- friends and relationships
- learning something new
- a way of life

b Listen again and make notes about Ben's likes, dislikes, goals and plans.

c Think about your likes, dislikes, goals and plans. Look at the topics in Exercise 9a and make notes.

SPEAK

10 a Work in pairs. Tell your partner about your life map. Use your notes and the Useful phrases to help you.

Useful phrases

One of my life goals is to ...
 I really enjoy ...
 I'm a very ... person, so I want to ...
 That's a nice plan!
 When are you going to ...?

b Were your life maps the same or different? Did anything in your partner's life map surprise you?

Note. Adopted from “Roadmap B1 Student Book” by Jones, H., Berlis, M., 2019, p.9. Pearson Education Limited.

Figure 4.0.66. Communicating clearly in communication

2A What happened?
Speaking

PREPARE

10 You're going to tell a story about a time when you felt frightened, annoyed, embarrassed, surprised, pleased or disappointed. Think about these questions and make notes.

- When/Where did it happen?
- What were you doing at the time?
- What happened?
- How did you feel?
- Why was it annoying/embarrassing etc.?

SPEAK

11 a Work in pairs. Tell your partner your story. Listen to your partner's story and respond. Use the Useful phrases to help you.

Useful phrases
What happened?
How amazing!
Really!
How did you feel?
I was surprised/excited.

b What adjectives would you use to describe your partner's story?


Note. Adopted from "Roadmap B1 Student Book" by Jones, H., Berlis, M., 2019, p.9, 15. Pearson Education Limited.

P21 framework checklist's 30th question led to the discovery that 4 out of the book's 10 units, i.e., 40%, include open-ended and innovative questions, allowing students to initiate and continue a conversation (See Table 4.4). Therefore, there are some open-ended questions in the book, but the book's questions are not especially creative in that regard.

Figure 4.0.67. Communicating clearly in communication

6A Life without ...
Speaking

PREPARE

12 a  6.2 Imagine you're going to give up three of your favourite things for a month. First, listen to two people discussing giving up things. Which things do they mention?

b What does Steve decide to give up? Why?

13 Think about your own daily life. Which of the things in the box would you most/least like to give up? Why?

air conditioning car dishwasher electric cooker
electric kettle laptop/tablet mobile phone
the internet TV washing machine

SPEAK

14 a Work in pairs. Agree on three things to give up for one month. Use the Useful phrases to help you.

Useful phrases
If I had to give up (my car), I'd ...
It's more important to have a (kettle) than a ...
I'd definitely choose (the internet) because ...
I couldn't live without (my TV) because ...

b Report back to the class. Explain your choices.

Note. Adopted from "Roadmap B1 Student Book" by Jones, H., Berlis, M., 2019, p.47. Pearson Education Limited.

Figure 4.0.68. Communicating clearly in communication

6C Take action!

Speaking

PREPARE

9 a **6.11** You're going to plan a campaign about an issue you feel strongly about. First, listen to some friends talking about their plans and answer the questions.

- 1 What issue do they talk about?
- 2 What do they want to do?
- 3 What actions do they decide to take?

b Listen again and check your answers. What do you think about their ideas?

SPEAK

10 a Work in groups. Decide what issue you want to campaign about. What are you most concerned about?

b Think about your ideas. What do you want to achieve? What actions can you take? Make a list. Use the Useful phrases to help you.

Useful phrases

I think we should do something about (plastic waste).
 OK, so any ideas (on how to educate people)?
 How can we persuade people to take part?
 I think it would be difficult to (avoid plastic waste completely).

11 Tell the class about your campaign.

Note. Adopted from “*Roadmap B1 Student Book*” by Jones, H., Berlis, M., 2019, p.51. Pearson Education Limited

4.3.1. Analysis of collaboration and its related skills

Upon evaluating the *Roadmap B1* course book, it was determined that collaboration is the third essential skill that the book should focus on. In order to succeed in a team, students should be able to communicate effectively with others, listen attentively, and work well as part of a team so that they will achieve success in their academic and professional lives in the 21st century.

Collaboration as a means of shared learning in language classrooms can be undoubtedly effective from an educational perspective. Working in pairs, small groups, or even as a class is all part of what it means to "collaborate" in this sense. It is important for the students to talk about how they will work together so that they can improve their communication skills. They should also discuss how they will share their knowledge and ideas and take turns in the team so that they can improve their empathy, helpfulness, and accountability. With students from diverse backgrounds and cultures working together, students are able to improve their social and interpersonal skills as well. For students with social differences or difficulties, collaborative learning is especially beneficial.

In addition, students are able to learn from their peers because each student may have a unique response to a question. As a result, they are able to acquire new knowledge and develop an appreciation for different perspectives. However, a group of learners working together to achieve a common objective for a project, assignment, or activity requires trust amongst the students in order to accomplish this objective. After evaluating all appropriate activities for fostering collaboration skills, the table below shows how these parts promote

and increase collaboration among individuals. Of a total of 557 activities, 143 (26%) promote collaboration, making it the third-rated 21st century learning and innovation skill (See Table 4.5).

Table 4.7. Activities that Promote Collaboration Skill

Language Skills	Collaboration Promoting Activities (n)	Total Number of Activities (a)	Ratio (r)
Reading	4	11	36%
Grammar	16	115	14%
Speaking	50	100	50%
Vocabulary	8	51	16%
Listening	6	35	17%
Reading and Vocabulary	10	22	45%
Vocabulary and Reading	6	27	22%
Vocabulary and Listening	3	9	33%
Reading and Listening	1	5	20%
Develop Your Reading	9	55	16%
Develop Your Listening	14	63	22%
Develop Your Writing	8	64	13%
TOTAL	143	557	26%

4.3.1.1. Analysis of collaboration in speaking

When the *Roadmap B1* book was examined in terms of collaboration skills, speaking activities were determined to be the ones that supported collaboration the most. 50 out of 100 (50%) speaking activities encourage collaboration (See Table 4.5). Examining the GSE and CEFR speaking learning objects, it was determined that the number of activities analyzed supported the collaboration.

Figure 4.0.69. Collaboration in speaking

6c Take action!

SPEAK

10 a Work in groups. Decide what issue you want to campaign about. What are you most concerned about?

b Think about your ideas. What do you want to achieve? What actions can you take? Make a list. Use the Useful phrases to help you.

Useful phrases

I think we should do something about (plastic waste).
 OK, so any ideas (on how to educate people)?
 How can we persuade people to take part?
 I think it would be difficult to (avoid plastic waste completely).

11 Tell the class about your campaign.

Note. Adopted from “*Roadmap B1 Student Book*” by Jones, H., Berlis, M., 2019, p.51. Pearson Education Limited.

4.3.1.2. Analysis of collaboration in reading

In comparison to other skills, it has been determined that reading activities and activities that integrate reading support collaboration the second most. First, 11 reading activities are provided as a single skill throughout the entire book, which can be a moderate number. 4 out of 11 activities (36%) promote collaboration skills (See Table 4.5). The following is the nature of the collaboration in these activities: Discuss questions with the class, a small group, or a classmate. Additionally, these activities promote communication skills. According to the GSE and CEFR, when reading activities are given as a single skill, they are not desired. In contrast, the P21 framework stresses the importance of students being able to work effectively in teams comprised of members from a variety of backgrounds, as well as being able to demonstrate the flexibility and willingness to help make compromises among team members in order to reach a common goal.

Figure 4.0.70. Collaboration in reading

4A The internet generation
Reading
3 a Read the title and introduction of the article. How old are millennials?
WHO ARE THE MILLENNIALS?
The term *millennials* describes people born between the 1980s and the mid-2000s. They're also known as the *internet generation*. What's special about them?
4 Work in pairs. Are the sentences in Exercise 3b true for millennials in your country?

Note. Adopted from “Roadmap B1 Student Book” by Jones, H., Berlis, M., 2019, p.30. Pearson Education Limited.

Figure 4.0.71. Collaboration in reading

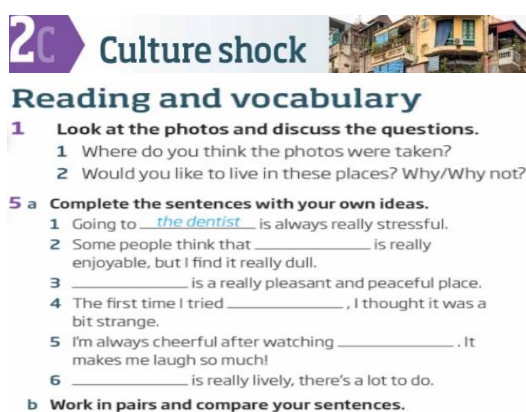
8B Who says I can't?
Reading
1 Look at the photos and discuss the questions.
1 What are the people doing?
2 What connects all the people in the photos?
3 Have you done any of these things? What happened?
2 a Read the article about someone who overcame a difficult challenge. Which of the people in photos A–F is it about?

Note. Adopted from “Roadmap B1 Student Book” by Jones, H., Berlis, M., 2019, p.30, 64. Pearson Education Limited.

4.3.1.3. Analysis of collaboration in reading and vocabulary

When reading and vocabulary activities are integrated, 10 out of the 23 activities (45%) promote collaboration (See Table 4.5).

Figure 4.0.72. Collaboration in reading and vocabulary



2C Culture shock

Reading and vocabulary

1 Look at the photos and discuss the questions.

- 1 Where do you think the photos were taken?
- 2 Would you like to live in these places? Why/Why not?

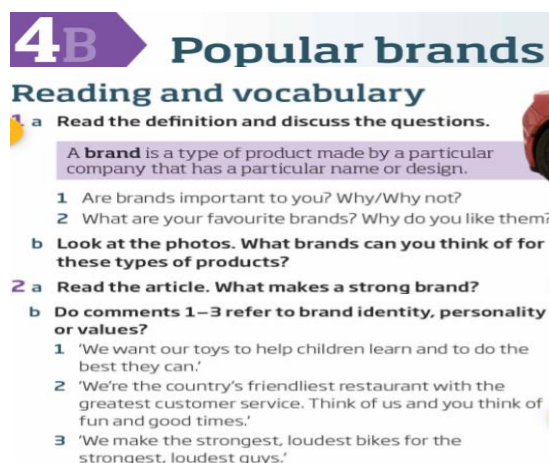
5 a Complete the sentences with your own ideas.

- 1 Going to the dentist is always really stressful.
- 2 Some people think that _____ is really enjoyable, but I find it really dull.
- 3 _____ is a really pleasant and peaceful place.
- 4 The first time I tried _____, I thought it was a bit strange.
- 5 I'm always cheerful after watching _____. It makes me laugh so much!
- 6 _____ is really lively, there's a lot to do.

b Work in pairs and compare your sentences.

Note. Adopted from “Roadmap B1 Student Book” by Jones, H., Berlis, M., 2019, p.18,32. Pearson Education Limited.

Figure 4.0.73. Collaboration in reading and vocabulary



4B Popular brands

Reading and vocabulary

1 a Read the definition and discuss the questions.

A **brand** is a type of product made by a particular company that has a particular name or design.

- 1 Are brands important to you? Why/Why not?
- 2 What are your favourite brands? Why do you like them?

b Look at the photos. What brands can you think of for these types of products?

2 a Read the article. What makes a strong brand?

b Do comments 1–3 refer to brand identity, personality or values?


- 1 'We want our toys to help children learn and to do the best they can.'
- 2 'We're the country's friendliest restaurant with the greatest customer service. Think of us and you think of fun and good times.'
- 3 'We make the strongest, loudest bikes for the strongest, loudest guys.'

Note. Adopted from “Roadmap B1 Student Book” by Jones, H., Berlis, M., 2019, p.32. Pearson Education Limited.

4.3.1.4. Analysis of collaboration in vocabulary and reading

When vocabulary and reading are presented together, only 6 out of 27 activities (22%) promote collaboration (See Table 4.5).

Figure 4.0.74. Collaboration in vocabulary and reading

10A Education 

Vocabulary and reading

1 Discuss the questions. Do you think schooldays are the best days of your life? Why/Why not?

b Read opinions 1–8 and choose the correct alternatives.

- 1 Going away to *boarding/secondary* school would be fun.
- 2 *Private/Primary* schools are better than state schools.
- 3 The most important thing about school is *passing/making* tests and *winning/getting* qualifications.
- 4 Doing *well/good* at school means you'll have a happy life.
- 5 Students spend too much of their time *revising for/having* and *getting/taking* tests.
- 6 If a student doesn't like a *subject/topic* at school, they should be able to choose to stop studying it.
- 7 It's wrong for rich families to be able to *pay/spend* fees to get a better education for their children.
- 8 Getting low *tests/grades* means you're not intelligent.

1 Work in pairs. Do you agree with any of the opinions in Exercise 3b? Which one(s)? Why?

10A say, tell and speak

b Complete the sentences with your own ideas.

- 1 I would say yes if someone offered me _____.
- 2 I would love to speak with _____. That would be so interesting.
- 3 _____ is a person who I always tell my secrets to.
- 4 I'd rather say nothing than _____.
- 5 I'd love to hear _____ speaking about _____.
- 6 I _____ tell the truth.
- 7 If I could speak another language, it would be _____.
- 8 It would be difficult to say goodbye to _____.


c Work in pairs and compare your ideas in Exercise 2b.

Note. Adopted from “Roadmap B1 Student Book” by Jones, H., Berlis, M., 2019, p.78. Pearson Education Limited.

4.3.1.5. Analysis of collaboration in reading and listening

In *Roadmap B1*, listening is another skill that is integrated with reading activities. Such activities are rarely included in the book, and only 1 out of the 5 activities (20%) encourages collaboration (See Table 4.5).


Figure 4.0.75. Collaboration in reading and listening

6B A difficult choice 


Reading and listening

5 Read the problems below and answer the questions.

- 1 What is the problem in each situation?
- 2 Which situation is more serious?

6 a  **6.6** Listen to two friends talking and answer the questions.

- 1 Which of the problems in Exercise 5 are they discussing?
- 2 What two pieces of advice does the man give?
- 3 What does the woman think of the advice?

b  **6.7** Listen to two friends talking about the other problem in Exercise 5 and answer the questions.

- 1 What two pieces of advice does the woman give?
- 2 What does the man think of the advice?

c Work in pairs. What do you think the people should do in each situation? Why?

Note. Adopted from “Roadmap B1 Student Book” by Jones, H., Berlis, M., 2019, p.48-49. Pearson Education Limited.

4.3.1.6. Analysis of collaboration in develop your reading skills

When all of the sections in the book that teach you how to develop your reading skills are considered, only 9 out of 55 activities (16%) support collaboration (See Table 4.5).

Figure 4.0.76. Collaboration in develop your reading skills

7B Develop your reading

1 a Discuss the questions.

- 1 What is a 'chance meeting'?
- 2 Have you ever had one? If so, who did you meet and what happened?

b Read the text and answer the questions.

- 1 How did the chance meeting happen?
- 2 What was the result of the chance meeting?

A chance meeting

Although we live in different parts of the world, my cousin Seb and I have always been close friends. Our mothers are sisters. They are both British, but his mother married an Australian and went to live in Melbourne, while my mother married an American and went to live in New York. Our families used to get together in England almost every summer.

6 Work in pairs and discuss the questions.

- 1 Have you or anyone you know ever had a chance meeting that was important?
- 2 How important do you think chance is in our lives?

9A Develop your reading

1 Read the comments. Which do you agree/disagree with? Why?

Shopping is a huge waste of time.

I only buy what I need when I need it.

Shopping makes me feel good when I'm feeling down.

6 Work in pairs and discuss. Do people shop too much?

Note. Adopted from “*Roadmap B1 Student Book*” by Jones, H., Berlis, M., 2019, p.105, 110. Pearson Education Limited.

4.3.1.7. Analysis of collaboration in listening

Having examined the book reveals that only 6 of 35 activities (17%) support collaboration (See Table 4.5).

Figure 4.0.77. Collaboration in listening

7A New skills

Listening

4 a **7.1 Listen to two friends, Janet and Sam, discussing the courses in the leaflet. Which courses do they mention?**


b Listen again. Are the sentences true (T) or false (F)? Correct the false sentences.

- 1 Janet can play the piano and the drums.
- 2 Sam would like to be able to play the guitar.
- 3 Janet likes Indian food but she isn't able to cook it.
- 4 Janet could speak another language well in the past but she can't now.
- 5 Sam was able to help his sister with her new flat.

c Work in pairs. Which courses would you recommend for Janet and Sam?


Note. Adopted from “*Roadmap B1 Student Book*” by Jones, H., Berlis, M., 2019, p. 83. Pearson Education Limited.

Figure 4.0.78. Collaboration in listening

10c What's in a job? 

Listening

5 a You're going to listen to Sharon describing her job in digital advertising. What activities do you think she does every day?

b  10.5 Listen and check your ideas.

6 a Match sentences 1–6 with answers a–f.

- 1 Tim asked Sharon to tell him what she did exactly.
- 2 Then he asked her what the second part of her job was.
- 3 He wanted to know how she did that.
- 4 Then he asked her to give him an example.
- 5 He wanted to know if Sharon enjoyed her job.
- 6 Finally, he asked her if she recommended the job to

- a She said there were two parts to her job. First, she wrote advertising texts for websites.
- b Sharon said she loved it.
- c She told him that she used key words in her texts.
- d She said she would recommend it to anyone looking for a job in marketing.
- e She explained that her job was to bring her customer's website to the top of online search results.
- f She told him that a title like '10 ways to ...' was good because people often searched for ways to do things.


b Work in pairs. Would you enjoy a job like Sharon's? Why/Why not?


Note. Adopted from “Roadmap B1 Student Book” by Jones, H., Berlis, M., 2019, p. 83. Pearson Education Limited.

4.3.1.8. Analysis of collaboration in vocabulary and listening

The book integrates 9 vocabulary and listening activities. It was determined that 3 of them (33%) supported collaboration. This has the highest rate compared to other activities that teach listening skills. Nevertheless, these 3 activities only occur in module C of unit 4 and are presented in the traditional way. Analyze, discuss, match, and compare. This is the book's perspective on collaboration in activities.

Figure 4.0.79. Collaboration in vocabulary and listening

4c Favourite films 

Vocabulary and listening **4 a**  4.10 Listen to Taylor talking about her favourite film. What does she like about it?

1 Read the comments. Which do you agree with? Which do you disagree with? Why?

- 1 I love watching old films. They're really interesting!
- 2 I like films that make me laugh. I don't like anything sad.
- 3 I guess I go to the cinema about once a week. I like to see all the latest films.


2 a Work in pairs. Match photos A–F with the types of film in the box.

action animation biopic
comedy documentary fantasy
historical drama horror musical
romantic comedy science fiction
thriller war film

b Listen again and make notes about:

- the type of film.
- where the film is set.
- the actors.
- the story of the film.

c Work in pairs and compare your notes. Listen again to check your answers.

 Go to page 139 or your app for more vocabulary and practice.

c Work in pairs. Which is your favourite type of film? Are there any types of films you don't like? Why?

Note. Adopted from “Roadmap B1 Student Book” by Jones, H., Berlis, M., 2019, p.34. Pearson Education Limited

4.3.1.9. Analysis of collaboration in reading and listening

Integrated reading and listening are another skill for which collaboration is identified in the course book, but only 1 out of 5 activities (20%), that is working in pairs, promotes collaboration (See Table 4.5).

Figure 4.0.80. Collaboration in reading and listening

6B A difficult choice

Reading and listening

5 Read the problems below and answer the questions.

- 1 What is the problem in each situation?
- 2 Which situation is more serious?

A

I've got this colleague, let's call him 'David', who lies about how much work he's done. He always tells our boss that he finishes work after six most days and that he's got too much to do. However, I know that he usually leaves at five, and he looks pretty relaxed when he's working. He's a nice guy, but I don't feel happy about the situation. I think it's dishonest and it's not fair to everyone else.

6 a **6.6** Listen to two friends talking and answer the questions.

- 1 Which of the problems in Exercise 5 are they discussing?
- 2 What two pieces of advice does the man give?
- 3 What does the woman think of the advice?

b **6.7** Listen to two friends talking about the other problem in Exercise 5 and answer the questions.

- 1 What two pieces of advice does the woman give?
- 2 What does the man think of the advice?

c Work in pairs. What do you think the people should do in each situation? Why?

Note. Adopted from "Roadmap B1 Student Book" by Jones, H., Berlis, M., 2019, p.32-33. Pearson Education Limited.

4.3.1.10. Analysis of collaboration in develop your listening

In conclusion, the section titled "develop your listening" incorporates 63 activities, 14 of which (22%) provide opportunities for collaborative activities (See Table 4.5).

Figure 4.0.81. Collaboration in develop your listening

7C Develop your listening

3 a You're going to listen to a talk explaining what a charity challenge is and how to do it. What do you want to know? Write at least three questions.

b **7.9** Listen and make notes. Do you have answers to your questions?

c Work in pairs and compare your notes. Have you written the same key words?

b **7.10** Listen to the organisers' webinar and make notes. Do you have the answers to your questions?

5 a Compare the notes below with the notes you made. Are any of the questions the same as yours?

Pyrenean charity challenge

- 1 What route will we follow?
 - walk _____ kilometres in _____ days through Spanish Pyrenees
 - route goes along _____, then through _____ and forest

Note. Adopted from "Roadmap B1 Student Book" by Jones, H., Berlis, M., 2019, p.106. Pearson Education Limited.

Figure 4.0.82. Collaboration in develop your listening

8B Develop your listening

1 Discuss the questions.

- 1 What sports are popular in your country?
- 2 What sports do you enjoy watching/playing?
- 3 Do you enjoy watching the Olympics? Why/Why not?

2 Read the Focus box. What methods can you use to help you guess the meaning of an unknown word while listening?

3 **8.6 Listen to the first part of a radio phone-in programme. What is it about?**

- a How to become a top athlete.
- b How to get people interested in sport.

5 a **8.7 Listen to the second part of the programme. What's the best summary?**

- a We need to help young people find the sport that they enjoy.
- b We need to find the best young people to become top athletes in the future.

b Listen again and guess the meaning of the words in the box.

competitive (sport) have a talent (for something)
 range (of sports/activities)

6 Discuss the questions.

- 1 What do you think about this opinion?
'Nowadays we have better sports facilities, but also better internet, better phones and better video games. It's hard to get young people interested in sport.'
- 2 What do you think is the best way to encourage young people to do more physical activity?

Note. Adopted from “Roadmap B1 Student Book” by Jones, H., Berlis, M., 2019, p.108. Pearson Education Limited.

4.3.1.11. Analysis of collaboration in vocabulary

8 out of 51 vocabulary activities (16%) in the book support collaboration skills when evaluated in terms of collaboration skills. The majority of these activities consist of working with peers, discussions, and comparisons (See Table 4.5).

Figure 4.0.83. Collaboration in vocabulary

8A Changing rules

Vocabulary

1 Look at the photos and discuss the questions.

- 1 Where are the places in the photos?
- 2 What is happening?
- 3 How are the people behaving?

3 Work in pairs and answer the questions.

- 1 Look at the rules in Exercise 2a again. Have you ever had to follow any similar rules? When/Where?
- 2 Have you ever broken any rules? Which ones and why?

Go to page 143 or your app for more vocabulary and practice.

8A Multi-word verbs

b Complete the sentences with your own ideas.

- 1 I'm really looking forward to ...
- 2 I'd like to take up ...
- 3 I don't think you should get in a car with ...
- 4 I always put off doing ...
- 5 It's hard for people to get over ...
- 6 I take after ...
- 7 I don't like looking after ...
- 8 I always forget to put back ...

c Work in pairs and compare your answers.

Note. Adopted from “Roadmap B1 Student Book” by Jones, H., Berlis, M., 2019, p.62. Pearson Education Limited.

4.3.1.12. Analysis of collaboration in reading and vocabulary


First, 10 out of 22 activities (45%) that present the reading passage before the vocabulary improve student collaboration (See Table 4.5).

Figure 4.0.84. Collaboration in reading and vocabulary

2C

Culture shock

Reading and vocabulary



1 Look at the photos and discuss the questions.

- 1 Where do you think the photos were taken?
- 2 Would you like to live in these places? Why/Why not?

2 Read the article. Where did Sue and Mike live?

Going to live somewhere new is exciting. You won't be bored because whatever happens it won't be dull. However, will it be too strange for you to enjoy it? It's normal to feel a bit nervous and you may even experience a bit of culture shock, but there's no reason to feel anxious. Here are some tips from two people who have lived abroad.

5 a Complete the sentences with your own ideas.

- 1 Going to the dentist is always really stressful.
- 2 Some people think that _____ is really enjoyable, but I find it really dull.
- 3 _____ is a really pleasant and peaceful place.
- 4 The first time I tried _____, I thought it was a bit strange.
- 5 I'm always cheerful after watching _____. It makes me laugh so much!
- 6 _____ is really lively, there's a lot to do.

b Work in pairs and compare your sentences.

Go to page 137 or your app for more vocabulary and practice.

Note. Adopted from “Roadmap B1 Student Book” by Jones, H., Berlis, M., 2019, p.18. Pearson Education Limited.

4.3.1.13. Analysis of collaboration in vocabulary and reading

Second, 6 of the 27 (22%) activities in which the vocabulary is presented before the reading passage promote collaboration (See Table 4.5). Moreover, integrated activities are found to be more effective at providing 21st century learning and innovative skills as compared to skill-based teaching.

Figure 4.0.85. Collaboration in vocabulary and reading

9A

Shopping

Vocabulary and reading



1 Look at the photos and discuss the questions.

- 1 What different ways of shopping do they show?
- 2 Do you usually shop on the high street, in a shopping centre or online? Why?
- 3 What kind of things do you usually buy in shops?
- 4 What kind of things do you buy online?

b Work in pairs and compare your answers. Do you agree or disagree?

2 a Read the sentences. Check you understand the meaning of the phrases in bold. Are the sentences true (T) or false (F) for you?

- 1 I always **save up for** things I want to buy and wait until I have enough money.
- 2 I prefer to pay for my purchases **in cash** and not **by credit card**.
- 3 I always **keep the receipt** when I buy something in case I need to take it back and **exchange** it.
- 4 I always **look for bargains** and **special offers** when I shop. I love a **good deal**!

Note. Adopted from “Roadmap B1 Student Book” by Jones, H., Berlis, M., 2019, p.70. Pearson Education Limited

Figure 4.0.86. Collaboration in vocabulary and reading

10A Education

3 a What verbs can you use with the words in the box? Use Exercise 2 to help you.

an exam a subject high grades
qualifications school

attend/enjoy school, find school boring

b Read opinions 1–8 and choose the correct alternatives.

- 1 Going away to *boarding/secondary* school would be fun.
- 2 *Private/Primary* schools are better than state schools.
- 3 The most important thing about school is *passing/making* tests and *winning/getting* qualifications.

4 Work in pairs. Do you agree with any of the opinions in Exercise 3b? Which one(s)? Why?

Go to page 145 or your app for more vocabulary and practice.

Last month we asked people in our group about their experiences of school. Here are some of the results.

1 What kind of school did you go to?
Over half of the people said they had gone to state schools and about 30 percent told us they had gone to

Note. Adopted from “Roadmap B1 Student Book” by Jones, H., Berlis, M., 2019, p.78. Pearson Education Limited

4.3.1.14. Analysis of collaboration in grammar

Roadmap B1 has the most activities devoted to grammar. When the grammar is analyzed in terms of collaboration, 16 out of 115 activities (14%) promote collaboration (See Table 4.5). These activities are more like working with your peers, checking your answers, and explaining your reasoning. Given that the grammar activities in the book are mostly mechanical, and the distribution of the activities into units is nearly equal, the inclusion of such activities is a surprising result. However, this distribution does not exhibit the same equality in every module and is valid in at least one module of each unit. Not enough collaboration activities have been set up in the book.

Figure 4.0.87. Collaboration in grammar

6A Life without ...

Grammar

8 Read the grammar box and choose the correct alternatives.

Second conditional
Use *if + 1past/present + would* to talk about ^{2real/imaginary} situations in the ^{3present/past}.
*If we **didn't have** cars, we **wouldn't have** so much pollution.*
*What **would** we **do** if we **had** no electricity?*
Use *if + 4past/present + would* to talk about ^{5real/unlikely} situations in the ^{6past/future}.
*I'd **meet** you tonight **if I had** my car.*
When we want the situation to seem less possible, we can use *could/might* instead of *would*.
*If I **got up** very early, I **could get** a bus, but ...*
*If we **didn't use** our mobile phones all the time, we **might meet** our friends instead.*

10 Complete the sentences with the words in brackets. Use the second conditional.

- 1 If you _____ (have) a dishwasher, you _____ (do) the washing-up faster.
- 2 If there _____ (not be) so many cars, there _____ (be) less pollution.
- 3 If we _____ (not have) the internet, we _____ (not be able to) get so much information.
- 4 If there _____ (be) no electricity, _____ our lives _____ (change) completely?
- 5 If you _____ (buy) a tablet, you _____ (be able to) go online whenever you wanted.

11 Work in pairs and discuss the question. What would life be like if we had no electricity, running water or petrol?
*If we **didn't have** running water, we **would need** to carry it from rivers.*

Go to page 126 or your app for more information and practice.

Note. Adopted from “Roadmap B1 Student Book” by Jones, H., Berlis, M., 2019, p.47. Pearson Education Limited

4.3.2.1. Evaluation of the components of collaboration

In addition to the primary skills, the related categories of collaboration have been investigated in order to gain a deeper understanding of how one's capacity for working with others can be improved to the greatest extent possible. Collaboration can be broken down into 4 distinct but interrelated subfields, which are Productivity and Accountability, Flexibility and Adaptability, Social and Cross-Cultural Skills, and Leadership and Responsibility, respectively. In this regard, Table 4.6 demonstrates how frequently the aforementioned related categories of collaboration skills are promoted in the *Roadmap B1* book.

Table 4.8. Frequency of Relevant Collaboration Skills

Units	1	2	3	4	5	6	7	8	9	10	Total	Ratio
Productivity and Accountability												
16.	0	0	0	0	0	0	0	0	0	0	0	0%
17.	0	0	0	0	0	0	0	0	0	0	0	0%
18.	0	0	0	0	0	0	0	0	0	0	0	0%
19.	1	1	1	1	1	1	1	1	1	1	10	100%
Flexibility and Adaptability												
20.	1	1	1	1	1	1	1	1	1	1	10	100%
Social and Cross-Cultural Skills												
21.	1	1	1	1	1	1	1	1	1	1	10	100%
22.	1	1	1	1	1	1	1	1	1	1	10	100%
23.	1	1	1	1	1	1	1	1	1	1	10	100%
Leadership and Responsibility												
24.	1	1	1	1	1	1	1	1	1	1	10	100%

4.3.2.2. Productivity and accountability

To be productive, learners must first have the ability to set goals for themselves and then meet those goals in order to achieve the desired result in spite of obstacles, difficulties, and even pressure at times. In addition to this, they need to be able to organize their needs in a prioritized manner, effectively manage their time, work in an ethical manner, and effectively collaborate and cooperate with their colleagues or teams. Learners should also be able to work well with others by contributing their full effort to the activities.

Productivity and accountability go hand in hand because accountability plays a crucial role in the production process and entails the ability to assume responsibilities and be held accountable for any outcomes. The book does not explicitly teach collaboration

skills, such as strategies for interacting with others in a productive way, resolving conflicts, and managing task work.

The conclusion derived from item 16 of the P21 framework course book evaluation checklist is that, when all units and activities of the book are evaluated, it lacks collaboration strategies (See Table 4.6).

The result drawn from item 17 is that the book does not create strategies to improve students' collaboration skills and make them good teammates (See Table 4.6). There are collaborative activities in the course book, but none of the units provides adequate support for enhancing collaboration skills.

The conclusion of item 18 is that the book does not establish learning objectives regarding collaboration (See Table 4.6). In the book, the collaboration skill is mostly presented in combination with other skills

There are strategies for developing communication skills, but none for collaborating. According to the item 19, although the activities in the book are not specifically designed to encourage students to use the collaboration features, when all of the units are taken into consideration, one will find that all of the activities are suitable for working together, but the activities are not entirely designed to be in a collaborative that would benefit learners' productivity and accountability (See Table 4.6). Therefore, students do not have much chance to be better team members or colleagues in both academic and professional environments.

4.3.2.3. Flexibility and adaptability

For flexibility, learners should be able to comprehend, negotiate, and balance different perspectives and beliefs; respond positively to praise, setbacks, and criticism; find practical solutions, especially in multi-cultural settings; and successfully internalize feedback. In terms of adaptability, students should be able to adjust to different jobs, job duties, schedules, and situations. They should also be able to work well in an environment where things are uncertain and priorities change (P21, 2019).

According to item 20, when all of the activities in the book are analyzed using the P21 checklist, the book encourages learners to collaborate with one another and negotiate in group activities through a variety of activities in all units. The existing activities in the book are discovered to be repetitive after a certain point. Furthermore, none of the activities taught

the proper way to perform group activities or how students should behave when working as a group or team (See Table 4.6).

Figure 4.0.88. Flexibility and adaptability in collaboration

6C Take action!

Speaking

PREPARE

9 a **6.11** You're going to plan a campaign about an issue you feel strongly about. First, listen to some friends talking about their plans and answer the questions.

- 1 What issue do they talk about?
- 2 What do they want to do?
- 3 What actions do they decide to take?

b Listen again and check your answers. What do you think about their ideas?

SPEAK

10 a Work in groups. Decide what issue you want to campaign about. What are you most concerned about?

b Think about your ideas. What do you want to achieve? What actions can you take? Make a list. Use the Useful phrases to help you.

Useful phrases

I think we should do something about (plastic waste).
 OK, so any ideas (on how to educate people)?
 How can we persuade people to take part?
 I think it would be difficult to (avoid plastic waste completely).

11 Tell the class about your campaign.

Note. Adopted from “Roadmap B1 Student Book” by Jones, H., Berlis, M., 2019, p.51. Pearson Education Limited

4.3.2.4. Social and cross-cultural skills

Having strong social and cross-cultural skills entails being able to interact with others in a positive and productive manner. This includes displaying appropriate levels of respect and professionalism, listening, and speaking at the appropriate times, collaborating well with people from different social and cultural backgrounds, being open to new perspectives and values, and capitalizing on cultural differences.

Evaluating all of the book's activities using the P21 checklist, item 21 indicates that the book employs group activities to reinforce and practice collaborative skills 100% of the time (See Table 4.6). Team activities are interspersed throughout the book. These exercises involve students interacting with one another and allow them to adopt a variety of roles. Some activities give learners different roles to play, which helps them work together and get

Figure 4.0.89. Social and cross-cultural skills in collaboration

7A New skills

Speaking

PREPARE

10 You're going to choose and sign up for a course. First, look at the leaflet again. Think about the questions and make notes.

- Which activities can you do well? Do you want to develop your skills?
- What could you do well when you were younger but have forgotten how to do? Would you like to improve your skills/knowledge?
- What can't you do at all? Would you like to be able to do them? Why?

SPEAK

11 a Work in pairs and discuss the questions in Exercise 10. Talk about the courses you could do. Say how useful they would be for you and why. Choose a course to sign up for.

b Tell the class which course you chose. Which course is the most popular? Why?

Note. Adopted from “Roadmap B1 Student Book” by Jones, H., Berlis, M., 2019, p.55. Pearson Education Limited

Figure 4.0.90. Social and cross-cultural skills in collaboration

8A Changing rules

Speaking

PREPARE

10 You're going to discuss how rules have changed. First, think about the situations below. What rules were there in the past? What rules are there now? Make notes.

- work
- home
- school/university

SPEAK

11 a Work in groups and discuss the questions. Use your notes and the Useful phrases to help you.

- 1 How have rules at work, home, school and university changed?
- 2 Do you think things are better now than in the past?
- 3 Do you think there should be any new rules? If so, why?

b Share your ideas for new rules with the class. Which ideas do you think would work?

Note. Adopted from “Roadmap B1 Student Book” by Jones, H., Berlis, M., 2019, p. 63. Pearson Education Limited

Having analyzed all of the book's activities using the P21 checklist, item 22 reveals that 100% of the activities change groups, allowing students to acquire experience working with various sorts of people and teams (See Table 4.6).

Figure 4.0.91. Social and cross-cultural skills in collaboration

9C Is it art?

Speaking

PREPARE

8 a **9.7** You're going to talk about proposals for a new piece of public art. First, listen to a discussion about a new piece of art and answer the questions.

- 1 What questions do they have to think about?
- 2 Which piece of art do they finally choose?

b Listen again and answer the questions.

- 1 How many speakers like each piece of art?
- 2 Why don't the other speakers like each piece?
- 3 What's the reason for their final choice?

SPEAK

9 Work in groups. Turn to page 158 and follow the instructions.

10 Tell the group which piece of art you chose. Which proposal is most popular with the class?

Lesson 9C


9

1 The town council want to commission a new piece of public art for your town centre. Look at the photos and information about possible pieces of art A–D, and think about questions 1–4 below.

- 1 Will it look good in the town centre?
- 2 Will the general public feel proud of it? Or will they think it's a waste of money?
- 3 Will it make visitors want to come to the town to see it?
- 4 Will it cost a lot of money to look after?

Useful phrases

What do you think about this one?
I'm not sure I agree with you.
That's a good point.
Let's vote.
So, we've decided on this one, right? Do we all agree?



A The sculpture will be made of recycled metal so it will be good for the environment.
B This piece was made by local children. It will help people remember their connection with the natural world.
C This piece has attractive bright colours, and will be made from steel which is produced in our local factory.
D This piece of artwork will make interesting noises when the wind blows through it. It will be created by the most famous artist this town has ever had.

2 Discuss which of the pieces of art your town should choose. Use the Useful phrases to help you.

Note. Adopted from “Roadmap B1 Student Book” by Jones, H., Berlis, M., 2019, p.75. Pearson Education Limited.

According to item 23 of the P21 checklist, when the book's activities are evaluated, the book allows students to choose which of the described roles they wish to play in a task and encourages them to play different parts over time (See Table 4.6). These kinds of activities are found in communication and speaking activities.

Figure 4.0.92. Social and cross-cultural skills in collaboration

2D English in action

4 Work in pairs. Take turns to read this story to each other. Each time you see (...), react to what your partner says and help them to continue talking.

I had an interesting day yesterday ... I was at work, and my boss told me he wanted to speak to me ... He told me that he was leaving the company ... And that I would be the new boss of the department! ... I didn't know what to say. I was so surprised!

A: *I had an interesting day yesterday ...*
 B: *Really? What happened?*

5 a You're going to tell your partner about an experience you've had. First, choose a topic below or think of your own idea.

- a bad day
- somewhere new you visited
- someone famous you saw or met
- an amazing day you had
- something surprising that happened

b Make some notes. Think about the following:

- when and where it happened
- the most important things that happened
- how you felt

c Work in pairs. Ask and answer questions about your experiences. Use the Useful phrases to help you.

Note. Adopted from “Roadmap B1 Student Book” by Jones, H., Berlis, M., 2019, p.20. Pearson Education Limited

Figure 4.0.93. Social and cross-cultural skills in collaboration

3D English in action


5 Work in pairs. You're visiting Edinburgh on holiday. You need to ask for directions to the places you want to visit. Student A: Turn to page 151. Student B: Turn to page 153. Ask for and give directions.

6 Work in pairs. Choose a place near your school and ask a partner for directions to get there.

Student A

1 Look at the map. You are at . Ask your partner for directions to Edinburgh Castle

2 Give your partner directions. Your partner is at .



Note. Adopted from “Roadmap B1 Student Book” by Jones, H., Berlis, M., 2019, p.28. Pearson Education Limited.

4.3.2.5. Leadership & responsibility

The last related skill of collaboration skills is Leadership & Responsibility. It means acquiring a sense of obligation toward others and the inclination to guide and direct them. Students should be able to influence and promote unity through their problem-solving and interpersonal abilities in order to achieve a desired outcome (P21, 2019).

According to the result of 24, when all of the activities in the book are evaluated with the P21 checklist, the book 100% encourages interpersonal communication through diverse activities (See Table 4.6). These tasks can be found in each module of each unit, and the majority of them involve speaking. The exercises in the review portions of some of the book's units are presented as games. 3 out of 10 units were found to have such activities. Such exercises promote student collaboration while also increasing student motivation. Aside from that, when the book's supplementary activities were evaluated, activities that

encouraged interpersonal and intrapersonal communication for students in various settings were also discovered.

Figure 4.0.94. Leadership & responsibility in collaboration

4A The internet generation
Speaking

PREPARE

9 a 4.2 You're going to discuss and compare lifestyles with a partner. First, listen to two people comparing their lifestyles. What topics in the article in Exercise 3a do they mention?

b Listen again. How are their lifestyles similar? How are they different?

10 Look at the words in the box and make notes about your lifestyle.

exercise food free time home technology
work

SPEAK

11 a Work in pairs. Tell your partner about your lifestyle.

b How are your lifestyles similar? How are they different? Tell the class.

Note. Adopted from “Roadmap B1 Student Book” by Jones, H., Berlis, M., 2019, p.31. Pearson Education Limited.

Figure 4.0.95. Leadership & responsibility in collaboration

5A How does it look?
Speaking

PREPARE

12 5.3 You're going to make guesses about people from their photos. First, listen to two people doing the same. Tick the points they mention.

- how old they are
- who they are with
- their clothes
- their hairstyles
- where they are
- the time of day
- their expressions
- what they are doing

SPEAK


13 a Look at the photos on page 154 and make guesses about the people.

b Read the facts about the people on page 152. How close were your guesses?

Lesson 5A
13a

Mary Beard
Mary Beard is a well-known English historian. She is a professor at the University of Cambridge. She is a writer and active on social media. She has often appeared on TV presenting her own history programme. She is a strong supporter of women's rights.

Brian Cox
Brian Cox is an English physicist. He is a professor at Manchester University. He presents science programmes about physics and astronomy on TV. He writes books about science. He used to play the keyboard in the pop bands D:Ream and Dare.



Mary Beard Brian Cox Gilbert and George

Note. Adopted from “Roadmap B1 Student Book” by Jones, H., Berlis, M., 2019, p.39. Pearson Education Limited.

4.4.1.1. Analysis of creativity and its related skills

Since the global economy of the 21st century needs new services, better processes, and better products all the time and as a growing number of well-paying jobs require creative knowledge work, it should not be a surprise that creativity and innovation are very high on the list of 21st century learning (Trilling & Fadel, 2009). People should constantly create and use language to construct new meanings in language classrooms where students are encouraged to apply their creativity. The more you become competent at a language, the more difficult the language challenges become, necessitating the development of a new and complicated language system to meet the demands of the students.

Learning how to transform language learning activities into creative endeavors is an important skill for any language teacher. Although teachers are often credited with this role, some materials, or strategies to assist them in doing so should be provided for them. Corresponding to all of the above factors, the following table shows how activities in the *Roadmap B1* course book enhance creativity skills in relation to each other.

Table 4.9. Activities that Promote Creativity Skill

Language Skills	Creativity Promoting Activities (n)	Total Number of Activities (a)	Ratio (r)
Reading	0	11	0%
Vocabulary and Reading	1	27	4%
Vocabulary	0	51	0%
Reading and Vocabulary	0	22	0%
Vocabulary and Listening	0	9	0%
Reading and Listening	0	5	0%
Listening	0	35	0%
Speaking	0	100	0%
Grammar	0	115	0%
Develop Your Writing	3	64	5%
Develop Your Reading	0	55	0%
Develop Your Listening	0	63	0%
TOTAL	4	557	1%

4.4.1.2. Analysis of creativity in writing

Students are supposed to show the most creativity in the writing and speaking exercises in the course books. However, in the *Roadmap B1* book, just 2 units of originality were identified among 3 in the develop your writing section. In the 6th unit of developing your writing, activity four encourages students to be both critical and innovative by

writing an essay. In this experiment, students are presented with 3 questions, of which 2 are acceptable for creativity, and asked to select one, organize their thoughts on the issue, and then write about its for and against aspects.

Figure 4.0.96. Creativity in writing

6c Develop your writing

1 a Discuss the questions.

- 1 Do you think zoos are a good thing? Why/Why not?
- 2 What reasons can you think of for and against zoos?

b Read the essay. Does the writer mention any of your ideas?

Should we keep animals in zoos?

Today we can watch animals on TV or the internet any time we want. So, do we still need zoos? Are they out of date and unnecessary, or do they still have an important role to play? There are different views on this subject.



b Read the alternative conclusion. What does the writer recommend? Which conclusion do you agree with most?

In conclusion, people have different opinions about zoos. Personally, I would prefer to find different ways to protect animals. If people want to see wild animals, they can visit a safari park or a nature reserve. Alternatively, they can watch them in the wild.

Prepare

4 a You're going to write your own essay. Choose a question below or think of your own idea.

- Should people have animals as pets?
- Should we all become vegetarians?
- Should we stop using plastic bags?

b Think of ideas for and against the topic. Then make notes about what to write in the introduction, the for and against paragraphs and the conclusion.

Write

5 Write your essay. Use your notes to help you.

Note. Adopted from "Roadmap B1 Student Book" by Jones, H., Berlis, M., 2019, p.103. Pearson Education Limited.

The remaining two activities can be found in the "develop your writing" section of unit nine. One of these activities includes a story. Students were instructed to briefly add their own ideas into the story-related exercise's blanks. Students were then instructed to compose their own stories. Since the story is considered to be creative, it can inspire creativity in the students

Figure 4.0.97. Creativity in writing

9B Develop your writing



The mouse, the bird and the chilli

A mouse, a bird, and a chilli, three great friends, lived together in the same house. For a long time, they lived happily together in this house, each one using their own special skills. The bird, who was as quick as an arrow, flew every day to the forest to bring back wood. The mouse was the organised one, and he got the water, made the fire and got the table ready for dinner. The chilli did the cooking.

1 a Read the story. What mistake did the friends make?

b Complete the sentences to describe the story.

- 1 If the three friends hadn't decided to ...
- 2 If the crow hadn't ...

2 a Which of the friends did the writer compare to a sea creature/an arrow/a machine?

4 Complete the sentences with your own ideas.

- 1 The moon looked like a ...
- 2 She was so angry, she looked like she wanted to ...
- 3 The forest was as dark as ...
- 4 The man was always so calm, he was like a ...
- 5 The bear was as big as ...

Prepare

5 a You're going to write your own story. First, think about the questions below to help you with your ideas.

- Who were the people?
- Where were they?
- What happened?
- What were the consequences?

They were a successful couple called June and Hugo. They were in New York. They got married. Then they both met someone they preferred on their honeymoon. They got married again, but to different people.

b Think of comparisons to make your story more interesting.

New York in winter looked like a Christmas cake.

Write

6 Write a short story using your ideas in Exercise 5a. Use the comparisons you made in Exercise 5b to make your story more interesting.

Note. Adopted from "Roadmap B1 Student Book" by Jones, H., Berlis, M., 2019, p.111. Pearson Education Limited.

4.4.1.3. Analysis of creativity in vocabulary and reading

In fact, some of the book's skills lack creativity and innovation. The book contributes nothing to students' and teachers' understanding of creativity. In the book, creativity is limited. For instance, in one of the book's integrated vocabulary and reading activities, 1 out of 27 (4%) attempts at some creativity was made (See Table 4.7). Some answers submitted by students in activity three of module 1C, for example, can be considered creative, although this depends on the level of the students in the class and also depends on the teacher's judgment of how he/she does the activities.

Figure 4.0.98. Creativity in vocabulary and reading

1C What next?

Vocabulary and reading

1 Look at the photos. What can you see?

2 a Match sentences 1–6 with photos A–F.

- 1 The number of online dating sites is **increasing**. Finding a date is **becoming easier**.
- 2 The number of young people buying houses has **decreased** this year. The number of new home owners **went down** last year, too.
- 3 Driverless cars could **reduce** the number of accidents. Driving in big cities should **improve**.
- 4 The population of cities **is rising** as more young people move to big cities. The population of London **went up** again this year.

A

F

Note. Adopted from “Roadmap B1 Student Book” by Jones, H., Berlis, M., 2019, p.10. Pearson Education Limited.

4.4.1.4. Analysis of creativity

When all the activities in the book are analyzed, only 4 of the 557 activities promote creativity, correspondingly, this represents 1% (See Table 4.7). This result demonstrates that the book lacks creativity and innovation. It is nearly impossible to find creative concepts explicitly in the book. Activities can be made creative if the teacher is competent and experienced.

4.4.2.1. Evaluation of the components of creativity

Aside from evaluating the exercises themselves, the related categories of creativity skills such as ICT-Media Literacy, Initiative and Self-Direction, Thinking Creatively, and Working Creatively with Others have also been analyzed. As a result, Table 4.8 reveals the frequency of these related categories of creativity in four sections:

Table 4.10. Frequency of Relevant Creativity Skills

Units	1	2	3	4	5	6	7	8	9	10	Total	Ratio
ICT-Media Literacy												
31.	0	0	0	0	0	0	0	0	0	0	0	0%
Initiative and Self Direction												
32.	0	0	0	0	0	0	0	0	0	0	0	0%
Thinking Creatively												
33.	1	1	1	1	1	1	1	1	1	1	10	100%
34.	0	0	0	0	0	0	0	0	0	0	0	0%
35.	0	1	1	1	0	1	0	0	0	1	5	50%
36.	0	0	0	0	0	0	0	0	0	0	0	0%
Working Creatively with Others												
37.	1	1	1	1	1	1	1	1	1	1	10	100%
38.	1	1	0	0	0	1	0	1	0	0	4	40%
39.	0	0	0	0	0	0	0	0	0	0	0	0%
40.	0	0	0	0	0	0	0	0	0	0	0	0%

4.4.2.2. ICT-media literacy

As previously said, to demonstrate information literacy, students must be able to obtain information efficiently and swiftly in terms of both time and resources, as well as evaluate material critically and appropriately. In addition, they should be able to manage the flow of information from a variety of sources, utilize knowledge effectively and creatively for the topic or problem at hand, and apply a fundamental awareness of issues surrounding the access and use of information (P21, 2019). Learners in the 21st century, who are surrounded by digital media and media opportunities, must understand how to effectively employ media resources for learning and how to use content creation tools to generate productive and engaging communication products such as videos, audio podcasts, and websites. The Center for Media Literacy characterizes media literacy as the ability to "understand the function of media in society and acquire the vital skills of inquiry and self-expression" (Trilling & Fadel, 2009).

As all units have been analyzed, item 31 of the P21 framework checklist asserts that the book does not promote students to present their own learning performances creatively, such as through video content, PowerPoint presentations, adverts, leaflets, blog posts, and social networks, in order to stimulate creative thinking (See Table 4.8).

4.4.2.3. Initiative and self-direction

Initiative and self-direction refer to the importance of identifying long-term and short-term learning objectives by managing time more effectively and autonomously, as well

as developing plans to achieve these objectives. The learners should be able to evaluate themselves about how well they are learning, as well as how valuable the things they are able to produce as a result of the skills they acquire.

Additionally, self-directed students should be able to work on their own, develop their knowledge, and learn from mistakes in order to progress. The term "risk" refers to students' ability to freely express themselves and actively participate in creative activities either individually, with peers, or in groups. To reiterate, it is difficult to find activities with such content in the book for students in this setting.

Item 32 of the P21 framework checklist reveals that the book does not provide students with opportunities for risk-taking or self-initiative (See Table 4.8). There was no mention of the term or terms related to "risk" in any of the ten units of the book that were examined.

4.4.2.4. Thinking creatively

Thinking outside of the box, or, to put it another way, looking at things from a wide variety of angles, is an essential component of creativity. Students that are functioning creatively are able to make use of a number of strategies for the creation of concepts and are able to think of notions that are both original and interesting. The related category of "thinking creatively" is most prevalent in activities centered around discussions. When all units of the book are analyzed with the P21 checklist, the conclusion from item 33 is that the book encourages students to employ a range of strategies for idea production such as brainstorming, problem-finding, and conceptual combining. These activities are available as warm-up activities at the beginning of each unit. Thus, the book contributes 100% to preparing learners for the targeted topic, fostering initiative and self-direction, and inspiring creative activity ideas (See Table 4.8). However, themes that are more appealing to young learners than learning and innovation abilities for the 21st century should be incorporated into the book.

Figure 4.0.99. Thinking creatively in creativity

2B Memories

Vocabulary

1 a Look at the things in box A and match them with the senses in box B. There may be more than one answer.

A

a baby's skin a cup of coffee freshly baked bread
a sunrise a train arriving at a station

B

feel sight smell sound taste

b When you think about the past, which of the senses are the most important to you?



2 Read the comments. Match them with photos A–E.

- 1 The sound of sea birds always **reminds me of** summer and holidays at the beach.
- 2 The smell of paella **makes me think of** home. I have **happy memories of** eating outside with my family.
- 3 The sight of city lights from a plane at night **makes me feel** excited.
- 4 I'll **never forget** the sight of the sun coming up over the mountains and watching it rise into the sky.
- 5 I'll **always remember** the taste of my mother's homemade apple pie. It was so good!

Note. Adopted from “Roadmap B1 Student Book” by Jones, H., Berlis, M., 2019, p.10. Pearson Education Limited.

The *Roadmap B1* language course book provides students with opportunities to practice in a variety of settings, and students apply the expressions they learn in these settings, but the book does not create environments that encourage creative expression and a genuine and beneficial contribution to their work, and the result from item 34 of the P21 framework checklist is 0% in all units (See Table 4.8).

Using both existing and recent knowledge, the book encourages students to produce innovative and significant ideas. Based on the result of item number 35 of the P21 checklist, as it is shown in Table 4.8 the book promotes creative thinking in the 2nd, 3rd, 4th, 6th, 9th, and 10th units, or in a total of 6 units (60%).

Figure 4.0.100. Thinking creatively in creativity

9A Shopping

Speaking

PREPARE

8 a  9.2 You're going to present your plans to improve your local bookshop. First, listen to a woman presenting her plans for changes to a clothes shop and answer the questions.

- 1 What are the problems?
- 2 What are her solutions?

b Your local bookshop is losing money. Look at some of its problems below and make notes about how you could improve it.

- It only accepts cash.
- It has no online services.
- It's not comfortable to be in and it's old-fashioned.
- It doesn't do any special promotions.


SPEAK

9 a Present your ideas to improve the bookshop to the class. Use your notes and the Useful phrases to help you.

Useful phrases

In the past, customers haven't been offered ...
... could be given to regular customers.
Everyone should be given a free ...
Books can be bought ...

b Vote for the best idea.



Note. Adopted from “Roadmap B1 Student Book” by Jones, H., Berlis, M., 2019, p.71. Pearson Education Limited.

Figure 4.0.101. Thinking creatively in creativity



10A Education

Speaking

PREPARE

11 a  10.2 You're going to discuss education. Listen to three people discussing whether a good education is important. What examples do they give to support their opinions? Make notes.

b Listen again and check your ideas.

12 Read the questions below and make notes. Think of examples from your own experience to support your ideas.

- What would you like to change about the education system in your country?
- Do you think we need to go to school? Why/Why not?

SPEAK

13 a Work in groups. Discuss the questions in Exercise 12. Use the Useful phrases to help you.

Useful phrases

In an ideal world, I would change ...
It would be a good idea to change ...
School can help a child to ...
I think school is ... because ...

b What did you agree/disagree on? Tell the class.

Note. Adopted from “*Roadmap B1 Student Book*” by Jones, H., Berlis, M., 2019, p.79. Pearson Education Limited.

Roadmap B1 does not assist students in developing, refining, analyzing, and evaluating their own ideas in order to maximize their creative endeavors; item 36 on the course book evaluation checklist results in a score of 0% (See Table 4.8). Compare and contrast speaking exercises make up the majority of the activities in this setting, yet the level they offer is insufficient to meet the learning requirements of the 21st century.

4.4.2.5. Working creatively with others

The final related skill in this category is "working creatively with others," which can be strengthened by engaging in collaborative work and developing one's communication abilities. After completing the tasks that need to be done, it is essential for the students to collaborate, communicate openly to negotiate, and ultimately come up with a new product that they may make together in pairs or small groups. Collaborative effort and a sense of mutual tolerance are necessary in order to work creatively with others. Learning new ideas and being able to effectively articulate them is crucial for today's students. The book encourages students to create, apply, and convey new ideas effectively in a range of contexts. These activities may be found in all of the book's modules, as well as in the English in Action chapters. In this context, when the *Roadmap B1* book is evaluated using the P21 course book evaluation checklist, item 37 delivers a 100% rate (See Table 4.8). The book enables students to develop fresh ideas in a variety of circumstances, but its topics and questions are found to be conventional and dull.

Figure 4.0.102. Working creatively with others in creativity

2D English in action



A

1 Look at the pictures. What do you think is happening in each one?

2 a 2.10 Listen and match conversations 1–3 with pictures A–F. Were your ideas in Exercise 1 correct?

C

Note. Adopted from “Roadmap B1 Student Book” by Jones, H., Berlis, M., 2019, p.20. Pearson Education Limited.

Figure 4.0.103. Working creatively with others in creativity

5D English in action

1 Look at the pictures and discuss the questions.

- 1 Which of the cooks are you more similar to? Why?
- 2 What dishes can you cook well?

2 a 5.11 Listen to Carl telling his friend Sophie how to make an omelette. Put the instructions in the order that you hear them.

Making an omelette

- Then fold the omelette in half.
- First of all, you put the eggs, salt and pepper and water into a bowl.
- Take a fork and mix them all together.
- Next, add the cheese or mushrooms.
- When the butter is hot, add the eggs.
- While the eggs are cooking, keep moving them.
- Then put some butter into a pan.
- Finally, take it out of the pan and put it on a plate.



Note. Adopted from “Roadmap B1 Student Book” by Jones, H., Berlis, M., 2019, p.20. Pearson Education Limited.

On the other hand, the book does not promote group input and feedback directly. Similar activities have been discovered in a few units, but not enough to provide effective feedback. Considering item 38 of the P21 checklist, the book delivered 40% of the result when all units were analyzed (See Table 4.8).

Figure 4.0.104. Working creatively with others in creativity

1D English in action

4 a Look at the problems below and think of suggestions you could make.

- I can't sleep at night.
- My neighbours are very noisy.
- I never have enough free time.
- My English is not getting better.
- It's difficult for me to make new friends.

b Work in groups. Choose one of the problems in Exercise 4a. Ask other students for advice.

c Work in pairs. Discuss who gave you the best advice.

Note. Adopted from “Roadmap B1 Student Book” by Jones, H., Berlis, M., 2019, p.12. Pearson Education Limited.

Figure 4.0.105. Working creatively with others in creativity

6D English in action

1 a Look at the cartoon and discuss the questions.

- 1 What situation does it show? Where do you think the woman is going?
- 2 Who do you think she is phoning?
- 3 What do you think she wants that person to do for her?

b What do you ask other people to do for you when you are going away? Use the ideas in the box to help you.

close the curtains at night collect a parcel
collect the post from the letterbox feed the cat
water the plants

2 a **6.12 Listen to Chrissy talking to her neighbour and answer the questions.**

- 1 What does Chrissy ask Ed to do?
- 2 What does Ed agree to do?
- 3 What can't he do? Why not?

4 a Work in pairs, A and B. Read the situations below and think about what you'd say.

Student A
You're really busy in the office. You have a deadline and can't leave your desk. Ask your colleague to help you by:

- getting you a sandwich for lunch.
- paying a bill at the bank.
- getting something from the chemist.
- collecting a book from the library.

Student B
You want to visit a friend in another town. Your car has broken down and the trains aren't very reliable. Ask your friend to help you by:

- driving you to the other town.
- picking you up later.
- taking you to the garage the next day to pick up your car when it's repaired.

b Take turns to ask for help. Use the Useful phrases to help you.

5 Have you experienced any similar situations? Tell your partner about a time when you asked someone for a favour. What was their response?

Note. Adopted from “Roadmap B1 Student Book” by Jones, H., Berlis, M., 2019, p.52. Pearson Education Limited.

Another finding is that when it comes to differences and how to give effective feedback, according to item 39 of the P21 course book evaluation checklist, it is discovered that the book severely lacks originality and creativity (0%) (See Table 4.8).

Incorporating activities that require students to be creative in the real world and to comprehend their abilities and limitations is very significant, and they can positively help with language learning. Failure is not viewed as a chance to comprehend that creativity and innovation are long-term, cyclical processes of little achievements and frequent failures. There was no evidence of this in any sections of the book. When all of the book's actions are evaluated with item 40, the result is 0% (See Table 4.8).

4.5. Teachers' Perspectives on 21st Century Learning and Innovation Skills

This part of the mixed study was conducted to gain a deeper understanding of how teachers have adapted to the learning and innovation skills of the 21st century by examining

their experiences. A purposeful sampling strategy was used to select a sample population that possesses experience in learning and innovation skills appropriate for the 21st century. Participants were interviewed using a semi-structured interview guide with open-ended questions developed in advance by the researcher (See Appendix). The interviews were conducted and recorded live. The researcher checked each and every transcript twice to ensure that it was accurate. The major questions of this study were how much 21st century learning, and innovation skills are incorporated into *Roadmap B1* and what instructors' perceptions are. In order to address the following study questions, the researcher developed a planned interview guide that included open-ended questions. These questions were aimed at encouraging participants to provide views that were more in-depth. To better comprehend how participants' experiences with 21st century learning, and innovation skills integration have helped prepare their students for the future, the researcher used the P21 Framework for 21st century learning as a basis for both interview questions and the subsequent coding of those answers. Life and career skills, learning and innovation skills (critical thinking, collaboration, creativity, and communication), and information, media, and technology skills are included in the framework. The participants in the study were coded as P1, P2, P3, P4, and P5.

4.5.1. Teachers' perspectives on critical thinking and problem-solving

The main research question of this section of the study was: what are the teachers' perspective on critical thinking? According to the P21 framework, critical thinking has been investigated under three headings: flexibility and adaptability, information literacy, and making judgments and decisions, and four interview questions have been asked.

Q1: To what extent does the book encourage students to engage in critical thinking by supporting their reasoning and resolving disagreements?

When data is coded and analyzed, one of the key implications is that the activities in the book are limited to promoting critical thinking and additional material is required. Teachers experience burnout as a result of having to prepare material every day. Participants 1, 3, and 5 (P1, P3, P5) indicated that the book lacked integrated content, making it difficult to integrate the subjects.

Some of the unit topics, such as shopping and traveling, are also simple for a B1 level book. When such topics are dealt with the same dullness, learners and teachers

become bored. Teachers wish to examine these issues from multiple different perspectives and present the lesson accordingly (P1, Female, 28).

P4 emphasized that the book does not provide students and teachers with new perspectives. She further stated that:

In my opinion, it does not have a lot of critical thinking activities, so it does not encourage students to think critically, and it does not present any, new ideas or new perspectives to students. So, it is totally up to the teacher's perspective in the class. If the teacher is devoted to teaching critical thinking, then it is more likely to be exposed to that skill (P4, Female, 28).

In addition, P5 stated that the book contains no explicit parts for critical thinking. Therefore, if the instructor lacks experience, the students will be incapable of acquiring this skill.

I'm not sure if the book intends to encourage students in critical thinking because there are no explicit parts in the book. What I mean by explicitly, you know that students should be thinking critically over the topic or analyzing something or evaluating the degree of something or quality or something, and come up with reasons and you know solid arguments so I cannot say the book explicitly does that (P5, Male, 40)

In addition, P3 stated that it is essential to incorporate critical thinking into the course book and that critical thinking has an impact on students becoming autonomous learners.

The reasoning is mostly done by asking questions why, but these questions are like genuine questions and does not really require critical thinking and since there is almost no context in the book, it is very difficult to see any question which is related to critical thinking or critical issues in general. A teacher has to really dig into the book and try really hard to create the context and also create like meaningful connections between the parts as well as integrating critical thinking because it becomes disconnected from the real-world. As a result, teachers have to arrange so many activities for students which leave a little space for students to be autonomous learners (P3, Female 28,).

A final finding is that the book does not always meet the objectives of GSE and CEFR. When the CEFR and GSE objectives are reexamined following these responses, the modules of a few units are provided in a simple manner. As a result, the objectives were not fully achieved.

Q2: To what extent does the book introduce innovative opinions and perspectives to students?

The instructions in the book, according to all participants, are not creative. The topics remain generic, mainstream, and too simple. As a result, the book fails to provide students with diversity and variety in terms of new ideas and cultures.

We are learning this language to speak internationally, not just with native speakers, so we should see different representations from different cultures, different information from different countries, their lifestyles (P1, Female, 28).

Furthermore, the book's level is insufficient for students. Participants P1, P3, and P4 even stated that, in some cases, the factual information provided in the book was incorrect.

Most of the book is quite mainstream and sometimes they are so mainstream that sometimes the factual information given about their own country is wrong. For example, it was saying that Istanbul is capital city of Turkey, so it is a little bit problematic in terms of this item. It becomes offensive to students because they are trying to learn something and they when they see certain kind of prejudices or like stereotypes from other countries integrated into the book, I think it already creates a negative effect on the students (P3, Female, 28).

Such situations undermine students' and teachers' trust in the book and foster prejudice against it. This can be offensive to some students and thus have a negative impact on language learning.

Q3: To what extent does the book make students practice their language skills?

In terms of students practicing their language skills critically, instructors reveal that the book's activities are mechanical, the majority of the activities are explicit while the implicit activities are limited, and students learn the rules from grammar rules rather than from meaningful content. Therefore, it does not encourage students to freely practice their language skills. Participants P1, P2, P3, P4 state that the book's activities are monotonous and repetitive in terms of the design of activities. Since course book language study always

proceeds in the same way, students eventually lose interest in the subject and stop making any effort to learn it.

Activities are mostly very controlled. No free practice. We have mechanical activities like word orderings, or like rewriting the sentences, but they are all the same throughout the book. No variation, and no diversity equal boredom for students (P2, Female, 29).

Q4: How do you evaluate *Roadmap B1* in terms of critical thinking and problem-solving?

When participants were asked to provide an overall evaluation of the book in terms of critical thinking and problem solving, the following were the most significant findings: The selection of topics in the book should capture the interest of students and be challenging.

The book should also ask students to be critical in their way of thinking and it will make the classes lessons more interesting, more personalized, I will say more human because in this way it is like a mechanic robot asking and answering questions (P5, Male, 40).

Moreover, activities must include task-based and communicative tasks. All of the participants reported having great difficulty because the activities lacked meaningful content and they struggled to make them meaningful. Furthermore, they stated that if the activities are critical and have diverse cultural content, they will cultivate a collaborative environment for the students. In addition, they asserted that incorporating comprehensive critical thinking questions into activities would affect language development positively. In addition, both P1 and P2 highlighted the insufficient transitions between activities and units.

For transition, as previously mentioned, there is no connection, therefore we have reading topic on unit 1A pages 6-7 and another topic in unit 1A's develop your reading section. The develop your reading section, which can be considered as a distinct task to build students' skills, is placed on page 88, therefore we must go back and forth between those pages. Consequently, learners are sometimes confused, which can be annoying. (P2, Female, 29).

4.5.2. Teachers' perspectives on collaboration

For this part of the study, the main research question was, what are teachers' perspectives on collaboration? The research on collaboration within the P21 framework has

focused on four main areas: Four interview questions focused on the following areas: productivity and accountability; adaptability and leadership; leadership and responsibility; social and cross-cultural skills.

Q5: To what extent does the book explicitly teach collaboration skills, such as how to interact productively with others, solve problems, and manage tasks?

Participants thought the collaboration in the book was lacking. The activities are artificial; there is no real-world equivalent. It was reported that no strategy for collaboration was provided. The majority of the activities in the book take the form of information gaps and are presented in pairs or small groups. According to P2, these exercises were insufficient, and P2 indicated that:

Only in speaking parts we have pair/group works, but except for that we do not have anything related discussions or debates or something different something unique. For instance, students have a listening activity and then they can take some notes and they can discuss their notes with their pairs or maybe it is a group activity, and they can maybe try to summarize what they have heard together, put some creativity in those tasks, prepare presentations or posters about it, but we do not have anything like that. The book does not provide such activities only some simple pair or group works, and that is it (P2, Female, 28).

In addition, P5 stated that the book's "Developing Your Skills" sections were the selling point of *Roadmap BI* since teachers thought they would aid learners' needs. Despite the fact that the exercises in these sections may provide an opportunity for collaboration, the book fails to make use of this opportunity since the activities are mechanical and repetitive.

Actually, there is an attempt to promote those skills, but you know, since they are at the end of the book, you need to go back and forth, so sometimes I forgot that there was a part like that and sometimes I did not like it, sometimes I skipped it as I did not find them very useful. They were not thematically matched with the unit as well (P5, Male, 40).

Q6: To what extent do the activities in the book alternate groups so that students may obtain experience dealing with diverse sorts of people and teams?

All participants stated that students exchange groups to obtain experience interacting with diverse types of people and teams, although the book has less and limited cultural

diversity and variety. P3 indicated that in a unit of the extra resources video lesson, the interviewer offered different cultures' dishes and answered questions about them, which was an excellent activity to increase intercultural differences. At the same time, P3 stated that culture was imposed by force in some units; for example, she stated that Turkish expressions appeared in front of her as merely nouns in unusual ways with no context.

The cultural diversity and the representation given in the book was not very diverse either because there were not much of a difference between, let's say where people come from and where people like what kind of. I felt like they forced it to become a part of the Turkish culture because there were lots of and lots of parts that like Turkish names, but they were just names, not so many things were presented as a culture (P3, Female, 28).

In addition, P4 and P5 stated that since the instructions in the book are inadequate, dealing with diverse sorts of people and teams would not be feasible for them if the instructor did not have the necessary expertise. P4 claims that if there were more activities about diverse cultures, learners would be more interculturally competent.

The teacher has to arrange the groups for that purpose if the teacher knows about how to arrange groups in an effective way. Let's say if the teacher is not experienced, he or she may not even do that because the book does not do that, or it does not require the teacher to say that instruction because it is not included there (P5, Male, 40).

Q7: To what extent does the book encourage interpersonal communication through multiple activities?

The participants agreed that *Roadmap B1* promotes interpersonal communication at a repetitive, simple level through a few activities. According to P1, P2, P3, and P4, the majority of the activities were done in pairs. The level difference between students is not considered in these activities. Since most of the exercises are done in pairs, the teacher has to keep an eye on the students at all times and put extra effort into those activities.

I would say that it does not really encourage students for interpersonal communication because we have mostly pair works, but these activities are very repetitive and after a certain time the students they got used to what they need to do (P3, Female, 28).

According to P3, the students eventually grew accustomed to the inauthentic, regular, and predictable activities, which lowered their interest in the lesson. She continued, saying that the students would not benefit at all from such an environment in which to develop their language skills. P5 answered this question from a different perspective, as follows:

Being repetitive can be advantageous or disadvantageous depending on the group and the level of group dynamics, but you should also expect to see the positive side of repetition. You want the book to be designed in such a way that it recycles the vocabulary, themes, or things they have already learned, rather than repeating them without any meaningful content (P5, Male, 40).

Q8: How do you evaluate *Roadmap B1* in terms of collaboration?

When the book was evaluated in terms of collaboration, participants emphasized that the activities should be task-based and communication-based, with more meaningful information gaps and opinion gaps. The participants stated that a variety of group activities, debates, and discussions, in addition to peer activities, should be included.

We can add different multiple tasks that students can make. They can do research and ask each other questions and discuss the information that they find (P1, Female, 28).

It can include more group projects, more discussions, and more debates, so perhaps we can use the book to use task-based activities, so all students can come together and try to solve a problem, but I would say that the book must include unique productive activities, speaking activities, and other types of activities to promote collaboration (P4, Female, 28).

Furthermore, there is a need for more productive environments in which they can think critically and solve problems as a group. The activities, they said, should be integrated rather than skill based. In addition, based on the experience of the participants, they are all experienced instructors, but the book should also consider the novice instructors, who, despite being theoretically prepared for a language classroom, are weak in practice. If there was a guidebook for new teachers, it would be possible to create an effective learning environment in the classroom. P5 stated that:

It is up to teacher and to do that, and if the teacher knows about if he or she has that agenda then only it becomes possible to create such learning environments (P5, Male, 40).

4.5.3. Teachers' perspectives on communication

The primary research question for this section of the study was, "What are teachers' perspectives on communication?" Communication studies within the P21 framework have focused on two areas. The following topics were the focus of two interview questions: Communication Clearly and ICT-Media Literacy.

Q9: To what extent does the book provide students with the chance to practice their verbal and nonverbal communication skills in a variety of forms and circumstances so that they can successfully convey their thoughts and ideas?

Participants P1, P2, P3, P4, and P5 reported that the book allows students to practice their verbal and nonverbal communication abilities in numerous circumstances and formats, helping them to convey their thoughts and ideas. They claim that the surroundings being attempted to be produced in the classroom are not natural in terms of communication; that the activities are controlled; and that they do not incorporate real-life speaking skills.

We have expressions and then we have dialogues that they use those expressions and after that we have some speaking activities telling students that think about you are in a cafe and order some food, so that is a real-life situation, but it can be really artificial in a classroom environment (P1, Female, 28).

So, if you open the window, so it means that actually so I can use my gestures mimics so you can understand me easily, but we do not teach anything about it in this book, so our students only read or listen, but they do not learn anything about real life, we have some verbal skills but no nonverbal communication skills (P2, Female, 29).

According to P2, P3, P4, and P5, the book has limited nonverbal communication. Communication exercises are mechanical and provide students with a limited understanding of the presence of diverse cultures. For instance, major modern course books should include different communication settings in which learners engage actively.

P5 also noted that since so much research has been conducted on them, it is normal to expect them to be in the books. For instance, in the literature, it is stated that handing objects is different in East Asian countries and that greetings vary. If this communication

pattern is not used, the idea is that it can insult people in that society finds its origins. If these phrases were incorporated into the book, learners would recognize the significance of nonverbal communication. Additionally, P3 provided the following:

To be able to encourage or practice their verbal or nonverbal skills, I had to create a setting or productive activities myself most of the time in order to incorporate a variety of multiple intelligences. Since there is no meaningful context throughout the modules or the book, it becomes extremely challenging for the teacher to provide it. Even if the background is established by considering it from a single angle, the lesson's components become so disorganized that it is difficult to maintain a natural flow. Since the context is almost never present, it is extremely difficult to make a transition between sections. Therefore, even if you attempt to develop it from one context and then continue with the same context throughout the book, it is impractical and ineffective (P3, Female, 28).

Q10: To what extent, does the book encourage students to use various media and technologies and teach them how to evaluate their effectiveness?

Participants P1, P2, P3, and P4 stated that the book encouraged students to teach students how to use various media and technology and how to evaluate their effectiveness to a limited extent. They mentioned that the book has several media instruments, such as computers or smart phones. However, they emphasized that these activities are identical to the book's activities, that there is no productivity, and that they are not distinct from the book's activities. In addition, participants 1 and 2 reported that the book does not place any significance on the usage of any other media outside the online tool. In addition, P2 mentioned that the online version of the book was difficult to use, particularly with regard to listening, zooming, and transitioning from one task to another.

Other than the online tool, we do not have any other media or technology usage in the examples given in the book, and also the activities that they give us in their online tools are not productive, mostly mechanical activities, and we do not have variety in those online tools (P1, Female, 28).

P4 added,

If we can encourage students to practice their language skills outside of the classroom, and if there are media resources for such practice, it may enable them to be autonomous learners (P4, Female, 28).

The following are P5's insightful remarks on the subject:

I understand the concern that sometimes students do not have mobile phones or internet access, but it may be implemented so that certain tasks can only be completed on mobile devices or applications. Students are motivated by utilizing technological tools, varying the instructional medium, and being grouped with different students. Then he said, "In my opinion, it would have been more efficient if the task had been online and the subsequent task had depended on the mobile task, so that students could have done it more effectively. Our lives are dependent on technology, but the book is not so much (P5, Male, 40).

Q11: How do you evaluate *Roadmap B1* in terms of communication?

The following results were achieved when the communication skills of the book were evaluated by teachers. Participants reported that the book is not in the direction of current course books, i.e., it does not adapt to the communicative, task-based, or eclectic approach, but rather follows the Grammar Translation Method. They mentioned that communication activities are guided by the instructor and that the instructor's speaking time is always long. The teachers made the following suggestions: the activities should include creative production; they should instill a sense of responsibility in the students; they should instill a sense of discovery in the students; and they should be friendly to autonomous student work.

The book tried to be communicative. However, I think it is very similar to GTM in many ways, the way it gives the grammar and the mechanic activities, such as controlled activities, lots of teacher talk, less student interaction and autonomy. So, teachers should always guide the students to some pages to some activities and lots of transitions between activities, as a result, lots of teacher work actually (P1, Female, 28).

4.5.4. Teachers' perspectives on creativity

"What are teachers' perspectives on creativity?" was the main research question for this part of the study. In the P21 framework, creativity has been evaluated in four domains.

Five interview questions centered on the following subject areas: ICT-Media Literacy, Initiative and Self-Direction, Creative Thinking and Creative Collaboration with Others.

Q12: To what extent, does the book promote authentic activities that encourage students to be creative at work, as well as a variety of techniques for producing innovative ideas?

All participants agreed that there are few additional authentic exercises in the book, but they are found in the online section.

We have some extra activities, but they are not in the book. We have some extra sources for it. When we want to find something, we have to go back and forth back and forth to the online sources and to book and find those creative activities (P1, Female, 28).

P1 stated that when she wanted to do a creative task in the book, she always had to switch between the book and internet resources. When teachers wish to access and utilize the book's resources, external sources are not particularly useful. These activities should be convenient for the creative classroom setting, and they must be adapted first before being printed out by teachers. If an institution lacks a materials office or equivalent, this causes additional labor for teachers with a high number of course hours.

There are no such places where students prepare posters and present them and talk about them or where they are required to answer questions using their own imagination and abilities and skills rather than using you know oral language. As I mentioned earlier, the book focuses more on controlled activities and the chapter finishes with a very small speaking or writing part (P5, Male, 40).

It does not encourage students to be productive and also to be creative. That is why I had to change some parts of it. So, I used even a piece of paper, so the reason why I used it and even though it is not actually instructed, and it is not set in this book, but I had just used it to break the routine of the book and my students loved it (P2, Female, 28).

All of the participants, who are enthusiastic teachers who want to teach their lessons in a creative and authentic way, agreed that the activities in the book should be adapted, the warm-up activities should be varied, the amount of time allocated to the activities should be included, and the post-activities should be diverse.

Q13: To what extent, does the book encourage learners to think creatively by motivating them to present their learning performances in innovative techniques such as films, PowerPoint presentations, posters, brochures, blogs, and social media?

Participants say that the book does not encourage students to think creatively by encouraging them to present their learning performances using innovative techniques such as movies, PowerPoint presentations, posters, brochures, blogs, and social networking sites. Participants stated that the book lacked activities of this kind and the activities that were included were not controlled or guided. In addition, existing activities lack authenticity and are not confined to the real world. For instance, P1 and P4 reported that the language and level of the video lessons, which can be considered an authentic activity in the book, do not correspond to the level of the book.

It has some videos in English Action parts, but the video level and the book level are totally different from each other. As a result, students and teachers had some difficulties in terms of language (P4, Female, 28).

In addition, the following was provided by P3:

In certain activities, the book asks you to create presentations, blogs, or social media posts, but there is no instruction, or it is not presented in an effective way. These tasks are so simple that you would not use an alternative platform to complete them (P3, Female, 28).

Q14: To what extent does the book encourage students to take risks and act on their own?

According to the participants, the book does not encourage students to take risks because, in order to take risks, they require different challenging activities, creative environments, and multiple conditions. When interpreted from this perspective, the book's controlled and repetitive activities do not promote students' autonomy. P1 and P2 both reported that there was no free practice and no free space for students. The results indicate that if the difficulty of the activities is increased and if collaboration is emphasized, the risk-taking environments for students will also increase.

I do not think that it encourages students to take risks because in order for them to be able to take risks, they need to be given different activities, different environments,

and different circumstances, and not just activities that are repetitive and boring (P4, Female, 28).

Q15: To what extent does the book offer creative tasks that encourage students to be creative in their work and help them understand the real-world limits of implementing innovative ideas?

The topics in the book do not help students think creatively or understand real-life limits. They cannot compare it or think critically about those topics because they have a very limited space in which to think, say, and talk. As it has been previously stated, they are uninterested in the content. They were attempting to be creative and like some things related to their work and some real-life or real-world kind of activities in the develop your writing parts with almost no guidance. Again, the activities were too controlled, the purpose of these activities did not have a clear outcome, and it became difficult to implement those activities. P4 said:

We live in the 21st century, and we need some skills to survive, but creativity is not the same as it was ten years ago. As a result, the book must be updated, and the book requires some revision in terms of creativity (P4, Female, 28).

Q16: How do you evaluate *Roadmap B1* in terms of creativity?

Since today's students are from a different generation, participants recommended that the authors should add additional activities for creative thinking and integrate more 21st century skills. Therefore, the book should include exercises in both critical thinking and problem solving to foster creativity and productivity. Therefore, cognitive, and creative work are required of students. More free-form practices ought to be incorporated, too. It is indeed important to take into account multiple intelligences when planning tasks. The abilities needed in the 21st century should be prioritized in the planning of these events. Due to the fact that the book does not focus on professional development, the success of teaching 21st century skills may also depend on how good the teacher is and what extra assignments they come up with.

We need to have some critical thinking and problem-solving activities so that students need to use their cognitive skills more often as a result more language production will emerge (P3, Female, 28).

It should include more autonomous activities. They should be various, multiple intelligence should be considered while preparing and adapting these activities into the book. As previously mentioned before, 21st century skills should be actually focused on (P4, Female, 28).

CHAPTER 5

DISCUSSION

5.1. Findings

The purpose of this study is to analyze the course book *Roadmap B1* in order to determine if it helps students develop 21st century learning and innovation skills, i.e., the 4C's: critical thinking, collaboration, communication, and creativity. First, the activities were evaluated in terms of reading, listening, writing, speaking, grammar, integrated skills, English in action, and developing your skills according to CEFR and GSE. Then, descriptive and content analysis were used to analyze the results. Secondly, the book was evaluated in terms of its potential to promote 21st century skills for learning and innovation using a 40-item checklist adapted from the P21 framework provided in the appendix. The following section discusses the results derived from the data in relation to the research subject. In conclusion, the P21 framework-based interview questions modified to elicit EFL instructors' perspectives on the book will be compared with other findings and discussed.

The study, which included teachers from Malaysia, the United Kingdom, and Vietnam, discovered that 92% of respondents usually used course books (Tomlinson, 2010). As a consequence of their efficient use of course books and adaption of resources, course content was enhanced, and student performance increased. It was also a comfort for instructors to adhere to a reasonable syllabus on a daily basis. This indicates that course books can play a crucial role in ELT courses.

It has also been noted that using foreign course book series may be problematic since learners are often exposed to materials and situations that are not representative of their own culture, which is another drawback of the course book that was discovered in research by Boriboon (2004). Second, the portrayal of cultural reality in certain course books is limited, biased, or inaccurate; they do not promote communication skills or language acquisition theory. They use a synthetic curriculum that emphasizes where explicit instruction and explicit learning occur. The instructor takes their time explaining everything and makes sure the students grasp the concepts being given. Next, comes a period of time devoted to controlled practice, and only at the very end of the process is any time allotted to production, during which students may spontaneously and unintentionally generate the material being taught. The main flaw in this approach is that it ignores the fact that language learning is mostly unconsciously done, and that second-language (L2) learners follow their own mental growth route by acquiring knowledge via a network of related languages known as

interlanguages (Jordan & Gray, 2019). A course book like Roadmap implements these types of curricula, and it has been found to be a hindrance to the development of 21st century learning and innovation.

To better understand learning and the processes that occur, we might look to a learning paradigm, such as 21st century education and innovation. As a result, it helps us understand how students learn under varied conditions and provides direction for what teachers may do to improve student performance. By recognizing these differences in the learning process, improved educational settings may be designed. The Project for 21st Century Skills (P21) defined the paradigm shift as a means for students to succeed in the new global economy, and it developed the Framework for 21st Century Learning, which clearly defines the skills, knowledge, and knowledge that must be explicitly taught and mastered by learners in order to be well prepared for success in the present world.

Education in the 21st century, with all its emphasis on learning and creativity, also involves providing students with the core knowledge they will need to succeed in this new era of education (McCain, 2007). Learners in the 21st century must have the ability to find and evaluate credible sources of information before entering the workforce or higher education. Furthermore, effective teaching in the new paradigm necessitates a transition from teaching foundational to teaching applied skills; from teaching facts and concepts to teaching research and problematizing; from teaching basic theory to practicing applying the vital theory or theories; and from working with a set or predetermined syllabus to working on genuine, real-world projects (Kivunja, 2014).

In addition, Trilling and Fadel (2009) argue that in order to become an effective teacher in this new paradigm of learning for the 21st century, one must move away from teacher-directed to student-centered learning; from direct teacher guidance to interactive communication with and among students; from teaching subject knowledge to teaching the required skills; and from teaching material to teaching problem-solving practices. In other words, in order to become an effective teacher in this new paradigm of learning for the 21st century, one must move away from dominant teacher-centered learning. It was discovered that implementing 21st century learning and innovation skills in a language class is a challenging and complex effort. In order to improve their effectiveness in the classroom, teachers often need assistance from outside sources. To help students understand and develop these 21st century skills, which were found to be important for success in the future,

we need reliable educational frameworks, publications, and effective learning implementations.

5.1.1. To what extent are critical thinking and related skills incorporated into the *Roadmap B1* course book and what are the teachers' perspective on critical thinking?

The first research question of this study was to evaluate the extent to which this course book encourages critical thinking and related skills among students. It was found that out of a total of 556 activities, 280 boost students' critical thinking abilities; this represents a 50% success rate for the course book in assisting students to improve their critical thinking skills and making it the highest ratio among other skills. Examining the book in the context of 21st century learning, critical thinking, and problem-solving reveals that the skill takes the greatest space. The activities in the book are quite basic, despite the fact that the literature emphasizes the need of helping children acquire, use, and regulate higher-level thinking skills, as well as creating acceptable principles and standards for assessing their thoughts, evaluating concepts and views willingly, and recognizing with joy (Pardede, 2019a).

Before posing questions on the topic, reading that provokes critical thought and is interesting is provided. If the instructor possesses the necessary expertise, he or she will be able to facilitate more critical discussions on the topic and enhance the critical thinking atmosphere in the class, which may also lead to an increase in class participation. However, as some units lack interesting topics, the questions on these subjects remain simple. In this sense, content and questions are crucial for making a lesson interactive and entertaining.

To improve students' critical thinking, the activities should target their higher cognition, which is only achievable if the activities in the book are contemporary, fascinating, and challenging. According to Atkinson (1997) and Rear (2017), critical thinking is an essential trait for education in the 21st century. This is reflected in the book as the skill that has gained the most ground. In Hermman's (2015) article, the application of critical thinking requires complicated thought systems. Instead of basic activities, questions and tasks that stimulate interpretation and reflection should be assigned.

Typically, the part of the lesson that requires students to create content, pose questions, and find solutions to problems is kept at a simple level. Students may be required to discuss with a classmate or group and provide a response to the "why" question.

Students should be able to synthesize knowledge, draw connections between ideas, and reflect critically on their learning experiences and processes in order to develop the critical thinking abilities necessary for success in the 21st century, as outlined by the P21 framework.

According to teachers, the simplicity of the subjects and the unrelatedness of the content to the themes are insufficient to promote critical thinking. This means that the dynamics of the classroom influence critical thinking. As also asserted by CEFR and GSE, students should be able to explain the ground rules of collaborative discussion in small groups that involve problem solving or the evaluation of alternative proposals. In addition to that, students should also be able to convey the gist of what is said on topics of personal interest in a polite and respectful manner, using appropriate grammar and vocabulary, and pausing and asking for clarification as needed. The participants claimed that they needed additional assistance with strategies in general, but specifically with listening strategies. The roadmap book took a different approach in this regard by including a section on developing skills for each unit. Unfortunately, this resulted in an addition that was not quite as successful as it could have been.

In addition, as mentioned by (Nooan, 2013), students should be taught the necessary skills explicitly. Explicit pedagogical sections like those do not appear in the book. In the 21st century, critical thinking and effective problem solving will be essential skills for learners. The book should emphasize the need for critical thinking for peaceful communities that place a high value on reason and logic (Facione, 2015). There are numerous opportunities to teach critical thinking within the book. Regarding the skills, the majority of the exercises were speaking and grammar. One of the most important findings is that only a small number of grammar activities include critical thinking. Considering the quantity of grammar-related tasks, this rate is still relatively low.

The evaluation of grammatical activities revealed that they were mechanical, controlled, and artificial. Teachers noted that effective language instruction was almost impossible due to the book's grammar activities. According to the findings, both teachers and students should make conscious efforts to promote critical thinking. As stated by Kivunja (2014) in a research, the purpose of this effort should be to be able to offer logical arguments, exchange ideas with other people, effectively listen to the opinions of others, and

contribute. The majority of these activities are speaking activities. More than half of the speaking activities, the book offered similar exercises.

Furthermore, 64 writing activities in the book, more than half of the activities promote critical thinking. However, speaking and writing are challenging for many learners. While students struggle in these disciplines, it becomes difficult to instruct a skill requiring great cognitive ability. Therefore, in the literature, Trilling and Fadel (2009) recommend many strategies to promote critical thinking and problem-solving, but the book does not include these strategies. To get the most out of the book's activities, teachers should do preparations in advance. These preparations were considered as an additional burden by the teachers, who eventually ran out of energy to do them.

Moreover, both the researcher and the participants found the activities to be monotonous and ordinary. The teachers stated that the activities should be centered on tasks and communication in order to provide a relevant, enjoyable, and goal-oriented learning environment for the students. In addition, another conclusion is that the integrated activities in the book promote critical thinking more than the skill-based activities, indicating that the skill-based activities in the book provide inadequate support for critical thinking. According to the P21 framework (2019) found in the literature, activities in 21st century learning are supposed to be integrated and theme based. Thus, it will create a setting suitable to critical analysis and problem solving. However, the book's instructions were not very innovative in this regard, and some of the themes and information included incorrect terms and contexts. Such inaccuracies should not be published in a course book since they affect students' and instructors' perceptions of teaching.

The activities in the book consist solely of basic questions that can be found in nearly every course book. Obviously, such questions may help critical thinking, but these are low-level questions. Only shopping, education, and health should not be considered when it comes to critical thinking. As it was stated by participants, students in the 21st century should be asked more controversial questions, and their critical perspectives should be developed.

In addition, critical thinking and problem solving play an essential role in 21st century education. The *Roadmap BI* book is lacking in this respect. While repeatedly examining the book, the teachers stated that it was insufficient. When the book's activities and modules were evaluated in terms of other 21st century learning abilities, they were judged to be flexible and adaptable. Despite the fact that this situation appears favorable, both students

and teachers frequently require guidance. Besides, in terms of information literacy, the book contains effective relevant exercises. In addition, making judgments and conclusions is an additional related skill that can be regarded a skill on which the book lays the biggest emphasis the majority of the time. In addition to providing logical justifications for their conclusions, the course book's activities aid students in making judgements and decisions. However, the book lacks engaging questions for students, analogies, comparisons in Venn diagrams, numerous readings, unity of differences, and doing unbiased research.

All in all, students will be able to realize their capabilities and limitations and take action in accordance with those realizations when they have the ability to critically reflect on the learning experiences and processes that they have been through.

5.1.2. To what extent are communication and related skills incorporated into the *Roadmap B1* course book and what are the teachers' perspective on communication?

The third research question that had to be addressed was to what extent the course book *Roadmap B1* helps language learners facilitate their communication skills. After carrying out a comprehensive analysis of all 557 activities, it was found that students' communication skills were significantly increased by 200 of those activities. It reveals that 36% of the activities contribute to the students' development as communicators.

Communication skills rank second in importance, with a ratio of 36%. In the literature on language learning, English learning classes are expected to foster an effective communication atmosphere and positive attitudes toward language acquisition. Activities that encourage students to apply their imaginations and think creatively, such as role-playing in the whole classroom, group projects, and simulations, can improve students' communication skills (Bekteshi, 2017). In one study, measuring communication competence at the beginning of university was linked with higher grades and graduation rates (Hawken, Duran, & Kelly, 1991; Rubin, Graham, & Mignerey, 1990). When the communication skills were examined in terms of tasks and activities in *Roadmap B1*, repeating activities were provided. The activities do not promote real-world communication skills.

Effective communication is not robotic and mechanical, and the purpose of communication is to express ideas freely. Furthermore, communication is not bland and uninteresting, and it is certain that communication takes on multiple dimensions in the 21st century learning. For instance, there is an increased requirement to communicate in a manner that encourages learning and collaboration. This new style of communication is not always

face-to-face; instead, it stresses internet-based connections using multiple applications and online tools that enable learners to develop and exchange their ideas, work, and products in digital settings (Kivunja, 2009). Upon examination of the book, it was decided that both the researcher and the participants were partially adequate in terms of verbal communication, but that their nonverbal communication was inadequate. There were few activities that supported higher communication skills. It is stated that the book does not contain media tools. Also, it was stressed that these activities were the same as the activities in the book, that there was no production, and that they were not separate from the activities in the book.

In addition, it was stated that the book placed no significance on the use of any medium other than the online tool. Also, it was reported that the online edition of the book was difficult to use, especially in terms of listening, zooming, and switching between tasks, which discouraged the use of online resources. Participants stated in interviews that encouraging students to practice their language skills outside of the classroom and providing media resources for such applications will enable them to become autonomous learners. There has been a shift in the 21st century EFL classroom from a focus on the teacher to one that places more responsibility on the students themselves as active participants in the language learning (Ardi, 2017). As a result of these changes, university educators must ensure their students are proficient in a wide range of areas, from using technology and digital media to thinking critically, learning independently, and identifying and resolving problems. Learners of English as a foreign language have more options for taking charge of their education due to the increasing use of web 2.0 and mobile 2.0 technologies, which have prompted the call for greater independence in EFL classrooms. Technology, as noted by Villanueva, Ruiz -Madrid, and Luzón (2010), acts as a facilitator for learning and practice by providing more access to authentic materials as learning sources, expanding the opportunity for interaction between users and any sources, fostering metacognitive ability as self-experienced learning, and facilitating the dissemination of information and the cultivation of debate on crucial issues. With the help of technology, students are better able to gain exposure to novel methods of scientific inquiry, cultivate the mindset of a self-directed learner who can direct his or her own education until the desired outcomes are achieved, and work also together effectively in a group setting (Benson, 2011).

Moreover, the book did not provide enough strategies to make this possible. Trilling and Fadel (2009) claim that in order to teach 21st century communication skills, students must first learn how to express themselves verbally and nonverbally in a strategic manner.

This should be taught in a variety of settings and situations to help students become more flexible and improve their ability to communicate in a variety of settings. When the activities are analyzed from this perspective using the P21 framework, it is discovered that the book does not encourage students to use more than one media tool and technology, to prioritize their effectiveness, and to assess their effects. Therefore, it is advantageous for students to offer helpful phrases to them during activities.

In terms of productivity, the book's writing activities are indeed insufficient and artificial. Real communication is superficially delivered. In this day and age, students are not exposed to enough communication variety and diversity in their activities. Moreover, nonverbal communication is as important as verbal communication. Students are expected to be competent in a wide range of areas, not just one area (P21, 2019).

Tedious communication activities were found to be a reason for demotivating students and hinder the development of their communication skills. In order to create an environment favorable to effective communication, the book's activities should be presented in a way that is balanced, interesting, and relevant to the needs of the present day. Clear and realistic communication, according to Trilling and Fadel (2009), means being able to convey one's thoughts and ideas in a variety of ways.

Students and competent teachers expect more technology integration in the classroom today, as people live with technology, and it is always present in our lives. In this regard, the book did not live up to expectations. According to research, students should be taught how to use a variety of media tools and technologies. This should also assist them in comprehending and assessing the efficacy of various media and media technologies, as well as assessing the long-term consequences of various technologies and media. This naturally changes the students' attitude toward the book, and they lose interest in a short period of time, making it impossible for them to establish an effective communication environment. Furthermore, internet-based project works, e-mails, chats, blogs, wikis, podcasts, and so on all fall under the umbrella term "Information and Communication Technology," or ICT (Andrews, 2000). Numerous studies have been conducted to investigate the impact of ICT on students' language learning; these studies show that when students use ICT in language classes, they become more engaged in the material, learn more quickly, and remain on task for longer (Tunstall & Gipps, 1996). Evidently, the integration and increasing utilization of ICT in English language teaching and learning will coincide with the proliferation of user-

friendly devices. The positive potential of ICT in ELT has been recognized, and the necessary technology and resources are available. To make the most of the rich learning environment that ICT provides for learning a foreign language, ICT must be better integrated into current course books, and teachers must be trained on how to use it (Hismanoğlu, 2011).

Listening can be a difficult skill for many students; therefore, teaching vocabulary beforehand may prepare students and have a positive impact on their communication skills. Not only will students be able to apply their knowledge, but they will also be able to interact and create more active student profiles. As can be seen from these results, integrated activities provide students with greater communication skills than skill-based activities.

Another requirement that the book needs is to teach students in the book how to practice active listening. This training should assist them in interpreting and comprehending the meaning of communication while taking their cultural backgrounds, beliefs, and attitudes into consideration. The book achieves this at a 50% rate. While some units take this into account, open-ended and creative communication activities are largely absent (40% in some units). Participants reported that the book differed from existing course books in that it did not adapt to communicative, task-based, or eclectic approaches, but instead it kind of employed the Grammar Translation Method. They stated that the teacher controls the communication activities, and that the lecturer's speaking time is always long. Students should be taught how to communicate with others instead of listening to the teacher for a long time. This will be ensured by real-life, engaging activities that bring people together, inform, educate, and inspire students.

Consequently, while the book lacked in some areas with regard to improving communication skills through listening, it was able to do so in some areas. It was found out in the study that these aspects should be strengthened. When it comes to the listening parts of the book, going above and beyond the traditional method is required. When it comes to learning and innovation skills suitable for the 21st century, students should learn to listen carefully in order to decipher meaning, which may include knowledge, values, attitudes, and intentions so that students should use listening and speaking strategies during discussions about the stories and events being discussed.

Furthermore, grammar teaching and using grammar in a communication can be difficult for many students and also for teachers since it requires a great amount of practice. In this regard, course books may aid in the systematic progression of the teaching process.

However, since grammar is an intense and comprehensive skill on its own, teaching it without context and focusing solely on mechanical activities might reduce students' motivation when language acquisition is also considered. The primary goal of English should be communication. However, it is traditional grammar teaching that it is expected to have excellent grammar skills to communicate at first. Grammar activities should be more than just following rules. Grammar should be used by students in communication activities. As a result, students will have more opportunities for spoken and written practice.

In today's world, it is expected of students that they will be independent individuals who are capable of communicating effectively and expressing themselves clearly in their academic life as well as in their professional life. When all of the activities are evaluated, the communication ability is presented in the *Roadmap B1* book in a more mechanical way. The book does not include many activities that involve authentic communication. For more than 40 years, the concept of authenticity has been crucial to much language teaching and teacher training (Guariento & Morley, 2001). In response to the rising popularity of the concept of text authenticity in the field of language education, the idea of learner authenticity emerged (Lee, 1995). According to Widdowson (1979), genuine language examples are not where authenticity lies. Instead, it is the reaction of the course book's audience that determines its value. However, teachers exert substantial effort to enhance communication skills in activities. This effort has a tendency to lessen as teachers get closer to the end of the semester, since teaching is a demanding and tiring profession. Consequently, both teachers and students should be offered more natural and authentic and enjoyable activities as some activities are not enjoyable it may not be sufficient to improve communication among college students. The language given to learners in course books has long been acknowledged to be a poor reflection of the real thing. Real-life English is used more than any other variety during a daily speaking (Crystal & Davy, 1975), and despite recent efforts to remedy the imbalance, there are still large gaps.

5.1.3. To what extent are collaboration and related skills incorporated into the *Roadmap B1* course book and what are the teachers' perspective on collaboration?

The second research question focused on the extent to which *Roadmap B1* helps language learners develop their ability to collaborate with one another. Following an examination of 557, it was found that 147 of these activities, or 26% of the total, teach students how to work together effectively.

It seems that students collaborate with one another in groups or pairs for 147 of the tasks rather than working independently. Students get the opportunity to learn new things from one another through a few different activities. Collaboration is the third skill that is emphasized at a rate of 26%.

The students' course book gives them collaborative activities, particularly in the English in Action section as pair-works or group-works, and through these tasks, the students have the opportunity to work together to achieve the goal. The majority of collaborative research leads to an increase in academic accomplishment. According to Lai (2011), collaboration encourages people to work together on the same task rather than individually on distinct aspects of the task, and it can bring considerable benefits, particularly in the learning processes of low-proficiency learners.

Collaboration is required for the development of communication, judgment, problem-solving, teamwork, and negotiation abilities. Therefore, collaborative activities assist students in building their reading, listening, speaking, and writing skills at various levels. Collaboration has been identified in nearly all of the book's competencies. When *Roadmap B1* was evaluated in terms of activities, collaboration was incorporated in the majority of the book's speaking tasks. In activities involving writing and grammar, this percentage is quite low. Nonetheless, some scholars emphasize the importance collaboration in the literature, involving students in collaborative learning is associated with academic achievement, such as positive attitudes toward better knowledge of science, math, and technology; interpersonal health; eagerness for the arts; open-mindedness to diverse cultures; a greater ability to exchange knowledge from one channel to another; and the capability to create new questions, ideas, and alternatives (Loes & Pascarella, 2017). Collaboration offers numerous advantages to both students and instructors. Collaborative learning enhances and diversifies the learning environment and is directly associated with increased cognitive engagement (Castle, 2014).

Moreover, the OECD (2019) identified collaboration as a component of social and emotional skills essential to the creation of new values, allowing learners to effectively work with people they have never met or will never meet face-to-face, thereby achieving renewed significance in 21st century learning and working conditions, and it holds a prominent place in education.

According to Harmer (2007), collaboration is widely acknowledged as a teaching and learning method that involves grouping learners to accomplish a task, solve a problem, or work together on a project. However, *Roadmap B1* lacks collaboration and its strategies. It does not adequately support collaboration and its strategies to enhance learners' collaboration capabilities and make them effective teammates. Some units include decent support for fostering collaboration, but they are not structured to expressly encourage students to use the collaboration elements. All of the activities are suitable for teamwork, but they might be developed in a more collaborative manner to increase learners' productivity and accountability, thus preparing them to be more effective team members and colleagues in both academic and professional settings. In reality, this may be judged based on the choice of the instructor who gives the lesson, since after a given amount of time in the classroom, the students get used to a specific pattern; thus, separating the students into groups, sometimes randomly and sometimes purposefully, breaks the classroom's routine. This fosters a more dynamic environment of collaboration in the classroom. As a result, students have the opportunity to strengthen their social and intercultural skills owing to these shifts and differences in the classroom.

The majority of the activities in the book consist of fill-in-the-blank questions and are presented in pairs or small groups. Participants thought that these activities were insufficient, with a few stating that they should have been a little more challenging. Despite the fact that many collaboration activities could be used with other activities, the book did not advance beyond activities other than peer or group discussion. It is asserted that collaboration should be integrated with skills and also it should signify the importance of diversity and variety (Trilling & Fadel, 2009). For instance, due to the fact that many students struggle with listening skills, listening activities can be an effective collaboration tool. Collaboration in peer or group listening, i.e., the exchange of information, can positively impact students' listening skills. Furthermore, the majority of these activities consist of working with peers, discussions, and comparisons. These activities eventually become ordinary for both students and teachers. Collaboration can also be a useful practical skill in grammar teaching, but in order to provide this effective practice, activities must be designed in accordance with the desires and needs of 21st century learning. The P21 framework (2019) argues that classroom activities should encourage students to work effectively, enthusiastically, and willingly in teams, but *Roadmap B1* does not provide such a setting for learners. Due to the inadequacy of the course book's instructions, it would not be possible

for students to interact with various types of individuals and teams if the instructor lacked the requisite practice.

To demonstrate flexibility and adaptability, students should be able to effectively incorporate feedback and engage and interact with praise, challenging situations, and criticism, as well as grasp the meaning, negotiate, and balance diverse perspectives and beliefs in order to arrive at reasonable solutions, especially in cross-cultural circumstances (P21, 2019).

It is revealed that, beyond a certain point, the activities in the book repeat. This might be a problem that demotivates students since they repeatedly perform the same actions during group or pair activities. Students prefer to complete the activities individually rather than in groups after a while. This could be a problem that decreases learners' motivation as they consistently perform the same actions when participating in group activities. Therefore, students prefer to carry out the exercises on their own rather than in groups. The reason why students wanted such request, in one research, when the focus changed from the course book to actual materials and was centered on language learning through content. The learners' motivation grew, and they valued their teachers' demands for authentic themes and resources. Overall, they thought that they had become more involved in the class, professional, and collaborative (Banegas et al., 2013). Furthermore, students then demanded that the standards be raised because they felt capable of tackling more difficult tasks (Tomlinson, 2008). They stated that they would be more motivated if materials were authentic that promoted skill development through engaging and challenging themes, sources, and exercises.

Also, none of the exercises emphasized the proper technique to execute group tasks or how students should behave when working in a group or team. Despite the fact that the course book contains less cultural variety and diversity, in a unit of the extra resources video lesson, the interviewer in that exercise offered meals from various cultures and answered questions about them. According to some participants, it was a wonderful activity for building intercultural competence. Brown (2000), Byram (1989), Kramsch (1993), Mitchell & Myles (2004), and many other scholars assert a strong correlation between cultural background and linguistic style because ideas about language are ideas about culture, and since ideas about culture have meaningful effects on language teaching and language learning, it is pointless to try to teach a foreign language without considering diverse cultural

aspect (Swiderski, 1993). Due to the fact that communication is one of the primary objectives of learning a foreign language, it is absolutely essential that language students should be aware of the culture-specific knowledge of that language. Effective communication can only be achieved by providing a learning and teaching environment in which language learners are aware of the culture of the target language. McKay (2003) asserts that in order to be efficient and effective in the target language, one must acquire both linguistic and cultural competence.

At the same time, it was said that in some units, culture was forced on people. For example, it was said that Turkish phrases were taught to students in unusual ways, like as nouns without any context. In terms of leadership and responsibility, participants stated that children became accustomed to non-original, routine, and predictable activities over time, which diminished their interest in the lesson. They also said that they could not benefit anything from a place where students learned to speak a language in that way. However, depending on the group and the level of group dynamics, repetition can be advantageous or disadvantageous, but expect to see the good side of repetition as well. The book is supposed to recycle vocabulary, themes, or what they have already learnt, rather than repeating tasks without any meaningful content (Cunningsworth, 1995).

All in all, exposure to collaborative learning is likely to have a favorable and beneficial impact on critical thinking (Loes & Pascarella, 2017). The presence of social and cross-cultural skills throughout the book suggests that the tasks encourage students to communicate well with others and work in varied teams by embracing individual differences. Students must learn when to respectfully and professionally listen and when to talk. In a workplace with employees from a variety of cultural and social backgrounds, they must be able to respond positively to a variety of perspectives. As a result, they draw inspiration from these differences to develop innovative ideas (P21, 2019). Participants stressed that the tasks should be task-based and communication-based, with more meaningful knowledge gaps and opinion gaps when the book was evaluated in terms of collaboration. In addition to peer activities, there should be a number of group activities, debates, and discussions. Additionally, there is a demand for settings that are more suitable for creativity and collaborative problem-solving.

Collaboration can be adapted from a variety of activities. However, this will alter the duration of the lesson and necessitate additional teacher time. Therefore, these 21st century

skills should be taught in a systematic manner and in environments that encourage greater interest, motivation, collaboration, and diversity.

5.1.4. To what extent are creativity and related skills incorporated into the *Roadmap B1* course book and what are the teachers' perspective on creativity?

Concerning the amount to which the course book *Roadmap B1* supports creativity skills in language learners, which is the final research question, it can be shown that 1%, or 4 out of 557, encourages creativity in students. Creativity is the least emphasized skill encouraged by the course book's activities. It indicates that the course book does not have a variety of creative-inspiring tasks.

When the number of exercises is considered, particularly lacking in creativity are the speaking and grammatical exercises in the course book, which discourage learners from developing any creative skills. However, the writing assignments in the Develop Your Writing part contribute somewhat to the students' creative development. Learners with higher levels of creative aptitude are more likely to develop creative thoughts that may contribute to and challenge future learning by sharing new, authentic knowledge with others, since creative aptitude appears to be a reason that may enhance language learning since it helps learners adjust to unknown and unforeseen circumstances (Richards, 2013).

The "4Cs" provide precisely what Richards (2013) describes, giving students the chance to come up with their own solutions to unfamiliar problems that arise in the classroom setting. Based on the P21 framework (2019), students who want to become more creative should be proficient in a variety of conceptualization methods, including brainstorming, and should be able to come up with unique, meaningful ideas that build on both familiar and new, innovative notions. Moreover, they must be able to develop, examine, and assess their own thoughts and concepts in order to enhance and optimize their creative output. To show their information literacy, students should be able to obtain information efficiently and rapidly, in terms of both time and resources, and evaluate items critically and accurately.

In addition, students should be able to handle the flow of information from a diversity of sources, use information efficiently and creatively for the topic or problem at hand, and have a basic knowledge of issues associated with accessing and using information (P21, 2019). As all participants stated that the course book does not encourage students to display their own learning performances using creative ways, such as videos, PowerPoint presentations, posters, brochures, journals, and social media, in order to promote creativity.

Considering the current teaching environment, it is inexcusable that such activities are not mentioned in the book, as virtually everyone has a PC and a smartphone at home, and it is easier than ever to access these resources. It is essential to use a broad range of technological tools for a creative learning environment. The importance of creativity in 21st learning century education is widely acknowledged (Craft, 2010). The need to infuse creative thinking skills into educational systems is a common theme in both academic and popular literature (Harris 2016; Runco, 2014). The ability to use digital technologies is widely regarded as a core skill in the 21st century, much like creativity. Indeed, it is frequently argued that the relationship between technology and creativity is one of the most pressing issues facing education in the 21st century learning (Page & Thorsteinsson, 2017). In several activities, the book encourages students to create presentations, web blogs, or social media posts. However, there is no creative instruction, or these activities are not presented properly, and some tasks are so simple that you do not need to use an external platform to do them. On the other hand, while the connection between creativity and technologies in learning has been the subject of much discussion and description in educational scholarship and rhetoric (Malhotra et al., 2015), there is still little direct connection between these in policy. Although the potential of these areas is acknowledged, it is rarely spelled out in policy documents and is often overlooked when it is, they are rarely discussed or recognized together.

Maley and Bolitho (2015) believe that, if given the right conditions, everybody has the potential for creativity, particularly in the field of language learning. Students need cognitive skills such as comparing and contrasting, hypothesizing, envisioning, observing, and questioning in order to succeed in life. Moreover, it has been noted that when creative thinking is included in English education, students acquire not just these skills but also metacognitive skills such as the ability to assess and critically reflect on their own performance and learning (Read, 2015). The course book provides no opportunity for innovative risk-taking or independent effort. Lifelong learning, regarded as a metacognitive skill, is significantly and positively associated with successful creative enhancement (Hattie, 2009). The book does not inspire students to take risks because, in order to take risks, they require diverse activities, contexts, and settings. Since Roadmap lacks these settings, the repetitious and restricted activities in the book do not promote students' autonomy. The topics covered in the book do not assist students in either thinking creatively or comprehending the boundaries of real life. Due to the limited room for them to think, say,

and talk, they are unable to make comparisons or engage in critical thinking regarding these issues.

Due to the fact that the book contains conventional topics and questions, students are not given the opportunity to come up with original thoughts under a variety of circumstances. As a consequence of this, the book's potential to capture the attention of the students is hindered. While it is possible to run into individuals with a variety of points of view throughout the course book, it is uncommon to come across activities that emphasize how significant these differences are. Additionally, the book does not support direct input and feedback from group discussions. Several different units have been searched, and similar activities have been found in each one. However, there are not enough of them to provide useful feedback. This result suggests that the book should concentrate more on the differences between things and how to provide constructive criticism.

In addition, the book does not include any unique activities that would allow students to experience creativity in their work and assist them in comprehending the limitations that exist in the real world when it comes to welcoming new ideas. It is essential to teach students to be creative in the real world and to understand their own capabilities and limitations, and activities that require students to do both of these things at the same time can positively impact language learning. In today's society, the ability to think creatively and intellectually is becoming an increasingly important factor in determining personal and professional success (Pardede, 2019b).

Students need to develop the ability to think creatively as well as the ability to collaborate creatively with others in order for them to be successful in business and careers in the 21st century, as stated by the 21st Century Skills Partnership (P21, 2019). The authors should add more activities for creative thinking and integrate more 21st century skills, which is also stated by one of the participants, as students of today are from a different generation than students of the past, thus the book ought to incorporate activities in both critical thinking and problem solving in order to encourage creative thinking and increase overall productivity. Students are therefore required to engage in activities that require both their cognitive and creative abilities.

Additionally, there should be an increased emphasis placed on free-form practices. When developing plans for projects, it is essential to take into account a number of different intelligences. All in all, since the book does not place an emphasis on professional

development, it is possible that the success of teaching skills relevant to the 21st century will depend not only on the quality of the instructor but also on the additional materials they develop and implement.

Learners in the 21st century cannot always be expected to have the same ideas when it comes to learning and innovation. As everyone is different in this world and there are other cultures, languages, and opinions, when a variety of ideas and opinions are discussed, innovative ideas can arise. Creativity is a difficult skill to have, and it is unreasonable to expect teachers to be creative all of the time. As a result, clear, entertaining, and informative activities should be included in the book to foster creativity. This will both make language learning enjoyable and deviate from traditional, tedious approaches. In the 21st century, student profiles, technological opportunities, and so on evolve at a rapid pace and are constantly changing. Publishers have not made much progress, as evidenced by the book on this study. People who prepare books should now understand that if an activity is not exciting, interesting, and repetitive, it will become unbearable for both teachers and students after a while. This will result in lower in-class motivation and a loss of interest in language.

CHAPTER 6

CONCLUSION

6.1. Summary of the Results

This study aimed to investigate the learning and innovation skills of *Roadmap B1* and the perspectives of EFL teachers towards the 4Cs in the book. The convergent mixed method was used to evaluate learning and innovation skills for the 21st century. First, the activities in the book were spotted and evaluated in terms of CEFR and GSE. Second, the course book's 4Cs were evaluated thoroughly by using the forty-item P21 course book evaluation checklist. Third, to make the research more reliable, five EFL teachers who used the book throughout the semester were interviewed and asked to answer sixteen open-ended questions, which were adapted from the P21 evaluation checklist.

Two hundred eighty (50%) of the five hundred fifty-seven activities support critical thinking and problem solving, making it the highest-rated 21st century learning and innovation skill. Communication abilities rank second among the 4C talents when all of the tasks in the book are considered. Two hundred out of five hundred fifty-seven (36%) of the exercises in the book indicate that communication skills are promoted. One hundred forty-three (26%) out of five hundred fifty-seven activities foster collaboration, making it the third most recognized 21st century learning and innovation skill. Last of all, just four of the five hundred fifty-seven activities in the book encourage creativity when assessed in terms of creativity. Consequently, this equals one percent. This result reveals that the book is severely lacking in creativity and originality. The following are the results based on the data collected through the P21 course book evaluation checklist and the data obtained through interviews with five EFL teachers:

- One of the key reasons why teachers selected this book was its value placed on the 'Develop your Skills' section. There is a focus on skill improvement in each module. This is because skills and strategies are not always emphasized in conventional course books. Therefore, educators need more support, especially in terms of skill-based strategies. Regarding this, the Roadmap took a different route.
- The majority of activities in the course book adhere to a standard course book framework. It was discovered that some of the units lacked any meaningful context. In terms of efficiency, the book's actions are unrealistic and

inadequate. Genuine interaction is presented superficially. The activities of today's students require variety and diversity. As everyone in the world is unique and there are a variety of cultures, languages, and opinions, fresh ideas might emerge when diverse thoughts and perspectives are shared. Students should be taught both explicitly and implicitly that competing ideas can overlap and reinforce one another.

- Activities are more effective at fostering 4Cs when they are not treated as a separate ability but rather integrated into other activities, and the number of integrated skills is moderate. The results showed that more 4C settings are possible if 4C integrated speaking-and writing-focused activities had been provided. Teachers claim that integrated activities are essential for 21st century learning and for developing abilities. It is clear from these findings that students acquire greater language learning skills through participation in skill-integrated activities rather than skill-based activities.
- Ideally, learning a language in its natural environment would be inductive, facilitate interlingual development, boost students' intrinsic motivation, and emphasize communication over linguistics. Exercises in grammar should make use of context to emphasize both form and meaning. They should also promote accuracy and fluency while avoiding overloading learners with linguistic terminology. The fundamental way through which students acquire skills is explicit teaching.
- If the teacher is acquainted with the subject matter, they will be able to inspire students to think critically about it during class, which could lead to more student engagement. In this sense, content and questions are crucial for making a lesson interactive and entertaining, but the questions on subjects have remained relatively simple because some units were found to lack meaningful topics for today's young adults. There are times when everything does not go as planned and acknowledging this reality and devoting some of the allotted time in the course books to topics that most people would rather not discuss will not only break the monotony of the material, but it will also make the environment in which one is learning a foreign language more efficient and more humane.

- It has been suggested in interviews that having the book's professional authors write a few extra comprehension questions would be a great help to teachers by reducing the amount of work they have to do while also giving them some extra support. Also, having those questions available to them outside of class time can encourage them to engage in self-reflective inquiry, take notes, actively participate, and spark opportunities for independent research and study.
- The book does not encourage students to use a variety of media and technology, nor does it teach them how to prioritize their activities or assess their impact. The rate was discovered to be null after a thorough examination of ten units.
- While the grammar activities were intense and comprehensive on their own, teaching them in isolation and focusing solely on mechanical activities demotivated teachers.
- The book does not provide strategies for some skills. It provides some reading, writing, and listening strategies in develop your skills part, but none for other skills.

The generalized results of evaluating the 4C skills are provided below:

- Regarding this examination, it is clear that critical thinking is the skill that is most actively promoted. Critical thinking skills are primarily developed through integrated activities, the discussion sections preceding and following the activities, and the exercises in the section under "Develop Your Skills." However, without an interesting context, it is challenging to develop students' critical thinking skills.
- According to GSE and CEFR, the book does not provide enough opportunities for students to fulfill the goal of providing more in-depth conversation and problem-solving skills while covering themes of interest to students. Students in the 21st century should be asked more thought-provoking questions, and their critical attitudes should be facilitated.
- Once all aspects are examined fairly and completely, the *Roadmap B1* book's tasks should be more challenging, in content, and on exciting and creative topics instead of monotonous and repeating ones.

- When all of these exercises are considered, it is clear that there is not enough content in the course book to give learners opportunities to communicate effectively using the target language.
- When all of the actions have been reviewed, the communication competence is presented in a more mechanical manner in the Roadmap book. There are not that many activities in the book that incorporate actual communication. Teachers make significant efforts to improve communication skills in activities.
- Students gradually grew accustomed to the artificial, routine, and predictable activities, which diminished their enthusiasm for the course.
- When evaluating the book in terms of collaboration, participants underlined that the activities should be task-based and communication-based, with more substantive information and opinion gaps. Peer activities were listed, but respondents also desired to participate in a wide range of group debates and discussions.
- It is practically impossible to discover specific examples of creative concepts in the book. Creative activities are possible if the instructor is competent and skilled since creativity is a challenging ability, and it is unfair to expect teachers to be constantly innovative.

To sum up, if an activity is not exciting, engaging, and repeated, it will eventually become intolerable for both students and instructors. This will lead to decreased motivation and interest in language classes. One of the most important implications is that the exercises in the book are limited to promoting the 4Cs and that extra material is needed. Teachers endure burnout as a result of needing to create a better learning and teaching environment by preparing materials daily. It was discovered that the course book lacked integrated content, making it challenging to include 4Cs into the units.

6.2. Recommendations for Further Studies

The purpose of this research is to analyze a course book for its effectiveness in fostering 4Cs. However, future research might also include qualitative and quantitative research with students who have been taught using this course book. In addition, classroom observation can verify the information gathered through this evaluation, providing insight into whether or not the English class activities are indeed beneficial to the students' overall English language learning experience. Besides, the study only had five participants from

Ankara, Turkey, and hence the findings are not generalizable. Researchers may conduct a larger-scale study with participants from all across the country if it is hoped to obtain more definitive results based on 21st century learning and innovative skills. In general, the study of teaching and learning in the 21st century is of great interest to many researchers. This study contributes to the literature therefore that we can have a better understanding of what the ideal book for enhancing 21st century learning, and innovation skills should be.

6.3. Further Implications

An ELT education should first and foremost equip students with the skills to communicate, collaborate, think critically, and produce more, and the program should aim to facilitate the development of these specific skills. It should also provide sufficient instruction on how students and teachers can cultivate these skills. If learners are not provided with sufficient opportunities in diverse teaching and learning environments, they may be less likely to adopt these skills. After completing this training, EFL teachers and teacher trainers with expertise in 21st century learning, and innovation skills may conduct action research or workshops to determine how to enhance the quality of EFL lessons using these skills. The decisions made during this workshop could be shared with all EFL teachers in the form of reflective or collaborative teaching research. In the 20th century, skill-based or translation-based foreign language education was essential. However, in the learning and innovation age of the 21st century, collaboration, communication, creativity, and critical thinking (4Cs) have become essential for success in both the classroom and the workplace (Casner-Lotto & Barrington, 2006).

In some reading activities, the number of comprehension questions might be increased, as these activities typically consist of simple critical questions that do not promote critical thinking in learners. Preparing critical and problem-solving questions about the reading passage's subject is a separate field from teaching, and it is unrealistic to expect all teachers to have this skill at the same level. Instead, having at least a few additional comprehension questions written by the book's professional writers will relieve the teachers of a significant burden and provide them with support. Simultaneously, students' access to those questions without the teacher's assistance can support students' self-questioning, taking notes, effectively participating, and trigger autonomous learning and exploration.

Furthermore, according to the P21 framework, more balanced language practices would have been possible if both speaking-and writing-focused activities had been provided.

As a result, not only skills in oral communication are vital, but also skills in written communication are equally important as well. Students may find it stimulating to examine the same activity from a variety of angles when they participate in such activities. The critical thinking and problem-solving abilities of students at the B1 level can be improved by increasing the number of activities of this kind. It is particularly important in today's world to have an analytical mindset and access to unbiased, objective information. Students' research abilities, as well as their ability to think critically and find solutions to problems in the 21st century, will benefit to a great extent from the integration of unbiased research projects in course books.

Giving some space to significant issues that people avoid talking about will both break the routine of course books and make the language learning environment more effective and humane. Intelligent or transformative people are those who learn from their mistakes and develop themselves as a consequence. In this regard, the book misses the point. However, if the book could inform the students that making mistakes is a real phenomenon, it could reduce their anxiety. Thus, they could be better learners of the English language.

In the majority of university English preparation schools, no method is used to select course books. When teachers are examining multiple course books, they may be unable to determine which sections are significant and which are not. Once the books have been chosen and the semester has begun, it is no longer feasible to return to this selection for that academic year. The requirements of the world in which we live must be taken into account. For these reasons, a process should be devised when selecting books, and teachers should make corresponding decisions. Otherwise, a school year can be highly challenging for both teachers and students, which can be a setback to language learning.

REFERENCES

- 4th APEC education ministerial Meeting Lima, Peru, CMEC. (2008). *Education to achieve 21st century competencies and skills: Recommendations*. Retrieved from <https://www.cmec.ca/Publications/Lists/Publications/Attachments/121/APEC4-CanadianDelegationReport.en.pdf>
- AACTE. (2010, September). *21st century knowledge and skills in educator preparation*. Retrieved from <https://files.eric.ed.gov/fulltext/ED519336.pdf>
- Achinstein, B. (2002). *Conflict amid community: The micropolitics teacher collaboration*. *Teachers College Record*, 104(3), 421-455. <https://doi.org/10.1111/1467-9620.00168>
- Ananiadou, K., & Claro, M. (2009, December 18). *21st century skills and competences for New Millennium Learners in OECD countries*. OECD iLibrary. Retrieved from <https://www.oecd-ilibrary.org/education/21st-century-skills>
- Ardi, Priyatno. (2017). *Promoting learner autonomy through schoology m-learning platform in an EAP class at an Indonesian university*. *Teaching English with Technology*. 17. 55-76.
- Autor, D., Levy, F., & Murnane, R. (2003). The skill content of recent technological change: An empirical exploration. *The Quarterly Journal of Economics*. 118, 1279-1333. <http://dx.doi.org/10.1162/003355303322552801>
- Banegas, D., Pavese, A., Velázquez, A., & Vélez, S. M. (2013, May 29). *Teacher Professional Development Through Collaborative Action Research: Impact on foreign English-language teaching and learning*. Taylor & Francis. Retrieved from <https://www.tandfonline.com/doi/full/10.1080/09650792.2013.789717>
- Barrett, M., Philippou, S., Mompoin Gaillard, P., Lázár, I., & Byram, M. (2014). *Developing intercultural competence through education*. Retrieved from <https://rm.coe.int/developing-intercultural-enfr/16808ce258>

- Barkley, E. F., Cross, K. P., & Major, C. H. (2014). *Collaborative learning techniques: A handbook for college faculty*. San Francisco, CA: Jossey-Bass.
- Bekteshi, E. (2017, June). *The 'Four Cs - Collaboration, Communication, Critical thinking, and Creativity*. ResearchGate. Retrieved from <https://www.researchgate.net/publication/318042578>
- Bellanca, J. A., Brandt, R., Barel, J., Darling-Hammond, L., Dede, C., DuFour, R., DuFour, R., Fisher, D., Fogarty, R. J., Frey, N., Gardner, H., Hargreaves, A., Johnson, D. W., Johnson, R. T., Kay, K., Lemke, C., McTighe, J., November, A., Pearlman, B., Seif, E. (2010). *21st Century Skills: Rethinking How Students Learn (Leading Edge)* (1st ed.). Solution Tree.
- Bell, J., & Gower, R. (1998). *Writing course materials for the world: A great compromise*. In B. Tomlinson (Eds.), *Material development in language teaching* 116-129. Cambridge: Cambridge University.
- Benson, P. (2011). *Teaching and researching autonomy in language learning* (2nded.). Harlow: Pearson Education.
- Boriboon, P. (2014, June 12). *We would rather talk about PLAA RAA than hamburgers voices from low-proficiency EFL learners in rural Thailand*. Academia.edu. Retrieved from <https://www.academia.edu/3090987>
- Brown, H.D. (2000). *Principles of language learning & teaching (4th ed.)*. New York: Addison Wesley Longman.
- Byram, M. (1989). *Cultural Studies in Foreign Language Education*. Clevedon: Multilingual Matters.
- Canagarajah, S. (2007). *Lingua franca English, multilingual communities, and language acquisition*. *Modern Language Journal*, 91(1), 923-939.
- Casner-Lotto, J., & Barrington, L. (2006). *Are They Really Ready to Work?Employers' Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century US Workforce*. Partnership for 21st Century Skills: Washington, DC.

- Carnevale, P., Gainer, J., & Meltzer, S. (1991). *Workplace Basics: The Essential Skills Employers Want, Training Manual*. Wiley.
<https://www.wiley.com/enus/Workplace+Basics>
- Cabrera, A. F., Colbeck, C. L., & Terenzini, P. T. (2001). *Developing performance indicators for assessing classroom teaching practices and student learning: The case for engineering*. *Research in Higher Education*, 42, 327–352.
 doi:10.1023/A:1018874023323
- Chad N. Loes & Ernest T. Pascarella (2017) *Collaborative Learning and Critical Thinking: Testing the Link*. *The Journal of Higher Education*, 88:5, 726–753, DOI: 10.1080/00221546.2017.1291257
- Çınar, M. (2021). The incorporation of 21st century skills into ELT. *International Journal of Language and Translation Studies*, 1(1).
- Craft, A. (2010). *Creativity and education futures: Learning in a digital age*. Staffordshire: Trentham Books.
- Craft, A. (2010). *Possibility thinking and wise creativity: educational futures in England? (chapter 14) - nurturing creativity in the classroom*. Cambridge Core. Retrieved from <https://www.cambridge.org/core/books/nurturing-creativity>
- Crystal, D. & D. Davy (1975). *Advanced conversational English*. Harlow: Longman.
- Chen, C.-H., Hung, H.-T., & Yeh, H.-C. (2021, February 8). *Virtual reality in problem-based learning contexts: Effects on the problem-solving performance, vocabulary acquisition and motivation of English language learners*. Wiley Online Library. Retrieved from <https://onlinelibrary.wiley.com/doi/full/10.1111/jcal.12528>
- Chen, C.-H., Yang, C.-K., Huang, K., & Yao, K.-C. (2020, July 15). *Augmented reality and competition in robotics education: Effects on 21st century competencies, group collaboration and learning motivation*. Wiley Online Library. Retrieved from <https://onlinelibrary.wiley.com/doi/10.1111/jcal.12469>

- Cookson, P. W., Jr. (2009). *What would Socrates say?*. *Educational Leadership*, 67(1), 8–14.
- Creswell, J. W. (2012). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (Third ed.). SAGE Publications, Inc.
- Creswell, J. W., & Plano Clark, V. L. (2011). *Designing and conducting mixed methods research* (2nd ed.). Thousand Oaks, CA: Sage.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Thousand Oaks, CA: Sage.
- Creswell, J. W., & Creswell, D. J. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). SAGE Publications, Inc.
- Crystal, D. (1997). *English as a global language*. Retrieved from: <https://www.worldcat.org/title/english-as-a-global-language/oclc/36225432>
- Cuban, L., Kirkpatrick, H., & Peck, C. (2001). High access and low use of technologies in highschool classrooms: Explaining an apparent paradox. *American Educational Research Journal*, 38(4), 813–834.
- Cunningsworth, A. (1995). *Choosing Your Course book*. Macmillan Education.
- Cutshall, S. (2009). *Clicking across cultures*. *Educational Leadership*, 67(1), 40–44.
- Darling-Hammond, L. (2005, November 30). *Constructing 21st -century teacher education*. *Journal of Teacher Education*. Retrieved from <https://eric.ed.gov/?id=EJ736690>
- Darling-Hammond, L., Bransford, J., LePage, P., Hammerness, K., & Duffy, H. (2007). *Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able to Do* (1st ed.). Jossey-Bass.
- Datnow, A. (2011). *Collaboration and contrived collegiality: revisiting Hargreaves in the age of accountability*. *Journal of Educational Change* 12/2: 147–58.
- Downe-Wamboldt, B. (2009, August 14). *Content analysis: Method, applications, and issues*. Taylor & Francis. Retrieved from <https://www.tandfonline.com/doi/abs/10.1080/07399339209516006>

- Dweck, C. (1999, January 1). [PDF] *self-theories: Their role in motivation, personality, and development. essays in Social Psychology.: Semantic scholar*. Semantic Scholar. Retrieved from <https://www.semanticscholar.org/paper/Self-Theories>
- Facione, P. A. (2011). *Measured reasons and critical thinking*, Lillbrae, CA., The California Academic Press.
- Facione, P. A. (2015, February 24). *Critical Thinking: What It Is and Why It Counts*. Academia.edu. Retrieved from https://www.academia.edu/5903883/Critical_Thinking
- Fandiño, Y. J. (2013, October 31). *21st century skills and the English Foreign Language Classroom: A call for more awareness in Colombia*. GIST Education and Learning Research Journal. Retrieved from <https://eric.ed.gov/?id=EJ1062562>
- Fitzgerald, H. E., Bruns, K., Sonka, S. T., Furco, A., & Swanson, L. (2015, November 30). *The centrality of engagement in Higher Education: Reflections and Future Directions*. Journal of Higher Education Outreach and Engagement. Retrieved from <https://eric.ed.gov/?id=EJ1097202>
- Fullan, M. (2001). *The new meaning of educational change*. New York: Teachers College Press.
- García-Herreros Machado, C. A. (2017). The Road to Bilingualism: Cases of Success. *Latin American Journal of Content and Language Integrated Learning*, 10(2), 297-307.
- Gass, S. & Selinker L. (2001). *Second Language Acquisition: An Introductory Course*. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.
- Glossary of Education Reform (2016, August 25). *21st century skills*. Retrieved from <https://www.edglossary.org/21st-century-skills/>
- Goo, S. K. (2015). *The skills Americans say kids need to succeed in life*. Retrieved from <http://www.pewresearch.org/fact-tank/2015/02/19/skills-for-success>

- Guariento, W., & Morley, J. (2001, October). *Text and task authenticity in the EFL classroom*. ResearchGate. Retrieved from <https://www.researchgate.net/publication/228740371>
- Guilford, J. (1967). *The nature of human intelligence*. New York: McGraw-Hill
- Gut, D. M. (2010). *Integrating 21st century skills into the Curriculum*. SpringerLink. Retrieved from https://link.springer.com/chapter/10.1007/978-94-007-0268-4_7
- Harmer, J. (1991). *The Practice of English Language Teaching, New Edition (Longman Handbooks for Language Teachers)*. Pearson P T R.
- Harmer, J. (2007). *The Practice of English Language (4th ed.)*. Pearson Longman ELT.
- Hargreaves, A. (2009). *Contrived collegiality: the micropolitics of teacher collaboration*. In F. W. English (Ed.), *Educational leadership and administration (Vol. 4, pp. 201-201)*. SAGE Publications Ltd, <https://dx.doi.org/10.4135/9781446261460.n7>
- Harris, A. & Ammermann, M. (2015). *The changing face of creativity in Australian education*. Teaching Education, DOI: 10.1080/10476210.2015.1077379.
- Harris, A. (2016). *Creativity and education*. Dordrecht: Springer.
- Hattie, J. (2009). *Visible Learning: a synthesis of over 800 meta-analyses relating to achievement*. Abingdon: Routledge.
- Heckman, J. J., & Kautz, T. D. (2012, June 1). *Hard evidence on Soft Skills*. NBER. Retrieved from <https://www.nber.org/papers/w18121>
- Herrmann, E. (2015, January 21). *Multibrief: The 4 C's of 21st century learning for ells: Critical thinking*. MultiBriefs. Retrieved from <https://exclusive.multibriefs.com/content/the-4-cs>
- Helm, J. H., Turckes, S., & Hinton, K. (2010). *A habitat for 21st century learning*. Educational Leadership, 67(7), 66–69.
- Hismanoğlu, M. (2011, June 10). *The integration of information and communication technology into current ELT course books: A critical analysis*. Procedia - Social and Behavioral Sciences. Retrieved from <https://www.sciencedirect.com/science/article/pii/S1877042811002278>

- Hutchinson, T., & Torres, E. (1994, October 1). *The course book as agent of change*. Academic.oup.com. Retrieved from <https://academic.oup.com/eltj/article/48/4/315/3113903>
- IBSA (2009). *The Innovation and Business Industry Skills Council of Australia; Developing Innovation Skills: A Guide for Trainers and Assessors to Foster the Innovation Skills of Learners through Professional Practice*. East Melbourne, Victoria: Australian Government, Department of Education, Employment and Workplace Education.
- Illeris, K. (2018, March 27). *A comprehensive understanding of human learning*. Taylor & Francis. Retrieved 8AD, from <https://www.taylorfrancis.com/chapters/edit/10.4324>
- Jibreel, I. (2015, July 14). *Evaluating blue skies 6 with reference to Yemeni students*. awej.org. Retrieved from <https://awej.org/evaluating-blue-skies-6>
- Johnson, D. W., Johnson, R. T., & Holubec, E. (1990). *Circles of learning: Cooperation in the classroom*. Edina, MN: Interaction.
- Jordan, G., & Gray, H. (2019, September 30). *We need to talk about Course books*. ELT Journal. Retrieved from <https://eric.ed.gov/?id=EJ1240610>
- Jr, T. D. C. (2014). *The Impact of Cooperative Learning on The Development of Need for Cognition Among First-Year College Students*. Iro.uiowa.edu. Retrieved from <https://iro.uiowa.edu/esploro/outputs/doctoral/9983776991902771>
- Kay, K. (2010, January). *Enriching minds for the 21st Century*. innovationlabs.com. Retrieved from <https://www.innovationlabs.com/plsd/resources/kenkay.pdf>
- Kelchtermans, G. (2006). *Teacher collaboration and collegiality as workplace conditions. A review*. Zeitschrift für Pädagogik 52/2: 220–37.
- Kramer, C. S., Lester, A. J., & Wilcox, K. C. (2021). *College, career, and Civic Readiness: Building School communities that prepare youth to thrive as 21st century citizens*. Taylor & Francis. Retrieved from <https://www.tandfonline.com/doi/full/10.1080/00933104.2021.1968984>

- Kramersch, C. (1994). *Context and culture in language teaching*. Oxford: Oxford University Press.
- Lai, E. R. (2011, June). *Collaboration: A literature review*. Pearson assessments. Retrieved from <http://images.pearsonassessments.com/images/tmrs/collaboration-review.pdf>
- Lee, S., Bartolic, S., & Vandewater, E. A. (2009). Predicting children's media use in the USA: Differences in cross-sectional and longitudinal analysis. *British Journal of Developmental Psychology*, 27, 123–143.
- Lee, W. (1995). *Authenticity revisited: Text authenticity and learner authenticity*. *ELT Journal* 49.4, 323–328.
- Lemke, C. (2010). *Innovation Through Technology*. SolutionTree. Retrieved from https://cloudfront.solutiontree.com/pdfs/Reproducibles_21CS
- Lichtenberg, J., Woock, C., & Wright, M. (2008). *Ready to innovate: Are educators and executives aligned on the creative readiness of the U.S. workforce?* (Report No. R 1424-08-KF). New York: The Conference Board, Americans for the Arts, American Association of School Administrators. Ohio Resource Center.
- Litz, D. R. A. (2005). *Course book evaluation and ELT management: A South Korean case study*. *Asian EFL (English as Foreign Language) Journal*. Retrieved from <https://asianefl-journal.com/thesis/coursebook-evaluation>
- Long, M. H., & Porter, P. A. (1985, June). *Group Work, Interlanguage Talk, and Second Language Acquisition*. JSTOR. Retrieved from <https://www.jstor.org/stable/3586827>
- Maley, A. (1997). *Creativity with a small 'c.'* *The Journal of the Imagination in Language Learning and Teaching*, 4. Retrieved from <http://www.njcu.edu/cill/journal-index.html>
- Maley, A., & Bolitho, R. (2015, July 2). *Key Concepts in ELT: Creativity*. *ELT Journal*. Retrieved from <https://academic.oup.com/eltj/article/69/4/434/630596>
- Malhotra, R., Malhotra, A., & Bana, V. (2015). *Developing elusive frame for creativity, ICT and*

teacher education. World Academy of Science, Engineering and Technology, International Journal of Information and Communication Engineering, 2(10), 49.

Martin, J. N., & Nakayama, T. K. (2015, January 7). *Reconsidering Intercultural (Communication) competence in the workplace: A dialectical approach*. Taylor & Francis. Retrieved from <https://www.tandfonline.com/doi/full/10.1080/14708477.2014.985303>

Mankara, P. V. (2020). Integrating 21st century skills in English language teaching: an overview. *Language & Literature*, 10.

Medgyes, P., & Malderez, A. (1996). *Changing perspectives in teacher education*. Macmillan.

McCain, T. (2005). *Teaching for tomorrow: Teaching content and problem-solving skills*. Corwin Press.

McDonough, J., & Shaw, C. (2003, February 1). *Materials and methods in ELT: A teacher's guide, 2nd edition*. Wiley.com. Retrieved from <https://www.wiley.com/enus/Materials>

McGrath, I. (2013). *Teaching materials and the roles of Efl/Esl teachers: Practice and theory*. Bloomsbury.

McKay, S.L. (2003). *The cultural basis of teaching English as an international language*. TESOL Matters, 13(4), 1-6

Miller, S. (2016). *Implementation of the 4Cs of 21 st Century Learning Skills within the Blended Coaching Model (Doctoral dissertation)*. Brandman University, U.S.

Mishan, F., & Timmis, I. (2015). *Materials development for TESOL*. Edinburgh: Edinburgh University Press

Mitchell, R., & Myles, F. (2004). *Second language learning theories*. London: Hodder Arnold

- Moore, K. D. (2014, January). *Effective instructional strategies: From theory to practice*. Effective Instructional Strategies: From Theory to Practice. Retrieved from <https://study.sagepub.com/moore4e>
- National Education Association. (2015). *Preparing 21st century students for a global society: An educator's guide to the "Four Cs"*. Retrieved from <http://www.nea.org/assets/docs/A-Guide-to-Four-Cs.pdf>
- Nishanthi, R. (2018). Importance of learning English in today world. *International Journal of Trend in Scientific Research and Development*, 3(1).
- Nizam, A. S., Musa, N. C., & Wahi, W. (2010, January). Information Literacy Abilities in ESL Classrooms. ResearchGate. <https://www.researchgate.net/publication/41389832>
- Noonan, S. J. (2013, June 16). *How real teachers learn to engage all learners*. R&L Education.
- Okoro, E., Washington, M. C., & Thomas, O. (2017, September). *The impact of interpersonal communication skills on organizational effectiveness and social self-efficacy: A synthesis*. *International Journal of Language and Linguistics*. Retrieved from http://www.ijllnet.com/journals/Vol_4_No_3_September_2017/3.pdf
- Organization for Economic Co-Operation and Development. (2019). *OECD future of education and skills 2030*. OECD Publishing. Retrieved from <http://www.oecd.org/education/2030/>
- Özeke, S., & Baltacı, Ş. (2015, January 1). *Essential skills for 21st century teachers in Turkey: Uludag University example*. Academia.edu. Retrieved from https://www.academia.edu/41198577/Essential_Skills_for_21st
- P21. (2008). *21st Century Skills, Education and Competitiveness*. Washington, DC: P21.
- Page, T., & Thorsteinsson, G. (2017). *The impact of conventional school education on students' creativity*. *I-Manager's Journal on School Educational Technology*, 13(1), 12.

- Pardede, P. (2019, October 12). *Using Fiction to Promote Students' Critical Thinking*. JET (Journal of English Teaching). Retrieved from <http://ejournal.uki.ac.id/index.php/jet/article/view/1309>
- Partnership for 21st Century Learning (P21) (2019). *P21 Framework Definitions*. Retrieved from <http://www.p21.org/our-work/p21>
- Partnership for 21st Century Skills (P21) (2019). *Framework for 21st century learning*. Retrieved from www.p21.org
- Penrod, C. B., Tucker, M., & Hartman, K. B. (2017, September 30). *Models for delivering written business communication skills: Improving the process*. Journal of Instructional Pedagogies. Retrieved from <https://eric.ed.gov/?id=EJ1158376>
- Pearson. (2022). *Global scale of English (GSE): About us: Pearson English*. (GSE) | About us Pearson English. Retrieved from <https://www.pearson.com/GSE>
- Ranaweera, P. (2008, January 1). *Importance of information literacy skills for an information literate society: Semantic scholar*. Core AC UK. Retrieved from <https://www.semanticscholar.org/paper/Importance-of-Information>
- Ravitch, D. (2009a, September 15). *Critical thinking? You need knowledge*. Boston Globe.
- Ravitch, D. (2009b, October 10). *21st century skills: An old familiar song*.
- Read, C. (2015). *Seven Pillars of Creativity in Primary ELT*. Retrieved from <https://www.carolread.com/wp-content/>
- Richard Andrews (2000) *Learning, Literacy and ICT: What's the Connection?* English in Education, 34:3, 3-18, DOI: 10.1111/j.1754-8845.2000.tb00580.x
- Richards, J. C. & Lockhart, C. (1996). *Reflective Teaching in Second Language Classrooms*. Cambridge: Cambridge University Press
- Richards, J. C. (2001). *Curriculum Development in Language Teaching (Cambridge Language Education)* (1st ed.). Cambridge University Press.
- Richards, J. C. (2013, June 5). *Creativity in Language Teaching*. Retrieved from <https://www.professorjackrichards.com/Creativity-in-Language Teaching.pdf>

- Ritchhart, R. (2011). *Making thinking visible*. San Francisco: Jossey-Bass
- Robinson, K. (2007, January 7). *Do Schools kill creativity? Sir Ken Robinson*. *Ted Talks [video file]* Retrieved from: <https://www.youtube.com/watch?v=iG9CE55wbtY>
- Rubin, A., & Babbie, E. R. (2008). *Research methods for social work* (6th ed.). Belmont, CA: Thompson & Brooks/Cole.
- Runco, M. A. (2014). *Creativity: Theories and themes: Research, development, and practice*. Amsterdam: Elsevier.
- Sang, G., Liang, J., Chai, C., Dong, Y., & Tsai, C. (2018). *Teachers' actual and preferred perceptions of twenty-first century learning competencies: a Chinese perspective*. *Asia Pacific Education Review*, 19(3), 307-317. Doi: 10.1007/s12564-018-9522-0
- Samuel, G., Christoph, N., & Sascha, W. (2015). *21st century skills: International advancements and recent developments*. American Psychological Association. Retrieved from <https://psycnet.apa.org/record/2015-57217-002>
- Saw, T. (2016). *Evaluating the external materials used for cultural elements in ELT course books through teacher perception of teaching and learning*. Colchester: University of Essex.
- Schreier, M. (2012). *Qualitative Content Analysis in Practice* (1st ed.). SAGE Publications Ltd.
- Sun, Y. (2010, January 29). *Trends, issues, challenges, and responsibilities of nonnative speaking TESOL educators in the global ELT field over the next decade*
- Sun, Y. (2016). *Nine strategies for 21st -century ELT professionals*. Retrieved from <http://blog.tesol.org/9-strategies-for-21st-century-elt-professionals/>
- Soulé, H., & Warrick, T. (2015). *Defining 21st century readiness for all students: What we know and how to get there*. *Psychology of Aesthetics, Creativity, and the Arts*, 9(2), 178–186.
- Sprenger, M. (2009). *Focusing the digital brain*. *Educational Leadership*, 67(1), 34–39.
- Swiderski, R. M. (1993). *Teaching language, learning culture*. Westport, Conn: Bergin & Garvey.

- Tomlinson, B. (2008). *Language Acquisition and Language Learning Materials*. In *English Language Learning Materials. A Critical Review*, edited by B. Tomlinson, 3–14. London/New York, NY: Continuum.
- Tomlinson, B. (2010). *What do teachers think about EFL course books?* *BioTechniques*, 19, 5-9.
- Torrance, E. (1970). *Encouraging Creativity in the Classroom*. Dubuque, IA: William C. Brown.
- Tunstall, P. & Gipps, C. (1996). *Teacher feedback to young children in formative assessment*. *British Educational Research Journal*, 22 (4), 389-404.
- Uluhan, G. (2019). *An Evaluation of a Course book for 21st Century's Learning and Innovation skills (thesis)*. Retrieved from <https://tez.yok.gov.tr/UlusalTezMerkezi/>
- Villanueva, M. L., Ruiz-Madrid, M. N., & Luzón, M. J. (2010). Learner autonomy in digital environments: Conceptual framework. In M. J. Luzón, M. N. Ruiz-Madrid, and M. L. Villanueva (eds.), *Digital genre, new literacies and autonomy in language learning* (pp. 1-16). Newcastle upon Tyne: Cambridge Scholars Publishing.
- Voogt, J., & Roblin, N. P. (2012, April 30). *A comparative analysis of international frameworks for 21st century competences: Implications for national curriculum policies*. Taylor & Francis. Retrieved from <https://www.tandfonline.com/doi/full/10.1080/00220272.2012.668938>
- Vygotsky, L. S. 1978. *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press.
- Vygotsky, L. (2014, January). *Imagination and creativity in childhood*. *Journal of Russian and East European Psychology*. Retrieved from https://www.researchgate.net/publication/266316472_Imagination
- Wagner, T. (2008). *Rigor redefined*. *Educational Leadership*, 66(2), 20–24.
- Wagner, T. (2008). *The global achievement gap: Why even our best schools don't teach the new survival skills our children need—and what we can do about it*. New York, NY: Basic Books.

- Walser, N. (2008, September/October). *Teaching 21st century skills*. *Harvard Education Letter*, 24(5). Retrieved from <http://www.hepg.org/hel/article/184>
- Widdowson, H. G. (1979). *Explorations in applied linguistics 1*. Oxford: Oxford University Press.
- Williams, M. H., & Evans, J. J. (2008). *Factors in information literacy education*. *Journal of Political Science Education*, 4(1), 116-130.
- Wu, W.-C. V., Manabe, K., Marek, M. W., & Shu, Y. (2021, September 3). *Enhancing 21st century competencies via Virtual Reality Digital Content Creation*. Taylor & Francis. Retrieved from <https://www.tandfonline.com/doi/full/10.1080/>
- Zampetakis, L. (2010, January 1). *On the relationship between individual creativity and Time Management. Thinking Skills and Creativity*. Retrieved from <https://www.academia.edu/1632020/>

APPENDICES

APPENDIX 1. COURSE BOOK EVALUATION CHECKLIST

LEARNING AND INNOVATION SKILLS: 1) CRITICAL THINKING AND PROBLEM SOLVING	YES	NO
Flexibility and Adaptability		
1. Does the book provide students with new concepts and new perspectives?		
2. Does the book encourage students to identify their own assumptions about the world and later change them?		
Information Literacy		
3. Does the book include activities that are designed in a way that students answer questions and complete language learning tasks?		
4. Does the book include tasks for students to engage in to develop language skills?		
5. Does the book stimulate students to make inferences through inference comprehension questions?		
Making Judgments and Decisions		
6. Does the book stimulate decision-making, proposing solutions?		
7. Does the book include activities engaging students in logical thinking where they support their reasoning and resolve differences with their peers?		
8. Does the book include interesting questions for students to discuss?		
9. Does the book encourage students to have relationship analyses (through analogies) or comparisons (i.e., Venn diagrams)?		
10. Does the book promote synthesizing: Synthesis of information from two texts to teach a 'multiplicity' approach rather than a 'duality' approach to learning?		
11. Does the book make sure that students can realize that ideas that are in opposition on the surface may intersect and reinforce each other?		
12. Does the book include activities which stimulate students to identify assumptions, recognize attitudes and values and reevaluate them?		
13. Does the book encourage students to have a feeling of reasoning and argumentation?		
14. Does the book have question types that promote critical thinking (Why...? What...? etc.)		
15. Does the book give the students the idea of judgment; choosing factual, unbiased information for research projects?		
2) LEARNING AND INNOVATION SKILLS: COLLABORATION		

Productivity and Accountability		
16. Does the book explicitly teach collaboration skills including strategies for interacting productively with others, resolving conflicts, and managing task work?		
17. Does the book try to strengthen students' collaboration skills and provide them with strategies for being a good teammate?		
18. Does the book establish learning objectives around collaboration?		
19. Does the book design activities require learners to use the elements of collaboration?		
Flexibility and Adaptability		
20. Does the book make sure group activities require students to work together and to negotiate?		
Social and Cross-Cultural Skills		
21. Does the book use group activities as opportunities to reinforce and practice collaboration skills?		
22. Does the book include activities that rotate groups so that students gain experience working with different types of individuals and teams?		
23. Does the book allow students to choose which of the defined roles in a task they would like to play but encourage them to practice playing different roles over time?		
Leadership and Responsibility		
24. Does the book promote interpersonal communication through various activities?		
3) LEARNING AND INNOVATION SKILLS: COMMUNICATION		
ICT-Media Literacy		
25. Does the book encourage the students to utilize multiple media and technologies, and let them know how to judge their effectiveness as a priority as well as assess their impact?		
Communicating Clearly		
26. Does the book have activities that lead students to use communication for a range of purposes (e.g., to inform, instruct, motivate, and persuade)?		
27. Does the book encourage the students to listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions?		
28. Does the book give the students the opportunity of using oral, written, and nonverbal communication skills in a variety of forms and contexts so that they can articulate thoughts and ideas effectively?		
29. Does the book create diverse environments so that the students can communicate effectively in different situations using both verbal and non-verbal communication?		

30. Does the book ask open-ended and creative questions so that the students can start a conversation and keep it going?		
4) LEARNING AND INNOVATION SKILLS: CREATIVITY		
ICT-Media Literacy		
31. Does the book encourage learners to think creatively by enticing them to present their learning performances through creative ways such as using videos, PowerPoint presentations, posters, brochures, blogs, and social media?		
Initiative and Self Direction		
32. Does the book provide opportunities for students to take risks, take their own initiative to do things?		
Thinking Creatively		
33. Does the book encourage students to use a wide range of idea creation techniques (such as brainstorming, problem finding, conceptual combination)?		
34. Does the book create environments that encourage creative expression and a real and useful contribution to their work?		
35. Does the book help students create new and worthwhile ideas using both existing and new knowledge?		
36. Does the book help students elaborate, refine, analyze, and evaluate their own ideas in order to improve and maximize creative efforts?		
Working Creatively with Others		
37. Does the book encourage students to develop, implement and communicate new ideas to others effectively in a variety of conditions?		
38. Does the book let students be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work?		
39. Does the book include original activities to make students feel inventive in work and help them understand the real-world limits of adopting new ideas?		
40. Does the book help students view failure as an opportunity to learn; understand that creativity and innovation is a long term, cyclical process of small successes and frequent mistakes?		

APPENDIX 2. COURSE BOOK EVALUATION INTERVIEW

QUESTIONS

- 1) To what extent, does the book encourage students to engage in critical thinking by supporting their reasoning and resolving disagreements?
- 2) To what extent does the book introduce innovative opinions and perspectives to students?
- 3) To what extent does the book make students practice their language skills?
- 4) How do you evaluate *Roadmap B1* in terms of critical thinking and problem solving?
- 5) To what extent does the book explicitly teach collaboration skills, such as how to interact productively with others, solve problems, and manage task work?
- 6) To what extent do the activities in the book alternate groups so that students may obtain experience dealing with diverse sorts of people and teams?
- 7) To what extent does the book encourage interpersonal communication through multiple activities?
- 8) How do you evaluate *Roadmap B1* in terms of collaboration?
- 9) To what extent does the book provide students with the chance to practice their verbal and nonverbal communication skills in a variety of forms and circumstances so that they can successfully convey their thoughts and ideas?
- 10) To what extent, does the book encourage students to use various media and technologies and teach them how to evaluate their effectiveness?
- 11) How do you evaluate *Roadmap B1* in terms of communication?
- 12) To what extent, does the book promote authentic activities that encourage students to be creative at work, as well as a variety of techniques for producing innovative ideas?
- 13) To what extent, does the book encourage learners to think creatively by motivating them to present their learning performances in innovative techniques such as films, PowerPoint presentations, posters, brochures, blogs, and social media?
- 14) To what extent does the book encourage students to take risks and act on their own?
- 15) To what extent does the book offer creative tasks that encourage students to be creative in their work and help them understand the real-world limits of implementing innovative ideas?
- 16) How do you evaluate *Roadmap B1* in terms of creativity?

APPENDIX 3: ETHICS COMMITTEE APPROVAL

APPENDIX 4: CHECKLIST PERMISSION