

BASKENT UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
MASTER PROGRAM OF ENGLISH LANGUAGE TEACHING
WITH THESIS

ANALYSIS OF THE PRODUCTIVE SKILLS OF THE
INTERNATIONAL BACCALAUREATE (IB) *ENGLISH B*
***COURSEBOOK* REGARDING THE 21ST CENTURY CRITICAL**
THINKING SKILLS

PREPARED BY

CANSU YAY

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THESIS SUPERVISOR

Associate Prof. Dr. Senem ÜSTÜN KAYA

ANKARA - 2024

BAŞKENT ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili ve Eğitimi Tezli Yüksek Lisans çerçevesinde Cansu Yay tarafından hazırlanan bu çalışma, aşağıdaki jüri tarafından Yüksek Lisans Tezi olarak kabul edilmiştir.

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

İmza

Doç. Dr. Senem Üstün Kaya / Başkent Üniversitesi

.....

Dr. Öğr. Üyesi Ahmet Remzi Uluşan / Başkent Üniversitesi

.....

Prof. Dr. Paşa Tevfik Cephe / Gazi Üniversitesi

.....

ONAY

.....

..... Enstitüsü Müdürü

Tarih: ... / ... /

BAŞKENT ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ
YÜKSEK LİSANS TEZ ÇALIŞMASI ORJİNALLİK RAPORU

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Öğrencinin Adı, Soyadı: Cansu Yay

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Danışmanın Unvanı/Adı, Soyadı: Doç. Dr. Senem Üstün Kaya

Tez Başlığı: International Baccalaureate (IB) English B Ders Kitabındaki Üretken Becerilerin 21. Yüzyıl Eleştirel Düşünme Becerileri Açısından Analizi

Yukarıda başlığı belirtilen Yüksek Lisans tez çalışmamın; Giriş, Ana Bölümler ve Sonuç Bölümünden oluşan, toplam 102 sayfalık kısmına ilişkin, 07/05/ 2024 tarihinde tez danışmanım tarafından Turnitin adlı intihal tespit programından aşağıda belirtilen filtrelemeler uygulanarak alınmış olan orijinallik raporuna göre, tezimin benzerlik oranı %13'dür. Uygulanan filtrelemeler:

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“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

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Öğrenci Danışmanı Unvan, Ad, Soyad, İmza:

Doç. Dr. Senem Üstün Kaya

.....

To my beloved parents and my precious husband... Thank you for being my rock and encouraging me in all aspects of my life.

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ÖZET

Cansu YAY

International Baccalaureate (IB) *English B* Ders Kitabındaki Üretken Becerilerin 21. Yüzyıl Eleştirel Düşünme Becerileri Açısından Analizi

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

2024

Bu çalışmanın amacı, IB (Uluslararası Bakalorya) Diploma Programı ilkelerinde yer alan ve bir 4C becerisi (eleştirel düşünme ve problem çözme, iletişim, iş birliği, yaratıcılık) olan eleştirel düşünme ve problem çözme becerisinin, Cambridge University Press tarafından geliştirilen *English B* kitabındaki üretken becerilerde ne ölçüde desteklendiğini analiz etmektir.

English B ders kitabındaki üretken becerilerde, eleştirel düşünme ve problem çözme becerilerinin ne ölçüde desteklendiğini değerlendirmek için nitel teknik kullanıldı.

İlk olarak, kitaptaki etkinlikler taranarak dil becerisine göre kategorize edildi. Daha sonra, ders kitabındaki etkinlikler yeniden taranarak seçilen etkinlikler Uluhan'ın kontrol listesinde (2019) "Öğrenme ve Yenilik Becerileri: Eleştirel Düşünme ve Problem Çözme Becerileri" başlığı altında gruplandırıldı. Araştırmanın tasarımını kolaylaştırmak için üç temel araştırma sorusu oluşturuldu. İlk araştırma, *English B* ders kitabındaki konuşma becerilerinin eleştirel düşünme becerilerini ne ölçüde desteklediği araştırıldı. *English B* ders kitabındaki ikinci sorunun amacı, yazma becerisinin eleştirel düşünme becerisini ne ölçüde desteklediğini araştırmaktı. Üçüncü araştırmanın amacı konuşma ve yazma becerilerinin *English B* ders kitabına ne ölçüde dahil edildiğini belirlemektir. Bu çalışmanın sonucuna ek olarak, kitaptaki materyallerin eleştirel düşünme ve problem çözme

becerilerine destek sağlayıp sağlamadığını tespit etmek amacıyla yedi İngilizce eğitmeniyle yapılan bir anketin sonuçları da yer aldı.

5 Ana başlık - 15'er ünite - 363 soruda - toplam 4 ünite de sadece 5 yazma aktivitesinin eleştirel düşünme ve problem çözme becerisinden yoksun olduğu sonucuna ulaşıldı. Bunun dışında kalan tüm yazma ve konuşma becerileri eleştirel düşünme ve problem çözme becerilerini desteklediği tespit edildi. Bunun dışında, kitaptaki toplam 15 ünitenin sadece 6 tanesinde üretken becerilere daha az yer verilmiş olup, geri kalan 9 ünite de baskın bir şekilde yazma ve konuşma aktivitelerine yer verildiği görülmektedir. Tüm alıştırmalar göz önüne alındığında, *English B* ders kitabındaki üretken becerilerinin IB ilkeleri doğrultusunda başarılı bir şekilde desteklediği görülmektedir. Bu çalışmanın bulguları, IB öğretmenlerinin ve öğrencilerinin eleştirel düşünme becerisine ilişkin algılarını genişleteceği ve yayınevlerinin içerik üretmede 21. yüzyıl becerilerine odaklı çalışmalarını artıracakları tahmin edilmektedir.

Anahtar Kelimeler: 21. yüzyıl becerileri, P21 Çerçevesi, Uluslararası Bakalorya Diploma Programı, Eğitimde 4C, İngilizce ders kitabı değerlendirilmesi

ABSTRACT

Cansu YAY

**Analysis of the Productive Skills of the International Baccalaureate (IB)
English B Coursebook Regarding the 21st Century Critical Thinking
Skills**

Başkent University

Institute of Educational Sciences

Department of Foreign Languages

Master Program of English Language Teaching with Thesis

2024

The objective of the study is to determine the degree to which the critical thinking and problem-solving abilities in the *English B Coursebook* by Cambridge University Press align with the critical thinking skills - the 4C skills (critical thinking and problem solving, communication, collaboration, and creativity) that are integral to the principles of the IB (International Baccalaureate) Program. Utilizing a qualitative technique, the degree to which the productive skills in the *English B Coursebook* support critical thinking and problem-solving skills was assessed. Initially, the activities in the coursebook were scanned and grouped based on language skills. The activities were inspected again, and the selected tasks were grouped under the heading “Learning and Innovation Skills: Critical Thinking and Problem-Solving Skills” in Uluhan's checklist (2019). The study was designed with the development of three key research questions. The first inquiry determined the degree to which the speaking skills in *English B Coursebook* facilitated critical thinking skills. In *English B Coursebook*, the second query aimed to assess the degree to which writing abilities promote critical thinking skills. The objective of the third research was to assess the degree to which the *English B Coursebook* included speaking and writing skills. The study used the findings from a survey of seven English language

instructors to determine the extent to which the coursebook's materials promote the acquisition of critical thinking and problem-solving skills.

It was concluded that only 5 writing activities in 5 Chapters - 15 units each - 363 questions- in a total of 4 units lack critical thinking and problem-solving skills. It was determined that all other writing and speaking skills supported critical thinking and problem-solving skills. Furthermore, only 6 of the 15 units in the book include less productive skills, and the remaining 9 units predominantly include writing and speaking activities. Considering all the exercises, it appears that the *English B Coursebook* successfully supports productive skills in line with IB principles. The results of this research are anticipated to broaden the perspectives of IB educators and learners regarding critical thinking skills and inspire publishing houses to place greater emphasis on incorporating 21st century skills into their content creation processes.

Key Words: IB (International Baccalaureate) Program, English B, 21st century skills, Critical thinking skills, P21 Framework, 4Cs in education, Coursebook evaluation

TABLE OF CONTENTS

ACKNOWLEDGMENTS	i
ÖZET	ii
ABSTRACT	iv
TABLE OF CONTENTS	vi
LIST OF TABLES	xii
LIST OF FIGURES	xv
ABBREVIATION LIST	xvii
CHAPTER 1	1
INTRODUCTION	1
1.1. Statement of the Problem	1
1.2. Purpose of the Study	2
1.3. Research Questions	2
1.4. Significance of Research	3
1.5. Limitations of the Study	4
CHAPTER 2	5
LITERATURE REVIEW	5
2.1. Core Linguistic Skills	5
2.1.1. Receptive skills: listening and reading	5
2.1.2. Productive skills: speaking and writing	7
2.2. 21st Century Skills, “Framework of P21” and English Language Teaching .	7
2.2.1. Creativity and English language teaching	8
2.2.2. Collaboration and English language teaching	9
2.2.3. Communication and English language teaching	9
2.2.4. Critical thinking and English language teaching	10
2.3. The importance of Coursebooks in ELT/EFL	10

2.4. General Aspects of IB <i>English B</i> Curriculum	12
2.4.1. The components of the <i>English B Coursebook</i>	15
CHAPTER 3.....	18
RESEARCH METHODOLOGY AND DESIGN.....	18
3.1. Research Design	18
3.2. Population and Sample.....	18
3.3. Data Collection Instruments	18
3.4. Survey.....	19
3.5. Data analysis.....	19
CHAPTER 4.....	20
FINDINGS.....	20
4.1. Overall View on CT and PS Skills on the Activities for the Productive Skills in the <i>English B Coursebook</i>	20
4.1.1. Explanation of the terminologies used in the analysis.....	20
4.2. The Analysis of CT and PS Skills on the Activities for Productive Skills in the <i>English B Coursebook</i>	21
4.2.1. Activities to enhance speaking skills	24
4.2.1.1. The analysis of chapter 1 in terms of critical thinking and problem-solving skills in speaking skills	25
4.2.1.1.1. The analysis of unit 1.1 in terms of critical thinking and problem-solving skills in speaking skills	25
4.2.1.1.2. The analysis of unit 1.2 in terms of critical thinking and problem-solving skills in speaking skills	28
4.2.1.1.3. The analysis of unit 1.3 in terms of critical thinking and problem-solving skills in speaking skills	31
4.2.1.2. The analysis of chapter 2 in terms of critical thinking and problem-solving skills in speaking skills	33
4.2.1.2.1. The analysis of unit 2.1 in terms of critical thinking and problem-solving skills in speaking skills	34

4.2.1.2.2. The analysis of unit 2.2 in terms of critical thinking and problem-solving skills in speaking skills	36
4.2.1.2.3. The analysis of unit 2.3 in terms of critical thinking and problem-solving skills in speaking skills	38
4.2.1.3. The analysis of chapter 3 in terms of critical thinking and problem-solving skills in speaking skills	40
4.2.1.3.1. The analysis of unit 3.1 in terms of critical thinking and problem-solving skills skills in speaking skills.....	40
4.2.1.3.2. The analysis of unit 3.2 in terms of critical thinking and problem-solving skills in speaking skills	42
4.2.1.3.3. The analysis of unit 3.3 in terms of critical thinking and problem-solving skills in speaking skills	43
4.2.1.4. The analysis of chapter 4 in terms of critical thinking and problem-solving skills in speaking skills	45
4.2.1.4.1. The analysis of unit 4.1 in terms of critical thinking and problem-solving skills in speaking skills	46
4.2.1.4.2. The analysis of unit 4.2 in terms of critical thinking and problem-solving skills in speaking skills	47
4.2.1.4.3. The analysis of unit 4.3 in terms of critical thinking and problem-solving skills in speaking skills	51
4.2.1.5. The analysis of chapter 5 in terms of critical thinking and problem-solving skills in speaking skills	54
4.2.1.5.1. The analysis of unit 5.1 in terms of critical thinking and problem-solving skills in speaking skills	55
4.2.1.5.2. The analysis of unit 5.2 in terms of critical thinking and problem-solving skills in speaking skills	57
4.2.1.5.3. The analysis of unit 5.3 in terms of critical thinking and problem-solving skills in speaking skills	59
4.2.2. Activities to enhance writing skill	61

4.2.2.1. The analysis of chapter 1 in terms of critical thinking and problem-solving skills in writing skills.....	61
4.2.2.1.1. The analysis of unit 1.1 in terms of critical thinking and problem-solving skills s in writing skills	61
4.2.2.1.2. The analysis of unit 1.2 in terms of critical thinking and problem-solving skills in writing skill.....	64
4.2.2.1.3. The analysis of unit 1.3 in terms of critical thinking and problem-solving skills in writing skill.....	66
4.2.2.2. The analysis in chapter 2 in terms of critical thinking and problem-solving skills in writing skills.....	67
4.2.2.2.1. The analysis of unit 2.1 in terms of critical thinking and problem-solving skills in writing skills.....	68
4.2.2.2.2. The analysis of unit 2.2 in terms of critical thinking and problem-solving skills in writing skills.....	70
4.2.2.2.3. The analysis of unit 2.3 in terms of critical thinking and problem-solving skills in writing skills.....	72
4.2.2.3. The analysis of chapter 3 in terms of critical thinking and problem-solving skills in writing skills.....	75
4.2.2.3.1. The analysis of unit 3.1 in terms of critical thinking and problem-solving skills in writing skills.....	75
4.2.2.3.2. The analysis of unit 3.2 in terms of critical thinking and problem-solving skills in writing skills.....	77
4.2.2.3.3. The analysis of unit 3.3 in terms of critical thinking and problem-solving skills in writing skills.....	79
4.2.2.4. The analysis of chapter 4 in terms of critical thinking and problem-solving skills in writing skills.....	81
4.2.2.4.1. The analysis of unit 4.1 in terms of critical thinking and problem-solving skills in writing skills.....	81
4.2.2.4.2. The analysis of unit 4.2 in terms of critical thinking and problem-solving skills in writing skills.....	83

4.2.2.4.3. The analysis of unit 4.3 in terms of critical thinking and problem-solving skills in writing skills.....	85
4.2.2.5. The analysis of chapter 5 in terms of critical thinking and problem-solving skills in writing skills.....	89
4.2.2.5.1. The analysis of unit 5.1 in terms of critical thinking and problem-solving skills in writing skills.....	89
4.2.2.5.2. The analysis of unit 5.2 in terms of critical thinking and problem-solving skills in writing skills.....	90
4.2.2.5.3. The analysis of unit 5.3 in terms of critical thinking and problem-solving skills in writing skills.....	91
CHAPTER 5.....	93
DISCUSSION.....	93
5.1. Findings.....	93
5.1.1. To what extent do speaking skills include critical thinking skills in the <i>English B Coursebook</i> ?.....	93
5.1.2. To what extent do writing skills include critical thinking skills in the <i>English B Coursebook</i> ?	95
5.1.3. To what extent does the <i>English B Coursebook</i> provide materials in speaking and writing skills?.....	96
CHAPTER 6.....	99
CONCLUSION	99
6.1. Summary of the Results.....	99
6.2. Recommendations for Further Studies	101
6.3. Further Implications.....	101
REFERENCES	103
APPENDICES.....	108
Appendix 1: The Delphi Report.....	108
Appendix 2: Adapted Coursebook Evaluation Checklist.....	109
Appendix 3: Teacher Survey Questions.....	110

Appendix 4: Ethics Committee Approval	112
Appendix 5: Checklist Permission	114
Appendix 6: Coursebook Permission	115

LIST OF TABLES

	Page
Table 4. 1. Activities that Promote Critical Thinking and Problem-Solving Skills	23
Table 4. 2. Activities that Promote Critical Thinking and Problem-Solving Skills in Speaking and Writing Skills	23
Table 4. 3. The Activities that Promote Critical Thinking and Problem-Solving Skills in Speaking Skills in Unit 1.1	27
Table 4. 4. Utilization Frequency of Productive Skills in Unit 1.1	27
Table 4. 5. Activities that Promote Critical Thinking and Problem-Solving Skills in Speaking Skills in Unit 1.2	30
Table 4. 6. Utilization Frequency of Productive Skills in Unit 1.2	30
Table 4. 7. Activities that Promote Critical Thinking and Problem-Solving Skills in Speaking Skills in Unit 1.3	33
Table 4. 8. Utilization Frequency of Productive Skills in Unit 1.3	33
Table 4. 9. Activities that Promote Critical Thinking and Problem-Solving Skills in Speaking Skills in Unit 2.1	35
Table 4. 10. Utilization Frequency of Productive Skills in Unit 2.1	35
Table 4. 11. Activities that Promote Critical Thinking and Problem-Solving Skills in Speaking Skills in Unit 2.2	37
Table 4. 12. Utilization Frequency of Productive Skills in Unit 2.2	38
Table 4. 13. Activities that Promote Critical Thinking and Problem-Solving Skills in Speaking Skills in Unit 2.3	39
Table 4. 14. Utilization Frequency of Productive Skills in Unit 2.3	39
Table 4. 15. Activities that Promote Critical Thinking and Problem-Solving Skills in Speaking Skills in Unit 3.1	41
Table 4. 16. Utilization Frequency of Productive Skills in Unit 3.1	41
Table 4. 17. Activities that Promote Critical Thinking and Problem-Solving Skills in Speaking Skills in Unit 3.2	43
Table 4. 18. Utilization Frequency of Productive Skills in Unit 3.2	43
Table 4. 19. Activities that Promote Critical Thinking and Problem-Solving Skills in Speaking Skills in Unit 3.3	44
Table 4. 20. Utilization Frequency of Productive Skills in Unit 3.3	45

Table 4. 21. Activities that Promote Critical Thinking and Problem-Solving Skills in Speaking Skills in Unit 4.1	47
Table 4. 22. Utilization Frequency of Productive Skills in Unit 4.1	47
Table 4. 23. Activities that Promote Critical Thinking and Problem-Solving Skills in Speaking Skills in Unit 4.2	50
Table 4. 24. Utilization Frequency of Productive A in Unit 4.2	50
Table 4. 25. Activities that Promote Critical Thinking and Problem-Solving Skills in Speaking Skills in Unit 4.3	53
Table 4. 26. Utilization Frequency of Productive Skills in Unit 4.3	54
Table 4. 27. Activities that Promote Critical Thinking and Problem-Solving Skills in Speaking Skills in Unit 5.1	56
Table 4. 28. Utilization Frequency of Productive Skills in Unit 5.1	56
Table 4. 29. Activities that Promote Critical Thinking and Problem-Solving Skills in Speaking Skills in Unit 5.2	58
Table 4. 30. Utilization Frequency of Productive Skills in Unit 5.2	58
Table 4. 31. Activities that Promote Critical Thinking and Problem-Solving Skills in Speaking Skills in Unit 5.3	60
Table 4. 32. Utilization Frequency of Productive Skills in Unit 5.3	60
Table 4. 33. Activities that Promote Critical Thinking and Problem-Solving Skills in Writing Skills in Unit 1.1	63
Table 4. 34. Activities that Promote Critical Thinking and Problem-Solving Skills in Writing Skills in Unit 1.2	66
Table 4. 35. Activities that Promote Critical Thinking and Problem-Solving Skills in Writing Skills in Unit 1.3	66
Table 4. 36. Activities that Promote Critical Thinking and Problem-Solving Skills in Writing Skills in Unit 2.1	70
Table 4. 37. Activities that Promote Critical Thinking and Problem-Solving Skills in Writing Skills in Unit 2.2	71
Table 4. 38. Activities that Promote Critical Thinking and Problem-Solving Skills in Writing Skills in Unit 2.3	75
Table 4. 39. Activities that Promote Critical Thinking and Problem-Solving Skills in Writing Skills in Unit 3.1	77
Table 4. 40. Activities that Promote Critical Thinking and Problem-Solving Skills in Writing Skills in Unit 3.2	79

Table 4. 41. Activities that Promote Critical Thinking and Problem-Solving Skills in Writing Skills in Unit 3.3	81
Table 4. 42. Activities that Promote Critical Thinking and Problem-Solving Skills in Writing Skills in Unit 4.1	83
Table 4. 43. Activities that Promote Critical Thinking and Problem-Solving Skills in Writing Skills in Unit 4.2	85
Table 4. 44. Activities that Promote Critical Thinking and Problem-Solving Skills in Writing Skills in Unit 4.3	88
Table 4. 45. Activities that Promote Critical Thinking and Problem-Solving Skills in Writing Skills in Unit 5.1	90
Table 4. 46. Activities that Promote Critical Thinking and Problem-Solving Skills in Writing Skills in Unit 5.2	91
Table 4. 47. Activities that Promote Critical Thinking and Problem-Solving Skills in Writing Skills in Unit 5.3	92

LIST OF FIGURES

	Page
Figure 4.1. Critical Thinking & Problem-Solving Skills in Speaking Activities in Unit 1.1	25
Figure 4.2. Critical Thinking & Problem-Solving Skills in Speaking Activities in Unit 1.2	28
Figure 4.3. Critical Thinking & Problem-Solving Skills in Speaking Activities in Unit 1.3	31
Figure 4.4. Critical Thinking & Problem-Solving Skills in Speaking Activities in Unit 2.1	34
Figure 4.5. Critical Thinking & Problem-Solving Skills in Speaking Activities in Unit 2.2	36
Figure 4.6. Critical Thinking & Problem-Solving Skills in Speaking Activities in Unit 2.3	38
Figure 4.7. Critical Thinking & Problem-Solving Skills in Speaking Activities in Unit 3.1	40
Figure 4.8. Critical Thinking & Problem-Solving Skills in Speaking Activities in Unit 3.2	42
Figure 4.9. Critical Thinking & Problem-Solving Skills in Speaking Activities in Unit 3.3	44
Figure 4.10. Critical Thinking & Problem-Solving Skills in Speaking Activities in Unit 4.1	46
Figure 4.11. Critical Thinking & Problem-Solving Skills in Speaking Activities in Unit 4.2	48
Figure 4.12. Critical Thinking & Problem-Solving Skills in Speaking Activities in Unit 4.3	51
Figure 4.13. Critical Thinking & Problem-Solving Skills in Speaking Activities in Unit 5.1	55
Figure 4.14. Critical Thinking & Problem-Solving Skills in Speaking Activities in Unit 5.2	57
Figure 4.15. Critical Thinking & Problem-Solving Skills in Speaking Activities in Unit 5.3	59

Figure 4.16. Critical Thinking & Problem-Solving Skills in Writing Activities in Unit 1.1	61
Figure 4.17. Critical Thinking & Problem-Solving in Writing Activities Skills in Unit 1.2	64
Figure 4.18. Critical Thinking & Problem-Solving Skills in Writing Activities in Unit 1.3	67
Figure 4.19. Critical Thinking & Problem-Solving Skills in Writing Activities in Unit 2.1	68
Figure 4.20. Critical Thinking & Problem-Solving Skills in Writing Activities in Unit 2.2	70
Figure 4.21. Critical Thinking & Problem-Solving Skills in Writing Activities in Unit 2.3	72
Figure 4.22. Critical Thinking & Problem-Solving Skills in Writing Activities in Unit 3.1	76
Figure 4.23. Critical Thinking & Problem-Solving Skills in Writing Activities in Unit 3.2	78
Figure 4.24. Critical Thinking & Problem-Solving Skills in Writing Activities in Unit 3.3	79
Figure 4.25. Critical Thinking & Problem-Solving Skills in Writing Activities in Unit 4.1	82
Figure 4.26. Critical Thinking & Problem-Solving Skills in Writing Activities in Unit 4.2	83
Figure 4.27. Critical Thinking & Problem-Solving Skills in Writing Activities in Unit 4.3	86
Figure 4.28. Critical Thinking & Problem-Solving Skills in Writing Activities in Unit 5.1	89
Figure 4.29. Critical Thinking & Problem-Solving Skills in Writing Activities in Unit 5.2	90
Figure 4.30. Critical Thinking & Problem-Solving Skills in Writing Activities in Unit 5.3	91
Figure 5. 1. Speaking Skills-focused Activities	94
Figure 5. 2. Writing Skills-focused Activities	96
Figure 5. 3. Division of Language Skills / Components by Units	97

ABBREVIATION LIST

4C	Critical Thinking, Communication, Collaboration, Creativity
ATL	Approaches to Learning
CAS	Creativity, Activity and Service
CP	Career-Related Program
CT	Critical Thinking
CT and PS	Critical Thinking and Problem-Solving Skill
CTS	Critical Thinking Skill
DP	Diploma Program
EE	Extended Essay
EFL	English as a Foreign Language
ELT	English Language Teaching
IB	International Baccalaureate
IBDP	International Baccalaureate Diploma Program
IBO	International Baccalaureate Organization
ICTs	Information Communication Technologies
LP	The IB Learner Profile
MYP	Middle Years Program
OECD	The Organisation for Economic Co-operation and Development
P21	Partnership for 21 st Century Skills
PYP	IB Primary Years Program
TOK	Theory of Knowledge

CHAPTER 1

INTRODUCTION

1.1. Statement of the Problem

The trends of the 21st century foster innovative perspectives and practices that impact the achievement and sustainability of individual, national, and worldwide prosperity. The constituents of 21st century skills include critical thinking, creativity, collaboration, communication, information literacy, media literacy, technology literacy, flexibility, leadership, initiative, and productivity. Proficiency in social skills is essential for individuals to meet the demands of the current day and lead a well-rounded social, professional, and academic life (Soulé, H., & Warrick, T. (2015). Being an individual encompasses features that include adapting to the social environment, having problem-solving abilities, and being an interdisciplinary global citizen.

The current educational system was established in accordance with the industrial revolution's dictates regarding academic and professional aptitude since no official public education system existed prior to the nineteenth century (Robinson, 2007). The current conditions have undergone changes, resulting in the emergence of globalized political, social, and economic systems. These systems, along with competitive market regulations, have contributed to a significant expansion in the industries of knowledge development, management, and information communication technologies (ICTs). This has resulted in a significant shift towards 21st-century skills, educational institutions, and academic circles.

In order to foresee the fulfillment of students as future creative thinkers, education should undergo a pedagogical transformation in the learning environment of the 21st century (McGuire & Alismail, 2015). This transformation mandates that the books and materials used in teaching foreign languages are based on 21st-century skills and advances. Critical thinking entails the capacity to practice independent and reflective thought while challenging presumptions and concepts with logic and reason. It requires the individual to be an active learner who challenges presumptions and evaluates whether concepts encompass the whole truth. Comprehension is enhanced when critical thinkers methodically identify, analyze, and resolve issues by deconstructing texts. For an all-

encompassing comprehension of the universe, this methodology is indispensable. Furthermore, this skill gains further significance when students are expected to demonstrate productivity.

It is equally crucial that the material in the textbooks for second language acquisition that are utilized in educational institutions be of high quality. International education promises the delivery of 21st century teaching and learning skills to parents, learning communities, and educators around the world (Doherty, 2013; Fitzgerald, 2015; Kenway & Fahey, 2014). In addition to acquiring linguistic proficiency, it is anticipated that students in the 21st century will cultivate their social aptitudes, as well as their linguistic ability, and become Inquirers, Thinkers, Caring, Balanced, Knowledgeable, Open-Minded, Risk-Takers, Communicators, Reflective, and Principled. These attributes align with the principles of the International Baccalaureate Organization (IBO, 2013). Nevertheless, it is regrettable that a large number of coursebooks either leave out these features or do not offer sufficient coverage of them. In essence, language programs have to be structured in a manner that enables learners to acquire not just the language itself but also cultivate their 21st century learning capabilities and the corresponding skills.

1.2. Purpose of the Study

Coursebooks function as language learning instruments that enable educators to provide learners with the required abilities for the future. These books offer a variety of exercises that help students acquire, practice, and enhance their skills in line with the demands of the 21st century. This research aims to examine the extent to which the *English B Coursebook* equips students with abilities that align with the demands and prerequisites of the 21st century, particularly in fostering critical thinking in speaking and writing skills.

1.3. Research Questions

Skills such as Critical Thinking, Creativity, Collaboration, and Communication help students learn foreign languages more permanently and maintain their knowledge throughout their lives. However, one of the primary goals for students is to help them become global citizens by encouraging them to explore new ideas, to enhance their

language skills by making evaluations and deductions, to require them to conduct unbiased research, and to complete projects that help them develop their logical reasoning abilities.

Qualitative research methodologies are optimal to investigate the study's inquiries on the integration of critical thinking skills in the speaking and writing components of the English B Coursebook. This methodology enables a thorough examination of the material, encompassing nuances and intricate details. Moreover, qualitative research offers a capacity to reveal the underlying instructional aims of the materials, providing a thorough comprehension in the scope and characteristics of critical thinking integration. Conducting a comprehensive, situation-appropriate analysis is essential in the assessment of educational material to guarantee that it fulfills the growth requirements of learners in the domains of speaking and writing.

Henceforth, the following research questions are used to lead this study:

1. To what extent do speaking skills include critical thinking skills in the *English B Coursebook*?
2. To what extent do writing skills include critical thinking skills in the *English B Coursebook*?
3. To what extent does the *English B Coursebook* provide materials in speaking and writing skills?

1.4. Significance of Research

It is believed that course texts play a crucial role in the process of teaching a foreign language by serving as a guide for instructors and achieving the stated objectives. Cunningsworth (1995) asserts that coursebooks have significant functions in English language classes, including enabling the presentation of written and spoken material, providing activities, fostering interaction, serving as a vocabulary and grammar reference, acting as a resource for classroom activities, functioning as a syllabus, as well as offering opportunities for self-access work or self-directed learning. Hence, it is crucial to evaluate and choose the textbook that is most suitable for the students' requirements. The evaluation of the *English B Coursebook* is undertaken with the recognition of the significance of

critical thinking in the IB curriculum. The primary objective of this research is to determine if the book adequately promotes 21st century learning skills.

While previous studies have focused on analyzing textbooks, examining the incorporation of 21st century abilities in educational materials, and studying the International Baccalaureate (IB) curriculum, no study has specifically investigated the degree to which widely-used IB books promote and foster 21st century skills. Not only is this research significant for demonstrating the extent to which the book promotes critical thinking skill, but it might also serve as an indicator of which competencies other publishers should incorporate into the *English B* curriculum.

This research aims to provide a clear examination of the exercises that are purported to enhance critical thinking, with the intention that it would be valuable for educators who plan to utilize this book in their instruction.

1.5. Limitations of the Study

The objective of this research endeavor was to ascertain the degree to which competent problem-solving and critical thinking abilities facilitate productive abilities, including speaking and writing, listed in the coursebook. Since it solely depends on the productive skills of *English B Coursebook* materials, it cannot be applied to other levels or other IB books. Also, further research could be conducted on receptive and productive abilities. Due to the fact that productivity is the taxonomic order in which critical thinking abilities are processed, the researcher had the intention of focusing just on productive skills. Additionally, a checklist was used to support the data outcomes. A survey was used only to support the research questions. Future researchers might employ a variety of data-gathering techniques.

CHAPTER 2

LITERATURE REVIEW

Introduction

First, four core linguistic abilities will be presented in this chapter. “The framework of P21” and the 4Cs of 21st century skills will then be explained, along with the importance of culture and international mindedness. After that, the importance of coursebooks is explained, and lastly, the IB Curriculum and the sections of the *English B Coursebook* are presented.

2.1. Core Linguistic Skills

Basic Language Skills

A language skill consists of four components: receptive skills, which are listening and reading, and productive skills, which are speaking and writing. In the teaching of these skills, researchers recommend presenting learners with tasks that require the combination of more than one language skill at the same time. Tasks can also be ‘input-providing’ or ‘output-prompting’. Input-providing tasks engage learners in listening or reading, while output-prompting tasks engage them in speaking or writing. Thus, a task can provide opportunities for communicating in any of the four language skills. Many tasks are integrative; they involve two or more skills (Tomlinson, 2011).

2.1.1. Receptive skills: listening and reading

Listening

While the importance of listening in learning second and foreign languages has long been recognized and effective listening comprehension education is crucial for developing proficiency in the target language (Morley, 2001), until the end of the 1960s, listening was one of the most disregarded skills in second and foreign language schools. However, listening is the most important aspect of communication because it is essential for

providing a substantial and meaningful reply and learning a language for communicative purposes. Active listening is essential for language learners to develop their pronunciation, word stress, vocabulary, and grammar. The ability to understand messages merely based on tone of voice, pitch, and accent can only be achieved via attentive listening.

Without a proper comprehension of input, there can be no development in learning. In addition, communication cannot be accomplished without the ability to observe.

Brown (1983) suggests that the way in which listening is taught does not appear to cover all aspects of listening, frequently overemphasizing “transactional” listening, in which the primary purpose is to communicate information, and undermining “interactional” listening, in which the primary purpose is social interaction. Pre-listening, gist questions, a second listening, and detailed questions are all part of the conventional listening practice, but some people argue that this method is problematic because it places too much control in the teacher's hands and prevents students from taking ownership: “Allowing students to choose what they listen to, make their own listening texts, control the equipment, give the instructions, design their own listening tasks, and reflect on their problems” (White, 2008, p. 119) might resolve a great deal of the problems with traditional listening education.

Reading

Reading skills are a crucial component of language learning, and numerous studies have emphasized their significance in second language acquisition. Reading abilities, according to Nation and Snowling (2004), are necessary for vocabulary growth, and students who read frequently are more likely to develop more vocabulary than those who do not. According to Koda (2007), reading abilities are essential for the development of writing skills. Reading, via Koda's research, improves language fluency and comprehension, both of which are necessary for acquiring communicative competence in a second language. Similarly, many other studies have discovered that substantial reading improves writing abilities, vocabulary, and grammar. As a result, it is clear that reading abilities are critical for language acquisition and communication success and should be prioritized in language teaching and learning approaches.

2.1.2. Productive skills: speaking and writing

Speaking

Speaking skills are a crucial component of language learning, and research studies have highlighted the importance of speaking skills when acquiring a second language. A learner's ability to speak effectively in social settings is critical to achieving communicative competence, according to Brown and Yule (1983). Speaking skills are not only essential for language learning and communication but are also integral to the development of 21st century skills. According to a report by the Partnership for 21st Century Skills (2009), communication skills, including speaking skills, are among the top skills needed for success in the 21st century workplace. In addition, Hsieh, C. N., & Wang, Y. (2019) discovered that speaking skills are essential for the development of critical thinking and problem-solving skills, which are crucial for success in the twenty-first century. Similarly, in a study by Huang, J., & Pepler, K. (2019), it was found that developing skills through group work activities led to the development of 21st-century skills such as collaboration and critical thinking among learners. Therefore, it is evident that speaking skills play a vital role in the development of 21st century skills and should be emphasized in language teaching and learning practices.

Writing

Writing skills were regarded as a decontextualized activity, as opposed to listening, reading, and speaking. However, it has come to be recognized that writing is unable to be separated from its cultural and institutional context; rather, writing is an action that is embedded in the contexts whereby it is produced (Hyland, 2002). Writing abilities are a prerequisite for successful communication, and they are closely linked to other skills required for success in the 21st century, such as critical thinking, creativity, and digital literacy.

2.2. 21st Century Skills, “Framework of P21” and English Language Teaching

Under the scope of learning skills for the twenty-first century, the Four Cs, also referred to as the 4Cs, are creativity, collaboration, critical thinking, and communication. It

refers to the skills that have been researched and finalized by the United States-based Partnership for 21st Century Skills (P21, 2008). Those types are listed as “Learning skills, Literacy skills, and Life Skills”. Being able to apply critical reasoning, problem solving, and effective communication are no longer skills for the elite but essential skills for all productive workers and citizens in society (Bellanca & Brandt, 2010; Rotherham & Willingham, 2009; Wagner, 2008). In the globalizing world, in an evolving economy, and even in everyday life, these skills are needed, applied, and encountered. In order to be prepared to succeed in this new economy, students must graduate with skills that support higher-order thinking, including analysis and a more complex format of communication (Dede, 2005). Across the three frameworks, the most consistent interpersonal skills discussed are communication, collaboration, and decision-making. Communication is defined as actively listening and effectively articulating ideas using multiple media and technologies (Kane et al., 1990; Lemke, 2002; Partnership for 21st Century Skills, 2002).

2.2.1. Creativity and English language teaching

In Boden's (2004) words, creativity is regarded as an ability that enables one to produce surprising and valuable ‘ideas’ or ‘artifacts. Due to the rapid changes in the world today, creativity is becoming increasingly important in everyday life, since overcoming real-life challenges and using creativity to do so is essential to success. The link between creativity and English Language Teaching (ELT) is mutually beneficial, since it promotes dynamic and captivating learning settings. ELT, in its essence, includes not only the imparting of language knowledge but also the fostering of skills in communication and cultural comprehension. In this context, creativity acts as the motivation behind successful teaching and active involvement of students. In the field of English Language Teaching (ELT), creativity is demonstrated through a variety of teaching methods, including the use of narrative, role-playing, multimedia resources, and gamification tactics. These methods not only enhance the enjoyment of learning but also accommodate various learning styles and promote the development of critical thinking and problem-solving abilities. Furthermore, the use of creativity in lesson design enables teachers to adjust to the changing requirements and preferences of students, so enhancing the significance and applicability of the learning process. In addition, the incorporation of creativity in language instruction enables learners to genuinely express themselves, so promoting self-assurance

and proficiency in communication. Incorporating creativity into English Language Teaching (ELT) not only improves language learning but also fosters learners' cognitive, social, and emotional growth, equipping them to succeed in a globalized society where effective communication is crucial.

2.2.2. Collaboration and English language teaching

Collaboration is defined as effectively working with others to achieve a common goal (Kane et al., 1990; Lemke, 2002; *Partnership for 21st Century Skills*, 2002). In order for collaboration to be effective, students must respect and value diversity, participate in group efforts, be flexible and tolerant, and take responsibility for their work. Teachers share pedagogical techniques, improve curriculum, and meet varied learning requirements. Partnerships with parents, communities, and educational institutions globally promote learning outside the classroom. Collaboration encourages peer engagement, group projects, and collaborative problem-solving, empowering students to actively learn languages. Students acquire knowledge about a variety of opinions, cultivate critical social and emotional skills, and participate in productive discourse by means of teamwork (Kay, K. 2010). By engaging in collaborative efforts, students enhance their language proficiency while simultaneously developing crucial interpersonal abilities, like effective communication, collaboration, and empathy.

2.2.3. Communication and English language teaching

Communication means actively listening and effectively articulating ideas. (Kane et al., 1990; Lemke, 2002; *Partnership for 21st Century Skills*, 2002). It is essential for students to learn how to collaborate, to communicate ideas, to justify and persuade others, to negotiate, to be open and responsive to opinions, and to value diversity. When students can convey and transmit messages and teach, inform, and understand others, they communicate effectively. The way to do this is not only to be competent in speaking, which is one of the four language skills of the student, but also to provide these competencies in the fields of communication and management.

2.2.4. Critical thinking and English language teaching

Halonen (1995) asserts that critical thinking has no standard definition. Yet, critical thinking originated with Socrates' ideas, which demonstrated 2,500 years ago that humans cannot rationally defend their claims to knowing. Socrates stressed the need of asking deep inquiries, acquiring evidence, analyzing rationality, and understanding fundamental ideas (Credentialing et al, 1997). The recent advancements in technology have heightened the requirement for individuals to utilize critical thinking in order to acclimate to the innovations and operate the technology efficiently. (Halpern, 1999). As a result of technological advancements, the emergence of new employment prospects, and the existence of numerous areas requiring improvement, critical thinking abilities are currently more important than they were previously. The goal of applying critical thinking is to be able to analyze and evaluate different information and perspectives and apply the thinking to solve different problems that are not familiar (Bellanca & Brandt, 2010). Students must be able to express and communicate their ideas effectively through multiple modes of communication, including verbal, nonverbal, and written communication. Successful students need to know how to respond to change, grow from their experiences, and think critically before acting (OECD, 2001). Proficiency in creative thinking empowers individuals to engage in non-traditional thinking, challenge established conventions, and envision novel situations - all of which are indispensable in rapidly expanding professional environments and growing sectors. Stout (1993) suggests that learners should practice analyzing, conceiving, evaluating, and synthesizing their findings.

The possession of critical thinking and problem-solving abilities empowers pupils to assess the credibility of everyday information and reach logical conclusions. Learners may problem-identify, devise solutions, and investigate alternative courses of action when their current methods prove ineffective. These are necessary for success in a world that is undergoing accelerated change today.

2.3. The importance of Coursebooks in ELT/EFL

Coursebooks play a vital role in English Language Teaching (ELT) classrooms, serving as essential tools in the language learning process. Tomlinson (2013) emphasizes the significance of coursebooks as structured guides that provide a systematic and

organized approach to language acquisition. These materials not only assist teachers in delivering content effectively but also guide learners through a well-sequenced curriculum, ensuring a comprehensive development of language skills (Mishan & Timmis, 2015).

In the past three or four decades, language education practice has witnessed the growth of several and often conflicting perspectives (Hedge, 2002). Richards and Rodgers (2001) conducted a meta-analysis that highlights the various advantages of coursebooks. According to their research, these resources provide a well-rounded combination of linguistic input, cultural context, and communicative activities. This well-rounded strategy enhances a comprehensive language learning experience, encompassing various aspects of language acquisition. Integrating culturally appropriate content enables learners to establish connections between language abilities and real-world scenarios, cultivating a more profound comprehension and admiration for the language. Furthermore, coursebooks have a broader impact than only being used in the classroom, as they serve as a well-organized tool for learners to study independently. The study carried out in 2013 by Ellis and Shintani emphasizes the significance of coursebooks as excellent resources for self-directed learning. Students get the opportunity to review and strengthen the knowledge they acquired in class, which helps to maintain a steady and ongoing language learning journey. The importance of this component cannot be overstated, particularly in the current ever-changing educational environment, where learners frequently strive for independence in their language acquisition process.

Research conducted in different countries further substantiates the importance of coursebooks in ELT. Brown and Lee's study (2015) in the United States underscores the positive impact of well-designed course materials on student engagement and language proficiency. The findings suggest that coursebooks contribute not only to linguistic development but also to the overall learning experience, making lessons more engaging and effective. Coursebooks also enhance the development of both linguistic and cultural competencies and act as bridges, connecting learners to the cultural nuances embedded in the language. This cultural integration contributes to a more profound understanding of the language, fostering intercultural competence among learners.

Assessing textbooks is equally as crucial as employing them. According to Tomlinson (1996), material assessment is considered a form of action research that enhances our comprehension of how the material functions. Materials evaluation is

expected to enhance instructors' professional growth by offering them an objective viewpoint and enabling them to analyze course materials from an educational perspective. Coursebook evaluation entails a methodical evaluation of the substance, organization, and instructional methodology of textbooks employed in the field of English Language Teaching (ELT). This approach evaluates the relevance, effectiveness, and coherence of the material with educational objectives and learner requirements. It encompasses analyzing linguistic accuracy, cultural appropriateness, accessibility, and the integration of skills such as reading, writing, speaking, and listening. Evaluating coursebooks is essential in the field of English Language Teaching (ELT) since it ensures that teaching materials are not only academically reliable but also engaging and motivating for students. Teachers can assess coursebooks to choose or modify materials that effectively align with their teaching objectives, accommodate various learning preferences, and cultivate essential skills such as analytical reasoning and effective communication. Furthermore, it aids to recognize and resolve any biases or weaknesses in material, therefore fostering a more comprehensive and efficient learning atmosphere that corresponds with modern educational principles and adjustments.

In conclusion, the importance of coursebooks in ELT classrooms is evident through a comprehensive review of research findings. These materials serve as indispensable resources that not only guide teachers in lesson planning but also empower learners in their language learning journey. The diverse array of studies from different countries underscores the universal significance of coursebooks, emphasizing their crucial role in fostering effective language acquisition across varied educational contexts.

2.4. General Aspects of IB *English B* Curriculum

The IB organization offers four pioneering programs: the IB Primary Years Program (PYP), Middle Years Program (MYP), Diploma Program (DP), and the IB Career-Related Program (CP). As of November 2023, there are over 8,000 programs being offered worldwide, across over 5,700 schools in 160 countries that follow the IBDP: a dynamic, two-year student-centered program (IBO, 2023). This study primarily centered around the International Baccalaureate Diploma Program (IB DP), with a particular emphasis on enhancing critical thinking skills. The International Baccalaureate (IB) was established in 1968 with the objective of integrating the most exceptional national curricula from various

countries to establish a global standard. It provides four complex and superior educational programs to a global network of schools. The IB programs have established an internationally recognized status for its rigorous academic criteria, covering more than four decades. The objective of all International Baccalaureate (IB) programs is to foster individuals with a global perspective, who acknowledge their fellow humanity and joint responsibility for the planet, and actively contribute to the establishment of an improved and harmonious world (IBO, 2015a).

The International Baccalaureate (IB) *English B* curriculum is a broad and dynamic program designed to build students' language competence, intercultural awareness, and critical thinking abilities. As an integral part of the IB Diploma Program the *English B* curriculum is designed to cater to students with diverse linguistic backgrounds, providing them with a platform to explore and engage with the complexities of language and literature from a global perspective. One of the foundational aspects of the IB *English B* curriculum is its focus on fostering effective communication skills. Students are encouraged to express themselves fluently and coherently in both written and spoken forms. This emphasis on communication, which goes beyond language abilities, enables student analysis and interpretation of a variety of texts. The program includes multiple components that make language learning complete. Students are exposed to a variety of cultures, stages in history, and genres through literature. Their literary horizons expand, and they appreciate the depth and diversity of worldwide literary traditions. Close readings, literary analyses, and discussions help students understand the works' complex meanings.

In addition to literature, significant emphasis is placed in the curriculum on language acquisition and application in authentic settings. Students are engaged in activities that demand proficient communication abilities, including composing essays, performing research, and giving speeches in reality. By utilizing language skills in a practical setting, students not only improve their overall proficiency but also equip themselves to face the challenges that lie ahead in the academic and professional world.

The program also includes "Extended Essay", "Theory of Knowledge" and "Creativity, Activity, and Service" courses. The International Baccalaureate (IB) Diploma Program's Extended Essay (EE) allows students to do in-depth research and independent study. Self-directed research leads to a 4,000-word EE essay. It enables IB students to explore a personal interest within one of their disciplines. The International Baccalaureate

Organization (IBO) defines the Extended Essay as an “in-depth study of a focused topic chosen from the list of approved Diploma Program subjects,” which develops research, analytical, and writing abilities (IBO, 2016, p. 34). EE students are encouraged to think critically, analyze independently, and apply their academic knowledge in real life. The Theory of Knowledge (TOK) is a key component of the International Baccalaureate (IB) Diploma Program, designed to develop critical skills and compel students to think about the essence of knowledge itself. The Theory of Knowledge (TOK) looks into inquiries regarding the methods using by which we obtain information, the accuracy of various knowledge sources, and the impact of perspectives and cultural settings on our understanding of the world. “Creativity, Activity, Service” (CAS) is a fundamental component of the International Baccalaureate (IB) Diploma Program, designed to promote holistic development and engage students in experiential learning beyond the academic realm (IBO, 2015). CAS is a requirement for all IB Diploma candidates and consists of three interrelated strands: Creativity, which involves activities related to the arts and other creative pursuits; Activity, encompassing physical endeavors that contribute to a healthy lifestyle; and Service, involving voluntary and community service (IBO, 2015). The other important skill in IB is the “Approaches to Learning”. The ATL skills are incorporated throughout the curriculum across all academic disciplines in the DP. The objective is to assist students in cultivating a comprehensive range of abilities that will not only enhance their achievement in the DP but also equip them for continuous learning and forthcoming obstacles. Approaches to Learning (ATL) play a crucial role in the IB education philosophy, focusing on cultivating individuals who possess a comprehensive set of skills and knowledge, enabling them to excel in learning and problem-solving.

Another highlight of IB *English B* is technological integration. Students should use technology for study, cooperation, and communication. This shows that the curriculum prepares students for the digital era, when technical skills are crucial. The curriculum also promotes internationalism by teaching students to value other views and grasp works’ social, cultural, and historical contexts. This global perspective supports the objective of the IB Diploma Program of creating diverse, mindful citizens who are able to navigate a globalized environment.

The fields of English Language Teaching (ELT) and the International Baccalaureate (IB) curriculum are closely interconnected as they both aim to cultivate a global perspective and enhance the abilities of critical thinking, communication, and intercultural

understanding. ELT equips students with the essential language skills required for success in the demanding academic setting of the International Baccalaureate (IB). This includes the ability to understand complex texts and participate in advanced English conversations. The IB curriculum's focus on inquiry-based learning and holistic education boosts ELT by fostering deeper cognitive and analytical skills and motivating students to utilize English in relevant and genuine situations. The emphasis of International Baccalaureate on international-mindedness aligns with the objective of English Language Teaching to provide learners with the necessary language and cultural skills to succeed in an interconnected world. The combination of ELT and IB forms a harmonious structure that facilitates the development of language skills and fosters people who are broad, reflective, and internationally oriented.

In brief, the IB *English B* curriculum stands as a robust and comprehensive program that encompasses various components to nurture language proficiency, intercultural understanding, and critical thinking skills. From the exploration of diverse literary traditions to the practical application of language skills in real-world contexts, the curriculum prepares students to be effective communicators and global citizens.

2.4.1. The components of the *English B Coursebook*

The IB Learner Profile (LP) provides an opportunity for a consistent and integrative philosophy. Future educational leaders have to surround themselves with an exact understanding of globalization if they intend to be successful in the 21st century. As stated by the IB, it fosters an international perspective. Inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective are the IB LP attributes (IBO, 2013).

Cambridge University Press initially published the *English B Coursebook* in 2018. The book aims to stimulate learners to investigate concepts, ideas, and topics that hold both local and global importance. It also aims to foster a positive attitude towards learning in students, preparing them for higher education. Additionally, the book aims to aid students in tackling complicated questions, employing critical-thinking abilities, and constructing well-reasoned answers.

The book contains five primary chapters, each based on one of the five core principles of the International Baccalaureate (IB). Section 1 has the main chapters. These are Identities, Experiences, Human Ingenuity, Social Organization, and Sharing the Planet. Each chapter consists of three sections. The Identities chapter has the following titles: 1.1: Citizens of the World, 1.2: Belief and Identity, 1.3: Beauty and Health. The Experiences chapter includes the following titles: 2.1: Pilgrimage, 2.2: Extreme Sports, 2.3: Migration. The following titles appear under the Human Ingenuity chapter: 3.1: Future Humans, 3.2: Technology and Human Interaction, 3.3: Redefining Art. Under the Social Organization chapter, there are titles 4.1: Minorities and Education, 4.2: Partners for Life, 4.3: The future of Jobs. The last chapter, Sharing the Planet, has the following titles: 5.1: Ending Poverty, 4.2: Climate Change, 4.3: Power to the People. The quantity of questions in each chapter fluctuates and the distribution of the 4 skills in chapters is done differently. Chapter 2 has the Text Types; Formal Letter, Review, Blog, Speech, News report, Brochure, Guidelines, Official report, Essays. Section 3 has the Assessment part. Glossary and the Acknowledgements are the last component of the content.

Chapter 1 contains a total of 65 activities. There are 25 activities in unit 1.1, 19 in 1.2 and 21 in 1.3. Chapter 2 has a total of 76 activities. There are 24 in unit 2.1, 25 in unit 2.2, and 27 in unit 2.3. Chapter 3 has a total of 73 tasks. Unit 3.1 has 23; unit 3.2 has 26; and unit 3.3 has 24. There are 76 tasks in Chapter 4. Unit 4.1 has 28, unit 4.2 has 27, and unit 4.3 has 21. There are 73 activities in Chapter 5. Unit 5.1 has 31, unit 5.2 has 23, and unit 5.3 has 19.

This book covers a variety of tasks in basic areas like writing, speaking, vocabulary, literature, form and meaning, reading, and listening. Information boxes are offered for IB Learner Profile, TOK (Theory of Knowledge), CAS (Creativity, Activity, and Service), ATL (Approaches to Learning), and Extended Essay. Every unit includes a word bank that provides specific terminology related to the units' objectives. There are numerous sections including “Extra” for additional tasks, “TIP” for essential test strategies, “Reading Strategies,” “Concepts” related to specific topics, and “Text and Context” for further information on a given text.

The *English B Coursebook* includes exercises for both the standard and high levels. Section 3 consists of three components. Chapter 6 (Section 2) covers Text Types. Chapter 7 provides guidance for Paper 1 of the “*English B*” test, while Chapter 8 offers guidance

for preparing for Paper 2. Chapter 9 pertains to the Individual Oral examination, which focuses on speaking skills. The book has a Glossary and Acknowledgements section at the end.

CHAPTER 3

RESEARCH METHODOLOGY AND DESIGN

3.1. Research Design

The aim of the current research is to investigate a coursebook named *English B Coursebook* by Cambridge University Press, which asserts to incorporate the 4Cs of 21st-century learning. The research is intended to be carried out in the form of a qualitative content analysis using a checklist so that it could conduct an in-depth investigation of the *English B Coursebook* and determine the degree to which it incorporates critical thinking skills of the 21st century. In the second phase of this study, the researcher gathers the viewpoints of a limited number of instructors via a survey to increase the validity and eliminate any biases.

Author consent was obtained in order to utilize the checklist and the coursebook for the purposes of this research.

3.2. Population and Sample

The initial phase of data collection in this study involves employing Uluhan, G. “P21 Framework Checklist” (2019) (see Appendix 2). Following that, a survey is conducted among a group of seven instructors residing in Ankara, Turkey, aged between 34 and 46, who have profound expertise and have acquired over eight years of teaching experience in ELT. However, this survey is be used to explain and support the research questions.

3.3. Data Collection Instruments

Data in collection is carried out in accordance with the checklist’s criteria. The analysis of the materials of *English B Coursebook* using a checklist and grouping them by skills is served as the first step in gathering data. After that, it is determined whether the information gathered from the book complies with the criteria. A coursebook evaluation instrument based on Uluhan, G. (2019) “P21 Framework” is used to collect some

preliminary data about the effectiveness of the coursebook in teaching 21st-century skills. The checklist covers 21st-century learning and innovation abilities, including critical thinking, creativity, communication, and collaboration, with 40 yes-or-no questions. The Critical Thinking section involves Flexibility and Adaptability, Information Literacy, and Making Judgments and Decisions. Regarding the fact that this study evaluates the “*English B Coursebook*” based on critical thinking skills, only the first 15 questions of the checklist is taken into consideration. Following the checklist's assessment of each material in the coursebook, seven teachers participate in the survey to evaluate the coursebook.

3.4. Survey

Upon the conclusion of the study, a survey is administered to a sample of seven instructors in order to obtain an unbiased perspective. The survey encompasses fifteen questions and present respondents with two distinct response options, namely: Agree and Disagree (Appendix 3).

3.5. Data analysis

The researcher tends to conduct content analysis using the qualitative analysis method. The collected data for the items in the checklist is marked according to the points interpretation guide. Following the completion of the checklist by the researcher and seven other teachers, an average score is calculated and the results interpreted based on the guide provided to interpret the results. The researcher does a qualitative analysis during the examination by using a checklist and quantizes the results in the data analysis part via the survey, which would be used to support the research questions. For further clarification of the research questions, a frequency analysis is conducted in order to enable more precise answers to be given.

CHAPTER 4

FINDINGS

4.1. Overall View on CT and PS Skills on the Activities for the Productive Skills in the *English B Coursebook*

The objective of this research is to examine the integration of 21st-century critical thinking and problem-solving skills in a coursebook, as well as the extent to which these materials are distributed across the units within the chapters. The activities of the units underwent an in-depth analysis, and the following section displays the results. These results aim to discover if the incorporation of 21st century skills in a coursebook could enhance the study of the English language within the context of the IB curriculum.

The study of the subject is laid out as follows: The analysis will commence by providing an explicit elucidation of the objectives behind evaluating the activities of the book as well as discussing the perspectives of the International Baccalaureate (IB). The second stage of this plan will present an extensive evaluation of the units' discoveries in order to address the research questions by utilizing checklist analysis. Furthermore, the findings of the survey administered to teachers evaluating the *English B Coursebook* will be demonstrated.

4.1.1. Explanation of the terminologies used in the analysis

The concepts explicit and implicit are extensively discussed (Dörnyei, 2009). In language instruction, “implicit” is frequently contrasted to “explicit.” Implicit learning is gaining language skills or information without explicit teaching or conscious awareness. Learners can acquire language patterns organically by exposure to the language in relevant circumstances, engaging in communication, observation, and practice. Critical thinking is an intrinsic concept that is essential in both human relationships and academic education (Wilson, 2016). Critical thinking is a vital ability in learning a language that allows learners to expand their knowledge independently of existing information. Simple comprehension exercises engage basic cognitive abilities, whereas deeper understanding

requires analyzing beyond provided language patterns with critical thinking, and creative thinking allows learners to express themselves more freely and demonstrate innovative language use. Explicit learning promotes conscious and controlled information processing, whereas implicit learning stimulates implicit actions. Utilize critical thinking exercises with implicit tasks to encourage inquiry and critical assessment, enabling students to enhance their analytical minds and creative strategies.

This study examines the distribution of material in the book for the four primary language skills and sub-skills, as well as the extent to which they contribute to the development of critical thinking and problem-solving skills. While analyzing this study, several tasks cannot be completely categorized under a single skill category. These investigations can be conducted in the fields of listening, writing, speaking, or reading. The questions in these exercises enable the teacher to tailor the activity to the classroom environment. Nevertheless, it was necessary to eliminate it from the evaluation in this study and it was referred to as “Open-based / implicit activities.”

4.2. The Analysis of CT and PS Skills on the Activities for Productive Skills in the *English B Coursebook*

According to Kivunja (2015), critical thinking skills refer to an individual's capacity to utilize various cognitive processing skills that are categorized as high-order thinking, such as analyzing, evaluating, and generating new ideas or solutions. This skill allows students to engage in deep thinking and solve unfamiliar problems using different approaches.

In the constantly shifting and continuously evolving world of the 21st century, it is crucial for individuals to acquire critical skills in order to succeed in all aspects of life. Out of all these talents, critical thinking is particularly noteworthy as a fundamental ability that empowers individuals to critically evaluate information, resolve issues, and reach intelligent decisions. Integrating resources that foster critical thinking is highly significant in the field of language education. Language competence encompasses more than just automatic recall of vocabulary and grammar rules; it also involves the capacity to understand, assess, and communicate proficiently. Through the integration of learning tools that promote critical thinking, educators set up an engaging learning environment in

which students acquire the ability to seek out, analyze information, and express their ideas effectively. This method not only improves linguistic abilities but also fosters a more extensive intellectual collection, providing learners with the flexibility and judgment necessary to negotiate the complex rules of today's world. Therefore, the inclusion of educational materials that encourage critical thinking in teaching languages is a deliberate investment in fostering individuals who have a broad range of abilities to tackle the difficulties of the 21st century.

Therefore, an expertly designed language coursebook can effectively incorporate exercises that actively promote the development of critical thinking skills. Coursebooks might have assignments that necessitate students to analyze, evaluate, and blend knowledge in the target language, rather than just providing separate language exercises. By integrating real-life situations, discussions, analyses of specific cases, and activities aimed at finding solutions, the course material drives students to actively interact with language in a relevant and significant manner. These exercises enhance cognitive processes by encouraging learners to challenge assumptions, explore different views, and establish links between language concepts and real-world application. The outcomes of implementing such activities that encourage critical thinking are significant, reaching beyond the boundaries of the classroom. Participating students gain heightened intellectual expertise, greater decision-making power, and superior communication proficiency. The realistic results of these critical thinking tasks may be seen in individuals' capacity to effectively handle complex scenarios, actively participate in meaningful conversations, and handle difficulties with a deliberate and strategic approach. This clearly illustrates the concrete benefits of including critical thinking exercises in language education. The rationale behind conducting this research was to determine whether or not the study utilized activities that promoted problem-solving and critical thinking, at a specific focus on productive abilities.

Table 4.1. illustrates the amount to which critical thinking abilities are promoted by activities such as listening, reading, speaking, writing, vocabulary, grammar, and implicit tasks, following careful consideration of each activity. There are 363 activities in total at the standard level, of which 224 promote the development of critical thinking and problem-solving abilities, as shown in the table. This representation, comprising 61.71% of the entire book, provides evidence that the *English B Coursebook* significantly contributes to the development of critical thinking abilities.

Table 4. 1. Activities that Promote Critical Thinking and Problem-Solving Skills

Language Skills / Components	Number of Activities	Number of Activities promoting Critical Thinking and Problem Solving	Ratio
Reading focused	47	16	34.04%
Listening focused	46	21	45.65%
Speaking focused	133	133	100.00%
Writing focused	47	41	87.23%
Grammar focused	39	4	10.26%
Vocabulary focused	41	4	9.76%
Open-based - implicit act.	10	5	50.00%
Total Language Skills / Components	363	224	61.71%

Table 4.2. presents the degree to which CT is facilitated by speaking and writing skills, rather than receptive skills, as the focus of this investigation was on productive skills.

Table 4. 2. Activities that Promote Critical Thinking and Problem-Solving Skills in Speaking and Writing Skills

Language Skills / Components	Number of Productive Skills Activities	Number of Activities promoting Critical Thinking and Problem Solving in Productive Skills	Ratio
Speaking focused Activities	133	133	100.00%
Writing focused Activities	47	41	87.23%
Total Productive Skills	180	174	96.67%
Total Number of Activities in the Coursebook	363	180	49.59%

As shown in the table, there are a total of 133 speaking activities across five chapters, and they all contribute to the development of critical thinking skills. This information is the most extensive in comparison to other abilities. Regarding the writing skill, there are a total of 47 writing assignments. 41 of these tasks, which is 87.23%, provide support for CT. This rate is similarly excellent as the rate of speaking skill. The book has a grand total of 180 tasks that focus on productive skills, namely speaking and writing. Of these, 174 provide assistance in developing the Critical Thinking skill. Given as a scale, this value translates to 96.67%, indicating a highly favorable outcome. Upon examining the whole book, it is evident that 180 out of 363 tasks involve speaking and writing. This finding addresses the last research question, revealing that the *English B Coursebook* has a productivity skills percentage of 49.59%.

4.2.1. Activities to enhance speaking skills

The integration of competitive market regulations and globalized political, social, and economic systems resulted in a tremendous expansion in the information and communication technologies (ICTs), education, and management areas. This has had a particularly significant impact on educational institutions, challenging concepts such as knowledge, information, and ability that are commonly accepted and altering the circumstances for policymakers and educators (Zajda, 2010). In order to empower individuals and prepare them for future job changes and changing circumstances, as well as to lower unemployment and increase labor productivity, it is imperative that they acquire new skills. It is becoming more widely acknowledged that learning and innovation skills are what divide students who are ready for the increasingly complicated life and work situations of the 21st century from those who are not. To prepare students for the future, an emphasis on creativity, critical thinking, communication, and collaboration is required.

The subsequent analysis of the study focuses on the extent to which the activities in the textbook promote critical thinking. The analyses were conducted by initially breaking them into chapters and then into units. They were afterwards laid out with Uluhan's checklist (2019) and teacher surveys as verification.

4.2.1.1. The analysis of chapter 1 in terms of critical thinking and problem-solving skills in speaking skills

Chapter 1, which focuses on “Identities” as the required subject matter for *English B*, enables learners the chance to explore their personal interests, values, beliefs, and culture. This chapter on identities could contribute to the development of an English-learning approach which is student-centered. The motivation to learn the language is believed to increase when students are given the opportunity to discuss who they are and what they aspire to accomplish in life. The optional recommended topics of IB are lifestyles, health and wellbeing, belief and values, subcultures, language and identity. Similarly, In *English B Coursebook*, there are three units that follow: 1.1: Citizens of the World, 1.2: Belief and Identity, 1.3: Beauty and Health. In these units, there are a total of 25 activities; 9 speaking and 4 writing activities.

4.2.1.1.1. The analysis of unit 1.1 in terms of critical thinking and problem-solving skills in speaking skills

One of the most important higher thinking skills that plays a significant part in both the creation of the language and a better understanding of it is critical thinking. Not only is critical thinking one of the most fundamental higher thinking abilities for effective learning, but it is also one of the most crucial higher thinking skills. It is evident that critical thinking is fostered in each of the 9 speaking exercises covered in Unit 1.1 (a 100% rate). That number is also the highest number among the other skills.

Figure 4. 1. Critical Thinking & Problem-Solving Skills in Speaking Activities in Unit 1.1

1.4 Read the captions to the images below (a-d), which are quotations from famous people. Then answer the following questions:

- a** As a class, create a mind map with the word ‘**identity**’ in the middle. What factors contribute to our identity? Where do you see evidence of this in the four quotations?
- b** What do you already know about these historical figures? Share your knowledge with your classmates.
- c** Based on each quotation, how closely does each person identify with the country in which he or she was born? What part of the quotation leads you to believe this?
- d** Looking back at the list of countries from Activities 1.1-1.3, can you name some famous people from these countries? What did these people do for their country? How have they helped to make the world a better place?

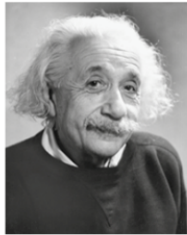
A



Mother Teresa

I am an Albanian by birth. Now I am a Catholic citizen of India. I am also a Catholic nun. In my work, I belong to the whole world. But in my heart I belong to Christ.

B



Albert Einstein

If the Theory of relativity is confirmed, the Germans will say that I am a German, and the French that I am a citizen of the world; but if my theory is disproved, the French will declare me a German and the Germans – a Jew.

C



Barack Obama

My identity might begin with the fact of my **race**, but it didn't, couldn't end there. At least that's what I would choose to believe.

D



**Nelson
Mandela**

To be an African in South Africa means that one is politicized from the moment of one's birth, whether one acknowledges it or not.

Adopted from “*English B Coursebook*” by Philpot, B., 2019, p.4. Cambridge University Press.

Activity 1.4 in Unit 1.1 is a speaking activity that supports the concept and perspectives of the topic of identity. In this practice, students are expected to create a mind map with the word identity and find evidence related to the quotations given by discussing it with their classmates. Since the IB curriculum emphasizes being an inquirer, thinker,

caring, balanced, knowledgeable, open-minded, risk-taker, communicator, reflective, and principled student, those types of activities are necessary (IBO, 2013). In addition to that, Uluhan's Coursebook Evaluation Checklist's (2019) item 1 under the “Flexibility and Adaptability” subsection received positive feedback from instructor surveys for this activity. As shown in the Table 4.4. , 52.00 % of the content of this unit consists of productive skills.

Table 4. 3. The Activities that Promote Critical Thinking and Problem-Solving Skills in Speaking Skills in Unit 1.1

Language Skills / Components	Number of Activities	Number of Activities promoting Critical Thinking and Problem-Solving Skills	Ratio
Reading focused	3	1	33.33%
Listening focused	2	1	50.00%
Speaking focused	9	9	100.00%
Writing focused	4	3	75.00%
Grammar focused	3	0	0.00%
Vocabulary focused	3	0	0.00%
Open-based - implicit act.	1	0	0.00%
Total Language Skills / Components	25	14	56.00%

Table 4. 4. Utilization Frequency of Productive Skills in Unit 1.1

Language Skills / Components	Number of Activities	Total Number of Writing and Speaking Activities	Ratio
Reading focused	3	-	0.00%
Listening focused	2	-	0.00%
Speaking focused	9	9	100.00%
Writing focused	4	4	100.00%
Grammar focused	3	-	0.00%
Vocabulary focused	3	-	0.00%
Open-based - implicit act.	1	-	0.00%
Total Language Skills / Components	25	13	52.00%

4.2.1.1.2. The analysis of unit 1.2 in terms of critical thinking and problem-solving skills in speaking skills

The learning objectives of this unit include increasing awareness of various beliefs and understanding how they influence identity, as well as developing proficiency in language to facilitate proper discussions on religion and faith. When the speaking activities in Unit 1.2. are considered, it is discovered that this unit involves eight speaking activities, all of which are designed to foster the development of critical thinking and problem-solving skills. It could be seen clearly in the table that the ratio, in terms of speaking activities, is 100%.

Figure 4. 2. Critical Thinking & Problem-Solving Skills in Speaking Activities in Unit 1.2

2.3 Look at the four images below.

- a** Explain how your own beliefs are relevant to each image.
- b** How do these images represent a set of beliefs?
- c** Use words from the word bank to describe your beliefs.

For example:

In response to Image A: 'I do not trade options or stock on the market, but I believe in the effectiveness of capitalism. I think that if no one believed in the value of their stocks, their value would probably drop.'

Word bank

principles
values
religion
faith
spirituality
intuition
dogmas
cult
sceptical
self-determination
mysticism
atheist
agnostic
convert
epiphany
secular
fate
reconcile
devout
holy
hymn
evangelism
ritual
disciples
grace



Image A – A stock market



Image B – US President Donald Trump Image



Image C – The power of meditation Image



D – An Apple Store

Adopted from “*English B Coursebook*” by Philpot, B., 2019, p. 22. Cambridge University Press.

Activity 2.3 in Unit 1.2 is a speaking activity that supports the concept and perspectives of the topic of identity. The objective of this activity is to broaden students' understanding of belief by having them decode images related to economy, politics, meditation, and technology. Students engage with the subject of belief by presenting justifications for their responses in a truly individual and analytical manner beneath their opinions. This research requires students to analyze photos by employing subjective expressions and clarify the visuals by employing previously acquired vocabulary. This exercise proves to be an effective question type, both in terms of CTS (Critical Thinking Skill) and in terms of knowledge recall. This activity aligns with item 4 of the “Information Literacy” category, as stated in Uluhan's Coursebook Evaluation Checklist (2019). As shown in the table 4.6. , 52.63 % of the content of this unit consists of productive skills, which is more than half of the unit.

Table 4. 5. Activities that Promote Critical Thinking and Problem-Solving Skills in Speaking Skills in Unit 1.2

Language Skills / Components	Number of Activities	Number of Activities promoting Critical Thinking and Problem-Solving Skills	Ratio
Reading focused	1	0	0.00%
Listening focused	3	1	33.33%
Speaking focused	8	8	100.00%
Writing focused	2	2	100.00%
Grammar focused	3	0	0.00%
Vocabulary focused	2	0	0.00%
Open-based - implicit act.	0	0	0.00%
Total Language Skills / Components	19	11	57.89%

Table 4. 6. Utilization Frequency of Productive Skills in Unit 1.2

Language Skills / Components	Number of Activities	Total Number of Writing and Speaking Activities	Ratio
Reading focused	1	-	0.00%
Listening focused	3	-	0.00%
Speaking focused	8	8	100.00%
Writing focused	2	2	100.00%
Grammar focused	3	-	0.00%
Vocabulary focused	2	-	0.00%
Open-based - implicit act.	0	-	0.00%
Total Language Skills / Components	19	10	52.63%

4.2.1.1.3. The analysis of unit 1.3 in terms of critical thinking and problem-solving skills in speaking skills

Developing a greater understanding of the detrimental impacts the beauty industry has on individuals' physical and mental well-being, arising from the media's exaggerated representation and limited conception of beauty, are the learning objectives of unit 1.3. Secondly, the capacity to express thoughts regarding the cosmetics industry and the societal expectations regarding appearance.

Figure 4. 3. Critical Thinking & Problem-Solving Skills in Speaking Activities in Unit 1.3

3.19 Study images A and B below. Each image has two captions ('a' and 'b').

- a** For each caption state whether you agree or disagree.
- b** Organise several mini-debates between groups in the class that take opposing views on each caption. Each group has a few minutes to state their arguments and another few minutes to respond. There could be as many as four debates and eight groups (see the plan below). You may be a member of one or more groups (depending on your class size).

Debate 1		
Group 1 Image A / Caption A AGREE	versus	Group 2 Image A / Caption A DISAGREE
Debate 2		
Group 3 Image A / Caption B AGREE	versus	Group 4 Image A / Caption B DISAGREE
Debate 3		
Group 5 Image B / Caption A AGREE	versus	Group 6 Image B / Caption A DISAGREE
Debate 4		
Group 7 Image B / Caption B AGREE	versus	Group 8 Image B / Caption B DISAGREE



Image A

- a** The advertising industry supports the cosmetic industry at the cost of women's self-esteem.
- b** Thanks to cosmetic surgery women can feel better about themselves.



Image B

- a** Both men and women are negatively affected by unrealistic depictions of 'beauty' in advertisements.
- b.** Advertisers simply give people what they already want to see: ideal beauty.

Adopted from "*English B Coursebook*" by Philpot, B., 2019, p. 50. Cambridge University Press.

Unit 1.3 has 8 speaking activities, all of which (100%) promote the development of Critical Thinking and Problem-Solving skills. The example shown above also yielded favorable outcomes in the survey administered to educators. This example also addresses item 11 of Uluhan's checklist (2019) titled "Making Judgments and Decisions". As shown in Table 4.8, 47.62% of the content of this unit consists of productive skills, which is almost half of the unit.

Table 4. 7. Activities that Promote Critical Thinking and Problem-Solving Skills in Speaking Skills in Unit 1.3

Language Skills / Components	Number of Activities	Number of Activities promoting Critical Thinking and Problem-Solving Skills	Ratio
Reading focused	4	2	50.00%
Listening focused	2	1	50.00%
Speaking focused	8	8	100.00%
Writing focused	2	2	100.00%
Grammar focused	2	0	0.00%
Vocabulary focused	3	1	33.33%
Open-based - implicit act.	0	0	0.00%
Total Language Skills / Components	21	14	66.67%

Table 4. 8. Utilization Frequency of Productive Skills in Unit 1.3

Language Skills / Components	Number of Activities	Total Number of Writing and Speaking Activities	Ratio
Reading focused	4	-	0.00%
Listening focused	2	-	0.00%
Speaking focused	8	8	100.00%
Writing focused	2	2	100.00%
Grammar focused	2	-	0.00%
Vocabulary focused	3	-	0.00%
Open-based - implicit act.	0	-	0.00%
Total Language Skills / Components	21	10	47.62%

4.2.1.2. The analysis of chapter 2 in terms of critical thinking and problem-solving skills in speaking skills

The compulsory topic for Language B, “Experiences,” asks students to reflect on how circumstances influence an individual's life. It is crucial to note that the subject serves

as a framework for language acquisition, not a final goal. The suggested themes for IB include leisure activities, vacations and travel, life stories, rites of passage, customs and traditions, and migration. Chapter 2 discusses the topics of pilgrimage, extreme sports, and migration.

The total number of speaking activities in Chapter 2, Experiences, is 22, and each one of them supports CT and PS skills. The names of the units are: 2.1: Pilgrimage, 2.2: Extreme Sports, and 3.3.: Migration. Moreover, compared to the other chapters, it is seen that Chapter 2 has more activities that support CT and PS skills in terms of speaking skills than other chapters.

4.2.1.2.1. The analysis of unit 2.1 in terms of critical thinking and problem-solving skills in speaking skills

The learning objectives of 2.1 are the ability to articulate the reasons why people go on pilgrimage and to have a broader comprehension of other cultures, pilgrimage, and spiritual journeys. This unit has a total of 8 speaking tasks, all of which facilitate the development of critical thinking (CT) and problem-solving (PS) skills. Therefore, the ratio is 100%.

Figure 4. 4. Critical Thinking & Problem-Solving Skills in Speaking Activities in Unit 2.1

1.3 Try listing some modern-day examples of pilgrimages that you know of. Compare your list with a classmate's. Is there a trip that you do not consider a pilgrimage but which someone else does? Would you ever consider going on one of these pilgrimages? Explain your answer.

1.4 How are the following trips similar to, or different from your definition of pilgrimage? Explain why you would or would not include these on your list of pilgrimages in Activity 1.3:

- a** A visit to your grandmother
- b** A visit to a war or military memorial
- c** A mountain climbing expedition that's physically challenging
- d** A trip to Mecca, also known as the 'Hajj'
- e** An evening at a stadium concert by a famous pop star
- f** A safari trip in South Africa
- g** A visit to Stonehenge in England (see 'Extra')
- h** A visit to your favourite author's house
- i** A weekend **retreat** to a spa and yoga centre

Adopted from “*English B Coursebook*” by Philpot, B., 2019, p. 61. Cambridge University Press.

Activity 1.4 is also applicable to item 14 of Uluhan's Coursebook Evaluation Checklist (2019) titled “Making Judgments and Decisions.” The objective of this exercise is to expand students' understanding of the concept of “pilgrimage” to encompass intentional journeys with a unique spiritual or emotional goal. As shown in the Table 4.10, 45.83% of the content of this unit consists of productive skills, which is almost half of the unit.

Table 4. 9. Activities that Promote Critical Thinking and Problem-Solving Skills in Speaking Skills in Unit 2.1

Language Skills / Components	Number of Activities	Number of Activities promoting Critical Thinking and Problem Solving	Ratio
Reading focused	3	0	0.00%
Listening focused	4	2	50.00%
Speaking focused	8	8	100.00%
Writing focused	3	3	100.00%
Grammar focused	1	0	0.00%
Vocabulary focused	5	1	20.00%
Open-based - implicit act.	0	0	0.00%
Total Language Skills / Components	24	14	58.33%

Table 4. 10. Utilization Frequency of Productive Skills in Unit 2.1

Language Skills / Components	Number of Activities	Total Number of Writing and Speaking Activities	Ratio
Reading focused	3	-	0.00%
Listening focused	4	-	0.00%
Speaking focused	8	8	100.00%
Writing focused	3	3	100.00%
Grammar focused	1	-	0.00%
Vocabulary focused	5	-	0.00%
Open-based - implicit act.	0	-	0.00%
Total Language Skills / Components	24	11	45.83%

4.2.1.2.2. The analysis of unit 2.2 in terms of critical thinking and problem-solving skills in speaking skills

Units 2.2 learning objective is aiming at expanding students' knowledge of extreme sports and being proficient in discussing the world of extreme sports. In this unit, there are 6 speaking activities, which is the highest number among the other language skills. All those activities support CT and PS skills.

Figure 4. 5. Critical Thinking & Problem-Solving Skills in Speaking Activities in Unit 2.2

Text 2.7

The Extreme Future of Olympic Sports

- [1] Let's be honest, nobody will be staying up until 2 a.m. this summer to watch Olympic racewalkers (joggers pretending to "speed walk") on USA or MSNBC. Not to take anything away from the racewalkers, nor the equestrians, synchronised swimmers and badminton players, either, but these events are for most people ... well ... boring. Other sports, like soccer and the recently removed baseball, have more prestigious events (the World Cup and the World Series) and are pretty irrelevant as Olympic events. Going forward, the Olympics need a shakeup – an extreme shakeup.
- [2] Recently, the IOC has done well to adapt to the modern trends in athletics, adopting sports like snowboarding and BMX for the winter and summer games, respectively. Following this trend, the IOC should continue to link itself with the extreme sports community. With the announcement that the X Games will be expanded to a global market, including Asia, Europe and South America, some of the fastest growing sports among youth today are poised to continue their upswing in popularity. In addition, extreme sports generally attract innovative marketers that could breathe fresh life into Olympic marketing and engage entirely different demographics than the summer games typically do.
- [3] More importantly, the Olympics are supposed to represent the best from the sports people compete in, all over the world. Why not include the events to which the masses can actually relate? Walk down the street and you could find five kids who own a skateboard with no problem, but you'd be hard pressed to meet someone who just finished their rhythmic gymnastics routine.
- [4] With that said, here are five sports that should make their way into the Olympics sooner rather than later (some **contenders** that were scrapped because of logistical and geographical issues were surfing, free diving, and high lining):
Skateboard Vert (Half-Pipe): The IOC already took the step to include the winter version of skateboard vert ramp (the snowboarding half-pipe). Why not round it off by adding the summer event, too? If the IOC could find a way to incorporate the event while Shaun White, the multi-sport **athlete** and international brand name, is still competing, it would give the event a huge kick-start from the word "go". Skateboarding takes place all over the world, and unlike its rebellious roots, it's big business now. The hardest thing for viewers would be the terminology; goofy names aside, though, it's easy to admire the acrobatics skaters perform on each flight off the ramp.
- [5] **Bouldering:** A form of rock climbing, bouldering is a blossoming sport that requires all the skill of technical rock climbing, but no ropes or harnesses. Rather, a foam pad is positioned below the climber as they scale a relatively short route (usually no more than 20 ft. high). More and more people each year are flocking to bouldering because of the minimal **gear** expense, accessibility in gyms, and the shorter time to complete routes. Able to compete on synthetic rock walls indoors, this could be one of the easiest sports to add to the Olympic line-up, logistically speaking. Plus, with more kids gravitating toward climbing as opposed to traditional sports, the ceiling for bouldering currently looks sky high. Even babies are getting in on the action.
- [6] **Parkour:** What's not to love about Parkour, also known as free running? A physically demanding sport, athletes combine martial arts manoeuvres with sheer brass to duck, dive, roll, jump, and overcome everyday obstacles with grace and precision. Parkour has become a dream sport for urban athletes bold enough to take on steel and concrete, but Parkour training grounds and parks have also begun to spring up. If Olympic competitions mimic these training grounds, participants could easily participate without the added city dangers (cars, grumpy old people, police, etc.). Probably most famous for the *Casino Royale* chase scene, Parkour possesses the perfect blend of skill and excitement to reawaken bored Olympic viewers.
- [7] **Obstacle Course Racing:** Arguably the biggest trend in sports today is the explosion of obstacle course races. The list of competitions is endless, and growing longer each year. People love this stuff. Suddenly, working out has become a sport, and why not? We gawk at the Olympians' bodies, strength, speed, and power. Why not put a combination of every aspect of athleticism on full display? Typically, these races range anywhere from 3–15 miles in length and force participants to run through mud, freezing water, fire, over and under logs, up ropes, and just about around anything else possible that will challenge the mind and muscle. You know what's better than watching an athlete run countless miles around a circle? Watching them run through mud and fire. Now that's good television.
- [8] **Adventure Racing:** Adventure racing is a team relay event that typically involves 3–5 legs, including sports like orientating, climbing, paddling, cross-country running, and mountain biking. Orientating could be axed for simplicity's sake, and with the addition of bouldering (or rock climbing), every other sport is already included in the summer games in some form or another. It only seems natural that the sports be combined to form one monster race with the countries' best across multiple sports.



Obstacle course racing as a sport has grown in popularity in recent years. Why do you think this is?

Huffington Post

2.22 What kind of sport qualifies as an ‘Olympic sport’?

- Create a list of criteria to assess new sports that want to participate in the Games.
- Imagine you and your classmates are on the board of the International Olympic Committee (IOC) and one or more of the sports from Text 2.7 is being proposed for the next Olympic Games.
- Discuss the arguments for and against allowing one or more of these sports to become Olympic sports according to your list of criteria.

Adopted from “*English B Coursebook*” by Philpot, B., 2019, p. 87,88, 90.

Cambridge University Press.

Activity 2.22 fits item 12 of Uluhan's Coursebook Evaluation Checklist (2019) titled “Making Judgments and Decisions”. Table 4.12. indicates that 28% of the content in this unit is dedicated to productive skills. This statistic clearly indicates the inadequate utilization of productive talents in this unit.

Table 4. 11. Activities that Promote Critical Thinking and Problem-Solving Skills in Speaking Skills in Unit 2.2

Language Skills / Components	Number of Activities	Number of Activities promoting Critical Thinking and Problem Solving	Ratio
Reading focused	4	1	25.00%
Listening focused	5	2	40.00%
Speaking focused	6	6	100.00%
Writing focused	1	1	100.00%
Grammar focused	3	1	33.33%
Vocabulary focused	5	0	0.00%
Open-based - implicit act.	1	1	100.00%
Total Language Skills / Components	25	12	48.00%

Table 4. 12. Utilization Frequency of Productive Skills in Unit 2.2

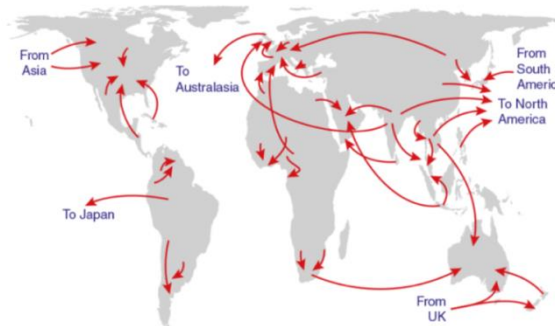
Language Skills / Components	Number of Activities	Total Number of Writing and Speaking Activities	Ratio
Reading focused	4	-	0.00%
Listening focused	5	-	0.00%
Speaking focused	6	6	100.00%
Writing focused	1	1	100.00%
Grammar focused	3	-	0.00%
Vocabulary focused	5	-	0.00%
Open-based - implicit act.	1	-	0.00%
Total Language Skills / Components	25	7	28.00%

4.2.1.2.3. The analysis of unit 2.3 in terms of critical thinking and problem-solving skills in speaking skills

The topic of migration is one of the most significant concerns that are considered by nations all around the world. There are a variety of reasons why people leave their homelands and move elsewhere. Unit 2.3 contains the materials that may be used to discuss the causes, effects, and results of this topic. Within Unit 2.3, there are a total of 27 exercises, of which 8 are focused on speaking. Remarkably, all of these speaking tasks effectively enhance critical thinking skills. Speaking skills are the most commonly utilized skill in this unit as well as in other units.

Figure 4. 6. Critical Thinking & Problem-Solving Skills in Speaking Activities in Unit 2.3

3.25 Look at the map below, which shows the movement of people around the world. Are there any immigration patterns on this map that you know about? Why are people moving in these directions? Research one migration pattern and explain the direction of one of these arrows to your fellow classmates.



Adopted from “*English B Coursebook*” by Philpot, B., 2019, p. 109. Cambridge University Press.

Activity 3.25 aligns with the 8th item in Uluhan's checklist (2019) and received favorable evaluations from the instructors who did the survey. The purpose of this activity is to facilitate student conversations, do research on the subject, and enhance their comprehension. As shown in the Table 4.14. , 40.74% of the content of this unit consists of productive skills, which covers almost half of the unit.

Table 4. 13. Activities that Promote Critical Thinking and Problem-Solving Skills in Speaking Skills in Unit 2.3

Language Skills / Components	Number of Activities	Number of Activities promoting Critical Thinking and Problem Solving	Ratio
Reading focused	5	2	40.00%
Listening focused	4	1	25.00%
Speaking focused	8	8	100.00%
Writing focused	3	3	100.00%
Grammar focused	4	0	0.00%
Vocabulary focused	2	1	50.00%
Open-based - an implicit act.	1	0	0.00%
Total Language Skills / Components	27	15	55.56%

Table 4. 14. Utilization Frequency of Productive Skills in Unit 2.3

Language Skills	Number of Activities	Total Number of Writing and Speaking Activities	Ratio
Reading focused	5	-	0.00%
Listening focused	4	-	0.00%
Speaking focused	8	8	100.00%
Writing focused	3	3	100.00%
Grammar focused	4	-	0.00%
Vocabulary focused	2	-	0.00%
Open-based - implicit act.	1	-	0.00%
Total Language Skills / Components	27	11	40.74%

4.2.1.3. The analysis of chapter 3 in terms of critical thinking and problem-solving skills in speaking skills

Human ingenuity is one of the five prescribed themes in the languages B syllabus. Possible topics of IB are entertainment, artistic expression, communication and media, technology, scientific innovation. This chapter focuses on the impact of advancements in science and technology on society, the role of art in enhancing cultural understanding, and the transformation of interpersonal relationships due to media influence.

In this coursebook, chapter 3, titled “Human Ingenuity,” consists of three parts. These are the 3.1: Future Humans. 3.2: Technology and Human Interaction, 3.3: Redefining Art. This chapter includes a total of 73 activities, with 29 exercises focused on speaking and 10 exercises focused on writing.

4.2.1.3.1. The analysis of unit 3.1 in terms of critical thinking and problem-solving skills skills in speaking skills

This unit is about science and technology and how those affect human life. Students are encouraged to explore the ethical concerns regarding science and technology and to propose their perspectives during this unit. There is a total of 23 activities, with 8 of them being speaking practices.

Figure 4. 7. Critical Thinking & Problem-Solving Skills in Speaking Activities in Unit 3.1

1.3 Consider a situation where a happy couple have a lovely little daughter. They would like to have a son as well. They are wealthy and can afford to pay a special clinic to perform IVF (in vitro fertilisation) treatment that will allow them to select the sex of their child (also known as ‘sex selection’ or ‘family balancing’). One of the couple is eager to undergo this treatment; the other is reluctant. Imagine a discussion they might have on this topic, using the vocabulary from the table below. You may also refer to the word bank.

Eager to have IVF for sex selection	Reluctant to have IVF for sex selection
family balancing	test-tube baby
reproductive rights	unnatural
modern	favouritism
feels right	feels wrong
appropriate	inappropriate
deserving	elitist
must have male heir	fear of breaking government policy



Producing a test-tube baby

Adopted from “*English B Coursebook*” by Philpot, B., 2019, p. 117. Cambridge University Press.

In 3.1, there are 8 speaking exercises, similar to other units, and it is clearly seen in Table 4.15. that all of them promote CT and PS skills. This activity, shown in Figure 4.7. fits item 13 on Uluhan’s checklist (2019). As shown in the table 4.16. , 43.48% of the content of this unit consists of productive skills, which is almost half of the unit.

Table 4. 15. Activities that Promote Critical Thinking and Problem-Solving Skills in Speaking Skills in Unit 3.1

Language Skills / Components	Number of Activities	Number of Activities promoting Critical Thinking and Problem Solving	Ratio
Reading focused	4	2	50.00%
Listening focused	5	2	40.00%
Speaking focused	8	8	100.00%
Writing focused	2	2	100.00%
Grammar focused	2	0	0.00%
Vocabulary focused	2	0	0.00%
Open-based - implicit act.	0	0	0.00%
Total Language Skills / Components	23	14	60.87%

Table 4. 16. Utilization Frequency of Productive Skills in Unit 3.1

Language Skills / Components	Number of Activities	Total Number of Writing and Speaking Activities	Ratio
Reading focused	4	-	0.00%
Listening focused	5	-	0.00%
Speaking focused	8	8	100.00%
Writing focused	2	2	100.00%
Grammar focused	2	-	0.00%
Vocabulary focused	2	-	0.00%
Open-based - implicit act.	0	-	0.00%
Total Language Skills / Components	23	10	43.48%

4.2.1.3.2. The analysis of unit 3.2 in terms of critical thinking and problem-solving skills in speaking skills

The goals of this unit include increasing awareness of the impact of technology on social contact and developing the ability to engage in discussions and debates related to technology and social interaction. When looked at on a unit basis, the inclusion of speaking skills in 9 out of 4 main language skills in 29 activities is a very successful result in terms of students using their productive skills.

Figure 4. 8. Critical Thinking & Problem-Solving Skills in Speaking Activities in Unit 3.2



2.1 After reading the title of this unit and the brief introduction above, predict which words you will hear and read in the unit by creating a spider diagram. In the middle of your spider diagram, write the title ‘Technology and human interaction’ and add branches to it. Share your mind maps with your classmates. Then look at the wordbank for this unit. Which words appear in your spider diagram?

Adopted from “*English B Coursebook*” by Philpot, B., 2019, p. 132. Cambridge University Press.

In this unit, 9 of the 26 activities focus on speaking skills, and all of them promote CT and PS skills, as seen in Table 4.17. This activity was also found successful by the teachers who conducted the survey in terms of 21st century skills. Activity 2.1 agrees with item 9 on Uluhan’s checklist (2019). As shown in the Table 4.18. , 50.00 % of the content of this unit consists of productive skills, which is half of the unit.

Table 4. 17. Activities that Promote Critical Thinking and Problem-Solving Skills in Speaking Skills in Unit 3.2

Language Skills / Components	Number of Activities	Number of Activities promoting Critical Thinking and Problem Solving	Ratio
Reading focused	3	2	66.67%
Listening focused	4	4	100.00%
Speaking focused	9	9	100.00%
Writing focused	4	4	100.00%
Grammar focused	1	1	100.00%
Vocabulary focused	4	0	0.00%
Open-based - implicit act.	1	0	0.00%
Total Language Skills / Components	26	20	76.92%

Table 4. 18. Utilization Frequency of Productive Skills in Unit 3.2

Language Skills / Components	Number of Activities	Total Number of Writing and Speaking Activities	Ratio
Reading focused	3	-	0.00%
Listening focused	4	-	0.00%
Speaking focused	9	9	100.00%
Writing focused	4	4	100.00%
Grammar focused	1	-	0.00%
Vocabulary focused	4	-	0.00%
Open-based - implicit act.	1	-	0.00%
Total Language Skills / Components	26	13	50.00%

4.2.1.3.3. The analysis of unit 3.3 in terms of critical thinking and problem-solving skills in speaking skills

Unit 3.3, which is about redefining art, has a higher level of speaking activities (12) compared to other units. Activities are distributed across many locations within the unit. However, in this unit, 4 of the speaking exercises out of 12 are presented at the same time under the term “Discussion” without following a particular pattern.

Figure 4. 9. Critical Thinking & Problem-Solving Skills in Speaking Activities in Unit 3.3

3.21 This unit has asked you to consider the question ‘what is art?’ Your answer to this might depend on who you are. Is beauty in the eye of the beholder, as the saying goes? This suggests that everyone is entitled to have an opinion about what is beautiful or not. Or is there such a thing as ‘absolute beauty’ with its own rules and principles? Find examples of art in art books or online to debate these opposite positions on art.

Adopted from “*English B Coursebook*” by Philpot, B., 2019, p. 161. Cambridge University Press.

The chart clearly demonstrates that all 12 activities are conducive to the development of critical thinking (CT) and problem-solving (PS) abilities, which is a highly significant accomplishment. The teachers who administered the survey also witnessed the outcome and considered it successful. The activity chosen fits in item 15 under the title “Making Judgment and Decisions” in Uluhan’s Coursebook Evaluation Checklist (2019). As shown in the Table 4.20. , 66.67 % of the content of this unit consists of productive skills, which is more half of the unit.

Table 4. 19. Activities that Promote Critical Thinking and Problem-Solving Skills in Speaking Skills in Unit 3.3

Language Skills / Components	Number of Activities	Number of Activities promoting Critical Thinking and Problem Solving	Ratio
Reading focused	1	0	0.00%
Listening focused	2	2	100.00%
Speaking focused	12	12	100.00%
Writing focused	4	2	50.00%
Grammar focused	2	1	50.00%
Vocabulary focused	2	0	0.00%
Open-based - implicit act.	1	0	0.00%
Total Language Skills / Components	24	17	70.83%

Table 4. 20. Utilization Frequency of Productive Skills in Unit 3.3

Language Skills / Components	Number of Activities	Total Number of Writing and Speaking Activities	Ratio
Reading focused	1	-	0.00%
Listening focused	2	-	0.00%
Speaking focused	12	12	100.00%
Writing focused	4	4	100.00%
Grammar focused	2	-	0.00%
Vocabulary focused	2	-	0.00%
Open-based - implicit act.	1	-	0.00%
Total Language Skills / Components	24	16	66.67%

4.2.1.4. The analysis of chapter 4 in terms of critical thinking and problem-solving skills in speaking skills

Chapter 4 (Social Organisation) has 3 units, named as 4.1: Minorities and Education, 4.2: Partners for Life, 4.3: The Future of Jobs. Optional recommended topics by IB are social relationships, community, social engagement, education, the working world, law and order. In this chapter units are presented as: Unit 4.1 focuses on the problems to alleviate encountered by social minorities around the world, and improve the environment for education and make it more accessible and of better quality in their country. Unit 4.2 aimed at appreciating cultural differences with regards to marriage practices. Unit 4.3 seeks to foster comprehension regarding the ways in which technological advancements and globalization are influencing opportunities and practices related to unemployment. In this chapter, there are 76 activities in the units. In unit 4.1, there are 8 speaking and 3 writing activities, in 4.2 there are 9 speaking and 6 writing activities, and in 4.3 there are 11 speaking and 2 writing activities. Except for unit 4.2, all the tasks support critical thinking and problem skills.

4.2.1.4.1. The analysis of unit 4.1 in terms of critical thinking and problem-solving skills in speaking skills

This unit focuses on the problems faced by social minorities around the world. It is clear that speaking skills are the most prominently presented in this course when we examine the other language skills that are covered. This course has a total of 28 different sorts of questions, 8 of which are designed to improve speaking skills.

Figure 4. 10. Critical Thinking & Problem-Solving Skills in Speaking Activities in Unit 4.1

- 1.2** Do you agree or disagree with the following statements? Discuss your answers with others.
- a** In my country, no matter where you go to school, everyone has an equal chance at becoming successful in life.
 - b** The best way to help the poor is to give them access to good education.
 - c** Ethnic minorities should be given easier access to higher education.
 - d** Good exam results have nothing to do with a student's cultural background and everything to do with their ability to work hard.
 - e** There is no good reason for dropping out of school.
 - f** If your parents were successful at school, it is likely that you will be too.
 - g** Everyone should be able to take the IB Diploma or an IB course.

Adopted from “*English B Coursebook*” by Philpot, B., 2019, p. 169. Cambridge University Press.

Unit 4.1 includes a total of three writing exercises and eight speaking activities. All of them encourage the development of CT and PS skills (100%). This task also fits with item 7 under the title of “Making Judgment and Decisions”. Although 8 of the 28 question types in this unit are aimed at improving speaking skills, when writing skills are added, productive skills in the question distribution is 39.29%, as can be seen in Table 4.22.

Table 4. 21. Activities that Promote Critical Thinking and Problem-Solving Skills in Speaking Skills in Unit 4.1

Language Skills / Components	Number of Activities	Number of Activities promoting Critical Thinking and Problem Solving	Ratio
Reading focused	3	0	0.00%
Listening focused	3	1	33.33%
Speaking focused	8	8	100.00%
Writing focused	3	3	100.00%
Grammar focused	7	0	0.00%
Vocabulary focused	3	0	0.00%
Open-based - implicit act.	1	0	0.00%
Total Language Skills / Components	28	12	42.86%

Table 4. 22. Utilization Frequency of Productive Skills in Unit 4.1

Language Skills / Components	Number of Activities	Total Number of Writing and Speaking Activities	Ratio
Reading focused	3	-	0.00%
Listening focused	3	-	0.00%
Speaking focused	8	8	100.00%
Writing focused	3	3	100.00%
Grammar focused	7	-	0.00%
Vocabulary focused	3	-	0.00%
Open-based - implicit act.	1	-	0.00%
Total Language Skills / Components	28	11	39.29%

4.2.1.4.2. The analysis of unit 4.2 in terms of critical thinking and problem-solving skills in speaking skills

In this unit, the concept of partners for life is discussed by giving the differences with regards to marriage practices. Students are expected to think about love, emotions, and relationships in general. In 4.2, there are 15 productive skills; 9 is speaking, and 6 is writing skills. Speaking ability, which is one of the productive abilities developed throughout this unit, appears to have favorable outcomes on the development of CT and PS skills in nine out of nine exercises.

Figure 4. 11. Critical Thinking & Problem-Solving Skills in Speaking Activities in Unit 4.2

2.22 Text 4.6 was written in the USA in 1971. Judy Syfers is commenting on what many men expected from their wives at that time. How is the role of women where you live similar to or different from the context of Text 4.6? Discuss the following statements and the images a–d with reference to the countries and cultures in your own experience. How likely are these situations in your culture? How true are these statements for your culture?

- a** Men and women have equal employment opportunities.
- b** Men and women have equal rights in society, such as the freedom to vote, drive, divorce or own property.
- c** Fathers and mothers share the responsibilities of raising children.
- d** Men and women share the responsibilities of housekeeping.



Text 4.6

Why I Want a Wife

I belong to that classification of people known as wives. I am a Wife.

And, not altogether incidentally, I am a mother. Not too long ago a male friend of mine appeared on the scene fresh from a recent divorce. He had one child, who is, of course, with his ex-wife. He is looking for another wife. As I thought about him while I was ironing one evening, it suddenly occurred to me that I too, would like to have a wife. Why do I want a wife?

I would like to go back to school so that I can become economically independent, support myself, and if need be, support those **dependent** upon me. I want a wife who will work and send me to school. And while I am going to school I want a wife to take care of my children. I want a wife to keep track of the children's doctor and dentist appointments. And to keep track of mine, too. I want a wife to make sure my children eat properly and are kept clean. I want a wife who will wash the children's clothes and keep them mended. I want a wife who is a good nurturing attendant to my children, who arranges for their schooling, makes sure that they have an adequate social life with their peers, takes them to the park, the zoo, etc. I want a wife who takes care of the children when they are sick, a wife who arranges to be around when the children need special care, because, of course, I cannot miss classes at school. My wife must arrange to lose time at work and not lose the job. It might mean a small cut in my wife's income from time to time, but I guess I can tolerate that. Needless to say, my wife will arrange and pay for the care of the children while my wife is working.



I want a wife who will take care of my physical needs. I want a wife who will keep my house clean. A wife who will pick up after my children, a wife who will pick up after me. I want a wife who will keep my clothes clean, ironed, mended, replaced when need be, and who will see to it that my personal things are kept in their proper place so that I can find what I need the minute I need it. I want a wife who cooks the meals, a wife who is a good cook. I want a wife who will plan the menus, do the necessary grocery shopping, prepare the meals, serve them pleasantly, and then do the cleaning up while I do my studying. I want a wife who will care for me when I am sick and **sympathise** with my pain and loss of time from school. I want a wife to go along when our family takes a vacation so that someone can continue to care for me and my children when I need a rest and change of scene. I want a wife who will not bother me with rambling complaints about a wife's **duties**. But I want a wife who will listen to me when I feel the need to explain a rather difficult point I have come across in my course of studies. And I want a wife who will type my papers for me when I have written them.[...]

If, by chance, I find another person more suitable as a wife than the wife I already have, I want the liberty to replace my present wife with another one. Naturally, I will expect a fresh, new life; my wife will take the children and be solely responsible for them so that I am left free.

When I am through with school and have a job, I want my wife to quit working and remain at home so that my wife can more fully and completely take care of a wife's duties.

My God, who wouldn't want a wife?

Abridged extract from *Why I Want a Wife* by Judy Syfers

Adopted from “*English B Coursebook*” by Philpot, B., 2019, p. 195, 195, 198. Cambridge University Press.

When examining the ratio distribution, it is noteworthy that 14 out of 27 activities, about half, are dedicated to productive talents. The Table 4.23. clearly displays the allocation of this ratio between CT and PS talents. The activity presented in Figure 4.11. shows that this practice matches item 2 of Uluhan's checklist (2019). As shown in the Table 4.24. , 55.56 % of the content of this unit consists of productive skills, which is more half of the unit.

Table 4. 23. Activities that Promote Critical Thinking and Problem-Solving Skills in Speaking Skills in Unit 4.2

Language Skills / Components	Number of Activities	Number of Activities promoting Critical Thinking and Problem Solving	Ratio
Reading focused	5	1	20.00%
Listening focused	3	1	33.33%
Speaking focused	9	9	100.00%
Writing focused	6	5	83.33%
Grammar focused	3	1	33.33%
Vocabulary focused	1	0	0.00%
Open-based - implicit act.	0	0	0.00%
Total Language Skills / Components	27	17	62.96%

Table 4. 24. Utilization Frequency of Productive A in Unit 4.2

Language Skills / Components	Number of Activities	Total Number of Writing and Speaking Activities	Ratio
Reading focused	5	-	0.00%
Listening focused	3	-	0.00%
Speaking focused	9	9	100.00%
Writing focused	6	6	100.00%
Grammar focused	3	-	0.00%
Vocabulary focused	1	-	0.00%
Open-based - implicit act.	0	-	0.00%
Total Language Skills / Components	27	15	55.56%

4.2.1.4.3. The analysis of unit 4.3 in terms of critical thinking and problem-solving skills in speaking skills

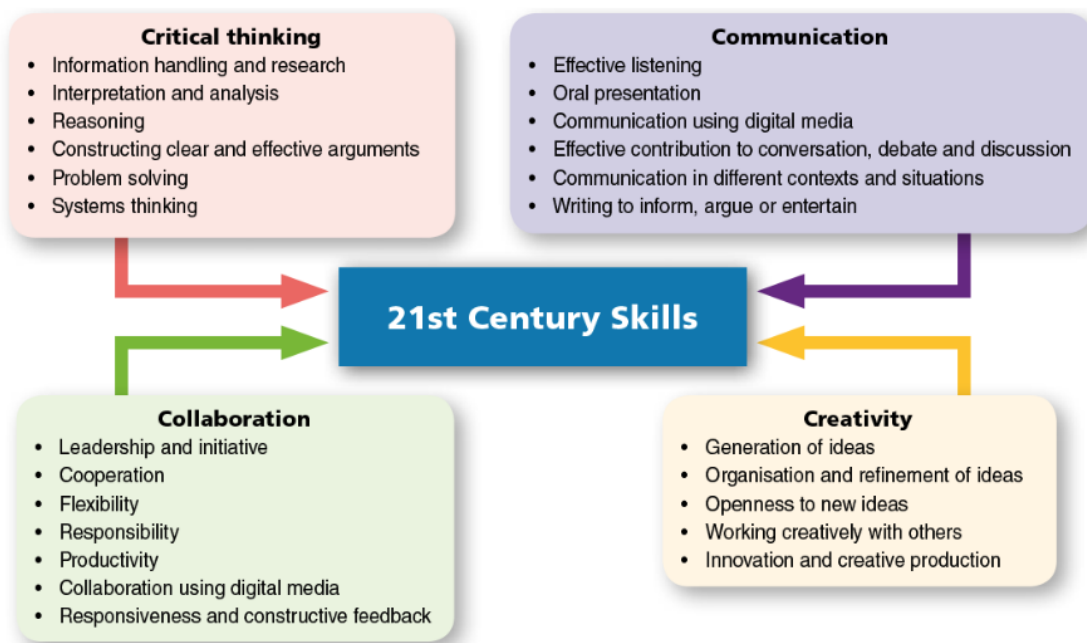
Students are expected to investigate the effects of globalization and technological progress on job security in this unit. Subject-specific speaking abilities are emphasized throughout the unit. 11 of the 21 activities consist of speaking practices, all of which serve to enhance CT and PS skills.

Figure 4. 12. Critical Thinking & Problem-Solving Skills in Speaking Activities in Unit 4.3

3.18 Text 4.10 comments critically on education in the UK. Do you think the system at your school is similar to the system described in the text? Is it ‘characterised by competition between classmates, [...] designed to assess and rank school leavers on their ability to recall information and apply the standard methods required to satisfy the needs of 19th century employment?’

Many schools these days aim to develop ‘21st century skills’. These are set out in the diagram below.

- a How similar are these skills to those in the IB learner profile?
- b How are you developing these skills at school?
- c How do you think they will help you face the challenges of the future?



Text 4.10

'Reports of the Death of Jobs Have Been Greatly Exaggerated'

We are living in a time of major change in the labour market. Recent studies have predicted that over the next 20 years, 15 million UK jobs, about half the total, are at risk of being lost to automation.

(a)..... previous job-replacing technological change was limited to tasks requiring human brawn, the next wave of technology looks like replacing human brains.

(b)..... managed well, this revolution is not necessarily a cause for concern. (c)..... the first Industrial Revolution, every new labour-saving technology has been met with anxiety about the impact on jobs, (d)..... concerns over mass unemployment have never materialised. (e)....., technology has been a net creator of employment. Efficiencies gained through new technologies reduce the cost of production, (f)....., when passed on to the consumer, increase spending power, stimulating demand and creating new jobs. (g)..... than making humans redundant, technology has simply shifted work to other areas.

The fact that 20m jobs disappeared in Britain between 1980 and 2000 shows that predictions of 15m automated jobs would not be unprecedented. The lesson from the 1980s, (h)....., is the importance of enabling those who have lost their job to re-skill in order to find alternative employment.

The UK education system began to take its present form with the establishment of our current exam system in 1858. At its core, this system is characterised by competition between classmates, with students learning and are being assessed as individuals.

(i)....., as technology and globalisation progress, working with others is becoming increasingly important. In an era of skilled factory work, this mass public examinations system was designed to assess and rank school leavers on their ability to recall information and apply the standard methods required to satisfy the needs of 19th century employment. (j)..... today, method and recall are the very things that are easiest to automate.

(k)....., 'soft' skills such as **resourcefulness**, creativity, and emotional intelligence are the likely domains where humans will retain a comparative advantage because these are skills where computers complement our abilities (l)..... than substitute for them.

(m)..... today online communication over vast distances is possible at almost zero cost, face-to-face interactions are still the key engine of collaboration and growth.

Many people today, particularly younger generations, will work in jobs that do not exist yet, in industries that haven't been created. Most will change jobs multiple times and brief periods of unemployment, for people at all levels, will become more common. (n)....., there is a need to ensure better career guidance.



A young person today begins to make choices in education that affect the skills for their career (o)..... a decade before entering the workforce, by which time, technology and consumer preferences will have altered significantly. In the UK schools system, where learner choice is increasingly important, it is vital that students, teachers, and parents, can access quality and timely information on the likely skills needed by employers in the future. Big data will no doubt prove pivotal in this.

The onus will also be on employers, who bear responsibility for helping young people learn about employment. The UKCES employment and skills survey found that (p)..... 66% of employers think work experience is important, (q)..... 38% offer it. There needs to be much stronger links between schools and employers. There is also a need to support in-work progression. Government estimates show that around 30% of graduates are still in entry-level positions five years after graduating. Career guidance must develop a focus (r)..... on helping people into work, (s)..... on helping those already in work to progress.

Affordability is the biggest barrier to workers enrolling in part-time or further education. (t)....., this is one area where automation offers not a problem but a solution. The growth of MOOCs, Personalised Learning Algorithms, and computer-based collaborative and virtual reality tools are enabling people to access independent **vocational** learning 'anywhere, anytime' in a way that can be adjusted to meet the student's individual needs, interests, and abilities.

Computer based learning is not a perfect substitute for a traditional university education. (u)....., the cost savings, convenience, and flexibility it affords have the potential to revolutionise education and training.

(v)....., while on-the-job training and e-learning offer part of the solution, on their own they will not be enough. Government should also explore tax incentives to encourage continuous engagement in education for adults. A tax nudge would be simple to introduce but more importantly, it would represent an initial step in aligning the UK's fiscal policies with some of its most significant employment challenges.

(w)..... the UK is to build a competitive economy for the 21st century, a shift to lifelong learning will be crucial to ensuring workers have the skills they need to succeed in the new world of work.

By Seamus Nevin

Adopted from “*English B Coursebook*” by Philpot, B., 2019, p. 216, 217, 218. Cambridge University Press.

The task presented in Figure 4.12. also fits in item 14 under the title “Making Judgments and Decisions” in the Uluhan’s checklist (2019). Table 4.26. indicates that 61.90% of the content in this unit is dedicated to productive skills, which is considerably more than half of the unit.

Table 4. 25. Activities that Promote Critical Thinking and Problem-Solving Skills in Speaking Skills in Unit 4.3

Language Skills / Components	Number of Activities	Number of Activities promoting Critical Thinking and Problem Solving	Ratio
Reading focused	2	0	0.00%
Listening focused	1	0	0.00%
Speaking focused	11	11	100.00%
Writing focused	2	2	100.00%
Grammar focused	2	0	0.00%
Vocabulary focused	3	1	33.33%
Open-based - implicit act.	0	0	0.00%
Total Language Skills / Components	21	14	66.67%

Table 4. 26. Utilization Frequency of Productive Skills in Unit 4.3

Language Skills / Components	Number of Activities	Total Number of Writing and Speaking Activities	Ratio
Reading focused	2	-	0.00%
Listening focused	1	-	0.00%
Speaking focused	11	11	100.00%
Writing focused	2	2	100.00%
Grammar focused	2	-	0.00%
Vocabulary focused	3	-	0.00%
Open-based - implicit act.	0	-	0.00%
Total Language Skills / Components	21	13	61.90%

4.2.1.5. The analysis of chapter 5 in terms of critical thinking and problem-solving skills in speaking skills

The subject of this chapter is Sharing the Planet, which is one of the five principled themes for Language B. The recommended topics by IB are the environment, human rights, peace and conflict, equality, globalization, ethics, and urban and rural environments. In this coursebook, the main title is Sharing the Planet, and the subtitles are ending poverty, climate change, and power to the people. Students are encouraged to discuss the merits of various approaches to alleviate poverty and find solutions for scarcity and famine in Unit 5.1. Unit 5.2 is about climate change, so the name is as well. The learning objectives are to become more aware of the causes and effects of climate change on the world, and to discuss climate change to find ways to prevent it. The last unit, 5.3, Power to the People, is about rights and democracy. In this unit, students are expected to develop their proficiency and argumentation techniques while solving injustices to live in a safer and fairer world. There are 16 (11 speaking, 5 writing tasks), 14 (10 speaking, 4 writing tasks), and 10 (8 speaking, 2 writing tasks) productive skill-based activities. Except for Unit 5.2, all the activities promote critical thinking skills (100%).

4.2.1.5.1. The analysis of unit 5.1 in terms of critical thinking and problem-solving skills in speaking skills

The main focus of this unit is on poverty and how it can be eradicated on the planet so as to make the world a more equitable place. Poverty is a widespread global problem that denies millions of individuals access to fundamental needs, leading to a continuous cycle of hardship. Eliminating poverty is crucial for humanity as it enhances social fairness, equality, economic stability, and sustainable development. Empowering the poor improves communities, creating a society where everyone has the chance to succeed. Unit 5.1 has 15 speaking tasks focused on enhancing speaking abilities, a lot of which appear to reinforce critical thinking and problem-solving skills.

Figure 4. 13. Critical Thinking & Problem-Solving Skills in Speaking Activities in Unit 5.1

1.4 Here are some questions to make you think about poverty in the world. If you don't know the answers, just take a guess. Compare your answers with those of your classmates. Your teacher will provide the actual answers.

Did any of the answers surprise you? Is the world 'better' or 'worse' off than you thought? Is the world becoming better or worse off than before? What accounts for these changes?

- a** In 2015, what percentage of the world's population lived on less than \$10 a day?
- b** **Child mortality rate** measures the number of children who die before the age of five. It is a strong indicator of the wealth and health of a country. In 1990, 91 out of 1000 children died before the age of five. How did this figure change by 2015? How many out of 1000?
- c** In 2008 1.6 billion people lived on planet earth without electricity. How many people were living this way by 2015?
- d** 'Extreme poverty' is defined as living on less than \$1.90 per day. How many people lived in extreme poverty in 2013?
- e** In 1820 only 12 per cent of the world could read and write. What percentage of the world is literate today?
- f** In 2006 1.1 billion people worldwide did not have access to clean water. How many people did not have access to clean water in 2015?

Adopted from "*English B Coursebook*" by Philpot, B., 2019, p. 227. Cambridge University Press.

The lesson has total 31 activities, with 16 specifically designed to enhance speaking and writing skills. This example, which is presented in Figure 4.13., agrees with the 10th item in Uluhan's checklist (2019). Table 4.28. indicates that 51.61 % of the content in this unit is dedicated to productive skills, which covers significantly more than half of the unit.

Table 4. 27. Activities that Promote Critical Thinking and Problem-Solving Skills in Speaking Skills in Unit 5.1

Language Skills / Components	Number of Activities	Number of Activities promoting Critical Thinking and Problem Solving	Ratio
Reading focused	2	0	0.00%
Listening focused	3	0	0.00%
Speaking focused	11	11	100.00%
Writing focused	5	5	100.00%
Grammar focused	3	0	0.00%
Vocabulary focused	4	0	0.00%
Open-based - implicit act.	3	3	100.00%
Total Language Skills / Components	31	19	61.29%

Table 4. 28. Utilization Frequency of Productive Skills in Unit 5.1

Language Skills / Components	Number of Activities	Total Number of Writing and Speaking Activities	Ratio
Reading focused	2	-	0.00%
Listening focused	3	-	0.00%
Speaking focused	11	11	100.00%
Writing focused	5	5	100.00%
Grammar focused	3	-	0.00%
Vocabulary focused	4	-	0.00%
Open-based - implicit act.	3	-	0.00%
Total Language Skills / Components	31	16	51.61%

4.2.1.5.2. The analysis of unit 5.2 in terms of critical thinking and problem-solving skills in speaking skills

This unit focuses on climate change and its effects on the world. Students are expected to discuss the topic of climate change and find ways to prevent it. Unit 5.2 contains a total of 23 tasks, with 14 focusing on productive skills. There is a total of 10 speaking exercises and 4 writing tasks.

This unit, included in the final chapter of the book, is one of four units that do not promote critical thinking skills. There is 1 writing task that does not promote CT and PS skill, with a ratio of 75%, and 100% in speaking skills for CT and PS.

Figure 4. 14. Critical Thinking & Problem-Solving Skills in Speaking Activities in Unit 5.2

2.18 Here are three discussion questions that are often debated by politicians. What is your opinion on these issues? Research these topics before discussing them with your classmates.

- a** As strange as it might sound, emissions can be traded. Governments often limit the amount a company may pollute. This is known as a 'cap'. If a company wants to break this limit or cap, they must buy a permit from another company that has not reached its limit or cap. Companies can buy and sell the right to pollute. What do you think of this 'cap and trade' idea?
- b** Many politicians believe there would be less war if each country were less dependent on other countries for their energy. Do you think more solar, wind and thermal energy would lead to a more peaceful planet? How are current wars really all about non-renewable resources?
- c** Nuclear power is sometimes seen as the 'lesser of two evils'. While nuclear power plants do not produce CO₂ like coal-fired power plants, they do present the problem of nuclear waste. Should countries build more nuclear power plants in order to reduce the amount of CO₂ that's being produced?



Climate change can be very political. There is often an assumption that protecting the environment comes at a cost to the economy. Do you agree with this assumption? Why or why not?

Adopted from “*English B Coursebook*” by Philpot, B., 2019, p. 251. Cambridge University Press.

This unit has a total of 23 tasks, with 10 focused on speaking, 4 on writing, and the remainder covering various other abilities. The distribution of productive skills in this unit is 60.87%, as shown in table 4.30. Figure 4.14. shows that it fits in item 2 in Checklist of Uluhan’s Coursebook Evaluation (2019).

Table 4. 29. Activities that Promote Critical Thinking and Problem-Solving Skills in Speaking Skills in Unit 5.2

Language Skills / Components	Number of Activities	Number of Activities promoting Critical Thinking and Problem Solving	Ratio
Reading focused	4	2	50.00%
Listening focused	3	2	66.67%
Speaking focused	10	10	100.00%
Writing focused	4	3	75.00%
Grammar focused	1	0	0.00%
Vocabulary focused	0	0	0.00%
Open-based - implicit act.	1	1	100.00%
Total Language Skills / Components	23	18	78.26%

Table 4. 30. Utilization Frequency of Productive Skills in Unit 5.2

Language Skills / Components	Number of Activities	Total Number of Writing and Speaking Activities	Ratio
Reading focused	4	-	0.00%
Listening focused	3	-	0.00%
Speaking focused	10	10	100.00%
Writing focused	4	4	100.00%
Grammar focused	1	-	0.00%
Vocabulary focused	0	-	0.00%
Open-based - implicit act.	1	-	0.00%
Total Language Skills / Components	23	14	60.87%

4.2.1.5.3. The analysis of unit 5.3 in terms of critical thinking and problem-solving skills in speaking skills

The unit 5.3. is about democracy and equality in the world. Students are required to engage in discussions on global inequality and explore potential solutions by examining relevant topics. There is a total of 19 exercises, with 8 focusing on speaking practices that appear to enhance critical thinking (CT) and problem-solving (PS) capabilities by 100% in terms of speaking skills.

Figure 4. 15. Critical Thinking & Problem-Solving Skills in Speaking Activities in Unit 5.3

3.3 Look at the two photographs A and B. For each photograph think of sensible answers to the following questions. Discuss your answers with your classmates.

- a Who are these people?
- b What are they doing?
- c Who is their audience?
- d Why are they doing this?
- e What do you think of their actions?



Adopted from “*English B Coursebook*” by Philpot, B., 2019, p. 259. Cambridge University Press

Table 4.31. clearly shows that all of the activities regarding speaking skills in this unit promote 21st century skills. Furthermore, unit 5.3 comprises a grand total of 19 activities, of which 10 pertain to productive abilities. Upon examining the unit is utilization of productive skills, it becomes evident that the distribution of productive skills, seen in Table 4.31. , is more than fifty percent (52.63%). The activity, chosen and presented in Figure 4.15. agrees with item 14 in Uluhan’s checklist (2019).

Table 4. 31. Activities that Promote Critical Thinking and Problem-Solving Skills in Speaking Skills in Unit 5.3

Language Skills / Components	Number of Activities	Number of Activities promoting Critical Thinking and Problem Solving	Ratio
Reading focused	3	3	100.00%
Listening focused	2	1	50.00%
Speaking focused	8	8	100.00%
Writing focused	2	2	100.00%
Grammar focused	2	0	0.00%
Vocabulary focused	2	0	0.00%
Open-based - implicit act.	0	0	0.00%
Total Language Skills / Components	19	14	73.68%

Table 4. 32. Utilization Frequency of Productive Skills in Unit 5.3

Language Skills / Components	Number of Activities	Total Number of Writing and Speaking Activities	Ratio
Reading focused	3	-	0.00%
Listening focused	2	-	0.00%
Speaking focused	8	8	100.00%
Writing focused	2	2	100.00%
Grammar focused	2	-	0.00%
Vocabulary focused	2	-	0.00%
Open-based - implicit act.	0	-	0.00%
Total Language Skills / Components	19	10	52.63%

4.2.2. Activities to enhance writing skill

4.2.2.1. The analysis of chapter 1 in terms of critical thinking and problem-solving skills in writing skills

Thinking and critical thinking are two ways of thinking that are distinct from one another. Thinking is the process of breaking down enormous amounts of data into smaller parts. Critical thinking goes beyond simply analyzing information.

As stated previously, this chapter contains three units. The categories that ensue are as follows: 1.1: Citizens of the World, 1.2: Belief and Identity, 1.3: Beauty and Health. There is a total of 25 tasks in Chapter 1, including 4 writing activities and 9 speaking activities. In the next phase of the study, an analysis will be presented that demonstrates the degree to which the writing materials assist critical thinking skills.

4.2.2.1.1. The analysis of unit 1.1 in terms of critical thinking and problem-solving skills in writing skills

Writing activities improve critical thinking and problem-solving. Writing requires concise language, consistent organization, and convincing evidence. Analytical thinking is required to assess information, explore alternate views, and synthesize complicated concepts. Writing helps people reflect on their beliefs and prejudices. Critical thinking is organized, clear, reasonable, Open-minded, and evidence-based, according to Paul and Elder (2006). Writing activities help people develop these skills by encouraging them to analyze and solve difficulties. Writing helps students approach problems methodically and strategically, improving their critical thinking and problem-solving skills. In Unit 1.1, there are 4 activities, and it is clearly shown in the table that 3 of them promote Critical Thinking and Problem-Solving skills. By adjusting this number, 75 of the writing activities in the unit can be linked to the acquisition of Critical Thinking and Problem-Solving skills.

Figure 4. 16. Critical Thinking & Problem-Solving Skills in Writing Activities in Unit 1.1



Caption A

‘The cover-ups versus the cover-nots: Egyptian and German beach volleyball players highlight the massive cultural divide between Western and Islamic women’s teams

Daily Mail

Caption B

Rio 2016: How one photo of beach volleyball captured the beauty of diversity at the Olympics

Global News

Caption C

CULTURE SHOCK Rio Olympics 2016: Egypt v Germany beach volleyball clash shows colossal cultural divide between two teams

The Sun

Caption D

Beach volleyball displays cultural contrasts coming together at the Olympics

Report UK

Caption E

Hijab vs bikini thing aside, how much of a ‘culture clash’ is it really if you are both playing women’s beach volleyball at the Olympics?

Tweet by Ben Machell (*The Times* and *Evening Standard*)

Writing

1.24 Do an online search, using the headlines (captions A-E) from Activity 1.23. Read one of the articles that follows one of these headlines. Write a letter to the editor in response to their reporting of the Egypt versus Germany women’s volleyball match from the 2016 Olympics. Voice your opinion, that you expressed in the discussion from Activity 1.23. For more information on how to write a letter to the editor, see Unit 6.1.

1.25 Texts 1.1 and 1.2 are both blogs about living abroad. While there are many different types of blogs, these texts are like public diaries or journals, open to friends, family and anyone who is interested in the writer’s personal experiences. Try writing your own blog entry about an experience that you have had while traveling or even living abroad. Try using terms from the word bank in this unit. For more information on blog writing see Unit 6.3.

Adopted from “*English B Coursebook*” by Philpot, B., 2019, p.14-15. Cambridge University Press.

Activity 1.24 and 1.25 facilitate the development of problem-solving and critical thinking skills. The writing assignments motivate pupils to compose a blog post detailing their experience of studying or living abroad, while composing an opinion letter can foster the development of critical thinking skills. By analyzing, synthesizing, and evaluating information in order to reach logical conclusions, critical thinking is engaged. Students are encouraged to engage in reflective writing regarding their personal experiences, which necessitates careful deliberation on a multitude of factors, including cultural disparities, individual development, obstacles encountered, and insights gained while traveling or residing abroad, as well as criticizing wrongdoing. This activity aligns with item 6 of the “Making Judgments and Decisions” category, as stated in Uluhan's checklist (2019), according to the survey.

Table 4. 33. Activities that Promote Critical Thinking and Problem-Solving Skills in Writing Skills in Unit 1.1

Language Skills / Components	Number of Activities	Number of Activities promoting Critical Thinking and Problem-Solving Skills	Ratio
Reading focused	3	1	33.33%
Listening focused	2	1	50.00%
Speaking focused	9	9	100.00%
Writing focused	4	3	75.00%
Grammar focused	3	0	0.00%
Vocabulary focused	3	0	0.00%
Open-based - implicit act.	1	0	0.00%
Total Language Skills / Components	25	14	56.00%

4.2.2.1.2. The analysis of unit 1.2 in terms of critical thinking and problem-solving skills in writing skill

In this unit, there are 2 writing tasks, and both support the critical thinking and problem-solving skills of 21st century skills by making them reason and analyze the situation given in the previous reading text about twin sisters, so it fits in item 13 in Uluhan's checklist (2019). This activity was also found to be thriving by the teachers who conducted the survey.

Figure 4. 17. Critical Thinking & Problem-Solving in Writing Activities Skills in Unit 1.2

Writing

2.18 Re-read Text 1.5. Imagine you are Caroline or Elizabeth. You have disagreed with your sister about your religious differences for years. You have read this article about your family and realise that you actually have more in common with your sister than you thought. Taking the article into consideration, write a personal letter to your sister, which tries to **reconcile** your differences and find common ground. You might want to use the following phrases in your letter:

- After reading the article about our shared predisposition for faith...
- Despite our differences, I believe that we...
- Although we practise a different religion, we share...
- After reflecting on past events in our lives, I would like to suggest that we...



Text 1.5

What Twins Reveal About The Science Of Faith

I am frequently asked by journalists to recall the most surprising finding of our twin studies. The study of religion and belief in God is the one that always comes to mind, and the results are not easily accepted by many people. Most people can accept diseases or height and even weight being genetically heritable to some extent, but when it comes to our personal beliefs we tend to be more sceptical. For many, the idea that there is a genetic component to our faith (or lack of it), is a stretch too far and damages the concept of self-determination that we hold so dear.

Nevertheless science has shown us clearly that one level of belief in God and overall spirituality is shaped not only by a mix of family environment and upbringing (which is not surprising), but also by our genes. Twin studies conducted around the world in the U.S., the Netherlands and Australia as well as ours in the U.K. show a 40 to 50 percent genetic component to belief in God.

What is striking is that these findings of a genetic basis for belief are consistent even across countries like the U.S. and the U.K., with their huge differences in beliefs and church attendance. For example, in the latest surveys in the U.S., when asked, 61 percent of white Americans say they firmly (i.e. without any doubt) believe in God, compared with only 17 percent of firm believers in similar populations in the U.K. (greater than a threefold difference). The opposite scenario of non-belief is also true: only a tiny 3 percent of the U.S. population report being firmly atheist compared with 18 percent in the U.K. As well as belief, participation follows separate trends in the two countries. Some form of weekly church attendance is now nearly three times higher in the U.S. than the U.K. Sceptics among you might say that the twin studies showing similarity for belief are just reflecting some cultural or family influence that wasn't properly corrected for in the study design. However in one study of adopted twins, the researchers looked at religious belief in a number of adopted twins raised apart. They found exactly the same result: greater similarity in identical twin pairs, even if raised apart. The conclusion is unavoidable: faith is definitely influenced by genes.

To uncover in more detail exactly what part of belief or religion was genetic, an unlikely research partnership was formed between two academic twin experts: Nick Martin, an extrovert atheist Australian and Lindon Eaves, a British lay preacher originally from Birmingham.

In an attempt to separate the '3 Bs'--belonging, behaving, and believing, the three elements that make up religiosity, they asked a range of questions attempting to get a handle on individual differences in spirituality. They defined this as 'the capacity to reach out beyond oneself and discover or make meaning of experience through broadened perspectives and behavior.' The scale is based on three main factors: self-forgetfulness, transpersonal identification and mysticism. Questions in the test they designed included:

- 'I believe that all life depends on some spiritual order or power that cannot be completely explained' True or false?
- 'Often when I look at an ordinary thing, something wonderful happens: I get the feeling that I am seeing it fresh for the first time' True or false?

They estimated the heritability of spirituality to be around 40 to 50 percent, which is quite high considering how tricky it is to measure. Other U.S. studies using even more detailed questions in larger numbers have found similar or even stronger genetic influences. These studies demonstrate our variable but innate inherited sense of spirituality, which affects how we perceive the world, ourselves and the universe. This is independent of our formal religious beliefs and practices and, strangely, largely independent of family influence.

The positive feedback and inner reward we get from these spiritual or religious thoughts could also account for some differences. One individual during prayer or meditation may feel a rush of immense joy and fulfillment from the reward centers of the brain (in the hypothalamus), and someone else may feel only the uncomfortable chair and be worrying about the shopping list. While the spiritual side is important for some, others find great comfort in religious practice and attendance.

Studies show that for twins living at home, there is no clear genetic influence or difference from their parents in their practice. However, genes start to play a role, once the twins leave the nest.

Elizabeth and Caroline were identical twins who came from an academic middle-class English family with an atheist father and agnostic, mother. The sisters were very similar in appearance and character, both admitted to being stubborn, although Elizabeth was the naughtier of the two. At primary school, they both became interested in Christianity and much to their father's surprise and displeasure they were baptised and prayed regularly. Their parents split up soon after and their father left home. They went through the normal teenage tantrums and slowly lost interest in organized religion and prayer.

After school they went to different universities. Caroline quickly rediscovered her faith; she became an even more committed Christian and joined student societies and church groups. Elizabeth began discussions with an Islamic group, initially arguing against religion, read the Quran to dismiss it and then found herself being drawn to and then converted to Islam. Both married and had two kids: Caroline with an English Anglican husband, and Elizabeth with a Pakistani Muslim (from then on she wore the veil, hijab in public).

After leaving home, children with the right predisposition can often switch religions. As she now says: 'I strongly believe that Islam is the one true faith and Christianity is wrong. I endured many taunts and bigotry about my style of dress and beliefs and was often frightened to go outside. I once had to witness my 3-year-old disabled son being spat at.' Caroline is similarly strongly opposed to her sister's Islamic views and 'her lack of belief in Jesus being the Messiah really upsets me.' She has had an easier time socially, but misses being close to her sister and having a drink with her. She says: 'I will never forget the fact that she very pointedly refused to sing hymns at my big day, a Christian wedding.' Both twins admit being saddened that neither could bear to act as a guardian of the other's children because of their faith, although ironically they have much more in common genetically with each other's children than other aunts and share the same proportion of genes with them.

Sadly their mother, Annie, developed terminal metastatic lung cancer, which had the positive side effect of briefly bringing the family back together. The closeness and bonding was short-lived. She admitted: 'I was initially bemused and then distressed by their fierce disagreements over faith, which being a self-confessed agnostic I just couldn't relate to. My main hope was to live long enough to see the birth of my two new grandchildren.' When, against medical odds, she did, and was still alive nine months later, she had a revelation. 'I think I've found God,' she told her daughter Caroline as she recounted an epiphany moment she had while out walking. 'I felt his presence all around me, a spiritual presence. It's not just because I'm about to die: I'm not afraid of death. But I've changed my mind, there is more to life than just the current one.' She died shortly afterward. Annie's genetic predisposition for faith, likely suppressed by her secular surroundings and her dominant atheist husband, may have been the crucial factor that influenced her daughters' uncompromising beliefs.

Where did this religious fervor come from? Neither had religious parents, and it is unlikely that the school alone could have had such an influence. Other twin studies have shown that after leaving home, children with the right predisposition can often switch religions, and that which form they then choose is not down to the genes but to life events or some mysterious unknown force.

www.popsoci.com

Adopted from "English B Coursebook" by Philpot, B., 2019, p. 25, 26, 27, 31.
Cambridge University Press.

Table 4. 34. Activities that Promote Critical Thinking and Problem-Solving Skills in Writing Skills in Unit 1.2

Language Skills / Components	Number of Activities	Number of Activities promoting Critical Thinking and Problem-Solving Skills	Ratio
Reading focused	1	0	0.00%
Listening focused	3	1	33.33%
Speaking focused	8	8	100.00%
Writing focused	2	2	100.00%
Grammar focused	3	0	0.00%
Vocabulary focused	2	0	0.00%
Open-based - implicit act.	0	0	0.00%
Total Language Skills / Components	19	11	57.89%

4.2.2.1.3. The analysis of unit 1.3 in terms of critical thinking and problem-solving skills in writing skill

Two out of the two tasks in Unit 1.3 are designed to help students develop their critical thinking and problem-solving abilities. The following exercises assist students to open up a different perspective, despite the fact that writing skills are already the abilities that students have the greatest trouble generating from their own perspective. This activity encourages students to write their own captions to a photograph, aiming to lead the reader on an alternate path by expanding the topic of beauty and health. The activity in Figure 4.18. fit in with item 7 in Uluhan's checklist (2019).

Table 4. 35. Activities that Promote Critical Thinking and Problem-Solving Skills in Writing Skills in Unit 1.3

Language Skills / Components	Number of Activities	Number of Activities promoting Critical Thinking and Problem-Solving Skills	Ratio
Reading focused	4	2	50.00%
Listening focused	2	1	50.00%
Speaking focused	8	8	100.00%
Writing focused	2	2	100.00%
Grammar focused	2	0	0.00%
Vocabulary focused	3	1	33.33%
Open-based - implicit act.	0	0	0.00%
Total Language Skills / Components	21	14	66.67%

Figure 4. 18. Critical Thinking & Problem-Solving Skills in Writing Activities in Unit 1.3

3.20 Imagine you have been given Image C as a stimulus for your individual oral at standard level on the theme ‘identities’ and the topic ‘beauty and health’. You are allowed to write ‘10 bullet-pointed working notes’ in 15 minutes. These working notes may be like the captions from from Activity 3.19. You have 15 minutes to write these notes. When you are done, compare your notes to your classmates’ notes. Which notes were the most effective in preparing this oral? Why do you say this? (Hint: you might want to explore the topic of anorexia, self-esteem and the adverse effects of advertising.)



Image C

Adopted from “*English B Coursebook*” by Philpot, B., 2019, p. 51. Cambridge University Press.

4.2.2.2. The analysis in chapter 2 in terms of critical thinking and problem-solving skills in writing skills

Chapter 2, Experiences, has a total of 7 writing assignments, each of which enhances critical thinking (CT) and problem-solving (PS) skills. The units are named as follows: 2.1 - Pilgrimage, 2.2 - Extreme Sports, and 3.3 - Migration. Furthermore, when comparing it to the previous chapters, Chapter 2's exercises demonstrate a greater emphasis on developing critical thinking (CT) and problem-solving (PS) abilities, particularly in the area of writing.

4.2.2.2.1. The analysis of unit 2.1 in terms of critical thinking and problem-solving skills in writing skills

In Unit 2.1, there are 3 writing activities, and those all promote CT and PS skills. According to the teacher survey, these activities have also been seen as productive and effective regarding 21st century skills, especially critical thinking skills. The 10th item under the “Making Judgment and Decision” topic in Uluhan's checklist (2019) indicates that this action is supported by CT (critical thinking) and PS (problem-solving) skills.

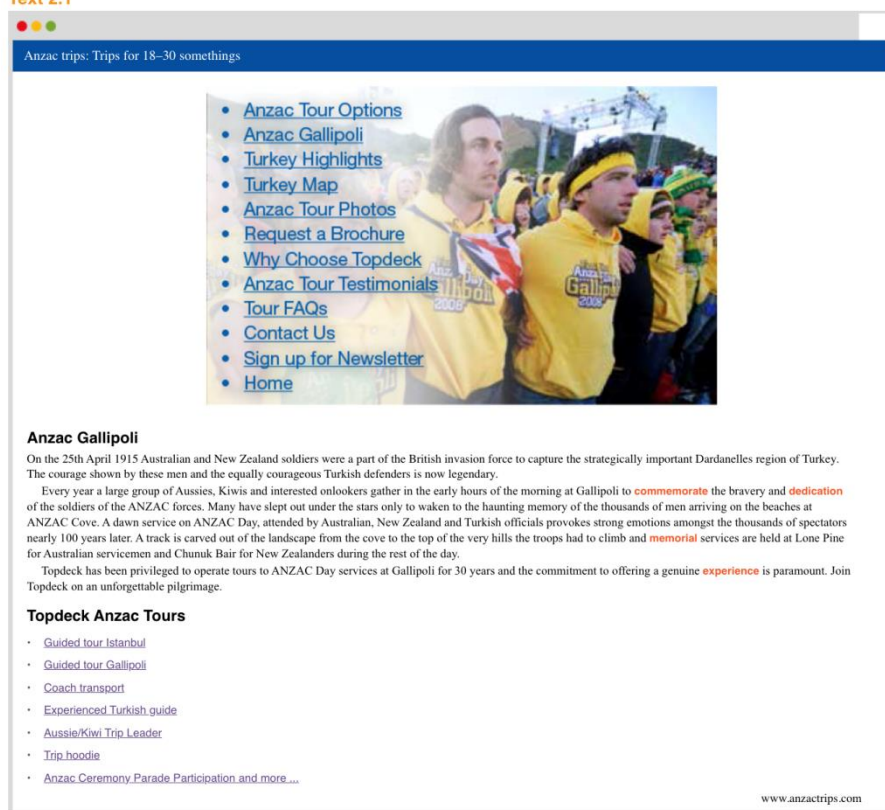
Figure 4. 19. Critical Thinking & Problem-Solving Skills in Writing Activities in Unit 2.1

1.22 Do some research to find out more about the ANZAC Day memorial at Gallipoli, Turkey, which was described in Text 2.1. Imagine you have gone on this pilgrimage. Write a text similar to Text 2.2, in which you tell your audience why this journey was so important to you, in an effort to persuade people to go there. In preparation for this assignment, you might find it helpful to turn to Unit 6.3 on blog writing. Text 1.1–1.3 in Chapter 1 might also be useful examples of travel blogs. Here are some phrases that you can use:

- If you are going a trip to Gallipoli for ANZAC Day, you might want to consider...
- For those who aren't afraid of camping under the stars, you will find...
- I had always wanted to make this pilgrimage because...
- At the outset of the journey I had ambitions to...

Text 2.1

Anzac trips: Trips for 18–30 somethings



The screenshot shows a website for 'Anzac trips' with a navigation menu on the left and introductory text on the right. The menu includes links for 'Anzac Tour Options', 'Anzac Gallipoli', 'Turkey Highlights', 'Turkey Map', 'Anzac Tour Photos', 'Request a Brochure', 'Why Choose Topdeck', 'Anzac Tour Testimonials', 'Tour FAQs', 'Contact Us', 'Sign up for Newsletter', and 'Home'. The main text describes the historical significance of the ANZAC Gallipoli campaign and mentions 'Topdeck Anzac Tours'.

Anzac Gallipoli

On the 25th April 1915 Australian and New Zealand soldiers were a part of the British invasion force to capture the strategically important Dardanelles region of Turkey. The courage shown by these men and the equally courageous Turkish defenders is now legendary.

Every year a large group of Aussies, Kiwis and interested onlookers gather in the early hours of the morning at Gallipoli to **commemorate** the bravery and **dedication** of the soldiers of the ANZAC forces. Many have slept out under the stars only to waken to the haunting memory of the thousands of men arriving on the beaches at ANZAC Cove. A dawn service on ANZAC Day, attended by Australian, New Zealand and Turkish officials provokes strong emotions amongst the thousands of spectators nearly 100 years later. A track is carved out of the landscape from the cove to the top of the very hills the troops had to climb and **memorial** services are held at Lone Pine for Australian servicemen and Chunuk Bair for New Zealanders during the rest of the day.

Topdeck has been privileged to operate tours to ANZAC Day services at Gallipoli for 30 years and the commitment to offering a genuine **experience** is paramount. Join Topdeck on an unforgettable pilgrimage.

Topdeck Anzac Tours

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- [Trip hoodie](#)
- [Anzac Ceremony Parade Participation and more...](#)

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TEXT AND CONTEXT

- 'Kiwi' (paragraph 2) is a nickname for New Zealanders.
- ANZAC is an acronym. It stands for 'Australian and New Zealand Army Corps'.
- The battle for Gallipoli was one of the bloodiest in the First World War, lasting eight months before Allied (British, French and Russian) forces succumbed to the Ottoman Army, commanded by Mustafa Kemal, later known as Atatürk, the founding father of Turkey.

Text 2.2

In the footsteps of a thousand years of pilgrims

Heading into northwestern Spain, paved roads, stony pathways, wooded trails and cobbled streets all seem to lead to the medieval city of Santiago de Compostela. It has been a (1) ... destination for travellers from many walks of life and many levels of European society since the ninth century. Millions of people have walked, ridden donkeys and horses, or been carried to this most famous Christian pilgrimage site after Jerusalem and Rome, often taking months or even years to reach their **goal**.

While recent pilgrimage sites such as Lourdes in France, Fatima in Portugal and Medjugorje in Bosnia might now surpass Santiago for (2) ... volume of visitors, the history-steeped Camino de Santiago (Road of St. James) across northern Spain has experienced an enthusiastic (3) ... since the early 1980s. This has not only drawn new generations of believers but a global clientele of active travellers with a largely (4) ... agenda of walking, cycling or even horseback riding through the (5) ... , often challenging, countryside and historic townscapes, unchanged in many parts from the days of the earliest pilgrims.



Most people have a life list of **accomplishments** they hope to check off before they wind down; for me, walking a (6) ... piece of the Camino de Santiago has been near the top for a while. Feeling the early stages of wind-down coming on, I figured it was time to get going on this one.

Now, I didn't long to hike 750 kilometres or more from the French/Spanish Pyrenees border all the way to Santiago de Compostela, nor carry even a portion of my worldly goods on my back, nor share communal nights in the free pilgrim dormitories spaced out along the Camino. I am, after all, a North American for whom the term "soft **adventure**" has a nice ring, and a Baptist whose motivation to blend a high degree of (7) ... into my pilgrim walk was (8) ... less than **traditional** Catholics may have thought acceptable. [...]

www.travelwithachallenge.com

TEXT AND CONTEXT

- During medieval times the Way of St James (or the Camino de Santiago) was as important for Catholics as pilgrimages to Rome or Jerusalem.
- The body of St James is believed to be buried at the final **destination**, Santiago de Compostela. The map below shows the many routes that lead to Santiago de Compostela through Europe.
- 'Secular' in this context means 'non-religious'.

Adopted from "*English B Coursebook*" by Philpot, B., 2019, p. 65, 66, 69.
Cambridge University Press.

Table 4. 36. Activities that Promote Critical Thinking and Problem-Solving Skills in Writing Skills in Unit 2.1

Language Skills / Components	Number of Activities	Number of Activities promoting Critical Thinking and Problem Solving	Ratio
Reading focused	3	0	0.00%
Listening focused	4	2	50.00%
Speaking focused	8	8	100.00%
Writing focused	3	3	100.00%
Grammar focused	1	0	0.00%
Vocabulary focused	5	1	20.00%
Open-based - implicit act.	0	0	0.00%
Total Language Skills / Components	24	14	58.33%

4.2.2.2.2. The analysis of unit 2.2 in terms of critical thinking and problem-solving skills in writing skills

In Unit 2.2, there is only 1 writing activity, and since the unit is about extreme sports, the writing task is about the Olympics. It complements the CT and PS skills, even though there is just one writing exercise. The assignment fulfills the requirements of Uluhan's checklist (2019) item 7, “Making Judgments and Decisions”.

Figure 4. 20. Critical Thinking & Problem-Solving Skills in Writing Activities in Unit 2.2

2.24 Write a letter to the IOC in which you recommend that a particular sport becomes an official Olympic sport. In your letter, give evidence to support your arguments. Here are some sentence structures that you might find useful:

- I am writing to you to nominate ... as a new Olympic sport for upcoming games in ...
- Due to the increased popularity in ... , I would like to recommend that ... becomes an official Olympic sport.
- By including ... as an Olympic sport, the Games will appeal to more people who ...
- In order to keep the Olympic Games relevant to a younger audience, you might want to consider ...

For more information on letter writing see Unit 6.1.

Model text

Text 6.1

Your address — Melissa Davenport
123 Sunrise Dr.
Tulsa, Oklahoma

Their address — American Apparel
456 Sunset Rd.
Los Angeles, California

Date — 28 August 2020

Greeting — To whom it may concern,

Direct opening — I am writing to you to express my concern about your recent advertisement featuring Lauren Phoenix, which I find inappropriate and disturbing.

Concise argument — I fear that women who view this ad will think that they must look young, skinny and sexually available in order to be fashionable and attractive. By stating her weight

Reference to source text — ('150lbs of magic'), claiming she is famous and showing her sexually aroused, you create an unrealistic definition of 'beauty'. Such images encourage bulimic, depressed and loose behaviour. In fact studies by Martin Lindstrom suggest that sex in advertising only distracts from the product and brand being promoted.

Call to action — I kindly ask, for the sake of young American women, that you pull this ad from all media. Your company's image would benefit more by focusing on 'sweatshop free' instead of 'sexually discriminatory'.
Thank you for taking my opinion into consideration for future advertising campaigns.

Salutation — Kind regards,

Signature — Melissa Davenport

Adopted from “*English B Coursebook*” by Philpot, B., 2019, p. 91, 274. Cambridge University Press.

Table 4. 37. Activities that Promote Critical Thinking and Problem-Solving Skills in Writing Skills in Unit 2.2

Language Skills / Components	Number of Activities	Number of Activities promoting Critical Thinking and Problem Solving	Ratio
Reading focused	4	1	25.00%
Listening focused	5	2	40.00%
Speaking focused	6	6	100.00%
Writing focused	1	1	100.00%
Grammar focused	3	1	33.33%
Vocabulary focused	5	0	0.00%
Open-based - implicit act.	1	1	100.00%
Total Language Skills / Components	25	12	48.00%

4.2.2.2.3. The analysis of unit 2.3 in terms of critical thinking and problem-solving skills in writing skills

Unit 2.3 has 3 writing activities, and 3 of them support CT and PS skills (100%). Writing a blog is one of the most important objectives of writing since it is commonly used in daily life. In this task, students are asked to comment on the current event to consolidate new vocabulary, use the features of blog writing, and react to the topics they studied before in this unit. Students are asked to choose a specific immigration issue in an English-speaking country and learn more about it before they start the task. This assignment aligns with item 4 of “Information Literacy” in Uluhan's checklist (2019). The importance of productivity in writing is widely recognized. Students are tasked with developing an original product. Still, the incorporation of critical thinking skills in this assignment showcases its effectiveness and offers substantial assistance to the learner.


Figure 4. 21. Critical Thinking & Problem-Solving Skills in Writing Activities in Unit 2.3

3.26 Write a blog post on an immigration issue by taking the following steps:

- a** Read Unit 6.3 on blogs as a text type. Find out what features they typically include.
- b** Re-read Text 2.11 and find evidence of these features.
- c** In this chapter we have touched on immigration issues in the UK, South Africa and Canada. Research immigration issues one of these countries further. Find several reliable resources and highlight any facts, figures or data that you can use for your own blog.
- d** Think of a context for your blog. Find an existing blog on a global politics site. Write your post in the spirit of this blog, using a similar structure and style.
- e** Submit your blog post to your teacher for review.
- f** Rewrite your blog, taking your teacher's comments into consideration.

Blog by Hadley Freeman, 18 March 2017

Identity is the issue of our age: so why can't we talk more honestly about trans women?




Hadley Freeman, columnist for *The Guardian*

As Adichie said, acknowledging differences and being supportive are not mutually exclusive

Tip — 1 Should you be struggling with a gift idea for that special person in your life, here's a suggestion: how about a home DNA kit? These are all the rage in America, I recently read in the *New York Times*, with 3m sold by ancestry.com alone in the past five years. At last, Americans can find out how Irish they actually are.
[...]

Personal experience —

Topical — 2 Nowhere is the discussion about identity more passionately felt than within the transgender movement. If you feel you are a woman, you are a woman is the rule, although some women are querying this. Last week, the novelist Chimamanda Ngozi Adichie was asked by Channel 4's Cathy Newman whether trans women are 'real women'. 'My feeling is trans women are trans women,' Adichie replied, a response not so much tautological as almost palindromic. 'I don't think it's a good thing to conflate everything into one.'
[...]



Chimamanda Ngozi Adichie

Voice — 3 This kumbaya approach is an increasingly popular one. Why can't we ladies all just get along? Hakuna matata! Yet no one is asking why more women than men are raising objections here. Perhaps people think this is just what women are like: uniquely catty. [...] But there are real ethical issues here, and they overwhelmingly affect women.

Examples — 4 Sport is one obvious example. Male-born bodies have had different testosterone levels and muscle distribution from female ones. No one knows what the solution is but pretending there isn't a difference is ridiculous. Then there are prisons. It's easy to cheer on Chelsea Manning, but Ian Huntley – who now reportedly wishes to be known as Lian Huntley and be transferred to a women's prison – is a tougher sell. Should a man with a history of crimes against women and girls really be in a female prison?
[...]

Opinion — 5 Just as the fringe elements of the political world have taken centre stage, so the more extreme end of the trans movement – which insists there are no differences between trans and cis women – has moved to the frontline. Some will call this progress; to me, it seems more a case of throwing out the commonsensical baby with the transphobic bath water. [...]

6 That trans people have long suffered from hideous prejudice and violence, and continue to do so, is without question. But as Adichie said, acknowledging differences and being supportive are not mutually exclusive. If anything, they go hand in hand, because they allow women, trans and non-trans, to talk honestly and see each other as people, instead of reducing themselves to manicures and menstruation.

The Guardian

Text 2.11

Zimbabwean immigrants face afro-phobia in South Africa

- [A] All these people were scattered in Zimbabwe – running away from the situation in their home country, South Africa. Our fourth largest city, Mutare, was filled with refugees from other places too, including Mozambique. Over the years we saw many African nationals from different countries come to live in Zimbabwe. If they were to be honest, they could never say they were ill-treated. They were at home. As long as they were on Zimbabwean soil, they were at home. We accepted South Africans or any African as our brothers and still do to this day. No questions asked. Never in Zimbabwe did we dream that our country would be in a situation like we have today.
- [B] Most of us left because we did not agree with the policies in our home country, and there was nothing we could do to change them. Some of us even got into trouble for voicing concerns or disagreeing with those policies. All I know is that it is never easy for anyone to leave home without any plan or a thing to your name to go and start your life all over again. That is why it is called refuge. It's not easy to start all over again and adapt to the changes that you come across in a foreign land.
- [C] Every year as I was growing up, in Harare, Zimbabwe, we celebrated Commonwealth Day at my little school and its community called Sunningdale 1.
- [D] We have stuck it out here in South Africa with all the hostility that we have to tolerate. But never in my wildest imagination did I ever think that it would get to **xenophobia** /afro-phobia attacks. Blacks against blacks. As I am writing this I am very emotional. I cannot stop crying. I can't believe it's happening. I have been displaced, and I find it very hard to trust anyone.
- [E] The reaction ranges from a rude insult or mockery, to silence. Imagine you are on the train or taxi and the journey becomes quite unbearable. You are afraid to ask for directions because they will go out of their way to make you lose your way. This is not all of them. There are a few saints who love and respect other people and who are helpful and friendly. But it's always a nine out of ten chance. They will make it worse for you if at work the employer prefers you because you are educated and you understand common sense. Because of where our nation has been, Zimbabweans will work anywhere, regardless of education, just to better our lives and for that, fellow Africans here in South Africa get very jealous.
- [F] Little did I know that at this particular school, the majority of pupils were coloured people from a place called Cape Town in South Africa and that some words that they were speaking or putting into our vocabulary were Afrikaans words. I did not know that next door to me in the township of Mbare, not so far away from Sunningdale was a Xhosa family, The Tutanis, from the Eastern Cape; they live there up to this day. I meet some of the people that I went to school with here in South Africa, and they speak the same language and they are not afraid to call my home their home.
- [G] We had the best of everything until one day, without expecting it, we found ourselves in an economic situation that is difficult to endure. After much deliberation we decided to come here to South Africa not because we had accommodated them before but because we needed help with our situation. Every person who left Zimbabwe left for reasons best known to them and why they chose wherever they went is a long story.
- [H] It's even harder when you are rejected because you are a **foreigner**. What foreigner? I am an African. From a distance I look like one of the black South Africans. It's only when the locals speak to me and I answer back either in the same language or in English that they pick it up that I am a 'foreigner' and the reaction thereafter leaves one stunned to say the least.

Extract from *We Have Done Nothing to Them* by Cynthia Chitongo

TEXT AND CONTEXT

- Because of political and economic problems in Zimbabwe that began in the 1990s, between 1 and 5 million Zimbabweans have emigrated to South Africa.
- Many of these immigrants are considered 'skilled workers', meaning they are educated and have the qualifications to do skilled work. Many South Africans are afraid of losing their jobs to them.
- 'Xenophobia' (paragraph D) is defined as a fear of foreigners. There have been instances of xenophobic violence against Zimbabweans in South Africa. The term 'afro-phobia' is a combination of words, meaning 'a fear of fellow Africans'.

Adopted from “*English B Coursebook*” by Philpot, B., 2019, p. 103, 104, 109, 286.
Cambridge University Press.

Table 4. 38. Activities that Promote Critical Thinking and Problem-Solving Skills in Writing Skills in Unit 2.3

Language Skills / Components	Number of Activities	Number of Activities promoting Critical Thinking and Problem Solving	Ratio
Reading focused	5	2	40.00%
Listening focused	4	1	25.00%
Speaking focused	8	8	100.00%
Writing focused	3	3	100.00%
Grammar focused	4	0	0.00%
Vocabulary focused	2	1	50.00%
Open-based - implicit act.	1	0	0.00%
Total Language Skills / Components	27	15	55.56%

4.2.2.3. The analysis of chapter 3 in terms of critical thinking and problem-solving skills in writing skills

In Chapter 3, 2 of the 23 exercises in Unit 3.1 (People of the Future), 4 of the 26 exercises in Unit 3.2 (Technology and Human Interactions), and 4 of the 24 exercises in Unit 3.3 (Redefining Art) are writing focused exercises.

4.2.2.3.1. The analysis of unit 3.1 in terms of critical thinking and problem-solving skills in writing skills

In unit 3.1, there are 2 writing activities. Although there are just a few writing exercises in this unit, the frequency of activities that enhance critical thinking (CT) and problem-solving (PS) abilities is remarkable, which is 100%. This activity is seen in Figure 4.22. fits in with item 7 of Uluhan's checklist (2019).

Figure 4. 22. Critical Thinking & Problem-Solving Skills in Writing Activities in Unit 3.1

TOK

The discussion questions in Activities 1.20 and 1.21 relate to *ethics*, which is considered an ‘area of knowledge’ in the TOK course. The underlying knowledge question here is: ‘How do we know what is right or wrong?’ One theory of ethics, known as *utilitarianism*, suggests that people should be free to do what they want, as long as they do not harm anyone else. How successful is this theory in relation to technological singularity or genetically modified food?

1.21 Discuss your answer to the following questions with classmates:

- a** Do you think that genetically modified (GM) crops are the solution to world hunger?
- b** Do you think it is morally wrong to change the natural world by genetically modifying crops?
- c** Would you eat GM food? If so, are there limits to what you would eat?
- d** If you would not eat GM food, what are your arguments against it?
- e** How are the issues surrounding GM crops similar to, or different from, your discussion about human cloning in the previous activity?

1.22 Below is an image that could be used as a stimulus for a standard level individual oral assessment on genetically modified (GM) food and the theme of human ingenuity. Look ahead to Unit 9.1 to learn more about the requirements for working with visual stimuli in the standard level individual oral. Think back to the discussion you had in Activity 1.21 on GM food. Write a set of working notes that you could use for an individual oral on this visual stimulus. You have 15 minutes to write these notes. When you are done, compare your notes with those of your classmates. What were some of the most effective notes? What makes you say this?



Adopted from “*English B Coursebook*” by Philpot, B., 2019, p. 126. Cambridge University Press.

Table 4. 39. Activities that Promote Critical Thinking and Problem-Solving Skills in Writing Skills in Unit 3.1

Language Skills / Components	Number of Activities	Number of Activities promoting Critical Thinking and Problem Solving	Ratio
Reading focused	4	2	50.00%
Listening focused	5	2	40.00%
Speaking focused	8	8	100.00%
Writing focused	2	2	100.00%
Grammar focused	2	0	0.00%
Vocabulary focused	2	0	0.00%
Open-based - implicit act.	0	0	0.00%
Total Language Skills / Components	23	14	60.87%

4.2.2.3.2. The analysis of unit 3.2 in terms of critical thinking and problem-solving skills in writing skills

In this unit, there are 4 writing activities, and 4 of them support critical thinking and problem-solving skills. Writing exercises throughout the book are located under the Writing section. However, as in this unit, some exercises are included in different places within the unit. While not specifically designed to generate writing tasks, these exercises build the basis for writing in an indirect manner. The example 2.25 is taken from Unit 3.2, which agrees with item 10 of Uluhan’s checklist (2019).

Figure 4. 23. Critical Thinking & Problem-Solving Skills in Writing Activities in Unit 3.2

2.25 Imagine if you are going to write an opinion piece about the future of information technology and human interaction.

- a** Start by reading an article that predicts the future of information technology and human interaction. This might be in a magazine that comments frequently on this topic, such as *Wired* magazine.
- b** What are the main points in this article with which you agree or disagree?
- c** Check Unit 6.3 on how to write a blog. What structural and stylistic features should you include in your opinion piece?
- d** Check the assessment criteria for Paper 1 in Unit 7.1 (SL) or Unit 7.2 (HL).
- e** What are your predictions for the future? Why do you think this? Make a spider diagram to collect your ideas. Be sure to refer to the importance of technology in education, business and government.
- f** Now write your opinion piece In your piece try writing one or two sentences that use the future unreal conditional (Activity 2.20). For example, you could start a sentence with: ‘If entire cities had free wireless everywhere, then ...’.
- g** Ask a classmate and your teacher to assess your piece according to the assessment criteria for Paper 1.
- h** Based on the feedback you have received, re-write your piece and submit it to your teacher.

2.20 Could you live without Internet? How would you survive without your phone? What would happen? In order to answer questions like these you will need to use the ‘future unreal conditional’ tense. This type of grammatical structure consists of two parts (or clauses):

- an ‘if’ clause
- a ‘would’ clause.

Notice from the examples below that the ‘if’ clauses take the past simple verb, such as ‘had’. The ‘would’ clause can also use ‘could’ (from ‘can’) or ‘might’ (from ‘may’). Here are a few examples:

‘If’ clause	‘Would’ clause (or ‘could’ or ‘might’)
If I had to live without Internet for a day	I would go crazy.
If I didn’t have access to Google Maps	I could get lost easily.
If my phone plan included more data	I might be able to stream video.

The following sentences a-g are missing a clause. Make up your own clause to complete the following sentences, using the future unreal conditional.

- a** If people still had a dial-up connection, ...
- b** If there were no censorship of the Internet, ...
- c** ... then I might be able to work from home.
- d** ... then citizens would be more informed voters.
- e** If our city introduced free wireless, ...
- f** ... students might not listen to their teachers anymore.
- g** If the public library ceased to exist, ...

Adopted from “*English B Coursebook*” by Philpot, B., 2019, p. 143, 145. Cambridge University Press

Table 4. 40. Activities that Promote Critical Thinking and Problem-Solving Skills in Writing Skills in Unit 3.2

Language Skills / Components	Number of Activities	Number of Activities promoting Critical Thinking and Problem Solving	Ratio
Reading focused	3	2	66.67%
Listening focused	4	4	100.00%
Speaking focused	9	9	100.00%
Writing focused	4	4	100.00%
Grammar focused	1	1	100.00%
Vocabulary focused	4	0	0.00%
Open-based - implicit act.	1	0	0.00%
Total Language Skills / Components	26	20	76.92%

4.2.2.3.3. The analysis of unit 3.3 in terms of critical thinking and problem-solving skills in writing skills

In this unit, a total of four writing talents were identified. However, only two of them support CT and PS abilities. In four units throughout the book, writing skills lack support for PS and CT skills. Among these units, this one is included. This activity fits item 1 of Uluhan’s checklist (2019).

Figure 4. 24. Critical Thinking & Problem-Solving Skills in Writing Activities in Unit 3.3

3.20 Have you ever written a review of an art show?

- a** See Unit 6.2 on how to write a review. What are the key features of this text type?
- b** Find a review of an art show in a newspaper. Does this article contain all of the features described in Unit 6.2.
- c** Go and visit an art show at a museum or gallery near you. If you cannot find a show, try to find a series of photographs or works online by one artist.
- d** Write a review of the show for your teacher and classmates. Use the assessment criteria and requirements for Paper 1 as a guideline.
- e** Have a classmate and your teacher assess your review according to the assessment criteria for Paper 1.
- f** Taking their feedback into consideration, rewrite your review and submit it to your teacher.

Text 6.3

Shaken, not stirred: Skyfall brings Bond into the 21st century

Newsorthy — Last week *Skyfall* became the highest-grossing film of all time in the UK. For the few who haven't seen it yet, you might wonder: How could a 007 film receive such praise and popularity in this age of political correctness? Aren't 007 films only for gadget-loving, misogynists? Aren't the days of British spies over? For those who have seen *Skyfall*, you know: It's the first Bond film of its kind, with stronger female characters, a more humble British intelligence agency and a softer James Bond. It's a long overdue but welcomed change.

Hook —

Thesis —

Perhaps nothing indicates this change better than Judi Dench's character, M, the head of MI6. She is the ideal Commander in Chief, both firm and fair, strong and feminine. She is the antithesis of all the weak female roles that have come before her. Remember Kissy Suzuki, Pussy Galore and Xenia Onatopp? They provided Bond with sex, information or both. In *Skyfall*, Eve Moneypenny proves she can outrace Bond in a daring car chase. Yes, she accidentally almost kills Bond with a high-powered rifle, but this only seems to deepen their relationship. You might say that Moneypenny and M are the first women Bond truly respects.

— Interpretation

Indeed, Bond is a changed man. He appears softer and more loveable; his character is richer and more human. In the film, he returns to his childhood home. He has traded his vodka Martinis for Heinekens. He has ditched his gadgets for hunting rifles and pistols. In fact, the newest Aston Martin has taken a back seat to the vintage DB5. And while the villain makes the usual sexual advances on our beloved Bond, this villain happens to be a man. Director Sam Mendes has here introduced something that has never been seen in a Bond film before, challenging audiences on their views of masculinity and power.

— Present tense

— Limited summary

— Credits

Not only has 007 changed its depiction of gender roles, it also recognizes that the British Empire no longer rules the world. This is perhaps the most striking departure from Ian Fleming's novels, where MI6 regularly unravels the sadistic plots of Russian spies. In *Skyfall*, however, the British secret intelligence agency is under attack by none other than itself. Politicians question the agency's ability to function properly. A British secret agent has gone rogue. And James is tempted to pack it all up and retire to a tropical island. In brief, the Brits' mandate to rule the world, which was implicit in so many previous 007 films, has also gone up in smoke.

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Despite these crucial changes, the whole film still feels true to its heritage. You could say it's only shaken, not stirred. After all, weapons, sex and intrigue remain the driving forces of the film. But putting the 'sexist, misogynist dinosaur' to rest (as M calls Bond) was a smart move by the brand. By respecting women, 007 has doubled its target audience and consequently its box office sales. So ladies, if you're looking for a good date-night film, Daniel Craig awaits.

— Humour

Adopted from “*English B Coursebook*” by Philpot, B., 2019, p. 161, 278, 279. Cambridge University Press.

Table 4. 41. Activities that Promote Critical Thinking and Problem-Solving Skills in Writing Skills in Unit 3.3

Language Skills / Components	Number of Activities	Number of Activities promoting Critical Thinking and Problem Solving	Ratio
Reading focused	1	0	0.00%
Listening focused	2	2	100.00%
Speaking focused	12	12	100.00%
Writing focused	4	2	50.00%
Grammar focused	2	1	50.00%
Vocabulary focused	2	0	0.00%
Open-based - an implicit act.	1	0	0.00%
Total Language Skills / Components	24	17	70.83%

4.2.2.4. The analysis of chapter 4 in terms of critical thinking and problem-solving skills in writing skills

Chapter 4 (Social Organization) has 3 units, named as 4.1: Minorities and Education, 4.2: Partners for Life, 4.3: The Future of Jobs. In this chapter, 11 of the 76 activities are writing practices, and 10 of them support CT and PS skills.

4.2.2.4.1. The analysis of unit 4.1 in terms of critical thinking and problem-solving skills in writing skills

Unit 4.1 (Minorities and Education) focuses on the issues about minorities and the lack of education rights of these people. There are 3 writing activities among 28 activities, and all three promote CT and PS skills, as can be seen in Table 4.42. Activity 1.27 agrees with item 12 in Uluhan’s checklist (2019).

Figure 4. 25. Critical Thinking & Problem-Solving Skills in Writing Activities in Unit 4.1

1.27 In this unit you have read people’s stories about their access to good education. But what facts do we have about (ethnic) minorities and education?

- a** Research a minority group in an English-speaking country and find out as much as you can about their access to education, their performance on assessment and their graduation levels. Keep track of your sources and make notes on any statistics, facts or figures that you find.
- b** Study Unit 6.8 on report writing. What stylistic and structural features are typical of an official report?
- c** Return to one of your sources and look for evidence of stylistic and structural features that are typical of an official report.
- d** Think of an institution or organisation that would benefit from a report on minorities and education, such as a ministry of education or even the IB.
- e** Write a report on your minority group and their access to education. Use the conventions of report writing that you have learned from Unit 6.8.
- f** Ask a classmate and your teacher to assess your report, using the assessment criteria for Paper 1.
- g** Re-write your report, taking your feedback into consideration and submit your final result to your teacher for assessment. Keep in mind that your teacher will not assess you on your final Paper 1, but this activity serves as good practice for your exams.

The figure shows a multi-page report layout with various sections and labels. The pages include:

- Title Page:** Features the title "CULTURE AT WORK" and subtitle "The value of intercultural skills in the workplace".
- Table of Contents:** Lists sections like "ABOUT IPSOS", "ABOUT BOOZ ALLEN HAMILTON", and "ABOUT THE BRITISH COUNCIL" with corresponding page numbers.
- Foreword:** Includes a portrait of a man and a woman.
- Executive Summary:** Provides a brief overview of the report's findings.
- Methodology:** Describes the research process.
- Findings:** Includes a bar chart titled "EMPLOYERS FACE DIVERSE CHALLENGES" and a caption below it.

Labels pointing to specific parts of the report include: Title, Subtitle, Sponsors, contents, Conclusion, Appendices, Abstract, Synthesis, Methodology, Findings, Caption, Labelling, and Graphs.

Adopted from “*English B Coursebook*” by Philpot, B., 2019, p. 181, 319. Cambridge University Press.

Table 4. 42. Activities that Promote Critical Thinking and Problem-Solving Skills in Writing Skills in Unit 4.1

Language Skills / Components	Number of Activities	Number of Activities promoting Critical Thinking and Problem Solving	Ratio
Reading focused	3	0	0.00%
Listening focused	3	1	33.33%
Speaking focused	8	8	100.00%
Writing focused	3	3	100.00%
Grammar focused	7	0	0.00%
Vocabulary focused	3	0	0.00%
Open-based - implicit act.	1	0	0.00%
Total Language Skills / Components	28	12	42.86%

4.2.2.4.2. The analysis of unit 4.2 in terms of critical thinking and problem-solving skills in writing skills

Unit 4.2 has 6 writing assignments, with 5 exercises focusing on developing critical thinking (CT) and problem-solving (PS) skills, excluding one activity. According to Uluhan's checklist (2019), item 5, which goes under the “Making Judgment and Decision” category, signifies that this assignment is enhanced by problem-solving and critical thinking (CT) skills. The rate of writing skills that support CT and PS skills is 83.33%.

Figure 4. 26. Critical Thinking & Problem-Solving Skills in Writing Activities in Unit 4.2

2.27 Text 4.6 is about the kind of housewife that some men with traditional views might wish for. What kind of husband might a traditional wife desire? As a writing assignment, write a satire on Text 4.6, using the same ironic tone (see concept box) to write about the 'ideal' husband, titled 'Why I want a husband'.

Text 4.6

Why I Want a Wife

I belong to that classification of people known as wives. I am a Wife.

And, not altogether incidentally, I am a mother. Not too long ago a male friend of mine appeared on the scene fresh from a recent divorce. He had one child, who is, of course, with his ex-wife. He is looking for another wife. As I thought about him while I was ironing one evening, it suddenly occurred to me that I too, would like to have a wife. Why do I want a wife?

I would like to go back to school so that I can become economically independent, support myself, and if need be, support those **dependent** upon me. I want a wife who will work and send me to school. And while I am going to school I want a wife to take care of my children. I want a wife to keep track of the children's doctor and dentist appointments. And to keep track of mine, too. I want a wife to make sure my children eat properly and are kept clean. I want a wife who will wash the children's clothes and keep them mended. I want a wife who is a good nurturing attendant to my children, who arranges for their schooling, makes sure that they have an adequate social life with their peers, takes them to the park, the zoo, etc. I want a wife who takes care of the children when they are sick, a wife who arranges to be around when the children need special care, because, of course, I cannot miss classes at school. My wife must arrange to lose time at work and not lose the job. It might mean a small cut in my wife's income from time to time, but I guess I can tolerate that. Needless to say, my wife will arrange and pay for the care of the children while my wife is working.



I want a wife who will take care of my physical needs. I want a wife who will keep my house clean. A wife who will pick up after my children, a wife who will pick up after me. I want a wife who will keep my clothes clean, ironed, mended, replaced when need be, and who will see to it that my personal things are kept in their proper place so that I can find what I need the minute I need it. I want a wife who cooks the meals, a wife who is a good cook. I want a wife who will plan the menus, do the necessary grocery shopping, prepare the meals, serve them pleasantly, and then do the cleaning up while I do my studying. I want a wife who will care for me when I am sick and **sympathise** with my pain and loss of time from school. I want a wife to go along when our family takes a vacation so that someone can continue to care for me and my children when I need a rest and change of scene. I want a wife who will not bother me with rambling complaints about a wife's **duties**. But I want a wife who will listen to me when I feel the need to explain a rather difficult point I have come across in my course of studies. And I want a wife who will type my papers for me when I have written them.[...]

If, by chance, I find another person more suitable as a wife than the wife I already have, I want the liberty to replace my present wife with another one. Naturally, I will expect a fresh, new life; my wife will take the children and be solely responsible for them so that I am left free.

When I am through with school and have a job, I want my wife to quit working and remain at home so that my wife can more fully and completely take care of a wife's duties.

My God, who wouldn't want a wife?

Abridged extract from *Why I Want a Wife* by Judy Syfers

Adopted from “*English B Coursebook*” by Philpot, B., 2019, p. 194, 195, 200.
Cambridge University Press.

Table 4. 43. Activities that Promote Critical Thinking and Problem-Solving Skills in Writing Skills in Unit 4.2

Language Skills / Components	Number of Activities	Number of Activities promoting Critical Thinking and Problem Solving	Ratio
Reading focused	5	1	20.00%
Listening focused	3	1	33.33%
Speaking focused	9	9	100.00%
Writing focused	6	5	83.33%
Grammar focused	3	1	33.33%
Vocabulary focused	1	0	0.00%
Open-based - implicit act.	0	0	0.00%
Total Language Skills / Components	27	17	62.96%

4.2.2.4.3. The analysis of unit 4.3 in terms of critical thinking and problem-solving skills in writing skills

In this unit, students are expected to investigate the way globalization and technological advances have impacted job security. Regarding the topic refers to the future of employment, the writing skills that are relevant to the subject are presented in the writing section. There is a total of twenty-one activities in Unit 4.3, of which two pertain to writing skills, and both two activities promote CT and PS skills. A speech performance for university students is put forward in Activity 3.21. Students are advised to organize their writing and review the materials and terminology included in this unit of the textbook. This practice matches with item 3 under the title of “Flexibility and Adaptability” of Uluhan’s checklist (2019).

Figure 4. 27. Critical Thinking & Problem-Solving Skills in Writing Activities in Unit 4.3

3.21 Imagine you have to give a speech to the graduating students of a university about the challenges and opportunities that await them in the working world. You can pretend to be someone like Daniel Pink or Thomas L. Friedman, who often write about technology and the economy. In your speech, refer to the ideas that have been expressed in this unit, such as ‘soft skills’, ‘entrepreneurship’ and ‘innovation’. See Unit 6.4 for help with how to write speeches.

Text 6.8

On behalf of the great state of Illinois, crossroads of a nation, land of Lincoln, let me express my deep gratitude for the privilege of addressing this convention. Tonight is a particular honour for me because, let’s face it, my presence on this stage is pretty unlikely.

Imagery — My father was a foreign student, born and raised in a small village in Kenya. He grew up herding goats, went to school in a tin-roof shack. His father, my grandfather, was a cook, a domestic servant to the British.

But my grandfather had larger dreams for his son. Through hard work and perseverance my father got a scholarship to study in a magical place, America, that’s shown as a beacon of freedom and opportunity to so many who had come before him.

While studying here my father met my mother. She was born in a town on the other side of the world, in Kansas.

Her father worked on oil rigs and farms through most of the Depression. The day after Pearl Harbor, my grandfather signed up for duty, joined Patton’s army, marched across Europe. Back home my grandmother raised a baby and went to work on a bomber assembly line. After the war, they studied on the GI Bill, bought a house through FHA and later moved west, all the way to Hawaii, in search of opportunity.

And they too had big dreams for their daughter, a common dream born of two continents.

Anecdote — My parents shared not only an improbable love; they shared an abiding faith in the possibilities of this nation. They would give me an African name, Barack, or ‘blessed,’ believing that in a tolerant America, your name is no barrier to success.

They imagined me going to the best schools in the land, even though they weren’t rich, because in a generous America you don’t have to be rich to achieve your potential.

Pathos — They’re both passed away now. And yet I know that, on this night, they look down on me with great pride.

And I stand here today grateful for the diversity of my heritage, aware that my parents’ dreams live on in my two precious daughters. I stand here knowing that my story is part of the larger American story, that I owe a debt to all of those who came before me, and that in no other country on Earth is my story even possible.

Tonight, we gather to affirm the greatness of our nation not because of the height of our skyscrapers, or the power of our military, or the size of our economy; our pride is based on a very simple premise, summed up in a declaration made over two hundred years ago: 'We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain inalienable rights, that among these are life, liberty and the pursuit of happiness.'

[...]

Anaphora — If there's a child on the south side of Chicago who can't read, that matters to me, even if it's not my child.

If there's a senior citizen somewhere who can't pay for their prescription and having to choose between medicine and the rent, that makes my life poorer, even if it's not my grandparent.

If there's an Arab-American family being rounded up without benefit of an attorney or due process, that threatens my civil liberties.

Ethos — It is that fundamental belief – I am my brother's keeper, I am my sisters' keeper – that makes this country work.

It's what allows us to pursue our individual dreams, yet still come together as a single American family: 'E pluribus unum,' out of many, one.

Now even as we speak, there are those who are preparing to divide us, the spin masters and negative ad peddlers who embrace the politics of anything goes.

Antithesis — Well, I say to them tonight, there's not a liberal America and a conservative America; there's the United States of America.

There's not a black America and white America and Latino America and Asian America; there's the United States of America.

The pundits like to slice and dice our country into red States and blue States: red States for Republicans, blue States for Democrats.

Problem/solution — But I've got news for them, too. We worship an awesome God in the blue States, and we don't like federal agents poking around our libraries in the red states.

We coach little league in the blue States and, yes, we've got some gay friends in the red States.

Parallelism — There are patriots who opposed the war in Iraq, and there are patriots who supported the war in Iraq.

We are one people, all of us pledging allegiance to the stars and stripes, all of us defending the United States of America.

In the end, that's what this election is about. Do we participate in a politics of cynicism, or do we participate in a politics of hope?

[...]

Allusion — It's the hope of slaves sitting around a fire singing freedom songs; the hope of immigrants setting out for distant shores; the hope of a young naval lieutenant bravely patrolling the Mekong Delta; the hope of a millworker's son who dares to defy the odds; the hope of a skinny kid with a funny name who believes that America has a place for him, too.

Hope in the face of difficulty, hope in the face of uncertainty, the audacity of hope: In the end, that is God's greatest gift to us, the bedrock of this nation, a belief in things not seen, a belief that there are better days ahead.

[...]

Logos — America, tonight, if you feel the same energy that I do, if you feel the same urgency that I do, if you feel the same passion that I do, if you feel the same hopefulness that I do, if we do what we must do, then I have no doubt that all across the country, from Florida to Oregon, from Washington to Maine, the people will rise up in November, and John Kerry will be sworn in as president. And John Edwards will be sworn in as vice president. And this country will reclaim its promise. And out of this long political darkness a brighter day will come.

Thank you very much, everybody.

God bless you.

Barack Obama 2004

Adopted from “*English B Coursebook*” by Philpot, B., 2019, p. 219, 293, 294. Cambridge University Press.

Table 4. 44. Activities that Promote Critical Thinking and Problem-Solving Skills in Writing Skills in Unit 4.3

Language Skills / Components	Number of Activities	Number of Activities promoting Critical Thinking and Problem Solving	Ratio
Reading focused	2	0	0.00%
Listening focused	1	0	0.00%
Speaking focused	11	11	100.00%
Writing focused	2	2	100.00%
Grammar focused	2	0	0.00%
Vocabulary focused	3	1	33.33%
Open-based - implicit act.	0	0	0.00%
Total Language Skills / Components	21	14	66.67%

4.2.2.5. The analysis of chapter 5 in terms of critical thinking and problem-solving skills in writing skills

Chapter 5, Climate Change, has 3 units, named 5.1: Ending Poverty, 5.2: Climate Change, and 5.3: Power to the People. In this chapter, 11 of the 73 activities are writing practices, and 10 of them support CT and PS skills.

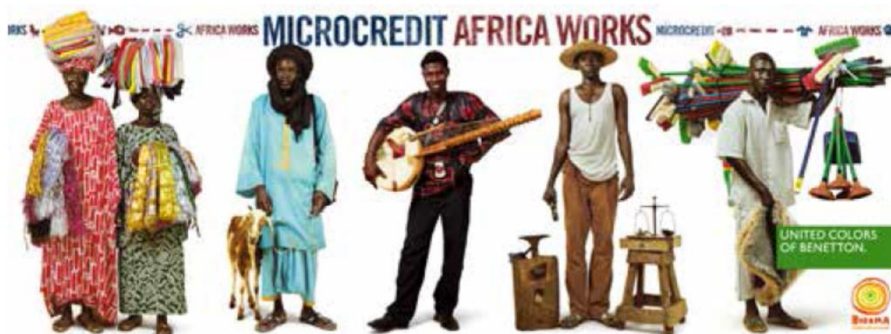
4.2.2.5.1. The analysis of unit 5.1 in terms of critical thinking and problem-solving skills in writing skills

In this unit, students are expected to take a global perspective on poverty, exploring its causes and effects to end it. As demonstrated in Table 4.45. , all of the activities support the CT and PS skills, and the example taken from the *English B Coursebook* accords with item 14 in Uluhan’s checklist (2019).

Figure 4. 28. Critical Thinking & Problem-Solving Skills in Writing Activities in Unit 5.1

1.26 One company that understands the power of microcredit is United Colors of Benetton. This clothing brand ran an ad campaign in 2008 called ‘Africa Works’, which showed pictures of entrepreneurs who had received small loans. Study the image below carefully and discuss your answers to the following questions.

- a How does the ad make you feel?
- b How does the ad use colour, fonts, body language, icons, lighting and general layout to make you feel this way?
- c What do you think of the campaign title, ‘Africa Works’? What different meanings do these two simple words have?
- d The people in this ad are not wearing clothing from United Colors of Benetton. Nevertheless, how does the ad achieve its aim of selling more Benetton clothing?
- e Imagine that all of these people were white, and were holding and carrying the same things: the brooms the instrument and the goat. If the title read ‘Europe Works’, would the advertisement still ‘work’?



1.31 Imagine the year is 2008 and United Colors of Benetton has just launched its ‘Africa Works’ campaign. Write a short blog post with your response to the campaign (remember that Activity 1.26 presents only one of many ads from this campaign). Be sure to research the topic and show evidence of critical thinking.

Adopted from “*English B Coursebook*” by Philpot, B., 2019, p. 236, 238. Cambridge University Press.

Table 4. 45. Activities that Promote Critical Thinking and Problem-Solving Skills in Writing Skills in Unit 5.1

Language Skills / Components	Number of Activities	Number of Activities promoting Critical Thinking and Problem Solving	Ratio
Reading focused	2	0	0.00%
Listening focused	3	0	0.00%
Speaking focused	11	11	100.00%
Writing focused	5	5	100.00%
Grammar focused	3	0	0.00%
Vocabulary focused	4	0	0.00%
Open-based - implicit act.	3	3	100.00%
Total Language Skills / Components	31	19	61.29%

4.2.2.5.2. The analysis of unit 5.2 in terms of critical thinking and problem-solving skills in writing skills

Climate change is the subject matter of this unit, which comprises four writing activities. Additionally, the activities listed in the table below demonstrate that only one activity (75%) does not promote critical thinking skills, while the rest do. The activity in unit 5.2 corresponds with item 5 in Uluhan’s checklist (2019).

Figure 4. 29. Critical Thinking & Problem-Solving Skills in Writing Activities in Unit 5.2

2.23 There are several films and documentaries about global warming and its effects. *An Inconvenient Truth* is often cited as a landmark film in the genre. *An Inconvenient Sequel* (2017) is even more up to date. Watch these films, or one of the following:

- *A Sea Change*
- *The 11th Hour*
- *The Age of Stupid*
- *Cowspiracy*.

After viewing one of these films, write a journalistic review for a popular magazine. For more support on review writing, see Unit 6.2.



Adopted from “*English B Coursebook*” by Philpot, B., 2019, p. 253. Cambridge University Press.

Table 4. 46. Activities that Promote Critical Thinking and Problem-Solving Skills in Writing Skills in Unit 5.2

Language Skills / Components	Number of Activities	Number of Activities promoting Critical Thinking and Problem Solving	Ratio
Reading focused	4	2	50.00%
Listening focused	3	2	66.67%
Speaking focused	10	10	100.00%
Writing focused	4	3	75.00%
Grammar focused	1	0	0.00%
Vocabulary focused	0	0	0.00%
Open-based - implicit act.	1	1	100.00%
Total Language Skills / Components	23	18	78.26%

4.2.2.5.3. The analysis of unit 5.3 in terms of critical thinking and problem-solving skills in writing skills

In this unit, students are expected to explore ideas about how people ought to be governed with an emphasis on how resources and power should be shared with equal opportunity for all. exploring its causes and effects to end it. As demonstrated in Table 4.47. , there are two activities, and they both contribute to the development of the CT and PS abilities, and the example taken from the *English B Coursebook* fits in item 12 in Uluhan’s checklist (2019).

Figure 4. 30. Critical Thinking & Problem-Solving Skills in Writing Activities in Unit 5.3

3.19 Write a part of a political speech by taking the following steps:

- a** Turn to Unit 6.4 to learn more about speech writing and the type of language that is characteristic of this text type.
- b** Find an issue or recent event in the world that is relevant to the themes of this unit, such as democracy or human rights. Is there a group of people behind this ‘movement’? Who are they? What have they done? Do they have a leader?
- c** Pretend that you are involved in organising or leading this movement. Think of a context in which you could give a speech to an audience that cares about your movement or cause.
Write the first part of your speech, considering the text type and your purpose.
- d** Read your speech to your classmates and ask your teacher to assess you according to the criteria for Paper 1.
- e** Rewrite and submit your speech, taking your teacher’s feedback into consideration.

Adopted from “*English B Coursebook*” by Philpot, B., 2019, p. 269. Cambridge University Press.

Table 4. 47. Activities that Promote Critical Thinking and Problem-Solving Skills in Writing Skills in Unit 5.3

Language Skills / Components	Number of Activities	Number of Activities promoting Critical Thinking and Problem Solving	Ratio
Reading focused	3	3	100.00%
Listening focused	2	1	50.00%
Speaking focused	8	8	100.00%
Writing focused	2	2	100.00%
Grammar focused	2	0	0.00%
Vocabulary focused	2	0	0.00%
Open-based - implicit act.	0	0	0.00%
Total Language Skills / Components	19	14	73.68%

CHAPTER 5

DISCUSSION

5.1. Findings

This chapter provides the analysis and discussion of the results provided in the current study. The findings are discussed in terms of the critical-thinking skills aspect by using a coursebook evaluation checklist. It was stated in the previous chapters that the current study aimed to explore to what extent the materials in productive skills in the *English B Coursebook* support critical-thinking skills. In pursuit of this aim, first materials were thoroughly examined, classified based on their language proficiency, and subsequently assessed via Delphi Report by Facione, P. A. (1989) to ascertain whether they fostered CT and PS skills. Second, the activities in the coursebook were rescanned and categorized under the title of “Learning and innovation skills: Critical Thinking and Problem-Solving Skills” in Uluhan’s checklist (2019). In order to construct the study, three main queries were developed. The first question was asked to shed light on to what extent speaking skills include critical thinking skills in the *English B Coursebook*. The second question aimed to explore the extent to which writing skills support critical thinking skills in the *English B Coursebook*. The purpose of the third inquiry was to ascertain the degree of which speaking and writing skills are implemented within the *English B Coursebook*. The results of a survey of seven English instructors conducted at the conclusion of the study to determine whether the materials in the book supported CT and PS skills were appended to the conclusion of this study.

5.1.1. To what extent do speaking skills include critical thinking skills in the *English B Coursebook*?

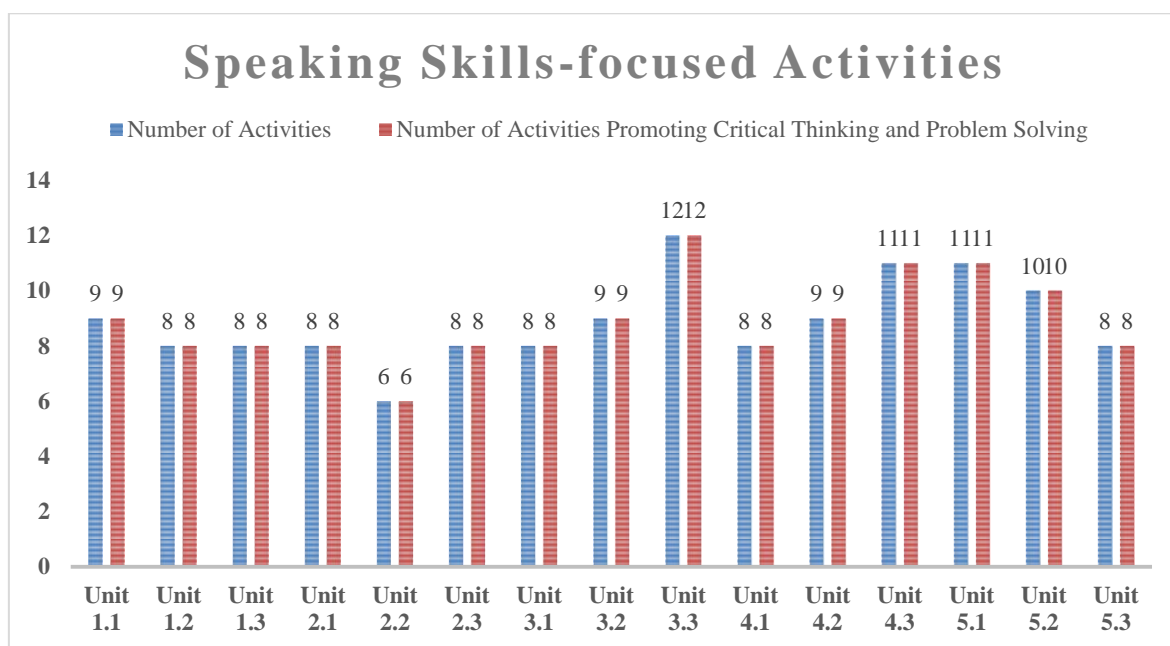
Communication is essential for success in any field in today's globalized society. Language serves as a means of communication. Furthermore, individuals are unable to accomplish their purposes, objectives, and goals without utilizing appropriate language for communication. Therefore, a universal language is necessary to connect with people internationally. English is widely used worldwide and acts as a universal language for

communication across numerous disciplines and countries. Speaking is a skill that could be used to evaluate students the most in real-world scenarios. In order for students to become better speakers and perform successfully in daily circumstances, the modern world requires that they have 21st century skills.

The primary objective of this study was to determine the extent to which speaking skills encompass critical thinking abilities in the *English B Coursebook*. An examination was conducted on every material contained in the *English B Coursebook* in order to determine which language skills were focused on. Each resource was scanned and then assessed using the Delphi Report (Appendix 1) by APA-Facione, P. A. (1989) to see if they were considered to have critical thinking and problem-solving skills. The speaking-focused resources were grouped and then assessed to determine a suitable category using a Coursebook Evaluation Criteria of Uluhan (2019).

Analyzes regarding the extent to which the materials in the book support CT and PS skills indicated that the speaking skill-focused materials of the textbook attain 100% success. In other words, 133 of the 363 standard level activities in the book are speaking focus materials, and all of them have been shown to support CT and Ps skills. The graph below illustrates the number of activities and the activities that enhance Critical Thinking and Problem-Solving skills for speaking skills per unit.

Figure 5. 1. Speaking Skills-focused Activities



5.1.2. To what extent do writing skills include critical thinking skills in the *English B Coursebook*?

In English Language Teaching (ELT), educators are focusing on developing 21st-century skills to prepare students for success in the fast-changing modern world. In accordance with the educational objectives established by esteemed frameworks such as the International Baccalaureate (IB), the incorporation of 21st-century skills has assumed a substantially critical role. The IB educational philosophy focuses on developing abilities like communication, critical thinking, cooperation, and creativity, which are essential for 21st-century competences. Educators could provide a comprehensive learning experience by integrating these skills into writing classes, which will improve linguistic abilities and better prepare students for the problems of the modern world. Aligning with the IB method promises that ELT offers more than just language learning, delivering a well-rounded education that prepares students with the different abilities necessary for success in numerous global settings (IBO, 2014).

Writing skills are essential for successful communication and critical thinking. Anderson and Krathwohl (2001) state that writing functions as a tool for expressing thoughts and also plays a role in improving advanced thinking skills. It is crucial to incorporate 21st-century abilities like innovation, collaboration, and digital literacy into writing instruction in order to prepare students for the challenges of modern society (Partnership for 21st Century skills, 2007). This combination creates a setting where students participate in genuine, real-life writing assignments, enhancing both language abilities and the cultivation of transferable skills crucial for success in all areas of life. Embracing an integrated approach as educators means that language learning goes beyond only linguistic skills, enabling students to handle the challenges of the 21st century (P21, 2019).

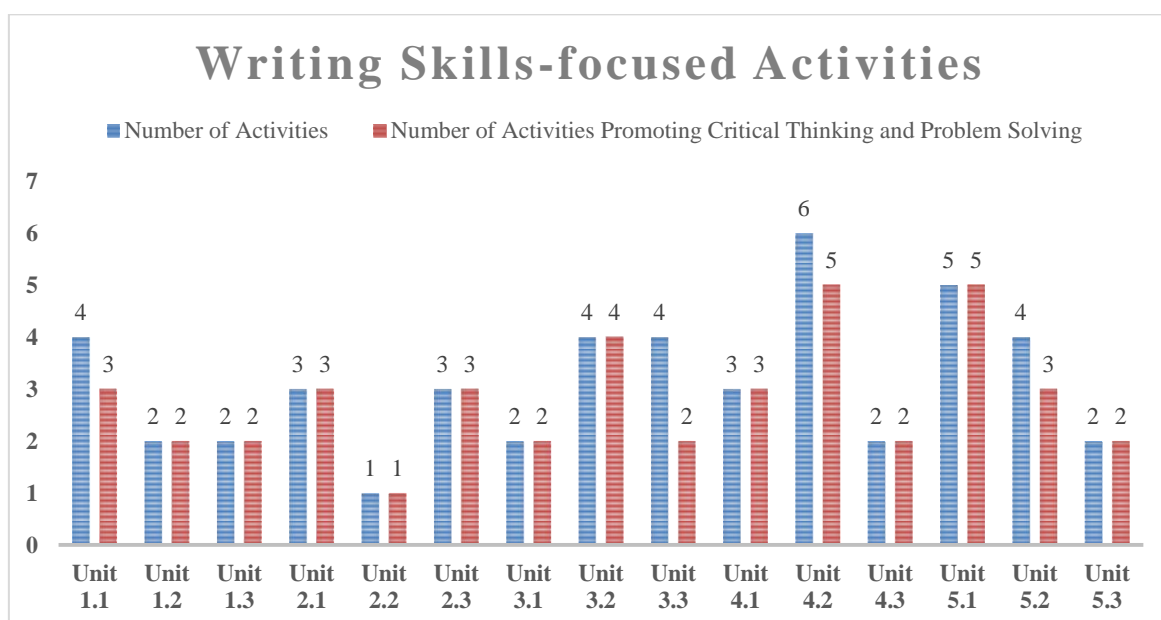
An additional principal aim of this research was to ascertain the degree to which critical thinking abilities are integrated into writing skills as described in the *English B Coursebook*. Each chapter of the *English B Coursebook* was subjected to an examination to ascertain which language skills were emphasized. An evaluation of each resource was conducted utilizing the Delphi Report by Facione, P. A. (1989) in order to ascertain whether or not it possessed critical thinking and problem-solving skills. Coursebook

Evaluation Criteria of Uluhan (2019) was utilized to classify the writing-focused resources into appropriate categories after they were categorized.

The findings from analyses about the extent to which the coursebook's materials facilitate CT and PS skills revealed that the writing skill-oriented materials achieve a successful rate of 87.23%. That is to say, out of the 363 activities included in the book, 47 are designated as writing focus materials. Moreover, it has been demonstrated that 41 of these activities support CT and Ps skills.

The graphic below illustrates the number of activities and the activities that promote Critical Thinking and Problem-Solving Skills for writing skills per unit.

Figure 5. 2. Writing Skills-focused Activities

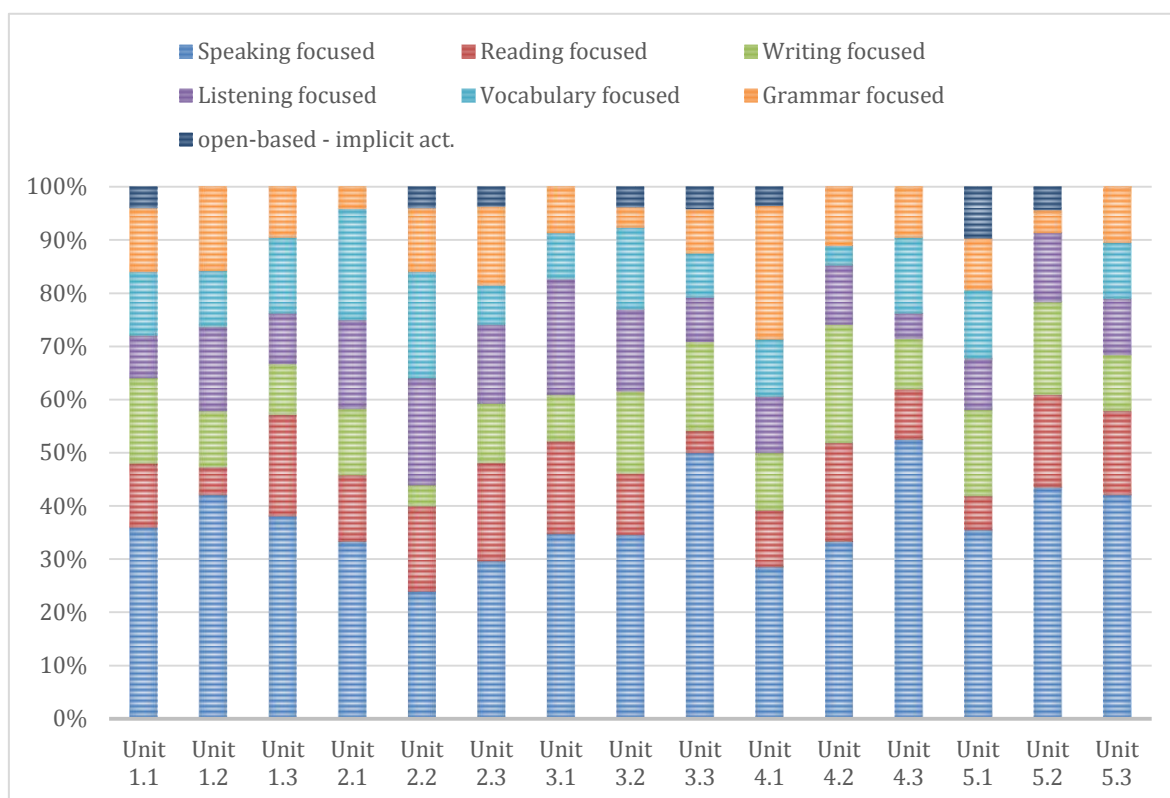


5.1.3. To what extent does the *English B Coursebook* provide materials in speaking and writing skills?

The *English B Coursebook* consists of 5 chapters providing a detailed review of the most recent Language B guide. Chapter 6 focuses on examining various text types, while chapters 7, 8, and 9 each address three modalities of evaluation and include standard and higher-level exam-style questions. Communication is centered on the course, according to the coursebook. Thus, speaking skills comprise the majority of activity in each unit. The

construction of language abilities in each element comprising the initial five chapters is as follows. Each unit starts with “Getting started” title, and it activates any knowledge students already have of a particular subject. “Watch and Listen” section presents activities through video and audio recordings to help students’ receptive skills. Productive and interactive skills are enhanced through text handling tasks in the “Exploring texts” section in each course. A selection of terms and phrases from the text in each unit has been taken to produce a part on language features, specifically focusing on form and meaning in the course. Students are required to enhance their productive skills in the “Writing and discussion” parts of each course. Students are responsible for improving their productive abilities for the discussion part, which promotes interaction with their teacher and peers.

Figure 5. 3. Division of Language Skills / Components by Units



The table above demonstrates how the language skills / components are divided among the units. As a result of the fact that this research is exclusively regarding the separation of productive skills, the analysis that follows will illustrate how the speaking and writing skills are separated in the coursebook.

Unit 3.3 has the highest number of Speaking Skill activities, with a total of 12 tasks. Units 4.3 and 5.1 have the second-highest number of speaking skill activities, each with 11 exercises. Unit 5.2 contains 10 speaking tasks, whereas Units 1.1, 3.2, and 4.2 each have 9 speaking tasks. Consistency is shown in the subsequent units, each including 8 speaking tasks in units 1.2, 1.3, 2.1, 2.3, 3.1, and 4.1. Unit 2.2 contains just 6 speaking-focused tasks, the lowest number of activities in the unit.

Unit 4.2 contains the highest number of writing skill tasks, with 6 activities. Unit 5.1 contains the second-highest number of writing skill assignments, in total 5 activities. There are 4 writing tasks in Units 1.1, 3.2, 3.3, and 5.2, additionally 3 writing tasks in Units 2.1, 2.3, and 4.1. Each of the remaining units has 2 activities. Unit 2.2 contains the least number of activities, with only 1 focusing on writing.

CHAPTER 6

CONCLUSION

6.1. Summary of the Results

The study's goal is to discover out the extent to which the critical thinking and problem-solving skills in the *English B Coursebook* by Cambridge University Press support the 4C skills (critical thinking and problem-solving, communication, collaboration, and creativity) that are component of the IB program's principles. This study explored the significance of using critical thinking strategies in IB courses on enhancing students' language skills. The qualitative technique was employed to assess the *English B Coursebook's* support for critical thinking (CT) and problem-solving (PS) abilities in productive tasks. The activities in the book were first scanned and sorted according to their linguistic proficiency. The activities in the coursebook were rescanned and selected activities were grouped under the heading “Learning and Innovation Skills: Critical Thinking and Problem-Solving Skills” in Uluhan’s checklist (2019). To facilitate the design of the research, three primary research questions were created. The initial research aimed to explore the degree to which speaking skills encompass critical thinking skills in the *English B Coursebook*. The purpose of the second question in the *English B Coursebook* was to investigate the degree to which writing skills foster critical thinking skills. The purpose of the third investigation was to determine the extent to which speaking and writing skills are incorporated into the *English B Coursebook*. A supplement to the conclusion of this study included the results of a survey of seven English instructors that was performed at its conclusion to ascertain whether the materials in the book provided support for CT and PS skills.

There is a total of 363 (standard level) activities in the *English B Coursebook*. Looking at all the units in the book, there are 10 activities that do not focus on a clear language skill, as the instructions do not clearly state whether they mainly focus on one skill. Those can be covered in the lesson according to the flow of the lesson and its dynamics. Out of these 10 tasks, 5 are reinforced by CT and PS skills.

The sub-skills in the book (Vocabulary and Grammar) are the least included skills in the coursebook (Grammar: 39 out of 363 activities, which is 10.74%; Vocabulary: 41 out of 363 activities, which is 11.29%). Out of the 39 grammar tasks in the book, only 4 are specifically designed to enhance critical thinking (CT) and problem-solving (PS) skills. The other activities do not focus on promoting critical thinking skills. In respect to vocabulary skill, just 4 of the 41 vocabulary activities provided in the book are designed for enhancing CT and PS skills, while the remaining exercises are not intended to foster critical thinking.

The third most covered skill in the coursebook is listening skills. There are 46 listening practices out of 363 activities, which is 12.67%. Of the 46 activities, 21 are designed to boost CT and PS skills. This is nearly half of the total number of listening exercises.

The fourth most covered language skills in the coursebook are writing and reading skills. Out of the total of 363 activities, 47 activities (12.94%) are focused on reading skills, while an equal number of 47 activities (12.94%) are focused on writing skills. Regarding the reading skill, which is a receptive skill, there are 47 activities, and 16 of these tasks support the CT and PS skills. Out of the 47 activities in the writing skill, one of the productive skills, 41 of them enhance critical thinking (CT) and problem-solving (PS) skills, which is a strong result.

The skill that is mentioned the most predominantly in the coursebook is speaking skill, which represents 36.63% of the total. There is a total of 133 exercises related to the speaking skills, and these 133 tasks specifically target critical thinking (CT) and problem-solving (PS) skills. This is the only language skill for which all tasks are designed to enhance CT and PS skills.

Upon an overall assessment of the coursebook, it appears to be a comprehensive guide focused on enhancing communication skills, as it claims to be. By analyzing the question distribution throughout the coursebook, it becomes evident that the skills have been distributed in a nearly equal ratio. Furthermore, it has been observed that out of the 363 tasks at the standard level in the coursebook, 224 of them promote critical thinking (CT) and problem-solving (PS) skills. This signifies an exceptionally satisfactory rate of accomplishment. Item 7, "Making Judgments and Decisions," of Uluhan's (2019) checklist is satisfactorily encountered by this assignment (61.71%).

6.2. Recommendations for Further Studies

The main goal of this study is to gauge the efficiency of a textbook with regard to the development of the 4Cs. Future research may, nevertheless, incorporate both qualitative and quantitative methods. Furthermore, this study specifically concentrated on the development of Critical Thinking and Problem-Solving Skill, which is the integral component of 21st century skills. Further studies might involve the topics of Collaboration, Communication, and Creativity. This research solely analyzes the content of the production skills of the standard level in the IB coursebook, while excluding the receptive skills and high level along with literature activities. It is important to note that other studies may contain these items.

In addition, the study had a limited sample size of only seven individuals from Ankara, Turkey, which means that the findings cannot be applied to a larger population. If the goal is to gain more conclusive data on 21st century learning and inventive abilities, researchers may choose to undertake a larger-scale study with people from throughout the country. Scholars are generally very interested by the investigation of teaching and learning in the twenty-first century. This study aims to enhance our understanding of the attributes that a top-notch coursebook requires in order to effectively promote 21st century learning and innovation skills.

6.3. Further Implications

The research on 21st-century skills beneath the International Baccalaureate (IB) program has important implications for both educators and policymakers in terms of teaching methods and practices. This highlights the significance of developing skills like as critical thinking, communication, collaboration, and creativity to equip learners for accomplishment in a progressively dynamic and pertaining world. The results indicate that the IB curriculum functions as a strong structure for cultivating these essential skills, offering chances for multidisciplinary learning, investigation-oriented methods, and a global perspective. These insights could be utilized by educators to improve their teaching methods, curriculum development, and assessment approaches in order to better meet the requirements of the 21st century.

Moreover, the study emphasizes the necessity for continuous research to further investigate particular elements of 21st-century skills development within the IB framework. This includes examining the efficiency of different styles of instruction, the influence of technology integration, and the contribution of cultural diversity in improving learning results. Future research attempts will enhance our understanding of how to effectively educate students for success in the continuously changing global environment.

In order to further develop our comprehension of 21st-century skills with respect to the International Baccalaureate (IB) curriculum, future studies might concentrate on several aspects of educational practice. A potential area of study in curriculum development could involve the study of the correlation between International Baccalaureate (IB) syllabus requirements and the acquisition of certain 21st-century skills.

This research would aim to identify methods for effectively incorporating these skills into subject-specific curricula. Research on instructional techniques might explore successful pedagogical methods used in IB classes to foster the growth of critical thinking, creativity, collaboration, and communication skills in students. An assessment of teacher training programs might be conducted to determine the optimum methods of professional development for equipping educators with the necessary skills to promote 21st-century skill development within the International Baccalaureate (IB) framework. An assessment and evaluation study might explore novel approaches to measuring and evaluating these skills, such as employing performance-based assessments, portfolios, and rubrics specifically designed to align with the objectives of the IB curriculum. In addition, further study on technology integration might investigate the ways in which digital tools and platforms can improve IB education and promote the growth of technical literacy in students. Ultimately, inquiries into lifetime learning should scrutinize the enduring effects of IB education on students' capacity to adjust, acquire learning autonomously, and prosper in a constantly developing global society. Future research can provide useful insights for curriculum design, methods for instruction, teacher training, assessment techniques, technological integration, and the development of lifelong learning skills within the IB program by focusing on these areas of study.

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APPENDICES

Appendix 1: The Delphi Report

Critical Thinking: A Statement of Expert Consensus for Purposes of Educational Assessment and Instruction

CT Cognitive Skills and Subskills

CT Cognitive Skills	CT Cognitive Subskills
1. Interpretation	Categorization Decoding Significance Clarifying Meaning
2. Analysis	Examining Ideas Identifying Arguments Analyzing Arguments
3. Evaluation	Assessing Claims Assessing Arguments
4. Inference	Querying Evidence Conjecturing Alternatives Drawing Conclusions
5. Explanation	Stating Results Justifying Procedures Presenting Arguments
6. Self-Regulation	Self-examination Self-correction

Appendix 2: Adapted Coursebook 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?		

Appendix 3: Teacher Survey Questions

Does English B Coursebook Promote Critical Thinking Skills in Productive Skills?

This research is conducted by Cansu YAY, a master student in ELT, led by Prof. Dr. Senem ÜSTÜN KAYA at Başkent University.

The purpose of this study is to determine the extent to which Critical Thinking Skill, one of the 21st century skills, enhances the productive skills in the English B textbook designed for IB preparation.

For this study, you're expected to respond to a total of 15 questions. The completion of all survey questions will need an estimated time of 4 to 6 minutes. At your discretion, you may disengage from this survey. You may reach the researcher, Cansu Yay, (cansuuyay@gmail.com) with any inquiries. The data gathered from participants will be utilized in an anonymous manner for both this study and future scientific investigations.

...

1. The layout and design are consistent across all units. *

- Agree
- Disagree

2. The materials (texts, audios, videos, etc.) are up to date. *

- Agree
- Disagree

3. The course book's visuals are thematically connected and allow students the chance of developing forecasts. *

- Agree
- Disagree

4. This textbook effectively addresses the fundamental concepts of the International Baccalaureate (IB) Core Themes, namely identities, experiences, human ingenuity, social organization, and sharing the planet. *

- Agree
- Disagree

5. The contents of this textbook have been developed with consideration for diversity, encompassing factors such as race, gender, and ethnicity. *

- Agree
- Disagree

6. The course book provides a dominant direction of an idea, mindset, or belief among the discussed topics. *

- Agree
- Disagree

7. The instructions given in the course book are understandable and clearly stated for both the instructor and the learner. (E.g., the specific skill that the material/exercise targets) *

- Agree
- Disagree

8. The textbook contains a wide variety of question types. (e.g., True/False - Open-Ended questions, Display questions, Communicative questions etc.) *

- Agree
- Disagree

9. The textbook incorporates the integration of a number of interdisciplinary subjects in the field of English Language Teaching (ELT), such as literature, linguistics, philosophy, psychology, and so on. *

- Agree
- Disagree

10. In this textbook, materials are distributed equally for 4 language skills. *

- Agree
- Disagree

11. The length of the reading questions and the duration of the listening tracks in this book are equal in units. *

- Agree
- Disagree

12. This book utilizes a collaborative learning approach. (such as, group projects, working in pairs etc.) *

- Agree
- Disagree

13. This book encompasses the essential skills required in the 21st century, namely critical thinking, creative thinking, effective communication, and collaborative abilities. *

- Agree
- Disagree

14. Teachers and students are encouraged to utilize computer-assisted language learning (CALL) through the materials. *

- Agree
- Disagree

15. The outputs in the book align with the inputs. *

- Agree
- Disagree

Appendix 4: Ethics Committee Approval

Evrak Tarih ve Sayısı: 30.01.2024-309336



T.C.
BAŞKENT ÜNİVERSİTESİ REKTÖRLÜĞÜ
Akademik Değerlendirme Koordinatörlüğü



Sayı :E-62310886-605-309336
Konu :Cansu Yay'ın Etik Kurul Onayı Hk.

30.01.2024

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 04.01.2024 tarih ve 300694 sayılı yazınız.

Enstitünüz İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı öğrencisi Cansu Yay'ın, Doç. Dr. Senem Üstün Kaya danışmanlığında yürütmeyi planladığı, "Cambridge International Baccalaureate (IB) English B Ders Kitabındaki Üretken Becerilerin 21. Yüzyıl Eleştirel Düşünme Becerileri Açısından Analizi" adlı tez önerisi değerlendirilmiş ve bilgilerinize ekte sunulmuştur.

Prof. Dr. Sadegül AKBABA ALTUN
Kurul Başkanı

Ek: Değerlendirme Formu

Sayı : 17162298.600-17
Konu : Tez Önerisi

22 Ocak 2024

İlgili Makama

Üniversitemiz Eğitim Bilimleri Enstitüsü, İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı öğrencisi Cansu Yay'ın, Doç. Dr. Senem Üstün Kaya danışmanlığında yürütmeyi planladığı, "Cambridge International Baccalaureate (IB) English B Ders Kitabındaki Üretken Becerilerin 21. Yüzyıl Eleştirel Düşünme Becerileri Açısından Analizi" adlı tez önerisi değerlendirilmiş ve yapılmasında bir sakınca olmadığı tespit edilmiştir.

Bilgilerinize saygılarımızla sunarız.

Başkent Üniversitesi Sosyal ve Beşeri Bilimler ve Sanat Alan Araştırma Kurulu

Ad, Soyad	Değerlendirme	İmza
Prof. Dr. Gözen Güner Aktaş	Olumlu/ Olumsuz	
Prof. Dr. Sadegül Akbaba Altun	Olumlu/ Olumsuz	
Prof. Dr. Fatih Çetin	Olumlu/ Olumsuz	
Prof. Dr. Hasan Tahsin Fendoğlu	Olumlu/Olumsuz	
Prof. Dr. Filiz Kalelioğlu	Olumlu/ Olumsuz	
Prof. Dr. Hidayet Hale Küniçen	Olumlu/Olumsuz	
Prof. Dr. Özcan Yağcı	Olumlu/ Olumsuz	

Bu belge,güvenli elektronik imza ile imzalanmıştır.

Appendix 5: Checklist Permission

Gönderilen - Posta Kutusunda Bulunanlar

CY cansu yay 6 Aralık 2023 15:38
Checklist kullanma izni
Kime: [Redacted]

Sayın Gamze Uluhan Hocam,

Dilerim iyisinizdir. İsmim Cansu Yay, İngilizce öğretmeniyim. Şu an yarı zamanlı olarak Ted Üniversitesi hazırlık bölümünde çalışmaktayım ve Başkent Üniversitesi ELT bölümünde yüksek lisans yapmaktayım. Bu dönem tez dönemindeyim ve çalışmamda sizin hazırladığınız "course book evaluation checklist"ini kullanmak istiyorum. Bu konuda izninizi rica ediyorum. Desteğiniz için şimdiden teşekkür ederim.

Saygılarımla,

GU GAMZE ULUHAN 8 Aralık 2023 23:06
Ynt: Checklist kullanma izni
Kime: cansu yay

Merhaba Cansu Hocam,
Kusura bakmayın geç dönüyorum,tabii kullanabilirsiniz,çalışmalarınızda başarılar dilerim.

6 Ara 2023 Çar, saat 15:39 tarihinde cansu yay: [Redacted]

Appendix 6: Coursebook Permission

20 Ekim 2023 Cuma 14:46 +03:00 kimden: [REDACTED]

Dear Cansu Yay,

Naturally you can do your dissertation on it. I would find this rather flattering. I hope that you are critical of my textbook and I hope to be able to read your dissertation when it is done. If there is anything I can do to assist the process, please let me know.

Kind regards,

Brad Philpot
Director, workshop leader, author
Philpot Education
[REDACTED]

On 20. Oct 2023, at 12:24, cansu yay [REDACTED]

Dear Mr. Brad Philpot,

I hope this email finds you well. My name is Cansu Yay, and I am an English teacher at a university in Turkey. First and foremost, I want to know that your expertise in this field has been a tremendous source of motivation for me and has helped define my teaching strategies.

I wanted to reach out to you since I recently had the Cambridge University Press-published English B coursebook read at the IB school where I used to work. I wished to write an entire dissertation on the book because I thought it was incredibly successful, insightful, and useful in many respects. For this reason, if it is acceptable to you, I would like to study in my thesis how critical thinking from 21st-century skills elicit the productive skills in this book. I would appreciate your help in granting me permission to do an analysis of the book.

I kindly request your response. Thank you in advance.

Sincerely,
Cansu Yay