AN ANALYSIS OF 21st CENTURY THEMES IN AN ENGLISH LANGUAGE TEACHING COURSEBOOK SERIES: MACMILLAN *GATEWAY*

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MASTER'S THESIS

Department of Foreign Languages Education
English Language Education Master's Program with Thesis
Advisor: Doç. Dr. Abdullah Nejat TÖNGÜR

İstanbul
T.C. Maltepe University
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JÜRİ VE ENSTİTÜ ONAYI

ÖZLEM DUMAN'ın "An Analysıs Of 21st Century Themes İn An English Language Teaching Coursebook Series: Macmillan Gatewayy" başlıklı tezi 29.02.2024 tarihinde aşağıdaki jüri tarafından değerlendirilerek "Maltepe Üniversitesi Lisansüstü Eğitim ve Öğretim Yönetmeliği" nin ilgili maddeleri uyarınca Yabancı Diller Eğitimi Anabilim Dalı Yüksek Lisans/Doktora/Sanatta Yeterlik tezi oy birliğiyle/oy çokluğuyla, başarılı/başarısız olarak kabul edilmiştir.

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Enstitü Müdürü

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Bu belge, Yükseköğretim Kurulu tarafından 19.01.2021 tarihli "Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge" ile bildirilen 6698 Sayılı Kişisel Verilerin Korunması Kanunu kapsamında gizlenmiştir.

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Özlem DUMAN

February, 2024

ÖZET

21. YÜZYIL TEMALARININ İNGİLİZCE DİLİ ÖĞRETİMİ DERS KİTABI *GATEWAY* MACMILLAN SERİSİNDE ANALİZİ

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Maltepe Üniversitesi Lisansüstü Eğitim Enstitüsü, 2024

Bu çalışma 21. yüzyıl temalarının İngilizce Dil Öğretimi (ELT) ders kitaplarına ne ölçüde entegre edildiğini incelemekte olup, özellikle Macmillan tarafından A2 ve B1 seviyeleri için hazırlanan *Gateway* 2. Baskı'ya odaklanmaktadır. İngilizcenin 21. yüzyılda küresel önemi, teknolojik, ekonomik ve sosyal dünya zorluklarına hitap eden özellikle ders kitapları gibi öğretim kaynaklarının geliştirilmesini gerektirmektedir. Çalışma, ders kitaplarının *Gateway* Yaşam Becerileri (GLS) bölümlerinde spesifik temaların—küresel farkındalık, sağlık okuryazarlığı, çevre okuryazarlığı, finans, ekonomi, işletme ve girişimcilik okuryazarlığı ve vatandaşlık okuryazarlığı—varlığını tespit etmeyi ve bunların 21. Yüzyıl Becerileri Ortaklığı (P21) çerçevesi ile uyumunu değerlendirmeyi amaçlamıştır.

Bulgular, temaların çeşitli bir temsilini ortaya koymuş; sağlık okuryazarlığı en yaygın tema olurken, bunu vatandaşlık okuryazarlığı, finans, ekonomi, işletme ve girişimcilik okuryazarlığı ve küresel farkındalık takip etti, çevre okuryazarlığı ise daha az ölçüde görüldü. Analiz, *Gateway* 2. Baskı ders kitabı içeriğinin ve P21 çerçevesinin arasında net bir bağlantı olduğunu gösterdi. Bu çalışma, *Gateway* 2. Baskı ders kitaplarının 21. yüzyıl temalarını entegre etmede önemli adımlar attığı sonucuna varmış, ancak özellikle küresel ve çevresel okuryazarlık açısından kapsam ve derinliklerini artırma konusunda daha fazla gelişime ihtiyaç duyulduğu sonucuna varmıştır.

Anahtar Sözcükler: 21. Yüzyıl Temaları, Hayat Becerileri, Ders Kitabı/ İçerik Analizi, Değerlendirme, İngilizce Dili Eğitimi Ders Kitapları

ABSTRACT

AN ANALYSIS OF 21st CENTURY THEMES IN AN ENGLISH LANGUAGE TEACHING COURSEBOOK SERIES: MACMILLAN *GATEWAY*

Özlem Duman
Master Thesis
Department of Foreign Languages Education
English Language Education Master's Program with Thesis
Advisor: Doç. Dr. Abdullah Nejat Töngür
Maltepe University Graduate School, 2024

This thesis examines the extent to which 21st century themes are integrated into ELT coursebooks, focusing on the *Gateway*, 2nd Edition (Ed.) by Macmillan for A2 and B1 levels. The 21st century's global importance of English necessitates the development of teaching resources, particularly coursebooks, that address the technological, economic, and social challenges of the world. The study aimed to identify the presence of specific themes—global awareness, health literacy, environmental literacy, financial, economic business and entrepreneurial literacy, and civic literacy—within the *Gateway* to Life Skills (GLS) sections of the coursebooks and to assess their alignment with the Partnership for 21st Century Skills (P21) framework.

The findings revealed a varied representation of the themes, with health literacy being the most prevalent, followed by civic literacy, financial literacy, and global awareness, while environmental literacy appeared to a lesser extent. The analysis demonstrated a clear connection between the coursebook content and the P21 framework. The study concludes that while the *Gateway* 2nd Ed. coursebooks make significant strides in integrating 21st century themes, there remains room for enhancing their coverage and depth, particularly in global and environmental literacy.

Keywords: 21st Century Themes, Life Skills, Coursebook/Content Analysis, Evaluation, English Language Coursebooks

GENİŞLETİLMİŞ TÜRKÇE ÖZET

21. YÜZYIL TEMALARININ İNGİLİZCE DİLİ ÖĞRETİMİ DERS KİTABI *GATEWAY* MACMILLAN SERİSİNDE ANALİZİ

Bu çalışma, 21. yüzyılda İngilizcenin kritik önemini vurgulayarak, öğrencileri 21. yüzyılın zorlukları ve gereksinimleri için hazırlamak amacıyla İngilizce dil öğretim ders kitaplarına 21. yüzyıl temalarının entegre edilmesinin gerekliliğini vurgulamaktadır. Bu durum, dil eğitiminde ders kitaplarının değişen rolünü göstermektedir. Modern dünyanın gereklilikleri ile ilişkili olarak İngilizce ders kitapları basit dil becerileri öğretiminden, öğrencileri çağdaş toplumun zorluklarıyla başa çıkmaya hazırlayan kapsamlı kaynaklar olmaya doğru bir gelişim göstermiştir.

İngilizce Dil Öğretimi'nde (ELT) ders kitaplarının önemini ve içerik kapsamını ortaya koyan detaylı bir literatür taraması yapılmıştır. Literatür taraması kısmında önce İngilizce Dil Öğretimi'nde ders kitapları, ders kitaplarında içerik, 21. Yüzyıl Öğrenimi için Ortaklık Çerçevesi ve 21. yüzyıl temalarına bakış başlıklarına sırasıyla yer verilmiştir. Hem geleneksel hem de çağdaş eğitim ortamlarında İngilizce ders kitaplarının önemli rolleri vurgulanmakta ve bu kritik rollerin detaylarına odaklanılmaktadır. 21. yüzyıl temaları, İngilizce ders kitapları ve 21. yüzyılda dil eğitimi anahtar kelimeleri üzerinden yapılan literatür taramasında ilgili çalışmalar incelenmiş ve İngilizce ders kitaplarına 21. yüzyıl temalarının—küresel farkındalık, sağlık okuryazarlığı, çevre okuryazarlığı, finans, ekonomi, işletme ve girişimcilik okuryazarlığı, ve vatandaşlık okuryazarlığı—entegrasyonu tartışılarak eğitim materyallerinin küresel gerçeklikleri yansıtması ve öğrencileri 21. yüzyılın zorlukları ve fırsatları için hazırlaması gerektiği vurgulanmıştır.

Metodoloji kısmında, Macmillan *Gateway* 2. Baskı ders kitabı serisinin A2 ve B1 seviyelerinin, 21. yüzyıl temalarını temsili ve entegrasyonunun keşfi için nitel bir araştırma tasarımı benimsenmiştir. İçerik analizi yoluyla, bu temaların ne ölçüde ele alındığının değerlendirilmesi amaçlanmış ve ders kitabı içeriği 21. Yüzyıl Öğrenimi için Ortaklık Çerçevesi bağlamında detaylı bir şekilde incelenmiştir. Araştırma bu bağlamda iki temel soruya dayandırılmıştır. Çalışmanın odak noktası, ders kitaplarının belli

bölümlerini kapsamlı bir şekilde inceleyerek, 21. yüzyıl eğitiminde önemli olan temaların nasıl dahil edildiği ve işlendiği üzerinedir.

Bulgular, ders kitaplarında 21. yüzyıl temalarının entegrasyon derecesinin değişken olduğunu ortaya koymaktadır. Sağlık okuryazarlığı en yaygın tema olup, bunu vatandaşlık okuryazarlığı, finansal, ekonomi, işletme ve girişimcilik okuryazarlığı ve küresel farkındalık izlemekte; çevre okuryazarlığının daha az bir seviyede gözlemlenmiştir. Veriler ders kitabı içeriği ile P21 çerçevesi arasında belirgin bir korelasyon olduğunu ortaya koymuştur. Sonuç olarak, *Gateway* 2. Baskı ders kitaplarının A2 ve B1 seviyelerinin 21. yüzyıl temalarını başarıyla entegre ettiği; ancak, özellikle küresel ve çevresel okuryazarlık alanlarında kapsam ve derinliğin geliştirilmesi için potansiyel olduğu görülmüştür.

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ABBREVIATIONS

ELL **:** English Language learning

EFL **:** English as a Foreign Language

ELT **:** English Language Teaching

GLS : *Gateway* to Life Skills

Ed. : Edition

P21 : Partnership for 21st Century Learning

PARSNIP : Politics, Alcohol, Religion, Sex, Narcotics, Isms, and Pornography

ICT : Information and Communication Technologies

1. INTRODUCTION

English is a vital part of being a global citizen in the 21st century. Considering the rise and rapid development of technology in every aspect of life, the 21st century has made learning English an inevitably significant part of quality education. Learning English can lead to a multitude of new job options in a global setting. As learning English is the fundamental component of today's ideal education design, the need for high-quality teaching materials in English language education has increased. In this context, teaching and learning materials, including coursebooks, are vital tools that language teachers use to promote and support language learning and development. Richards and Schmidt (2002) identified a coursebook as *"a book on a specific subject used as a teaching and learning guide, especially in a school or college, often part of a graded series covering either multiple skills or dealing with a single skill"* (p. 550). Therefore, while students gain language skills using coursebooks, they have a chance to learn about many topics and subject areas so, coursebooks used in language learning must have the necessary content features to facilitate the language learning process efficiently. In addition, coursebooks must not only focus on developing language abilities through the practice and enrichment activities they contain, but they should also integrate 21st century themes and learning strategies into these activities.

The incorporation of 21st century themes into coursebooks is of utmost importance for several reasons, including preparing students for the complexities and challenges of contemporary life and enhancing the educational experience. These themes comprise a diverse array of subjects, such as global awareness, civic literacy, financial literacy, environmental literacy, and health literacy. These themes should be incorporated into educational materials primarily to prepare students for a globalized world. In this increasingly interconnected world, it is critical to possess global awareness and appreciate cultural diversity. By incorporating this theme, a sense of empathy and global citizenship is likely to be cultivated. Students must also comprehend the significance of sustainable living and the impact that human activities have on the planet; therefore, environmental literacy is crucial. Environmental issues and their solutions prepare students to become responsible owners of the planet. Health awareness is very important in consideration of

increasing global health concerns. Students' well-being and lifestyle decisions can be significantly influenced by their conscious knowledge of fundamental health information and the services necessary to make informed choices, thereby contributing to the promotion of a healthier society. Furthermore, economic and financial literacy provides students with the necessary understanding and abilities to proficiently manage financial resources. This is a critical competency that guarantees both personal and professional growth, as it equips learners to navigate the complexities of financial decision-making, investments, and the comprehension of economic fluctuations. Therefore, civic literacy plays a pivotal role in developing knowledgeable and engaged members of society who understand their obligations and rights. By incorporating this theme, students become motivated to engage in civic and community initiatives, thereby strengthening democratic principles and social equity.

In summary, the inclusion of 21st century themes in coursebooks is not merely a curriculum enhancement but an imperative to adequately equip students for forthcoming challenges and prospects. It provides the abilities, knowledge, and mindsets necessary to flourish in a world that is complex and experiencing rapid change in the 21st century.

1.1 Statement of the Problem

The study addresses the problem that, while English language learning coursebooks have evolved into comprehensive, multidimensional packages with diverse content and supplementary materials, there is a growing need to evaluate and understand how contemporary coursebooks address the critical themes identified for the new millennium, new needs, and educational methodologies in 21st the century.

Today's learners must have more than one skill or area of expertise to compete for career opportunities. This necessity underscores the importance of multiliteracies, as described by Wiggins and McTighe (2005), which enables students to make informed decisions that prepare them to face challenges in the global community and allow them to be successful in the workplace. Thus, in the context of English language education, the relevance of appropriate materials with the needs of the 21st century is paramount.

According to McGrath (2006), coursebooks play a crucial role in teaching and learning, not only in schools but also in tertiary-level English environments. Coursebooks are often the basis for determining the content, sequence, and, to some degree, the methodology of instruction, as well as the knowledge and skills that learners acquire, which means understanding the efficacy of these tools is in harmony with contemporary English Language Teaching (ELT) teaching and learning strategies.

Recognizing that coursebooks are essential components of English language learning programs worldwide, the content, topics, and themes covered in these books must be in tandem with the demands of the 21st century and they must have a global perspective. To ensure the effective teaching of 21st century themes, such as civic literacy, environmental awareness, and cultural understanding, schools must put effort into understanding the challenges of globalization. The lack of these themes in the curricula and in the design of coursebooks would cause incomplete, inadequate, and irrelevant language education.

Such an incomplete education may leave individuals unprepared for competitive employment opportunities on a global scale or ill-equipped to responsibly fulfill their civic responsibilities (Truby, 2012). Therefore, the coursebooks should support how teaching and learning efforts develop the skills the 21st century requires.

In this context, how coursebooks should be designed and the criteria they are to be organized with emerges as a significant issue. There are some frameworks such as the International Society for Technology in Education (ISTE)- Standard for Students, the Organisation for Economic Co-operation and Development's (OECD) Learning Framework 2030, the Cambridge Life Competencies Framework, Common Core Standards Initiative and The Partnership for 21st Century Framework (P21 framework). These frameworks are tailored to guide educational practices blending technology and life skills into learning to equip students for the challenges of 21st century.

For this study, the Partnership for 21st Century Framework (P21 framework) has been selected in consideration of the fact that the focus area of this framework is the integration of core academic subjects and five critical themes identified in the framework as global awareness, financial, economic, business, and entrepreneurial literacy, civic literacy, health literacy, and environmental literacy.

The Partnership for 21st Century Framework (P21 framework) which is a comprehensive plan established in 2002 illustrates those basic skills for the 21st century under the five critical themes which are fundamental to education in the 21st century. The P21 framework was developed by the collaboration of business, education leaders, and policymakers and aims to prepare students for the challenges of the 21st century.

In regard of the 21st century, the number of research studies on 21st century themes representations in coursebooks is not sufficient. Although there are numerous studies available, there is a gap when it comes to the encompassing those themes in coursebooks. Macmillan, *Gateway* is a commonly used global coursebook series in Türkiye. It has been selected as a sample to investigate if 21st century themes were included in this coursebook series and to what extend these coursebooks employ 21st century themes.

1.2 Aim of the Study

The aim of this study is to determine the extent to which 21st century themes, as defined by the Partnership for 21st Century Learning, are represented and integrated within Macmillan's *Gateway*, 2nd Ed. The study specifically focuses on analyzing how these themes are embedded in the '*Gateway* to Life Skills' (GLS) sections of the book. This exploration aims to determine whether these themes correspond to the necessary skills for navigating today's global and digital society. The English language is the dominant global language, making it an essential aspect of high-quality education. High-quality education must also prepare students to meet the needs of modern society. With these conditions in mind, high-quality English teaching must embed 21st century themes into the curriculum.

The five themes given in this framework are global awareness, financial, economic, business, and entrepreneurial literacy, civic literacy, health literacy, and environmental literacy which are necessary for cultivating globally competent individuals who are equipped to tackle the challenges of globalization. This study assesses the integration of these themes and life skills within the coursebooks, examining their potential to equip learners with varied abilities needed in today's diverse career landscape.

1.3 Significance of the Study

Success in the 21st century requires both English teachers and English Language Learning (ELL) curricula to integrate innovative methodologies and adapt to improvements in other educational fields (Fandino, 2013). The choice of approach or method in English as a Foreign Language (EFL) classrooms is heavily impacted by the coursebooks used as the teaching and learning material. This idea was supported by Nunan (1999):

> In the context of the classroom, resources can appear to be more prominent than any other component in the curriculum. They are the actual representation of the curriculum being put into practice. These resources are consistently present in the language classroom, and it is difficult to imagine a class without books, drawings, film strips, realia, games, and similar materials (p.98).

Richards (2001) added that the primary input learners receive to language learning is the coursebook. Coursebooks are specifically created to enhance the process of acquiring a language and should surpass the acquisition of theoretical knowledge alone. Merely acquiring knowledge of a language as a theoretical construct is inadequate for its practical application in real-life scenarios, as language is mostly utilized for purposes of communication, interaction, and cultural exchange. Hence, coursebooks should accurately depict language as it is employed in everyday life, embracing a diverse range of subjects and themes. Adopting this strategy is not only essential for achieving successful language acquisition but is also highly advantageous from various viewpoints. It emphasizes the significance of including practical language usage in teaching materials (Cunningsworth, 1995).

The study is based on the concern that while English language learning coursebooks have evolved into comprehensive, multidimensional packages with diverse content and supplementary materials, they may not necessarily reflect the demands of the 21st century and a global perspective. Despite covering a range of topics with some socio-cultural sensitivity, if educational materials lack depth, they may fail to adequately prepare students to meet the needs of modern society. Hence, this study is significant to be carried out for several reasons as it addresses the need for coursebooks to incorporate 21st century themes reflecting the global context of modern society, contributes to curriculum

development and ensures that educational materials meet contemporary needs preparing the students for a globalized world, highlights the importance of embedding life skills and 21st century themes into the curriculum aiming to enhance the quality of English language education and it can provide valuable feedback for publishers and curriculum designers to help future editions of course materials to better foster students' development of 21st century challenges.

In essence, the study is crucial for guaranteeing that English language education progresses to fulfill the requirements of the 21st century, providing students with the abilities necessary for achievement in a worldwide and digital society. It is essential to update the curriculum and materials to provide the students with a more effective and relevant learning experience.

This is a significant issue to investigate because the Macmillan *Gateway*, Second (2nd) Edition ELT coursebook series significantly influences the content, sequence, and methodology of English language teaching and learning in many ELT classroom across in Türkiye. There are various studies focused on EFL coursebook analyses, reviews, or evaluations in the literature (Banegas, 2018; Demir and Yavuz, 2017; Stevanovic, 2017; Hamiloğlu and Mendi, 2010; Kailola, 2017; Mohammadi and Abdi, 2014; Sarani and Kord, 2018; Söğüt, 2018; Vassiljev et.al 2015). However, only a few of these studies have focused on evaluating and analyzing Macmillan's *Gateway*, Second Ed. series in terms of the integration of 21st century themes. The study will contribute to the field of language education and offer additional insights into incorporating 21st century themes into curricula. Understanding how skill developed through Macmillan's *Gateway*, Second Ed. series align with 21st century themes identified in the P21 Framework can inform teacher training programs, helping educators to supplement skill development where Macmillan's materials fall short. This information may enhance teacher's pedagogical strategies related to ELT. The study may help publishers and curriculum designers improve future editions of course materials by enhancing the materials' ability to foster students' development of and readiness for 21st century challenges.

1.4 Limitations of the Study

One limitation of this study is the sampling. It is possible to analyze coursebooks claiming to cover 21st century themes from several publishing companies, but the sampling in this study only includes two levels of one coursebook series from one international publishing house. Therefore, it is difficult to generalize the results. A sample containing a range of series and publishing houses would provide more reliable results for generalization. Furthermore, this book series has several levels, but this study focuses on A2 and B1 level student's books.

Another limitation is that this study employs one methodological approach, meaning the results are entirely dependent upon a content analysis. The study does not include teachers' views or the experiences of those who use this book series as the main material of their ELT courses. Similarly, this study does not include students' opinions or experiences of using the book series. A study that covers both could increase the reliability of the findings produced by this study, which may be further strengthened by lesson observations to collect data about how the activities are implemented in class and the extent to which these materials contribute to students' language development required in the 21st century.

1.5 Definitions

21st century themes: 21st century themes refer to a set of broad and interconnected topics that encompass essential knowledge, skills, and attitudes required for success and preparedness in the modern world. These themes recognize the changing nature of society, the workforce, and global challenges, emphasizing the need for a more holistic and interconnected approach to education. They are described as global awareness, financial, economic, business, and entrepreneurial literacy, civic literacy, health literacy, and environmental literacy in the Partnership for 21st Century Skills (P21). (Partnership for 21 Century Skills, 2019, p.2)

Life skills: abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. (2003, WHO)

Frameworks: Changes in the world and globalization and technological improvements have been driving forces for our era in every field of life, especially in the education context teachers and learners should be able to follow these changes and regulate their processes accordingly. For this reason, organized plans and sets of standards need to be followed as a guide to clarify when and how to use 21st century skills.

2. LITERATURE REVIEW

In this chapter, the background information about the importance of coursebooks in ELT and their content are presented with an overview of 21st century themes identified in the Partnership for 21st Century (P21) Framework. There are five themes included in P21 framework which is the baseline for this study. These five 21st century themes are global awareness, civic literacy, financial literacy, environmental literacy, and health literacy. Furthermore, the previous studies conducted pertaining to the same issue are also presented. Those studies were carried out to investigate the content of coursebooks in ELT, as far as 21st century themes are concerned.

2.1 Coursebooks in English Language Teaching

Coursebooks are essential for acquiring language skills. While the term "textbook" often refers to supplementary materials that focus on certain themes or skills, "coursebooks" try to encompass all aspects of the language (Grant, 1987). However, in this study 'textbook' and 'coursebook' are used interchangeably. Ur (1996) described a language coursebook as *"a (text)book of which the teacher and, usually, each pupil has a copy, and which is in principle to be followed systematically as the basis for a language course"* (p.183). The English language learning and teaching coursebook content has changed since the 1980s from being a book of readings to a comprehensive 'package' (Littlejohn, 1998) that Lyons (2003) referred to as the 'multidimensional product' (p. 491). These days, it is typical for a coursebook to be a visually rich book with vivid pictures and characters, along with the availability of supplemental software and interactive online resources. This resource expansion is a reaction to evolving educational ideas and perspectives on language learning (Murray, 2003). However, despite all the changes and advancements in language learning, coursebooks remain the cornerstone of the industry. Its significance was highlighted by Sheldon's (1988) description of it as *"the visible heart of any ELT programme."* (p.237)

The industry of coursebooks has developed into a multi-million-dollar (Ranalli, 2003). ELT publishing companies even created the trend of 'Global Coursebook' which targeted

any age group at any particular level to cater to the needs of the international market. That aim changed the coursebooks, which were readings and translations, into comprehensive packages for language acquisition and instruction, including clear instructions for collaborative tasks between teachers and students (Ranalli,2003). Although Bernie Ruane, President of the Teachers' Union of Ireland, and Harvard economics chair James K. Stock (as cited in D'gama & Jaffe, 2008, para.18) criticized the release of new editions every three to four years by leading coursebook companies as a financial strategy rather than a response to syllabus changes or significant content improvements, coursebook publishers argued that new editions were produced in response to the demands of educational institutions and claimed that the rise in coursebook prices was primarily due to their investment in new products aimed at enhancing instruction and learning.

According to Harmer (1998), coursebooks become more valuable when they teach skills and strategies that may be applied in real-world situations. Another benefit of a topic-based syllabus is its contribution to the current practical and communicative focus of the curriculum, as it presents real-life contexts. The learners are provided with the opportunity to acquaint themselves with a language that conveys meanings within a certain context, which may appear more captivating to them compared to isolated words (Ur, 1996).

Categorizing coursebooks is a complex task, and professionals employ their own distinct methods for classification. Grant (1987) classified them into two distinct categories: traditional and communicative coursebooks (p.12). While communicative coursebooks are designed to create opportunities for real-life situations in class, traditional coursebooks are called ‘traditional’ based on their structure for presenting the language as a system. Moreover, coursebooks can be analyzed in terms of several possible categorizations because they exhibit significant diversity.

Ur (1996) identified ten different types of syllabi by proposing that language course syllabi should incorporate topics and communicative themes given their finite nature, as opposed to the seemingly endless variety of functions and notions:

– grammatical
– lexical
– grammatical-lexical
– situational
– topic based
– notional
– functional-notional
– mixed or ‘multi-strand’
– procedural
– process (pp.177-178).

Furthermore, according to Ur (1996), the organization of a curriculum based on linguistic chunks and common topics was considered highly logical. Such coursebooks introduce language in broader, meaningful contexts, exemplified by sections like ‘Food’ or ‘The Family’. Harmer (1998); however, argued that it was improbable to construct general English course syllabi solely on topics, as they were too vague and challenging to delineate.

The significance of engaging and thought-provoking topics in course content cannot be overstated, noting their positive impact on student motivation and interest. It is recognized that some students may achieve better outcomes when engaged with content delivered in English, rather than in the language itself, and incorporating carefully selected topics can enhance student learning to a certain degree (Harmer 1998). Similarly, Tomlinson (2013) pointed out that:

> In choosing themes or topics we can also go well beyond the conventional and familiar. There is nothing wrong with such uncontentious themes as sport, hobbies, shopping, cultural festivals, and the like. But if our objectives include increasing social and intercultural awareness, and critical thinking skills, we need to cast the net more widely (p.179).

Typically, coursebooks are organized into different units or chapters. An alternative approach would be to categorize them into specific instructional sections. In the present day, the standard coursebook set often includes a student's book, which is a key component of the set, and a teacher's book, which guides the teacher on how to fully utilize the entire course. Coursebooks comprise several other components besides student's and teacher's books, such as supplementary materials like workbooks and audio files, activity books, a grammar book, and bilingual or monolingual glossaries. Other supplementary materials include CDs, video files, CD-ROMs with various games, or extra activities and exercises. Exams such as unit tests, and final or mid-year tests can also be found. Computer-assisted language learning (CALL) materials and internet support are also available for coursebooks by publishers such as Macmillan or Oxford University Press. Teachers with registration information can regularly get materials via email. Additionally, they have access to Interactive Whiteboard software, which is regarded as cutting-edge technology.

Placing considerable emphasis on supplementary materials, Harmer (1998) suggested supporting any kind of coursebook with extra materials. Cunningsworth (1995) elaborated that students' and teachers' books were essential together with audio files, and the rest is considered optional. In some learning environments, coursebooks are taken for granted, while in others they are not used at all but are only referred to as supplementary material as the need arises. The third option is where the coursebook is used alongside many other materials and selectively without following the sequence of the book (Ur, 1996).

Using coursebooks has both benefits and drawbacks. Coursebooks are criticized for their value because they are regarded as oversimplified, not authentic, and created artificially and deliberately for learners rather than reflecting the realistic use of the target language (MacWilliam, 1986). O'Neil (1990) stated that coursebooks should merely function *as "a jumping-off point for the teacher and the class"* and nothing more (p.110). Coursebooks are considered to be disadvantageous as they heavily rely on "question and answer" types of activities, which affect motivation over time (Chou, 2010). Although they offer a well-defined framework and abundant resources, which contribute to their popularity, they can also become monotonous and fail to accurately represent authentic

language usage. This might also result in decreased student motivation and hinder language proficiency. It is very vital to include authentic resources in the classroom because learners, when exposed to the actual world, will encounter language as it is naturally used, rather than the manufactured language of the classroom (Berardo, 2006).

Moreover, the reading passages are typically brief and may not effectively represent real-world language use or enhance cultural knowledge (Kayapınar, 2009). Unchallenging reading materials might create a plateau effect on students' language development. Moreover, regarding the sense of 'sameness' or 'repetitiveness' in English lessons, students may feel bored in classes due to the similarity of the materials because the English courses are structured around the use of a single coursebook throughout the academic year, which is a significant issue. Harmer (2007) suggested that students can easily be motivated by additional activities and materials, but the real difficulty lies in maintaining that motivation over time. While a teacher can maintain motivation through diverse classroom activities, if the coursebook's content is uninteresting and repetitious, the teacher will struggle to sustain motivation (Chou, 2010).

On the other hand, there are many reasons why coursebooks are quite important and crucial, and the research on the subject shows that they have many benefits (Chou, 2010; Kayapınar, 2009; Williams, 1983). To begin with, there are numerous advantages to structuring the curriculum based on a series of ELT coursebooks. Firstly, these books provide a clear and specific set of goals that outline what students should achieve and expect in the future. The syllabi in these publications are meticulously designed with coherent language content, facilitating comprehension for teachers as well as students. Coursebooks serve as a financially efficient and easily obtainable means of disseminating instructional resources to students (Kayapınar, 2009). Furthermore, as teachers cover each part of the course materials, there is consistency in the content and approaches used in the four essential language skills areas (listening, speaking, reading, and writing), which promotes greater independent learning (Chou, 2010).

English as a Foreign Language (EFL) coursebooks are vital resources for teachers with limited experience. Typically, these consist of unit-specific achievement assessments, teacher guidebooks, and instructional materials that streamline the process of lesson

planning. These guidebooks may provide comprehensive instructional methods or alternative approach recommendations, thereby offering considerable assistance through the maintenance of language control and the provision of the establishment of a curriculum encompassing a variety of pedagogical techniques. Furthermore, coursebooks play a crucial role in facilitating the preparation process by providing essential materials, activities, and supplementary resources including software and audiovisual aids. This renders them advantageous and convenient.

Secondly from the students' perspective, the use of coursebooks can also stimulate methodological development. Moreover, coursebooks serve as a reference for grammar, vocabulary, and pronunciation, marking their progress, fostering autonomy with resources for self-study, and offering engaging content. They also impart values and attitudes crucial to teenagers' development (Cunningsworth, 1995, Grant 1987, and Harmer 2007). These reasons contribute to the extensive implementation of coursebooks in English language education curricula.

All in all, coursebooks play a crucial role in language acquisition and employ different approaches to presenting information, such as traditional or communicative methods. Despite the available various supplementary sources, it is commonly assumed that most EFL training is centered around coursebooks (Bruton, 1997). That poses the question of choosing a suitable coursebook for the learners.

English teachers have the responsibility of choosing the best material for their students and providing the students with the most suitable activities, practices, and context in EFL classrooms. Because coursebooks are vital parts of English learning environments, the choice of the right coursebook is not an easy job because, despite the remarkable number of coursebooks available, they might not always be appropriate for the learners, teachers, or the environment where the English learning takes place.

There have been various contradictory ideas about what an ideal coursebook is, and that presents the problem of what the teachers want their students to know and practise in the classroom environment. According to Johnson, et al. (2008), there was a significant increase in the availability of English language teaching materials in recent years and these materials catered to a wide range of learner interests, skill levels, and choices

(p.157). As these materials differ in their linguistic design, focus, and objectives, making the selection of a coursebook is a challenging task in many ELT courses.

Coursebook analysis, evaluation, and selection are crucial in a foreign language-teaching context and should not be neglected. As the world is changing, the needs of the learners are evolving with it. The utilization of the coursebook and its supplementary materials by both teachers and learners as their primary resource serves as evidence for the significance of carefully choosing and assessing a suitable coursebook (Inal, 2006). Ellis (1997) stated that the evaluation process of the best coursebook for the learners generally occurs as a 'predictive evaluation' and once the materials are used, a further evaluation as a reflection is carried out which is called 'retrospective evaluation' (p.36).

If the retrospective evaluation is conducted in a systematic manner such as an empirical evaluation, it is carried out in two ways: macro-evaluation and micro-evaluation. Macro evaluation examines all teaching materials and tasks within a classroom setting, focusing on a broad array of administrative and curricular aspects for accountability and development. This method is comprehensive but also time-consuming and resource-intensive, making it less practical for teachers who are more concerned with accomplishing specific lesson goals. In contrast, micro-evaluation, which many educators favor, focuses on particular aspects of the curriculum, particularly the efficacy of individual tasks or teaching resources within a lesson. This approach allows for a detailed, manageable evaluation, revealing how tasks work for specific learner groups and identifying potential improvements. Data in both methods can be analyzed quantitatively, with information presented in tables, or qualitatively, through narrative descriptions and examples, depending on the nature of the collected data (Ellis, 1997). This distinction between macro and micro evaluations underscores the varying scopes and focuses on educational evaluations, with micro-evaluation offering a more targeted and feasible approach for classroom application.

About the evaluation of coursebooks, Sikorová (2004), specifically investigated how primary and lower-secondary school teachers select coursebooks. The study revealed detailed insights into the information resources teachers rely on and the external influences that affect their coursebook selection process. The study found that the

majority, 67%, of teachers from primary and lower-secondary schools considered commercial materials in textbooks as the most crucial source of information. Almost the same percentage of teachers, 62%, identified textbook exhibitions organized by publishing houses as a significant source, highlighting the influential role of publishers. Dealers who personally visit schools were also noted as a key influence, being the third most mentioned source. Educational journals only had an impact on 36% of respondents, which suggested that they had less influence than direct commercial sources. Sikorová (2004) concluded from the data that publishing houses had a clear and significant influence on the textbooks used in schools (p.346). The practice of publishers providing free examination copies of textbooks, sample chapters of brand-new textbooks, and other commercial materials to teachers and schools, particularly during language conferences, further emphasized this influence. Overall, the findings highlighted the powerful role of publishers in influencing educational material choices in schools. It was further supported by Inal (2006) that many private and state schools typically select coursebooks depending on the offerings and availability provided by publishers. There is a huge competition among those publishers since there are many coursebooks published around the world every year.

As a conclusion, the study highlights the pivotal role that coursebooks play in language learning, underlining their evolution from simple reading materials to comprehensive educational packages. This evolution emerges as a response to the changing educational paradigms and increasing emphasis on practical application, communication skills and global awareness in language learning. Although coursebooks are criticized for their regular updates and new editions based on financial motivations behind them, they are still inevitable tools withing the ELT industry. The range of coursebook design, ranging from traditional to communicative methodologies, highlights the industry's effort to cater to diverse learning requirements and preferences. Additionally, the utilization of supplementary materials and technology enhances the learning experience. However, the selection of suitable coursebooks requires careful consideration. As such, the role and the responsibility of teachers cannot be ignored. Ultimately, the effective use of coursebooks, supported by diverse materials and teaching strategies can highly contribute to the development of competent and confident individuals, ready to navigate the complexities of 21st century.

2.2 The Issue of Content in ELT Coursebooks

Coursebooks not only serve as a teaching resource but also provide students with a broad understanding of the world. The notion of 21st century education emphasizes the autonomy of learners to integrate diverse content, encompassing essential global knowledge, specific skills, and literacy, to thrive in both professional and personal realms. Contemporary ELT coursebooks must incorporate worldwide subjects and themes to adequately train students for the demands of the 21st century, while simultaneously providing them with language proficiency.

In their review of eight coursebooks from eight different publishers, Masuhara et al. (2008) reported that some of those courses did make attempts to include more realistic depictions of life, and some debatable topics such as war, history, and from different perspectives contrary to earlier reviews which avoided taboo topics (Helgesen, 2007) and included only a romanticized portrayal of English-speaking countries (Tomlinson et al. 2001).

Tomlinson et al. (2001), during their evaluation of eight coursebooks from four distinct publishers also revealed that the topic content of many units of the coursebooks tended to be based on everyday routines such as watching TV, sleeping, and going to work. While two of the coursebooks were found to include bland and conventional topics, the other four books attempted to cover more engaging topics ('Social matters','Society and the future', 'Rules and freedom'); however, they were generally superficial and unsuccessful in their exploitation of the topics and only two books were successful at both covering important topics and effectively exploiting them. In the study, two coursebooks, *Inside Out and Reward*, from Macmillan were reviewed. *Inside Out* was found to be too Western-oriented despite including a varied range of interesting spoken and written texts and *Reward* was criticized for ignoring the engagement of a text for the sake of teaching grammar and the de-contextualized presentation of vocabulary and grammar although it was appreciated for attempting to raise cross-cultural awareness.

In another study, Tomlinson et al. (2001) evaluated a coursebook series, *Straightforward*, by Macmillan, and while the attempt to cover authentic/semi-authentic, real-life texts and

tasks was appreciated in the review, the lack of real-life outcomes after interesting discussions was criticized.

Hillyard (2005) pointed out that although ELT evolved and made the coursebook writers offer more interesting and content-based topics putting the students into the center of the learning/teaching process, the themes were still bland such as the family, sports, hobbies, travel, pop culture, festivals, health, fashion, food, namely nothing much to get the learners to think critically about.

Another coursebook series by Macmillan which was used in this study *Gateway* 2nd Ed. was investigated by Stevanovic (2017) by evaluating the first and the second editions of A2 and B1 *Gateway*, student's books by Macmillan to find out if there was a difference and an improvement in terms of representing the target-language cultural content. Yuen's categorization of four aspects (products, practices, perspectives, and persons) of culture was applied in that study and the statistical analysis revealed that the majority of the target-language culture was about the United Kingdom (UK) and the most presented cultural aspect was 'products'. However, the second edition showed a significant improvement in terms of integrating less UK and United States (US)-centric cultural content.

Cates (1990) pointed the planet faces serious global issues and world problems, referring to 35,000 people dying from hunger and millions of children dying from preventable diseases, whereas the military spends astronomical numbers on nuclear weapons. This situation underscored the inadequacy of traditional education systems, which govern memorization, teacher-centered learning, and examination (Çavdar, 2006). The concept that foreign-language education can contribute to the development of a more enhanced world is undoubtedly not uncommon (Cates, 2002). According to Brown (1990), English teachers played a crucial role in the 1990s when it came to promoting global communication and peace through the integration of these crucial issues into their lessons which led to the pressing necessity for educational reform. That shift in language learning from a more grammar-based and rule-governed approach to communicative approaches enabled educators to use global issues as the content of their materials by encouraging students to share and discuss ideas thus making them have social and language awareness

(Erfani, 2012). It would provide young people with the necessary competencies to effectively tackle global issues. In a critical era of globalization today, as the world confronts a significant multitude of social, political, and environmental issues, the fact that students should be equipped with global knowledge through the use of global English coursebooks was acknowledged (Bon and Chuaychoowong, 2022).

As for this integration of global issues in English courses, two studies were carried out at university levels in Indonesia about the need and integration of 21st century themes in English language approaches and teaching materials. Alawiah et al. (2022) conducted a study to investigate and seek alternatives to current English language materials, aiming to cater to the needs of Political and Social Science students. The researchers aimed to develop instructional materials that align with the learning framework of the 21st century. A survey was conducted among 437 first-semester students and eight English lecturers at the National University of Indonesia to gather data for the research, and the survey questioned the present and target situation of the students and the learning situation. The results showed that 60.9% of students agreed that the content was relevant to the 21st century. 80.3% of all necessary English skills were acquired by the students, and they prefer learning from YouTube, social media, and academic journals. More importantly, the findings from the lecturers showed that 100% of the respondents agreed that English instructional materials emphasizing 21st century learning approaches were necessary. They also agreed that the themes: health literacy, civic literacy, environmental literacy, media literacy, finance, and entrepreneurship literacy needed to be covered in the syllabus. Consequently, this study revealed that the students' current level of English was moderate, they needed to improve their language skills, and the topics needed to be based on 21st learning approaches. Besides the integration of social media and technology, the target syllabus needed to follow 21st century themes and adopt the approaches of the 21st century. In light of this study, the researchers recommended developing a suitable curriculum with an English coursebook at the National University in Jakarta, Indonesia.

In another study, Menggo (2022) also polled 706 students in five study programs at Catholic University of St. Paul Ruteng. The results showed the idea of needs analysis in relation to incorporating the 21st century themes into the creation of English teaching materials for Indonesian college students who did not speak English as their first

language. The researcher investigated the need for English teaching materials for non-English majoring students and what kind of English learning process was desired by those students. The data collected from these interviews indicated that the participants expressed a strong preference for the explicit incorporation of 21st century themes into their English language learning materials. The participants' preferences corresponded to the prominent of 21st century themes, which were closely associated with promoting efficient learning among current university students, as supported in the studies conducted by Santos (2017) and Menggo (2021). Both Santos (2017) and Menggo (2021) emphasized these critical themes. The study concluded that ELT materials and learning processes desired by students from various study programs must integrate English language skills and components with the five 21st century themes. These themes were crucial in helping students master skills necessary for success in a rapidly evolving global context.

The incorporation of global issues and the four objectives of global education (knowledge, skills, attitudes, and action) into language-teaching curricula must be explicit to make language students socially responsible global citizens. Language lessons have the advantage of determining a wide range of topics compared to other subject areas, which allows language educators to easily embed global education into the content of their lessons. A Japan-based language educator, Provo (1993) supported that idea by saying global issues and global education were popular terms in the language teaching world, and as global education was about introducing students to global issues and providing them with information that they could use to solve those issues, all those topics needed to be covered in dialogues, reading passages, and discussions in classes so that the students would be qualified to come up with solutions to world issues. That demonstrated how important the content in language lessons was and how they could help language teachers equip their learners with vital knowledge and skills to be global citizens.

One of the earliest case studies of coursebook analysis about global awareness and content diversity was by Cunningsworth (1995), which revealed that there were notable gaps for improvement in terms of global and social issues, representation of minority groups, and diverse societies after six elementary and pre-intermediate level coursebooks

were evaluated. The study presented numerous key findings, including a broad range of topics like travel, wildlife, famous personalities, and teenage lifestyles, reflecting middle-class norms while suggesting a classless society. There were issues such as homelessness, disability, world poverty, and discrimination. However, disability was hardly addressed. Famous historical figures were more likely to be men, despite a general balance in gender representation. Ethnic diversity was visually present, but ethnic characters often had minor roles. Family life depiction was limited, with only one book offering a realistic portrayal. Additionally, the expression of personal feelings was notably absent in these coursebooks.

Similarly, almost a decade later Cates (2002) emphasized that many coursebooks lack the inclusion of global issues, and even coursebooks that frequently address global topics typically do so superficially, merely adding them as an extra layer to the language curriculum. In the study, Cates (2002) explored the importance of this incorporation to prepare students for modern global challenges such as terrorism, ethnic conflict, and environmental destruction. The methodology supported a multifaceted approach and included integrating content and using materials that focus on global issues. The goal was to change the traditional focus on memorization into an educational experience that is interesting, relevant, and ethically aware. It emphasized the importance of course design tailored around global themes and the inclusion of extracurricular activities that promote international understanding and responsibility. The findings suggested that this comprehensive approach not only enhances language skills but also fosters global awareness and a sense of social responsibility among students. Conclusively, it was stated that by adopting global education in language teaching, teachers could significantly contribute to creating a more informed, ethical, and globally responsive student profile, effectively aligning language education with the broader goals of promoting peace, justice, and international understanding.

Furthermore, Arıkan's (2008) study provided an insightful analysis of the topics and themes covered in intermediate-level English language coursebooks, pointing out the lack of social awareness and global issues in coursebooks. The findings revealed a significant balance in topic frequency but also notable disparities. Crime and media-related topics, each, particularly those concerning celebrities and fame, were more

frequently discussed at 7.14%, compared to areas like education, norms, and values, 1.53%, and historical figures or biographies, 2.55%. This trend indicated a greater focus on success stories in popular culture than academic or philosophical achievements. However, the study uncovered a crucial discrepancy between the topics claimed to be included in these coursebooks and their actual content. While there was a marked presence of topics like crime and the supernatural, there was an underrepresentation of significant themes such as relationships, love, work life, education, and values. The influence of media and commercialization in shaping coursebook content was evident, leading to what the study terms the 'McDonaldization of topics'. This trend reflected a focus on commercially viable subjects, potentially at the expense of more critical real-life issues like social justice and human rights. Moreover, hidden topics, particularly those related to commerce and trade, suggested a gap between the declared and actual topics within these coursebooks. Contrary to the preferences indicated in other studies, the analyzed coursebooks displayed a higher frequency of family and housing topics, 16.83%, while media and cinema received comparatively less attention, 7.14%. The findings highlighted the need for a more careful and critical selection of topics in coursebooks to foster social awareness and address relevant global issues, moving beyond superficial and commercially driven content. The studies collectively demonstrated a persistent issue in the field of ELT coursebook design - a superficial treatment of global and social issues, with a tendency towards portraying certain societal norms and commercially appealing topics.

As for the individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts as defined in global awareness by the P21, Brown and Nanguy, (2021) aimed to examine the representation of those individuals in global ELT coursebooks, evaluating their alignment with equalities legislation and suitability for English for Speakers of Other Languages (ESOL) in the Scottish context. It adopted the principles of Critical Discourse Analysis (CDA) to analyze social inequalities, like sexism and racism and included multimodal semiotic analysis. Two Intermediate level coursebooks, *New Headway Intermediate,* and *Outcomes Intermediate,* were selected for their wide usage in Scottish ESOL. Nine protected characteristics defined in the Equality Act 2010 as a framework were used while analyzing these books. The study revealed that global ELT coursebooks

inadequately represented protected characteristics, failing to meet legislative requirements for positive portrayal. There was an absence of trans, disabled, and non-heterosexual representations, with only minimal coverage of pregnancy. The coursebooks missed opportunities to address equality issues, often reinforcing negative stereotypes such as pregnant women as emotional and the elderly as burdensome. This approach contradicted the Equality Duty, which demands the active promotion of positive relationships among diverse groups. The study concluded that these coursebooks were unacceptable for ESOL contexts committed to equality and diversity. Consequently, it showed that there was a need for the integration of global and social issues into ELT coursebooks to address global awareness, equality, and diversity since they lack adequate representation of minority groups in diverse societies (Brown and Nanguy, 2021).

It is important to state that what differentiates language teachers from other subject teachers the most is that any theme or topic could be the content of their curriculum. Thus, two significant questions could be "what to include and how to include" as themes and topics in coursebooks.

The matter of incorporating disputable issues in the EFL curriculum is not novel. Publishers are known to avoid such problematic topics for the sake of production or marketing concerns. Based on those concerns, a set of guidelines was introduced as PARSNIP (politics, alcohol, religion, sex, narcotics, isms, and pornography) (Gray 2000; Akbari 2008).

About this issue, Tomášová (2010) explored the topics in coursebooks and teachers' satisfaction with them for lower secondary schools in her study and stated that over the last few years, ELT coursebooks with non-linguistic contents increased, although grammar was still the central part of language instruction. The study handled the subject content under three sections: cultural and cross-cultural awareness, global moral and social issues, and cross-curricular and cross-sectional topics. Historically, imaginary content used to be popular in coursebooks; however, real content, cultural insights, and interesting facts about the world started to become more popular. The study highlighted the distinction between authentic and non-authentic content, which refers to artificial

content for language learning, whereas the former defines language produced naturally by native speakers. It was mentioned that including real-life issues, culture, and places in the content might serve as a highly meaningful and engaging approach to language learning, as it immerses students in authentic contexts, thereby enhancing their understanding and practical application of the language in real-world situations. Especially for teenagers, it was important to replace basic, common topics such as travel, fashion, shopping, films, and music with more serious issues (Lewis 2007). These topics may include bullying, self-esteem, identities and relationships, multiculturalism, global problems, and current questions or issues that require critical thinking skills. Tomášová (2010) also emphasized the importance of choosing a suitable coursebook according to the needs of the learners, their age, levels and learning styles, and interests. All in all, it was concluded that Czech teachers were content with the subjects covered in coursebooks, although many educators expressed a desire for a wider range of topics. The study revealed that it was essential to incorporate cross-curricular topics, cultural awareness, global issues, social issues, and other relevant subjects into the language and skills emphasis of every class by highlighting the critical role of teachers in employing coursebooks effectively.

Similarly, Psoinos (2012) advocated the need for a shift to interdisciplinary language teaching for a rapidly changing global environment by raising critical questions about the role and effectiveness of coursebooks in education contrasting coursebooks in General-Purpose English (GPE) courses and English for Special Purposes (ESP) courses. The study revealed that while GPE coursebooks were widely used due to their linear and multi-syllabus approach, they often failed to address cultural sensitivities. Besides, the study questioned whether these materials equipped students with knowledge and skills applicable to their daily lives delving into the issue of themes in coursebooks. It was argued that the current methods, while effective in some aspects, were not adequate for meeting the evolving demands of the modern world emphasizing that the focus of education should not be solely on the technical aspects of language, like advanced grammatical terminology, but also on imparting general knowledge through the target language (Psoinos, 2012). Interdisciplinary language teaching, which combines language learning with content learning, was proposed as a solution. This approach aimed at enhancing the overall knowledge and personal growth of learners, rather than just

preparing them for exams. This shift was seen as crucial for preparing learners to thrive in a global environment characterized by constant change.

Another coursebook evaluation study was about cultural values by Lekawael et al. (2018) on the analysis of three English coursebooks used in junior high school grade 8 in Ambon, Moluccas, Indonesia, focusing on the presentation of cultural values. The research identified six basic cultural values: theoretical, economic, aesthetic, social, political, and religious. These values were distributed differently across the books; *English on Sky 2, Flying Start 2A-2B* and *When English Rings a Bell,* and *English on Sky 2* showed the richest cultural content. The cultural values were further categorized into Western and local, with values like prestige and honesty from the West and diversity and hard work from the local context. The study observed that the texts were dominated by social and esthetic values, particularly diversity, beauty, and harmony. The analysis also noted that some texts adopted negative cultural values from the West, highlighting the importance of using authentic materials that reflected native speakers' real-life contexts and values. The conclusion of the study emphasized the significant presence of cultural values in the coursebooks, and it suggested that understanding these values could enhance students' cultural awareness while studying English as a foreign language. Furthermore, it proposed that English teaching should prioritize incorporating these cultural values into coursebooks to offer creative and positive ELT materials, broadening students' understanding of cultural values.

About global citizenship, another coursebook analysis study by Ait-Bouzid (2020) described how three Moroccan ELT coursebooks used in the second year of the Baccalaureate program promoted global citizenship in his mixed-methods study. He investigated the extent to which these books provided the students with activities that improved their sense of belonging to global and local communities and with the abilities and knowledge to become good global citizens (Ait-Bouzid, 2020). The data collection was made through a checklist based on United Nations Educational, Scientific and Cultural Organization (UNESCO)’s (2015) framework for global citizenship learning domains: the cognitive, socio-emotional, and behavioral domains of learning, which were then developed into subcategories. The study focused on these subtopics and the upper secondary level out of three other levels. The materials included three textbooks:

Gateway to English 2 (Hassim et.al, 2007), *Insights into English 2* (Najbi and El Haddad, 2007), and *Ticket to English 2* (Hammani et.al, 2007). The findings indicated that the three textbooks included a very similar number of activities promoting global citizenship in every domain of learning and only the distribution of activities among the learning domains was different. Although the three coursebooks included various exercises that encourage components of citizenship, in Moroccan 2nd-year Baccalaureate coursebooks, the popular global citizenship themes of democracy, human rights, global health challenges, and conflict resolution were largely absent. Therefore, there was still a need to raise students' awareness of many international topics, such as democracy, human rights, and conflict resolution. In summary, as stated by LSCE (2017), the three textbooks contributed to the fact that global citizenship education was still in its early stages in Morocco. The study urged coursebook designers to take action and create more engaging activities for students to become aware of the influence of small actions on a national and global scale.

Soyyiğit's (2022) study showed similar results with Ait- Bouzid's (2020) study in terms of the findings related to the three domains of global citizenship education. In her study, Soyyiğit (2022) analyzed grade 7 and 8 Secondary School English coursebooks by Turkish Ministry of Education (MoNE) in terms of domains of global citizenship education defined by UNESCO in the activities. Similarly, most activities were included in reading and listening, and they represented facts and opinions about global citizenship education themes. In addition to that, both studies indicated that speaking, writing, and project activities in the coursebooks were mostly depicted under socio-emotional and behavioral domains of learning. Furthermore, both studies showed that the coursebooks barely addressed the problematic topics of popular global citizenship education, such as democracy, human rights, global health challenges, and conflict resolution. An important finding and contrast between the studies was that global citizenship education domains were not scattered equally in Soyyiğit's (2022) study as opposed to Ait- Bouzid's (2020) so it was assumed that the students were not formed with the necessary foundation of literacy skills as claimed in MoNE curriculum (2018). It was concluded that all learning domains of global citizenship education defined by UNESCO exist in the coursebooks, with cognitive domains having the highest frequency and the behavioral domain the least common one. However, there was a need for balanced integration of global citizenship

education content into coursebooks especially focusing on socio-emotional and behavioral domains of learning and the learning objectives were around knowledge level without much criticality. Moreover, the findings by Soyyiğit (2022) also indicated that the activities included in the coursebooks do not primarily meet the learning objectives set for lower-secondary level learners. However, when compared to the simplified learning objectives for pre-primary, lower primary, or upper primary levels in the GCE framework of UNESCO, it was observed that the activities in the coursebooks align better with these lower levels than with the actual levels of the students.

Another study about global citizenship was by Ho (2018) who investigated the inclusion and portrayal of global citizenship topics in Taiwan's high school coursebooks supporting the study with teachers' opinions and pedagogical challenges related to those textbooks. Ho (2018) revealed that there was a frequent mention of global citizenship topics, particularly environmental issues. The coursebooks often highlighted Taiwan's initiatives as effective solutions to global environmental challenges, as seen in the 'Death by Tourism' reading that features Taiwan's Fushan Botanical Garden. While global issues such as cultural differences, racism, discrimination, and euthanasia were also covered, these controversial topics were avoided in the Taiwanese context topics and typically used non-Taiwanese examples. This approach resulted in a portrayal of Taiwan that emphasized positive aspects while downplaying or omitting negative or contentious issues. Consequently, while the coursebooks presented a range of global citizenship topics, they were somewhat biased and portrayed Taiwan positively thus limiting the diversity of perspectives on global issues. That lack of more comprehensive and critical coverage of global issues was reported to be desired by teachers who had mixed opinions.

A coursebook evaluation study by Melliti (2013) focused on examining the 'globality' of coursebooks, specifically *Headway Intermediate*, analyzing the inappropriacy, inclusivity, and connectedness of the content. The findings revealed that representing different genders, races, and cultures was limited and there was a notable bias towards Western cultures, especially British and American which was reflected in the underrepresentation of non-Western cultures. Secondly, several topics were either avoided or cautiously treated such as sex, narcotics, politics, terrorism, and pork which indicated sanitized content to make it globally acceptable sacrificing engaging and

relevant material. Lastly, many activities in the book were dominated by Western culture, the language was Standard British English with limited involvement of other English varieties which demonstrated a significant lack of real global representation.

Nguyen et. al (2020) revealed similar findings in the study focusing on the evaluation of ELT textbooks in Vietnam from an English as an International Language (EIL) perspective. The textbooks showed the implication of preparing students to use English for communication with non-Asian English users, especially those from the West with a special emphasis on British English models which was seen as an inadequate attempt to prepare students to communicate in diverse global contexts. The textbooks also showed a tendency to support native-speakerism and a Western bias rather than embracing globalization and multilingualism.

Similarly, Bon and Chuaychoowong (2022) examined the coursebook *Motivate!3* to determine if it aligned with its stated objectives, incorporating four skills, culture and Content and Language Integrated Learning (CLIL) and found that regarding global connectedness, the coursebook predominantly presented British and American English, as well as locations in England and the United States and while it included intercultural communication, socio-economic, and health concern issues, some global issues such as environmental issues, peace education, and human rights, were not adequately presented. The findings showed that there was a need for improvement in terms of representing diverse cultures, global issues, and global connectedness beyond Western contexts.

Arıkan (2005) in another study examined two popular ELT coursebooks - *The New Headway Intermediate Student's Book* and *Think Ahead to First Certificate* to understand how age, social class, and gender were represented in those coursebooks. Findings pointed out that there was an ageism in the books, referring to elderlies in a limited context merely confining them to the roles of 'grandparents' and superficial representations. There was also significant gender inequality since men were overrepresented in contrast to females in addition to striking stereotypical portrayals of gender and career options such as depicting women as secretaries or shop assistants. Finally, the social class represented in the coursebooks was mainly the middle class, with a limited depiction of the lower class or referring to the lower class with negative

connotations or stereotypes. The study concluded that those ELT coursebooks exhibited biases and imbalances in terms of representations of age, gender, and social class, urging for more inclusive and critically evaluated content to better reflect global diversity and social realities.

The study about the global values in education by Özcan (2019) specifically focused on anti-bias education, environmental education, and peace education. The researcher analyzed government-issued coursebooks in public secondary and high schools for the 2018- 2019 academic years and those books were from different grade levels from grade 5 to grade 12 belonging to different private publishing houses. The analysis indicated that approximately half of the coursebooks devoted a unit to environmental education, presenting informative activities for learners with limited opportunities for active participation.

Another study about environmental literacy was carried out by Mete (2018) who investigated the integration of environmental education into English language teaching. The study aimed to equip English language learners with the skills to critically read authentic texts related to ecological issues and increase their environmental awareness. To achieve this, the study suggested using Bloom's Revised Taxonomy within an environmental education framework. The study proposed a two-fold approach: first, it presented an application of Bloom's Revised Taxonomy in an environmental education framework for critical reading of authentic texts. Second, it exemplified this approach using reading questions for a sample text, "Our Iceberg is Melting: Changing and Succeeding Under Any Conditions" by John Kotter and Holger Rathgeber, (2006). The findings included that environmental education in language teaching could contribute to global awareness, including the conservation of the environment, authentic texts, such as novels, poems, and daily life texts, can be effectively used in language teaching to address ecological problems. The study concluded that critical reading of authentic texts related to ecological issues can foster both critical thinking skills and environmental awareness in English language learners arguing that exploring literary texts on ecological topics was particularly beneficial for increasing environmental awareness, as it addressed both cognitive and affective aspects of learning.

A global issues study by Akbana and Yavuz (2022) who analyzed a series of EFL coursebooks also indicated that lower-level coursebooks included fewer global issues compared to higher levels, with environmental issues being the most common. The distribution of global issues varied, with lower levels focusing on environmental education and higher levels addressing a wider range of topics such as endangered animals, ocean trash, deforestation, acid rain, and health issues. The study observed a progression in the intensity of language skill usage, from vocabulary and grammar building at lower levels to the development of critical thinking skills at higher levels. Although the coursebooks showed potential in promoting peace education, their coverage of global issues was limited, suggesting a need for more comprehensive inclusion of diverse issues like human rights, gender, socio-economic, and linguistic issues. Environmental issues were the most common global issues addressed in the coursebooks, with environmental education being the prominent topic observed. The study emphasized the importance of integrating critical thinking pedagogy into EFL teaching, advocating for coursebooks to help learners develop critical thinking skills and mindsets conducive to peace education. There was a need to expand awareness of global issues in coursebooks, as they were not restricted only to a few issues, and environmental issues were predominantly covered in Turkish EFL contexts.

Other coursebook studies conducted at universities in Türkiye, were mostly about culture and gender issues. The studies analyzed culture mainly focused on presented cultural elements, the concepts of culture and multiculturalism, cultural transmission differences, the integration of intercultural communicative competence, cultural and intercultural views, intangible cultural heritage, multiculturalism, cultural aspects, intercultural perspectives in ELT coursebooks (Algheetah, 2018; Akandere, 2021; Altunal, 2015; Andarab, 2014; Avdzhy, 2023; Azimzadeh, 2022; Barışkan, 2010; Çetin, 2019; Duman, 2012; Dündar, 2018; Gül, 2023; Ishak, 2021; İnci, 2011; Korkmaz, 2009; Metozade, 1999; Özen, 2019; Soyşekerci, 2015; Sözen, 2007; Sözer, 2023; Tok, 2023). As for gender issues, since 1995, they have become a popular topic for research areas and the studies in the late 90s and early 2000s showed the same results as male representations in coursebooks are more than the ones of females (Esen, 2007; Esen and Bağlı, 2003; Gürkan and Hazır, 1997; Helvacıoğlu, 1996). More recent studies focused specifically on gender representations, gender bias, and sexism in ELT coursebooks (Akın, 2023;

Bayram, 2019; Bilgin, 2013; Bulut, 2008; Diktaş, 2010; Elçin, 2022; Haddad, 2023; Koç, 2021; Sivaslıgil, 2006; Skliar, 2007; Söylemez, 2010; Tutar, 2008; Yılmaz, 2012; Yiğit, 2018).

As a result, the constantly changing nature of content in ELT coursebooks, with an emphasis on the necessity for materials that are inclusive, interesting, and aware of global issues was addressed in this section. The previous studies in the existing literature have criticized standard coursebooks for their simplistic treatment of global issues and the absence of diversity. However, it also acknowledges some efforts to address these shortcomings. It is demonstrated that integrating 21st century themes such as global awareness, environmental literacy, and global citizenship is crucial for preparing students for global challenges. Notwithstanding certain advancements, there continues to be a need for coursebooks that more accurately depict diversity in the real world, delve more profoundly into significant global issues, and propose civic responsibility. By doing so, language education can be more effectively harmonized with overarching educational objectives.

2.3 The Partnership for 21st Century Framework

As this study focuses on the integration of 21st century themes in *Gateway,* 2nd Ed. coursebooks by Macmillan, a conceptual framework needed to be addressed for the evaluation to assess to what extent those themes and the coursebook content are in line. 21st century themes are rather a broad and complex concept, and there are various frameworks involving different or overlapping objectives, focus areas, and approaches to integrate certain topics and skills necessary for the 21st century. Each framework offers a unique point of view on preparing students for a rapidly evolving world.

Some of these frameworks include the International Society for Technology in Education (ISTE Standards for Students), the Organisation for Economic Co-operation and Development's (OECD) Learning Framework 2030, the Cambridge Life Competencies Framework, Common Core State Standards Initiative and the Partnership for 21st Century Skills (P21). All frameworks emphasize the integration of essential 21st century skills, but their focuses vary. For instance, while the OECD places a significant emphasis on

sustainability and social challenges, ISTE uniquely emphasizes technology's role in education.

Since this study focuses on the exploration and integration of 21st century themes in A2 and B1 levels of *Gateway*, 2nd Ed. coursebooks, the Partnership for 21st Century Framework was selected as the conceptual framework because its focus area is blending the core academic subjects with the 21st century themes which are global awareness, financial, economic, business and entrepreneurial literacy, civic literacy, health literacy, and environmental literacy. It advocates for a comprehensive educational approach in which these skills are integrated into the curriculum across all academic core subjects and levels.

The Partnership for 21st Century Framework has been widely adopted by numerous educators and schools both in the United States and internationally, to prioritize 21st century skills in the learning process. Every component of the framework is essential to guarantee that each student is prepared for the demands of the 21st century. The framework encompasses the essential skills, awareness, and abilities that students need to excel in both professional and personal areas. It encompasses a combination of subject-specific knowledge, particular skills, advanced expertise, and many literacies. According to the Partnership for 21st Century Skills Framework, students must possess these essential skills, knowledge, and expertise in order to achieve success in various aspects of life (Partnership for 21st Century Skills, 2009, p.1).

The Partnership for 21st Century Skills is an organization situated in Washington, DC. It was established in 2002 as a result of a partnership comprising the United States Department of Education, eight corporate partners specializing in 21st century skills, and two private benefactors (Partnership for Century Skills, 2004b, n.p.; Partnership for 21st Century Skills, 2004c, n.p.)

The initial funding for the organization was sourced from a matching grant of 1.5 million dollars awarded by the United States Department of Education (Partnership for 21st Century Skills, 2008b, p. 1). The Partnership has experienced a subsequent expansion in collecting support from a total of 35 business partners (Partnership for 21st Century Skills, 2004c, n.p.). The mission statement of the organization explains its aim of establishing

21st century readiness as its main focus (Partnership for 21st Century Skills, 2004b). It is dedicated to promoting '21st century readiness for every student' (Partnership for 21st Century Skills, 2004a, n.p.). This is to be achieved through the establishment of collaborative partnerships among leaders in the fields of education, business, community, and government (n.p.).

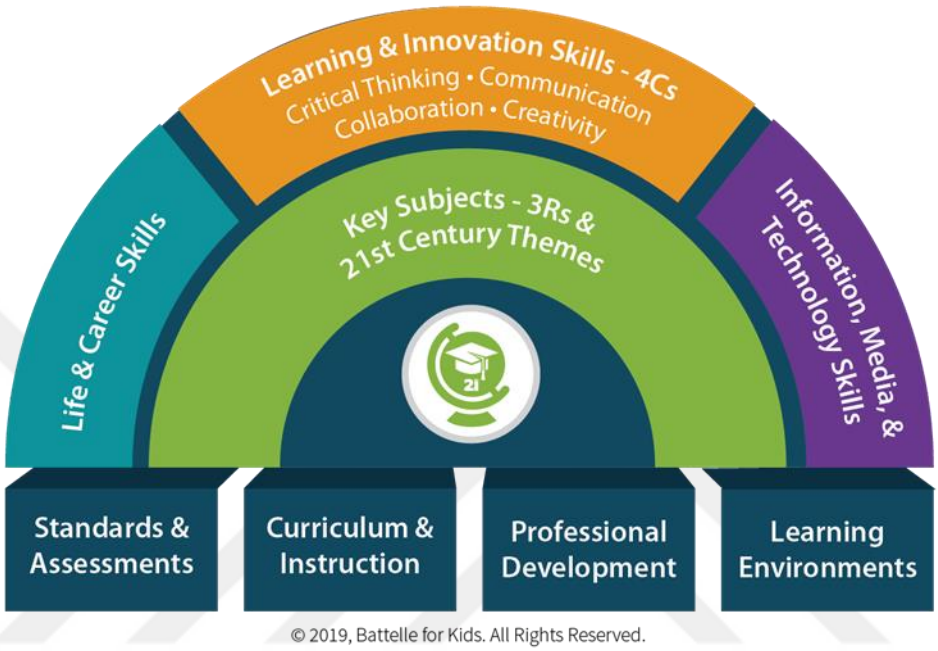


Figure 1. 21st Century Skills Framework (Battelleforkids, 2019)

As Figure 1. shows the Partnership for 21st Century Skills (2009) emphasizes that although it consists of eight different parts, it is important to recognize that these components are deeply interconnected in the context of 21st century teaching and learning (p.1).

2.4 Overview of 21st Century Themes

The components of the Partnership for 21st Century Skills framework include core academic subjects which are English, Reading or Language Arts, World languages, Arts, Mathematics, Economics, Science, Geography, History and Government and Civics and five critical 21st century themes which include global awareness, financial, economic, business and entrepreneurial literacy, civic literacy, health literacy and environmental literacy.

Global awareness includes the utilization of 21st century skills to be able to handle global issues respectfully in a diverse environment with individuals from different cultural backgrounds and religions and to have knowledge about other cultures and nations, including proficiency in languages other than English.

Financial, economic, business, and entrepreneurial literacy refers to the ability to understand the importance of the economy in society, make informed decisions on personal financial issues, and use autonomous decision and enterprise to enhance productivity at work and career goals.

Civic literacy is about being knowledgeable about governmental institutions and procedures, the ability to understand civil rights and responsibilities, and their impact on local and global scale.Kennedy (2021) emphasizes the significance of civic literacy by stating:

> It could be in the form of a separate subject, often called Civic Education (but also terms such as citizenship education, moral education and political education have been used). In some education systems, the focus on civic learning was not represented by a school subject but used as a theme that was meant to be fused into other school subjects like History, Geography or English (p.2).

Currently, there is no established set of techniques and curricular concepts specifically for language and citizenship instruction, despite several writers acknowledging the potential for teaching language and citizenship together (Serrano, 2008). Palmer (2005) presents a case supporting the idea of teaching citizenship through language:

> The framework for incorporating citizenship into the L2 curriculum already exists. Syllabuses have been adapted to meet the needs of specific user groups such as business, the medical and legal professions, tourism and academic study. In mainstream Second language or bilingual education whole curricula have been built around the need to combine content teaching with a L2 medium (p. 122).

Health literacy involves the knowledge about basic health information and services and health measurements and being able to benefit from this knowledge to avoid or prevent

physical and mental health problems, and also to be aware of national and international public health and safety issues.

Environmental literacy requires understanding the environment and its driving factors, recognizing society's influence on nature, assessing environmental problems to find efficient solutions, and participating in personal and community initiatives to address environmental problems. It was further supported by (Stapp, 1969) when it was stated that:

> Environmental education is aimed at producing a citizen that is knowledgeable on the biological, physical, economic and social issues that are created and/or associated with environmental problems and how the people can be motivated to minimize or mitigate for these issues by implementing environmentally friendly and sustainable solutions (p.93).

Carson (1962) defined the significance of protecting the environment and expressed hope that by raising awareness of the ecological balance of nature, the goal of harmonious coexistence between humans and nature could be accomplished. At a 1965 education seminar at Keele University, environmental education was presented as a focus, marking the first UK conference to use the term (Palmer 1998).

Mastery of core subjects and 21st century themes is essential for all students in the 21st century (Partnership for 21st Century Skills, 2009, p.1) Incorporating the five identified 21st century themes into regular instructional practices can facilitate the development of enhanced comprehension levels and the understanding of academic content would be promoted. The themes have skill-based principles which are articulated as objectives to gain the knowledge and competence of the related theme.

Table 1. P21 Framework Core Subjects (Adapted from the Partnership for 21st Century Skills, 2019, p.3-4)

Framework Component	Definition
Core Subjects	• English, reading or language arts. • World languages. • Arts. • Mathematics. • Economics. • Science. • Geography. • History. • Government and Civics. (p. 3)

Table 2. P21 Framework 21st Century Themes (Adapted from the Partnership for 21st Century Skills, 2019, p.3-4)

Framework Component	Definition
Theme: Global Awareness	• Use 21st century skills to understand and address global issues • Learn from and working collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts • Understand other nations and cultures, including the use of non-English languages. (p. 3)
Theme: Financial, Economic, Business, and Entrepreneurial Literacy	• Know how to make appropriate personal economic choices • Understand the role of the economy in society • Use entrepreneurial skills to enhance workplace productivity and career options. (p. 3)
Theme: Civic Literacy	• Participate effectively in civic life through knowing how to stay informed and understanding governmental processes • Exercise the rights and obligations of citizenship at local, state, national, and global levels • Understand the local and global implications of civic decisions (p. 3)
Theme: Health Literacy	• Obtain, interpret, and understand basic health information and services and using such information and services in ways that enhance health • Understand preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction • Use available information to make appropriate health-related decisions • Establish and monitor personal and family health goals • Understand national and international public health and safety issues (p. 3)
Theme: Environmental Literacy	• Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water, and ecosystems.

	• Demonstrate knowledge and understanding of society's impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.) • Investigate and analyze environmental issues, and make accurate conclusions about effective solutions •Take individual and collective action towards addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues) (p. 4)

3. METHODOLOGY

This chapter introduces the research methodology of the current study which aims to analyze the 21st century themes in A2 and B1 levels of Macmillan, *Gateway* 2nd Ed., ELT coursebook series. This part includes the research questions, research design, data collection tools and data collection procedure, and data analysis procedure.

3.1 Research Questions

This study aims to explore the 21st century themes in Macmillan, *Gateway* 2nd Ed. series by answering two questions regarding the issue. The questions were generated in order to explore those themes in the aforementioned coursebooks and use the answers to contribute to the field. The research questions guiding the investigation of Macmillan's *Gateway*, 2nd Ed. are:

1. What 21st century themes are addressed in the '*Gateway* to Life Skills' (GLS) sections of the Macmillan *Gateway*, 2nd Edition (Ed.) coursebooks?

2. How do those themes align with the 21st century themes identified in the P21 framework?

As the problem of the study is to determine the extent to which the 21st century themes defined in the Partnership for 21st Century Learning (P21) framework, are addressed in GLS sections Macmillan's *Gateway*, 2nd Ed., the first research question directly responds to this problem by seeking to identify certain themes present in the coursebook. This first step is crucial to creating a baseline for what themes are included in the coursebooks. The second research question builds up on the first step and analyzes how the themes in the related sections are parallel with the P21 framework.

3.2 Research Design

This study aims to investigate 21st themes in *Gateway*, Macmillan Second Ed. A2- B1. For that investigation, the study adopts a qualitative research design. Creswell (2007) explains qualitative research design as follows:

> Qualitative research begins with assumptions, a worldview, the possible use of a theoretical lens, and the study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem. To study this problem, qualitative researchers use an emerging qualitative approach to inquiry, the collection of data in a natural setting sensitive to the people and places under study, and data analysis that is both inductive and deductive and establishes patterns or themes. The final written report or presentation includes the voices of the participants, the reflexivity of the researcher, and a complex description and interpretation of the problem, and it extends the literature or signals a call for action (p.37).

Instead of analyzing and presenting the data in numbers, qualitative design seeks the value of data based on the investigation of interpretation. In the context of this study, as the depth, complexity and contextual factors need to be evaluated, qualitative research design was selected. With the help of a qualitative method called content analysis design, the current study looked for solutions to the research questions. Content analysis is frequently used in qualitative research to "interpret meaning from the content of the text data" (Hsieh and Shannon, 2005). It allows a deep, nuanced understanding of the data going beyond the mere numerical data to, providing insights into what works well and what does not in the coursebook. Content analysis is a systematic method for defining and explaining the problem under inquiry, and it supports researchers by allowing them to obtain fresh insights into data by referring to the context (Krippendorff, 1980). So, it also allows adjustment of the method based on the emerging data by enabling delving deeper. This flexibility is particularly advantageous in coursebook evaluation.

According to Weber (1990), content analysis is a research technique that uses a number of techniques to draw reliable findings from text. Therefore, a qualitative research design in coursebook evaluation offers a thorough and context-sensitive approach to understand the impact of the materials. In this respect, the contents of GLS sections covered in the current coursebooks were investigated. Content analysis allowed the in-depth analysis of the key components in the GLS sections of each unit so that the insights from the data

could be obtained and analyzed. Detailed explanations of the data collection instruments, and the data analysis process are provided in the subsequent sections.

3.3 Participants

There are no participants in this study. The study was conducted by analyzing A2 and B1 levels of the coursebook series, *Gateway*, 2nd Ed. by Macmillan.

3.4 Data Collection

This part introduces the data tools and the data collection procedure conducted throughout the study. The details are presented below.

3.4.1 Data collection tools

The data of this study was collected by two levels of the same coursebook series. The coursebook series written by David Spencer was published by Macmillan Education. The first edition was published in 2011 and the 2nd edition which was analyzed in this study was published in 2016. Additional resources that were used to support this research include articles, journals, internet sites, and books that were relevant to the issue. In this study, A2 and B1 levels were analyzed although the book series has six levels: A1+, A2, B1, B2, C1, C2 levels. For students, the coursebook series has the Student's Book, Workbook and Online Workbook, Student's Resource Center, and also Sounds: The Pronunciation App is also available. For teachers, it has teacher's book which offers a range of ideas to assist teachers in facilitating the lesson for each subject, Presentation Kit, Teacher's Resource Centre, Digital Students book, Online Workbook, and Test Generator is available. A2 and B1 level of the coursebook were chosen as sample of the whole book series. The A2 Level Students' Book has 159 pages claiming to include information-rich content, exam success, life skills and independent learning titled as *Gateway*, 2nd Ed. – *Learning for Life* on the back cover and the B1 Level Student's Book has 151 pages claiming the same purpose with the same visual design.

This book series has ten units in each book based on different themes/topics. However, A2 level has one more additional section before the first unit which is 'Starter Unit'. At the back of the front cover, there are instructions to reach the Student's Book Pack

following three steps which are going to the website www.macmillangateway2.com, following the step-by-step instructions on the screen to help the user register, and the access code in a box below on the page is available. It is mentioned that the students would have access to the following:

Table 3. *Gateway*, Macmillan Second Ed. A2- B1 Student's Book Premium Pack

Resource Type
Online Workbook
Macmillan Readers eBook
Flipped classroom videos
Student's Resource Centre:
- Flipped classroom video worksheets
- Life skills video worksheets
- Study skills worksheets
- Culture worksheets
- CEFR worksheets
Life Skills Videos
Class audio
Workbook audio

The main titles for A2 books are respectively listed as; *Starter Unit, It's My Life, Around the House, Fitness Fanatics, Tourist Information, Great Works, Eat Well Live Well, Wildlife Watch, The World Around Me, Top Shops, Brilliant Brains.* On the other hand, the B1 level has 10 units listed as *Family Life, Who Did It?, Universal Language, Health Watch, TV Addicts, Planet Earth, Job Hunting, Best Friends Forever, Bestsellers, and Log on.* In each level, the units have categories titled as follows: Vocabulary, Reading, Grammar, Life skills, Listening, Speaking, Writing, and Exam Success. Each category has brief information provided about the section and related to the topic of the main unit theme.

Furthermore, there is a unit-based wordlist between pages 144- 151 in the A2 level of the book and exam success tips for different skills (reading, writing, listening, speaking, use

of English) for each unit between pages 152- 154 are provided. Additionally, for each unit, starting from page 154 up to 156 there are communication activities connected to the 'Developing Speaking' sections of each unit. Page 157 has a list of irregular verbs and there is a writing bank providing a brief guide on different writing tasks on pages 158 and 159.

B1 level has the unit-based wordlist between the pages 136- 143. Exam success tips for each unit are given in the pages 144, 145, 146. Communication activities for unit 2,3,7,10,8 are presented on pages 147-148. Irregular verbs list is given on page 149. Writing bank section follows next on pages 150 and 151.

3.4.2 Data collection procedure

Content analysis was used in the current study to gather data. Content analysis is a type of systematic method that is specifically used for describing and explaining the issue under investigation and it aids researchers in that it allows gaining new insights of data by referring to the context (Krippendorff, 1980). Baxter (2009) also stated that content analysis is used to interpret written materials, particularly written texts in the media, policy papers, letters, videos, and novels. Content analysis involves breaking down texts into smaller components, such as sentences, paragraphs, phrases, or single words. To conduct a comprehensive content analysis of the selected coursebooks, a meticulous data collection procedure was developed. The reason this study employed content analysis is that the contextual elements of the data would be assessed in depth analyzing the complexity. As content analysis offers a detailed understanding of the data, allowing the researchers to obtain new insights and has a flexibility to modify the approach in response to developing facts, this design was appropriate. This versatile nature is especially advantageous for this study as it enabled a more thorough analysis of the data. The content analysis of the current study examined A2 and B1 levels of *Gateway*, 2nd Ed. by Macmillan sourced from Macmillan, a leading publisher in the field of ELT. The study focused on the GLS section of both levels of the student's books aiming to find correlation between the 21st century themes identified in P21 and the content of GLS section. Initially a thorough review of existing literature in the field of content analysis of ELT coursebooks was conducted to identify theoretical frameworks and findings pertinent to the study. Key words such as 21st century themes, 21st century education/learning, ELT coursebooks,

content in ELT coursebooks, global issues in ELT were used for the extensive research. Among several frameworks, P21 framework was chosen as the baseline of this investigation as it was in line with the aim of this study because the focus of the P21 framework was on the integration of 21st themes into core academic subjects. Besides, the related articles from existing literature, books regarding curriculum development in language teaching, how to teach English, materials and methods in ELT were referred as reliable sources.

Based on the literature review, theoretical considerations, and insights gained from investigating 21st century themes, a set of 'a priori' themes was utilized from the 21st century framework (P21). This analysis involved a thorough evaluation of the content of GLS sections in the coursebooks. This investigation was crucial to the process of gathering data, with the goal of enhancing the comprehension of how current topics and themes were included into the coursebooks at hand.

Each coursebook was then systematically scrutinized. The units were subsequently classified using the themes that share a similar significance (Baxter, 2009, p. 275). The data was extracted according to the predefined evaluation themes. The data extraction followed the predefined evaluation themes through qualitative analysis solely of the textual content, assessing the alignment with principles of P21 themes and evaluating the inclusivity and representation within the coursebooks.

This methodology ensured an unbiased evaluation of the selected sections of coursebooks under review, establishing a strong basis for the study's findings and subsequent discussions.

3.5 Data Analysis Procedure

The data analysis procedure for this study was intricately tailored to conduct a content analysis of the *Gateway*, 2nd Ed. coursebook series. For this analysis, only the students' books from A2 and B1 level were used. Each unit of the coursebooks was systematically divided into eight distinct parts and *Vocabulary, Reading, Listening, Grammar, Gateway to Life Skills, Listening, Speaking, Writing, and Exam Success* and the study's scope was deliberately narrowed to examine only the '*Gateway* to Life Skills' GLS component. The

abbreviation was used to enhance brevity and efficiency. The reason to focus solely on GLS sections was driven by the objective to assess the incorporation and alignment of 21st century themes as outlined by the Partnership for 21st Century Skills (P21) framework. This focused approach allowed for an in-depth evaluation of how 21st century themes were integrated within these sections. The GLS sections of each unit have two pages with the heading *'Gateway to life skills: Related thematic title'* and the title of the section on top of the first page of the section.

To conduct this evaluation, a priori themes was utilized to identify and categorize the presence of P21's themes across the GLS sections. Lysaght (2011) highlighted the necessity of identifying one's theoretical framework for a dissertation study:

> A researcher's choice of framework is not arbitrary but reflects important personal beliefs and understandings about the nature of knowledge, how it exists (in the metaphysical sense) in relation to the observer, and the possible roles to be adopted, and tools to be employed consequently, by the researcher in his/her work (p. 572).

The procedure was methodically conducted to include a thorough analysis of various elements within these sections, including the overarching thematic titles, titles for the topic of the sections, specific life skills objectives, key concepts, and the titles of associated reading and listening texts as well as the life tasks - practical applications designed for student engagement. Life skills objectives and key concepts were given in boxes under the section title.

The aim was to dissect these components to uncover the extent to which they foster the integration of critical 21st themes. The analysis considered both explicit and implicit coverage of the themes, assessing how thoroughly the themes were integrated into the unit's GLS content. The findings were documented in a structured manner, employing structured tables for a clear comparative analysis across the different units and proficiency levels. For each thematic area, the results at both A2 and B1 levels were articulated within these tables, which were organized into six rows to classify and present the examined elements of the GLS sections coherently.

Through this rigorous and focused analysis procedure, the study effectively evaluated the *Gateway*, 2nd Ed. coursebook's capacity to incorporate essential 21st century themes, as advocated by the P21 framework, into its educational content. The workbooks of the series were excluded in the study because they did not include any content or exercises related to GLS in particular. Similarly, the data analysis did not include any visual materials or video/audio components or supplementary materials as it solely focused on textual information.

4. FINDINGS AND DISCUSSIONS

4.1 Overview

In this chapter, the findings and discussion of 21st century themes in Macmillan, *Gateway* 2nd Ed. Coursebooks: Level A2 and B1 were presented.

4.2 Global Awareness

The analysis of global awareness within the GLS section of A2 and B1 level of Macmillan, *Gateway* 2nd Ed. Coursebooks are presented below. Overall, it was present in two units out of twenty.

4.2.1 A2 level *gateway* 2nd ed.

Table 4. GLS Content - Global Awareness (A2)

	Unit 10 **Brilliant Brains**
Thematic title	ICT (Information and Communication Technologies)
Title	Checking Information on the Internet
Life Skills Objectives	To question whether a text on the internet is fact or fiction To look at key questions for checking if a story on the internet is fact or fiction To investigate a story on the internet and decide if it is a fact or fiction
Key Concepts	source (n), link (n), click on (v), evidence (n)
Title of Reading/Listening Text	Pyramids of Glass Discovered in the Ocean
Life Task	Investigating a story on the internet with a partner to see if you think it is a fact or fiction giving reasons to defend your opinion

To begin with, one principle of the P21 Framework explains 'Global Awareness' as using 21st century skills to understand and address global issues. In the GLS sections of unit 10, the thematic title is ICT (Information and Communication Technologies) and the title of the GLS section topic is 'Checking information on the internet'. The life skills objectives are to look at key questions to inquire, investigate, and decide whether a text or a story on the Internet is fact or fiction. The key concepts in the GLS sections are words and phrases such as source (n), link (n), click on (v), evidence (n). The reading part covers an online article with the title "Pyramids of Glass Discovered in the Ocean". The 'Life Task' is the project-based activity of the section about investigating the Bosnian Pyramids and preparing a video message.

4.2.2 B1 level *gateway* 2nd ed.

Table 5. GLS Content - Global Awareness (B1)

	Unit 10 **Log** **on**
Thematic title	ICT (Information and Communication Technologies)
Title	Protecting Yourself on The Internet
Life Skills Objectives	To think about social media profiles To think about good advice for safe social networking To give advice to others about how to protect yourself online
Key Concepts	social media (n), profile (n), post (v/n), share (v), privacy (n)
Title of Reading/Listening Text	Social Networking Today, No Job Tomorrow?
Life Task	Giving a presentation about protecting yourself on the internet

The P21 Framework includes the theme ‘Global Awareness', which involves the utilization of 21st century skills to comprehend and tackle global challenges. In the GLS sections of unit 10, the thematic title is ICT (Information and Communication Technologies) and the title of the GLS section topic is ‘Protecting Yourself on The Internet’. The life skills objectives encompass critical analysis of social media profiles, developing effective plans for safe social networking, and sharing of guidance on safeguarding oneself online. The key concepts in the GLS sections are words and phrases such as social media (n), profile (n), post (v/n), share (v), privacy (n). The reading part pertains to a text about social networking titled the topic of social networking titled 'Social Networking Today, No Job Tomorrow?'. The 'Life Task' refers to the project-oriented activity within the segment dedicated to delivering a presentation on internet self-protection.

4.3 Financial, Economic, Business and Entrepreneurial Literacy

The analysis of financial, economic, business, and entrepreneurial literacy within the GLS section of A2 and B1 level of Macmillan, *Gateway* 2nd Ed. Coursebooks are presented below. Overall, it was present in four units out of twenty.

4.3.1 A2 level *gateway* 2nd ed.

Table 6. GLS Content 1 - Financial, Economic, Business, and Entrepreneurial Literacy (A2)

	Unit 4 **Tourist Information**	**Unit 7** **Wildlife Watch**
Thematic title	Autonomy and Enterprise	Numeracy
Title	Developing A Product	Using Infographics
Life Skills Objectives	To learn about a successful business idea To understand key questions when developing a new product To work together to develop and present a new product	To interpret information presented visually and numerically. To learn about infographics To present information using visuals and numbers
Key Concepts	company (n), enterprise (n), sales (n), success (n)	icon (n), color coding (n), pie chart (n), diagram (n), pictogram (n), bar graph (n), line graph (n)
Title of Reading/Listening Text	How to Start a Business	A quick introduction to infographics
Life Task	Developing a new product and presenting it to the class	Preparing a presentation to make people aware of another endangered species, giving the presentation, and explaining the information

The theme of Financial, Economic, Business, and Entrepreneurial Literacy was addressed in the GLS parts of unit 4, 7, and 9. The thematic title for Unit 4 is ‘Autonomy and Enterprise’ as the title of the GLS section topic is ‘Developing a Product’. The life skills objectives encompass acquiring knowledge about a prosperous business concept, comprehending essential inquiries during the process of creating a novel product, and collaborating to formulate and offer the generated product. The key concepts in the GLS sections are words and phrases such as ‘company’, ‘enterprise’, ‘sales’, ‘success’. The reading activity assignment focuses on an article titled ‘How to start a business’, a case analysis from the world of guidebooks and introduces "Lonely Planet”, a company that specializes in guidebooks. The objective of the 'Life Task' project is to collaboratively conceive and create a novel product within a small team, and thereafter deliver a presentation to the entire class.

Secondly, in the GLS sections of unit 7, ‘Numeracy’ is the thematic title and ‘Using Infographics’ was given as the title of the section. The life skills objectives are to interpret information presented visually and numerically, to learn about infographics, and to present information using visuals and numbers. The key concepts are 'icon', 'color coding', 'pie chart', 'diagram', 'pictogram', 'bar graph', 'line graph'. The reading activity is a text about the introduction of infographics. The 'Life Task' activity is to prepare a presentation to make people aware of another endangered species and give the presentation and explain the information.

Table 7. GLS Content 2 - Financial, Economic, Business, and Entrepreneurial Literacy (A2)

	Unit 9 **Top Shops**
Thematic title	Money and Finance
Title	Investigating Ethical Trade
Life Skills Objectives	To learn about sweatshops and ethical trade To find out the life of the young people working in sweatshops To investigate and find out how ethical different shops and brand are
Key Concepts	trade (n), factory (n), ethical/fair (n), brand (n), manager/worker (n)
Title of Reading/Listening Text	Sweatshops
Life Task	Investigating a clothes shop/brand to find out how ethical it is and sharing it in groups

Finally in unit 9, the thematic title is 'Money and Finance' and the title of the GLS section topic is 'Investigating Ethical Trade'. The life skills objectives are to learn about sweatshops and ethical trade, find out about the life of young people working in sweatshops, and investigate and find out how ethical different shops are brands are. The key concepts are words and phrases such as trade, factory, ethical/fair, brand, manager/worker. The reading activity is titled 'Sweatshops' including five paragraphs. The comprehension questions of the text are about the information on sweatshops, if there is anything good about them, defining what they are, and why they are on the news. Finally, the 'Life Task' project is working with a partner by investigating a clothes shop or brand to find out how ethical they are. The project ends with a group work to discuss their findings and reflect on them.

4.3.2 B1 level *gateway* 2nd ed.

Table 8. GLS Content - Financial, Economic, Business, and Entrepreneurial Literacy (B1)

	Unit 7 Job Hunting
Thematic title	The World of Work
Title	Assessing Your Transferable Skills
Life Skills Objectives	To learn about transferable skills To consider practical examples of transferable skills in daily life To assess and express your own transferable skills
Key Concepts	(un-)employed (adj), employer, employee (n), problem solving (n), leadership (n)
Title of Reading/Listening Text	Transferable Skills
Life Task	Considering and assessing their own transferable skills on a given chart and giving examples from real life to justify their assessments.

Financial, economic, business, and entrepreneurial literacy was covered as a theme in the GLS sections of unit 7: 'The World of Work 'and the topic title is 'Assessing Your Transferable Skills'. The Life Skills Objectives are to learn about transferable skills to consider practical examples of transferable skills in daily life and to assess and express their own transferable skills. The key Concepts are (un-)employed (adj), employer, employee (n), problem solving (n), leadership (n). There is an article with the title 'Transferable Skills' as reading activity. The Life Task project is about considering and assessing their own transferable skills on a given chart and giving examples from real life to justify their assessments.

4.4 Civic Literacy

The analysis of civic literacy within the GLS section of A2 and B1 level of Macmillan, *Gateway* 2nd Ed. Coursebooks are presented below. Overall, it was present in five units out of twenty.

4.4.1 A2 level *gateway* 2nd ed.

Table 9. GLS Content - Civic Literacy (A2)

	Unit 8 **The World Around Me**
Thematic title	Social Skills and Citizenship
Title	Helping a Charity
Life Skills Objectives	To learn about different charities To consider different factors when choosing a charity to support To find out about ways of helping a charity
Key Concepts	support a charity (v), raise money (v), volunteer (v/n)
Title of Reading/Listening Text	Make-A-Wish Donation
Life Task	Making a plan in small groups to support a charity and trying to make it happen

To begin with, 'Civic Literacy' was covered as a theme in the GLS section of unit 8: 'Social Skills and Citizenship' and the topic title is 'Helping a charity'. The life skills objectives include learning about different charities, considering different factors when choosing a charity to support and finding out ways of helping a charity. The key concepts are supporting a charity, raise money and volunteer. The final activity 'Life Task' is the project where the students work in small groups and the group decides to support a charity.

4.4.2 B1 level *gateway* 2nd ed.

Table 10. GLS Content 1 - Civic Literacy (B1)

	Unit 1 **Familylife**	**Unit 2** **Who did it?**
Thematic title	Autonomy	Social Skills and Citizenship
Title	Contributing To Family Life	Thinking About Right and Wrong
Life Skills Objectives	To think about rights and responsibilities in a family To learn about different ways of helping with family life To decide positive steps to take to contribute to family life	To consider what your values are To give advice to people in difficult situations To decide the right way to behave in a variety situations
Key Concepts	right, rights (n), responsibility, responsibilities (n), respect (v), independent (adj)	values (n), lie (v, n), beliefs (n), hurt (v), stand up for (v)
Title of Reading/Listening Text	The best title to be chosen by the students after reading the text.	(None)
Life Task	Making a 'Helping Out' timetable	Making an interview about values

Table 11. GLS Content 2 - Civic Literacy (B1)

	Unit 3 Universal laaguage	**Unit 9 Bestsellers**
Thematic title	Social Skills	Art and Culture
Title	Public Speaking	Enjoying Fiction
Life Skills Objectives	To consider the importance of body language To learn useful tips for public speaking To practise giving a talk to the class	To read and think about the start of a novel To hear people recommending books to read To read a book and discuss it in a 'book club'
Key Concepts	gesture (n), confidence (n/adj), (in)secure (adj), (non-)verbal (adj), audience (n), sincerity (n)	browse (v), blurb (n), back cover (n), prologue (n)
Title of Reading/Listening Text	The best title to be chosen by the students after reading the text.	(None)
Life Task	Preparing for and giving public speaking	Organising a book club

Civic literacy was covered as a theme in the GLS section of unit 1, 2, 3 and 9. For unit 1, the thematic title is 'Autonomy', for unit 2, it is 'Social Skills and Citizenship', for unit 3 'Social Skills' and for unit 9 'Art and Culture'. The topic titles are 'Contributing to Family Life, 'Thinking About Right and Wrong', 'Public Speaking' and 'Enjoying Fiction' respectively. The life skills objectives for unit 1 include to think about rights and responsibilities in a family, to learn about different ways of helping with family life, and to decide positive steps to take to contribute to family life. In unit 2, life skills objectives are to consider what your values are, to give advice to people in difficult situations, and to decide the right way to behave in a variety situation. In unit 3, they are about considering the importance of body language, learning useful tips for public speaking and

practicing giving a talk to the class. Finally, in unit 9, the objectives are to read and think about the start of a novel, to hear people recommending books to read, and to read a book and discuss it in a 'book club'.

The key concepts are right, rights (n), responsibility, responsibilities (n), respect (v), independent (adj) in unit 1, values (n), lie (v, n), beliefs (n), hurt (v), stand up for (v) in unit 2, gesture (n), confidence (n/adj), (in)secure (adj), (non-)verbal (adj), audience (n), sincerity (n) in unit3, and browse (v), blurb (n), back cover (n), prologue (n) in unit 9.

While unit 2 included a values checklist and a text about explanations of values without a specific title and unit 9 included a prologue from a book as a text, unit 1 included a text and students were asked to choose the best title from the options provided. They are as follows: a) Teenagers Have Rights and Responsibilities, b) Teenagers Have the Power, c) Wait Until You Are an Adult. Similarly, unit 3 included a text without a title and the title options to choose from for the students were: a) Without words, there is no communication, b) Learning to communicate without words, c) Body language – it's the same all over the world.

The Life Task activity included Making a "Helping Out" timetable to plan to contribute more to their family life for unit 1, Students interview each other in small groups what to do in a given situation and discuss the answers they received considering the values they read about. In unit 3, it is preparing for and giving public speaking based on the principles given in the reading text and in unit 9, organizing a book club, reading a book for homework, and talking about the books they read is the life task.

4.5 Health Literacy

The analysis of health literacy within the GLS section of A2 and B1 level of Macmillan, *Gateway* 2nd Ed. Coursebooks are presented below. Overall, it was present in six units out of twenty.

4.5.1 A2 level gateway 2nd ed.

Table 12. GLS Content 1 - Health Literacy (A2)

	Unit 1 **It's My Life**	**Unit 3** **Fitness Fanatics**
Thematic title	Personal Well-being	Physical Well-being
Title	Dealing with Stress	Designing a Fitness Programme
Life Skills Objectives	To understand stress To identify what makes you stress To choose appropriate relaxation techniques	To understand the importance of fitness and exercise in our daily life To identify three main types of exercise To plan a weekly fitness programme
Key Concepts	stressful (adj), stressed out (adj), relaxed (adj)	stamina (n), strength (n), flexibility (n), heart (n)
Title of Reading/Listening Text	Teenage Stress-Frequently Asked Questions	Most Teenagers Today Don't Get Enough Exercise
Life Task	Preparing a video message or writing an email to help a friend who is stressed.	Designing a fitness programme for the partner and having a discussion about it.

To begin with, The P21 Framework explains Health Literacy as understanding basic health information, preventive physical and mental health measures, including proper diet, nutrition, exercise, and stress reduction to make appropriate health-related decisions and monitoring personal and family health goals. Therefore, Health Literacy was covered as a theme in the GLS section of unit 1: 'Personal Well-being' as the topic title is 'Dealing with Stress', unit 3: 'Physical well-being' and 'Designing a fitness program' is the title

and unit 6 ‘Physical well-being’ as the topic title is ‘Planning a Balanced Diet’. In unit 1, the life skills objectives are to understand stress, to identify what makes people stressed and to choose appropriate relaxation techniques. The key concepts are stressful, stressed out, relaxed. The reading activity is a website text ‘Teenage Stress-Frequently Asked Questions’ and the ‘Life Task’ is preparing a video message or writing an email to help a friend who is stressed at the moment because they have a lot of things to do at school.

In unit 3, the life skills objectives are to understand the importance of fitness and exercise in our daily life, to identify three main types of exercise, and to plan a weekly fitness programme. The key concepts are stamina, strength, flexibility, heart, and the reading activity title is ‘Most Teenagers Today Don’t Get Enough Exercise’. Ultimately, the 'Life Task' entails creating a customized exercise regimen for the spouse and engaging in a conversation about the schedule.

Table 13. GLS Content 2 - Health Literacy (A2)

	Unit 6 **Eat Well, Live Well**
Thematic title	Physical Well-Being
Title	Planning A Balanced Diet
Life Skills Objectives	To learn about balanced diets To assess your own diet To balance a balanced diet for the weekend
Key Concepts	carbohydrate (n), protein (n), fat (n), balanced (adj)
Title of Reading/Listening Text	The Eatwell Plate
Life Task	Planning a balanced diet for the weekend in small groups

In unit 6, the life skills objectives are to learn about balanced diets, to assess your own diet, and to balance a balanced diet for the weekend. The key concepts are carbohydrate, protein, fat, balanced and the life task is planning a balanced diet for the weekend in small groups. The title of the reading activity is 'The Eatwell Plate'. The objective of the 'Life Task' is to collaboratively develop a well-rounded meal plan for the next weekend, with a focus on maintaining a healthy diet. This task is carried out in small groups.

4.5.2 B1 level gateway 2nd ed.

Table 14. GLS Content 1 - Health Literacy (B1)

	Unit 4 Health watch	**Unit 5 TV addicts**
Thematic title	Physical Well-being	Personal Well-being
Title	Learning Some Basics of First Aid	Thinking About Fame
Life Skills Objectives	To think about why first aid is important To learn when and how to put somebody in the recovery position To check understanding of the basics of the first aid	To think about the consequences of wanting to be famous To consider different opinions and attitudes to fame To give advice to somebody who wants to become famous
Key Concepts	breathe (v), (un-)conscious (adj), blood (n/v), airway (n), recovery position (n)	celebrity (n), qualifications (n), miss/cut class (v), bright (adj)
Title of Reading/Listening Text	Why Learn First Aid?	I Just Want to Be Famous
Life Task	Explaining to people how to put a person in the recovery position by writing a quiz to check that people understand and remember the information on the recovery position	Preparing a video message or writing an email to tell Eddie what you think about his plans in a small group

Firstly, 'Health Literacy' was covered as a theme in the GLS section of unit 4, 5, 8, total being three units in this level. The overall title for unit 4 is 'Physical Well-being', while the specific title is 'Learning Some Basics of First Aid'. The life objectives are to think

about why first aid is important, to learn when and how to put somebody in the recovery position, and to check understanding of the basics of the first aid. The key concepts are 'breathe' (v), '(un-)conscious' (adj), 'blood' (n/v), 'airway' (n), 'recovery position' (n). The reading text title is 'Why Learn First Aid?'. The ‘Life Task’ is explaining to people how to put a person in the recovery position by writing a quiz to check that people understand and remember the information on the recovery position'.

In unit 5, the thematic focus is on 'Personal Well-being', with the specific title being 'Thinking About Fame’. This unit aims to engage students in reflecting on the consequences of aspiring for fame, understanding diverse opinions and attitudes towards fame, and providing advice to those who wish to become famous. The key concepts introduced in this unit include 'celebrity', 'qualifications', 'miss/cut class', and 'bright'. Additionally, the reading material is a text titled 'I Just Want to Be Famous'. The ‘Life Task’ is to prepare a video message or write an email as part of a small group activity, directed at a character named Eddie, to share their perspectives on his ambitions towards fame.

Table 15. GLS Content 2 - Health Literacy (B1)

	Unit 8 **Best friends forever**
Thematic title	Personal Well-Being
Title	Managing Friendships
Life Skills	To learn about friendship styles
Objectives	To think about situations when you need to make new friends To decide the best way for new students to make friends at school and locally
Key Concepts	feel part of (phrase), share (v), isolated, disconnected (adj), take part in (v)
Title of Reading/Listening Text	Making New Friends
Life Task	Creating a leaflet or a web page to help new students at their school or in the area where they live who find it difficult to make friends

In unit 8, the theme centers around 'Personal Well-Being', specifically focusing on 'Managing Friendships'. This unit delves into understanding different friendship styles, contemplating scenarios that necessitate making new friends, and strategizing the optimal approach for new students to foster friendships both in school and within the local community. The key concepts highlighted include 'feel part of', 'share', 'isolated', 'disconnected', and 'take part in'. The reading content for this unit is titled 'Making New Friends'. As the life task, students are tasked with creating a leaflet or a web page designed to assist new students at their school or in their local area who may struggle with making friends, aiming to ease their transition and promote inclusivity.

4.6 Environmental Literacy

The analysis of environmental literacy within the GLS section of A2 and B1 level of Macmillan, *Gateway* 2nd Ed. Coursebooks are presented below. Overall, it was present in two units out of twenty.

4.6.1 A2 level gateway 2nd ed.

Table 16. GLS Content - Environmental Literacy (A2)

	Unit 2 **Around the House**
Thematic title	The World Around You
Title	Making Your House Green
Life Skills Objectives	To understand how things we do at home can affect the environment To learn about positive action we can take at home to help the environment To think of practical steps at home to protect the environment
Key Concepts	the environment (n), pollution (n), to recycle (v), synthetic (adj)
Title of Reading/Listening Text	To Save the Planet, Begin at Home
Life Task	Preparing a leaflet to give other teenagers ideas what they can do at home to protect the environment

Inunit 2, the GLS section has the unit theme: 'The World Around You' and it was narrowed down to 'Making your House GREEN'. In this unit, three objectives are given pertaining to understanding the consequences of our actions on the environment, learning to take positive actions to save the environment, and considering practical ideas to do at home to protect the environment. As for the key concepts, phrases related to such as environment, pollution, recycling, and synthetic are given. In the reading part, there is an

article titled ‘To save the planet, begin at home!’ and a scanning activity for reading to match the numbers to the information in the text.

The unit 2 GLS closes with a “Life Task”, the task includes preparing a leaflet to give ideas to other teenagers about protecting the environment. There are steps to follow to achieve the task such as making a list of ideas for each room in a house or flat by way of brainstorming and searching for ideas online, organizing those ideas in a logical way and thinking ways to illustrate them, writing a title for the leaflet and/or other different sections and creating the leaflet.

4.6.2 B1 level gateway 2nd ed.

Table 17. GLS Content - Environmental Literacy (B1)

	Unit 6 **Planet Earth**
Thematic title	The World Around You
Title	Reducing Our Ecological Footprints
Life Skills	To learn about carbon footprints and water footprints
Objectives	To consider positive action we can take to reduce our ecological footprints To make an action plan to reduce our impact on the environment
Key Concepts	climate change (n), carbon dioxide emissions (phrase), greenhouse gases (phrase), fuel-efficient (adj), charge/recharge (a mobile phone) (v)
Title of Reading/Listening Text	Text A: Carbon Footprint, Text B: Water Footprint
Life Task	Preparing a poster or video for other teenagers to let them know about ecological footprints and what changes they can make to reduce their footprints at school

Unit 2, titled "Reducing Our Ecological Footprints" and themed "The World Around You," is aimed at educating students about the significance of minimizing people’s

impact on the environment. This unit dives into the concepts of carbon footprints and water footprints, emphasizing the importance of understanding these metrics as a measure of our environmental impact. The life skills objectives are designed to introduce students to these footprints, encourage them to think about actions that can lead to a reduction in their ecological footprints, and help them formulate an action plan to lessen their environmental impact.

The key concepts introduced in this unit include 'climate change' (n), 'carbon dioxide emissions' (phrase), 'greenhouse gases' (phrase), 'fuel-efficient' (adj), and 'charge/recharge (a mobile phone)' (v), which are crucial for understanding how our daily activities contribute to global environmental changes. The unit features two reading texts, "Text A: Carbon Footprint" and "Text B: Water Footprint," which provide foundational knowledge on how to calculate and interpret these footprints. For “Life Task”, students are encouraged to create a poster or video targeting other teenagers.

4.7 Discussion

4.7.1 Global awareness

Developing a deep understanding of global issues is essential for effectively navigating the intricacies of the digital environment in today's interconnected society. The *Gateway*, 2nd Ed. coursebooks by Macmillan effectively integrate the concept of global awareness, with a specific emphasis on key areas of Information and Communication Technologies (ICT), tailored for A2 and B1 levels. The tools offered include lessons specifically focused on 'Checking Information on the Internet' at an A2 level and 'Protecting Yourself on the Internet' at a B1 level. These resources highlight the significance of critical thinking, media literacy, and comprehending many world viewpoints. These themes are essential not just for ensuring personal internet safety but also for interacting with the world responsibly and knowledgeably. The *Gateway*, 2nd Ed. coursebooks aim to provide students with the necessary abilities to analyze online material, safeguard themselves in the digital realm, and recognize the value of global variety by incorporating 21st century skills and global challenges into language education.

Global awareness is an integral theme in the A2 level and B1 Level *Gateway* 2nd Ed., by Macmillan. In both levels, unit 10 has the thematic title ICT (Information and Communication Technologies), and the topics are 'Checking information on the Internet' in A2 and 'Protecting Yourself on The Internet' in B1 which emphasizes the importance of developing critical thinking and media literacy. These skills are crucial for navigating the vast amount of information online, distinguishing credible sources from misinformation, and understanding diverse perspectives on global issues. Therefore, global awareness is closely related to these unit GLS sections in several ways as they are about accessing diverse sources, real-time updates on global events, researching global issues and trends, networking, and collaboration. The literature also emphasizes the importance of integrating 21st century skills, and global issues into language teaching materials (Cates, 1990; Erfani, 2012; Bon & Chuaychoowong, 2022).

In A2 level, these skills are enhanced by encouraging students to critically evaluate an article through comprehension questions underscoring the importance of approaching online information critically, verifying sources, and considering different viewpoints to gain a well-rounded understanding of global matters. This explicit critical thinking and communication activity is in tandem with the first principle of global awareness about using 21st century skills. Moreover, the 'Life Task' activity is an example of showing that the internet provides access to a vast array of information sources from around the world enabling individuals to explore different perspectives and news, thereby enhancing global awareness. This process of evaluating information contributes to a more nuanced understanding of global issues and the role of media in shaping perceptions. That is why it is in harmony with the global awareness of the P21 Framework.

As for 'Protecting Yourself on The Internet' in B1, the P21 Framework's emphasis on global awareness highlights the value of comprehending and tackling global challenges, learning from many cultures, and collaborating across linguistic and cultural divides. This topic promotes an expanded point of view that goes beyond local and national levels to include global opportunities and challenges. It also fosters an atmosphere of respect for one another and open and honest communication. There is a clear connection between ICT, specifically, online safety education and global awareness as people understand the global challenges through ICT skills. The internet and social media transformed the way

people engage with global issues. Navigating the complexities of the global digital world requires the ability to critically analyze social media profiles, create secure social networking programs, and communicate advice on online safety. Those skills ensure that individuals protect themselves on online platforms. For personal safety, the life skills objectives emphasize critical analysis, social networking safety planning, and respectful online interactions with diverse individuals. This is consistent with the P21 Framework's emphasis on learning from and collaborating with diverse cultures in a spirit of mutual respect. The theme of 'Protecting Yourself on The Internet' enhances global awareness by providing individuals with the necessary knowledge and skills to safely navigate the interconnected digital world. In addition, the need for learners to navigate the digital world safely and responsibly, is a central theme in the existing literature on global education (Alawiah et al., 2022; Menggo, 2022). Understanding the significance of privacy, and the possible outcomes of online interactions as emphasized in the reading on the influence of social networking on employment are crucial aspects of being internationally aware in the 21st century. The project-oriented presentation on internet self-protection in the unit showcases 21st century skills in a global context, emphasizing personal online safety and community sharing. It promotes mutual respect and open dialogue, fostering an environment where individuals learn from each other's experiences, contributing to a collective understanding of safe and ethical digital navigation.

The coursebook is in tune with literature that promotes the incorporation of global concerns and the development of a global citizenship mindset among learners by encouraging them to engage with diverse perspectives and critically evaluate online material (Provo, 1993; Ait-Bouzid, 2020; Soyyiğit, 2022). However, despite the effort to include global awareness made by *Gateway* 2nd Ed. coursebooks, it does not explicitly prove Gray (2000) and Akbari (2008) wrong as the coursebooks do not explicitly include controversial topics such as PARSNIP topics. Furthermore, The *Gateway,* 2nd Ed.'s focus on ICT for global awareness could potentially mitigate being too Western-centric by providing a platform for discussing a wide range of global issues and perspectives but a clear implication of moving beyond is not achieved. Finally, the *Gateway,* 2nd Ed. coursebooks do focus on real-life applications of ICT for global awareness but the broader literature calls for a wider range of global issues, including social justice, and human

rights, suggesting a need for a more comprehensive approach to global education in ELT materials and a deeper engagement with global issues.

4.7.2 Financial, economic, business, and entrepreneurial literacy

Financial, Economic, Business, and Entrepreneurial Literacy is emphasized in four out of the twenty units at the A2- B1 level in total, showcasing a comprehensive approach to integrating these critical skills into the curriculum. First, specifically, Unit 4's GLS section, themed "Autonomy and Enterprise," is in harmony with the principles of financial, economic, business, and entrepreneurial literacy as defined by the P21 Framework. This consistence indicates the importance of entrepreneurial skills, which encompass essential qualities and competencies for starting, growing, and managing successful business ventures. The key concepts such as financial management (budgeting, investing, financial statement analysis), understanding financial principles, effective marketing strategies, and the art of selling and negotiation are highlighted as integral to this literacy.

Since the objectives are listed as learning about successful business ideas, understanding key questions when developing a new product, and working together to develop and present a new product it directly resonates with the P21 Framework's emphasis on making informed financial decisions and comprehending the economy's role on a broader scale.

Starting a business involves key questions that promote financial literacy. These exercises encourage students to evaluate product or service needs, target consumer groups, and pricing strategies. They also intend to help students make sound financial decisions, a crucial aspect of financial literacy. This is designed to help students make informed decisions about their business ventures.

To sum up, the focus on developing a product in the Unit 4 GLS section and the activities surrounding the creation and presentation of a new business idea directly engage with entrepreneurial literacy. Key entrepreneurial skills such as innovation, market analysis, and strategic planning are expected to be gained by the students. They are also supposed to gain insights into the practicalities of starting and managing a business, such as

identifying a target market, creating a business plan, and effective communication of their ideas.

In the GLS sections of Unit 7, where "Numeracy" serves as the thematic title and "Using Infographics" is highlighted, there is a significant opportunity to further connect these educational objectives with the Financial, Economic, Business, and Entrepreneurial Literacy outlined in the P21 Framework. The unit's focus on interpreting information presented both visually and numerically through infographics directly complements the literacy goals by fostering critical skills necessary for understanding and engaging in the economic aspects of society.

Life skills like visual and numerical interpretation, infographics, and presentation are crucial for making informed economic choices. Infographics help analyze complex data, enabling students to make informed decisions in economic terms. This unit includes key concepts such as icon, color coding, pie chart serves to help students communicate and interpret economic information effectively, enhancing societal understanding.

Infographics are used in the ‘Life Task’ activity to present information on endangered species, enhancing financial literacy and entrepreneurial literacy. They are used by entrepreneurs to pitch ideas, outline business models, and communicate market trends.

Numeracy-focused activities and utilizing infographics, effectively integrate Financial, Economic, Business, and Entrepreneurial Literacy principles from the P21 Framework into the curriculum. These activities are developed to make students understand how to interpret and present information visually and numerically, preparing them for informed economic decisions and enhancing workplace productivity and career opportunities.

With its thematic focus on 'Money and Finance' and the GLS section topic 'Investigating Ethical Trade,' offers a profound exploration into the role of the economy in society, a fundamental component of economic literacy as outlined by the P21 Framework. Understanding the role of the economy in society is a key part of economic literacy and the investigation into ethical trade involves understanding the complex economic relationships between countries, companies, and consumers, and how these relationships affect society and the global economy.

A key feature of this investigation is the reading activity about sweatshops and their influence on consumer goods pricing. The investigation into the economics of sweatshops and their impact on the prices of consumer goods helps students comprehend the financial implications of production choices and consumer behaviors. This aspect of financial literacy is crucial for understanding the broader economic impacts of purchasing decisions. Therefore, the aim is to teach about the complexities of global trade, the dynamics of supply and demand, and the economic principles that underpin ethical trade practices. By investigating these topics, students are expected to gain insights into how economic factors have an impact on society and the global economy, improving their understanding of macroeconomic principles.

It can be stated that investigating ethical trade also touches on key elements of business and entrepreneurial literacy. The concepts of brand reputation, management practices, and worker conditions are vital for understanding the ethical considerations in business. The unit intends to inform students about the significance of corporate social responsibility, sustainable business practices, and ethical decision-making. This knowledge is vital for future entrepreneurs and business leaders who need to balance profit-making with ethical considerations. The ‘Life Task’ encourages entrepreneurial skills like research, critical thinking, and evaluating business practices, preparing students to make informed decisions in their future business endeavors. Overall, the GLS section of Unit 9 aims to provide students with an in-depth understanding of the connection between financial, economic, business, and entrepreneurial literacy.

The topic 'Assessing Your Transferable Skills' in Unit 7: 'The World of Work' explores the theme of Financial, Economic, Business, and Entrepreneurial Literacy. This theme is in accordance with the definition of these literacy in the P21 Framework. The emphasis of this course on transferable skills, which are helpful in many employment roles and industries, underscores a crucial feature of entrepreneurial literacy: the capacity to adjust and utilize one's abilities in multiple economic settings.

The P21 Framework's Life Skills Objectives focus on learning, practical examples, and evaluating transferable talents. Acquiring adaptable skills helps make suitable personal economic decisions, aligning professional choices with financial opportunities and

personal growth. This helps navigate the current employment market and strategize future career advancements for financial advantages.

The P21 Framework emphasizes understanding the economy's significance by analyzing transferable skills in the 'The World of Work'. This aims to help students understand the interconnectedness of various positions and industries within the economic system, enhancing their understanding of economic processes and individual influence.

Furthermore, the ‘Life Task’ activity demonstrates the use of entrepreneurial skills to enhance workplace efficiency and career opportunities. The objective of this task is to provide assistance in assessing their transferable skills, recognizing one’s capabilities, and expressing their worth by engaging in an entrepreneurial exercise.

This exercise highlights the importance of these skills in improving individual career opportunities and enhancing workplace efficiency. Transferable skills in the 'The World of Work' provides a practical implementation of the Financial, Economic, Business, and Entrepreneurial Literacy outlined in the P21 Framework. The curriculum combines theoretical knowledge with practical skills, preparing students for a dynamic and interconnected economic environment by evaluating and demonstrating transferable skills.

The coursebook series focuses on promoting financial, economic, business, and entrepreneurial literacy in its curriculum. It is designed for students at the A2-B1 level to equip them with the necessary skills to tackle real-world situations. However, after examining the current body of literature on ELT coursebooks, it becomes evident that there is a lack of research, especially focusing on the topic of Financial, Economic, Business, and Entrepreneurial Literacy. The literature mostly focuses on themes like as cultural representation, global challenges, and critical thinking, but does not directly address the incorporation of this literacy into ELT coursebooks. The book series fills a notable void in the field ELT, providing a specialized emphasis that is not extensively addressed in current academic studies.

4.7.3 Civic Literacy

Civic literacy is covered as a theme in the GLS section of Unit 8: ‘Social Skills and Citizenship’ and the topic title ‘Helping a Charity’. This unit theme and topic are closely connected to the P21 Framework's definition of civic literacy. Helping a charity is in tune with this by encouraging students to engage with civic life through charitable activities. This could strengthen students' understanding of how they work and the importance of civic organizations in addressing social issues. The target of these exercises is to promote empathy, teamwork, communication, and leadership abilities promoting essential social skills for effective civic participation and for being an active and informed citizen. By focusing on helping a charity, students are prompted to explore and understand various societal needs and issues. Through research activities on charities and planning how to support them, students are expected to learn about the broader implications of their civic choices. The aim is to show how supporting a charity can have far-reaching effects, influencing societal needs and issues beyond their immediate community. This hands-on experience encourages active engagement and participation in civic life. Also, students are encouraged to consider different factors when choosing a charity to support, thereby exercising their rights and obligations as informed citizens fulfilling their civic duties and generating a beneficial influence. Overall, the activities in this GLS section of Unit 8 aim to equip students with the knowledge, skills, and attitudes necessary to participate effectively in civic life and to understand the broader implications of their civic actions.

Civic literacy was integrated into the B1 level's GLS section across four units: Unit 1,2,3,9. Unit 1, 'Autonomy', Unit 2, 'Social Skills and Citizenship', Unit 3, 'Social Skills', and Unit 9, 'Art and Culture'. The topic titles are ‘Contributing to Family Life, ‘Thinking About Right and Wrong’, ‘Public Speaking’ and ‘Enjoying Fiction’ respectively.

As civic literacy emphasizes the importance of staying informed and understanding governmental processes, the thematic titles and life skills objectives of the units in the coursebook emphasize understanding roles and responsibilities within smaller, familiar contexts. 'Autonomy' in Unit 1 and 'Social Skills and Citizenship' in Unit 2 lay the foundational understanding necessary for engaging with broader societal and governmental systems (Table 10). Through the development of critical thinking skills

about rights, responsibilities, values, and appropriate behavior in diverse situations, students are to be equipped to actively participate in and comprehend intricate civic procedures.

Secondly, as civic literacy points to exercising the rights and obligations of citizenship at local, state, national, and global levels, the coursebook's emphasis on topics such as 'Social Skills and Citizenship' directly facilitates the learning of the essential skills needed for active engagement in civic duties. The life skills objectives, encompassing the evaluation of values, providing guidance in difficult circumstances, and determining proper behavior are to provide students with the ethical framework and decision-making abilities necessary to exercise their rights and responsibilities as citizens. Furthermore, in Unit 3, the incorporation of activities that promote public speaking and comprehension of nonverbal cues facilitates the cultivation of communication abilities that are vital for engaging in civic involvement (Table 11.)

While not explicitly stated, the themes and objectives indirectly contribute to comprehending the consequences of civic decisions. In Unit 1, engaging in conversations about rights and responsibilities in the context of family life and actively participating in activities such as organizing a book club and engaging in literary discussions as in Unit 9 can cultivate an understanding and respect for various viewpoints and the consequences of choices on different individuals within a community. This approach serves as a starting point for exploring complex civic decisions and their broader implications.

By integrating civic literacy into diverse themes such as art and culture, the coursebook supports a holistic development of civic awareness and skills, encouraging students to see the relevance of civic literacy in all aspects of life.

The life task activities outlined in the coursebook, such as making a "Helping Out" timetable and organizing a book club, provide practical applications of civic literacy concepts. These activities not only reinforce the understanding of civic responsibilities in personal and communal contexts but also encourage active engagement and participation, mirroring the P21 Framework's emphasis on effective participation in civic life.

Consequently, the coursebook findings demonstrate a comprehensive integration of civic literacy, aligning with the P21 Framework by engaging students in practical activities, such as charity support and organizing clubs, to foster civic awareness and skills. The studies by Alawiah et al. (2022) and Menggo (2022), similarly emphasize the importance of incorporating 21st century themes, including civic literacy, into English language teaching materials. These studies demonstrate that students and educators prefer instructional materials that cover global competencies in addition to traditional language skills. They argue for the use of educational materials that encompass the wider significance of civic actions and the necessity for educational content to equip students for the difficulties of an interconnected world. Moreover, the studies by Ait-Bouzid (2020) and Soyyiğit's (2022) also underscore the significance of global citizenship directly relating to civic literacy. The correlation between the conclusions from the coursebook and the literature analysis highlights a mutual focus on the crucial significance of civic literacy in cultivating knowledgeable, involved, and accountable global citizens.

4.7.4 Health literacy

The health literacy content described in the GLS section of *Gateway,* 2nd Ed. coursebook series corresponds closely with the health literacy principles outlined by the P21 Framework. The series incorporates these principles into its life skills objectives, key concepts, reading activities, and life tasks across various units at the A2 and B1 levels, emphasizing the importance of health literacy in personal well-being and physical health.

Health Literacy is covered as a theme in the GLS section of Unit 1: 'Personal Well-being' as the topic title is 'Dealing with Stress', Unit 3: 'Physical well-being' and 'Designing a fitness program' is the title and Unit 6 'Physical well-being' as the topic title is 'Planning a Balanced Diet' (Table 12- 13). Therefore, it can be concluded that Health Literacy is the main theme of three units out of ten units in the A2 book. Alawiah et al. (2022) found that English language materials should relate with the 21st-century learning framework including 21st themes in the curriculum, with 100% of lecturers agreeing. This mirrors the approach taken in the *Gateway,* 2nd Ed. series, where health literacy is a recurring theme and is tied to the development of life skills that are crucial in the 21st century.

At the A2 level, Unit 1's focus on 'Dealing with Stress' ties directly into understanding and using health information and services in ways that enhance health, as per the P21 principles. It addresses the need to understand preventive mental health measures, including stress reduction, and to equip students with the knowledge and skills to interpret and use health information for enhancing mental health. The ‘Life Task’ involves creating a supportive video message or writing an email for a stressed friend, which practices using information to make health-related decisions. This task intends to help students apply their understanding of stress reduction which is a key component of health literacy in a practical and personalized manner. Students are guided to actively assist their friends in making well-informed choices on stress management. This entails evaluating multiple alternatives and proposing valid and helpful techniques. The ‘Life Task’ project is an implementation of the principles specified in the P21 Framework's Health Literacy, with a focus on practicality.

'Designing a Fitness Programme' in Unit 3 and 'Planning a Balanced Diet' in Unit 6 both emphasize the significance of comprehending preventive physical health measures, as mentioned in the P21 Framework. These units aim to inform students about different types of exercises and balanced diets, encouraging them to plan and monitor personal health goals through activities like creating a fitness program and planning meals. Ultimately, the 'Life Task' in Unit 3 entails creating a customized exercise plan for a friend and engaging in a conversation about the schedule and it is about collaboratively developing a well-rounded meal plan with a focus on maintaining a healthy diet in Unit 6. Those are clearly related to the principle of using health information and services in ways that enhance health in the Health Literacy of the P21 Framework.

'Health Literacy' was the overarching theme of the GLS sections of Units 4, 5, and 8, for a total of three units at the B1 level of the coursebook series. Unit 4 on 'Learning Some Basics of First Aid' imparts knowledge of basic health services, which is a key aspect of health literacy. The importance of first aid and how to apply it, which is a fundamental health service skill are intended to be comprehended by the students. The ‘Life Task’ of creating a quiz on the recovery position ensures that students can obtain, interpret, and understand basic health information, and use it to enhance health.

Unit 5's 'Thinking About Fame' and Unit 8's 'Managing Friendships' indirectly support health literacy by focusing on personal well-being and the impact of social factors on health. For instance, in the 'Life Task' of Unit 8 students are tasked with creating a leaflet or a web page designed to assist new students at their school or in their local area who may struggle with making friends, aiming to ease their transition and promote inclusivity. While these units do not directly correspond to health information, they encourage reflection and discussion on issues that can affect mental health and well-being, which are components of understanding preventive mental health measures.

In conclusion, the *Gateway*, 2nd Ed. coursebook series integrates P21 Health Literacy principles into its curriculum by teaching students' vital health literacy skills, such as understanding and applying health information, practicing preventive health measures, making informed health-related decisions, and setting personal health goals. On the other hand, the literature review indicates that health literacy, as well as other global issues, are not always, adequately represented in coursebooks. Bon and Chuaychoowong (2022) examined a coursebook series and found out that in the while there is some attention to health literacy and related issues, there is room for coursebooks to address these important global competencies more comprehensively.

4.7.5 Environmental literacy

The coursebook findings from both A2 and B1 levels show a strong alignment with the environmental literacy component of the P21 framework (Table 15-16). Environmental literacy requires demonstrating knowledge and understanding of the environment, along with the circumstances and conditions affecting it. The thematic title 'The World Around You' with a focus on 'Making your House GREEN' introduces key concepts such as environment, pollution, recycling, and synthetic materials. They directly relate to understanding the environment and the effects of human actions on it as seen in the GLS section of Unit 2 at A2 level. Moreover, the objective of putting the emphasis on carbon footprints, water footprints, climate change, carbon dioxide emissions, and greenhouse gases is to educate students about critical environmental metrics and factors affecting air, climate, land, and water in the GLS section of Unit 2 at B1 level.

Environmental literacy also enables people to demonstrate knowledge and understanding of society's impact on the natural world. At A2, the unit aims to illustrate the consequences of human actions on the environment and encourages the adoption of positive actions to mitigate these effects. Similarly, the B1 level Unit 2, focusing on ecological footprints, underscores the significant impact of population growth, development, and resource consumption rates on the natural world. The second principle of environmental literacy involves investigating and analyzing environmental issues and making accurate conclusions about effective solutions. Such activities as reading articles on environmental protection and preparing leaflets with practical ideas for environmental conservation involve students in the investigation and analysis of environmental issues, leading to actionable solutions.

In B1 level, GLS section, learning how to calculate carbon and water footprints, coupled with the task of creating educational posters or videos, prompts students to analyze their personal impact on the environment and devise effective ways to reduce it. The last principle of environmental literacy is taking individual and collective action towards addressing environmental challenges. The 'Life Task' in A2 Unit 2, which entails creating a leaflet to share ideas on environmental protection, exemplifies individual action to inspire environmental literacy. In B1 the 'Life Skills' is a task about encouraging students to create a poster or video for other teenagers serves as a platform for collective action, motivating peers to reduce their ecological footprints. This project aims to raise awareness about ecological footprints and suggests practical changes to reduce them, with a specific focus on school actions. This task informs and engages students in active environmental conservation efforts, offering a hands-on learning experience about ecological responsibility.

In summary, *Gateway*, 2nd Ed. coursebook content at both A2 and B1 levels effectively incorporates the components of Environmental Literacy outlined in the P21 framework. Through thematic learning units, key concept introductions, and practical life tasks, students are guided not only to understand and analyze environmental issues but also to take proactive steps in contributing to sustainable solutions, thereby fostering a deeper sense of environmental literacy. Similarly, Mete (2018) suggested the integration of environmental education into English language teaching and aimed to equip learners with

the skills to critically read authentic texts related to ecological issues, thereby increasing their environmental awareness. Another study conducted by Akbana and Yavuz (2022) which analyzed EFL coursebooks and found that lower levels included fewer global issues compared to higher levels, with environmental issues being the most common. Finally, in the study by Alawiah et al. (2022), the integration of 21st century themes, including environmental literacy, into English language materials for Political and Social Science students was investigated aligning with the learning framework of the 21st century learning.

These studies highlight the critical importance of incorporating environmental education and global issues into language teaching materials to develop critical thinking skills and environmental awareness among students. This directly supports the coursebook findings and their alignment with the Environmental Literacy component of the P21 framework.

5. CONCLUSION AND SUGGESTIONS

It is crucial to integrate 21st century themes into coursebooks to adequately equip students with the skills needed for the technological, economic, and social environments of the 21st century. Global awareness, health literacy, environmental literacy, financial literacy, and civic literacy are essential themes that facilitate students' understanding of civic engagement, health/financial management and sustainable living in a dynamic and complex world.

This study aimed to find answers to two important questions about the 21st century themes and their integration in ELT coursebooks, specifically, in the GLS sections of the A2 and B1 level of *Gateway*, 2nd Ed. by Macmillan.

The first research question focused on the representation of these themes in the coursebook series, revealing health literacy as the most represented, followed by civic literacy, and indicating a focus on civic engagement and understanding. Financial, economic, and entrepreneurial literacy was also featured, with global awareness and environmental literacy receiving relatively less emphasis.

The second question examined the alignment of these themes with the P21 framework, finding clear connections in the coursebooks. These include critical thinking and media literacy through ICT, entrepreneurial skills, civic responsibility, health management, and sustainable practices, highlighting the importance of addressing global, economic, civic, health, and environmental issues.

In accordance with the P21 Framework, the thorough examination of these themes in the *Gateway*, 2nd Ed., Macmillan demonstrated a dedication to providing students with the knowledge and abilities required to navigate the complex environments of the 21st century.

The findings, supported by prior analyses of ELT coursebooks, highlight the necessity of incorporating those themes in a more balanced and comprehensive manner. It is evident

that to fulfill the evolving needs of learners, who require foundational skills pertinent to the new era, language education must serve to the needs of today's world.

In addition, it is crucial to ensure a comprehensive and nuanced examination of the many facets of each theme while incorporating them, so as to avoid excessive emphasis on well-known or prevalent ones. Therefore, a concerted effort should be made to investigate each theme from a variety of perspectives and dimensions. As an illustration, the concept of global awareness ought to encompass a wider range of worldwide concerns than traditional subjects such as poverty or homelessness. This should encompass human rights, justice, discrimination, and racial prejudice among others. Due consideration should be given to the incorporation of these sensitive subjects during the coursebook development phase, with both international and local educational contexts taken into account.

In the context of environmental literacy, coursebook designers and curriculum developers should go beyond touching on recycling or pollution types. They should also thoughtfully engage with how nations at different stages of development, such as Türkiye, can participate in environmental conservation and the preservation of natural resources. Hence, course materials designed for students in various settings should be flexible and relevant, allowing students to engage with environmental issues in a critical and innovative manner, even in contexts where particular environmental behaviours, such as recycling, are not customary. This approach not only prepares learners to address local environmental issues but also equips them to contribute to broader, global solutions in the long term.

The fact that civic responsibilities might differ from culture to culture, beginning with the roles within the family, is another illustration; therefore, coursebooks must address the topic of civic literacy in diverse contexts without idealising or rationalising Western perspectives. By adopting this technique, the coursebooks not only serve to enhance students' understanding of diverse cultures, including those of Asia, the Middle East and Scandinavia, but also render the language learning materials more pertinent and significant to a more extensive range of learners. Only that way, coursebooks can go

beyond the superficial incorporation of 21st century themes and they can achieve being both locally and globally meaningful materials.

Marketing considerations may limit the inclusion of various critical global issues in coursebooks, as publishers might seek to avoid potential controversies that could affect their sales. Therefore, there may be a tendency to favor sanitized topics that are deemed safer for the targeted market, repeating content that aligns with commercial objectives rather than educational necessity. However, contemporary coursebooks need a broader variety of 21st century themes to better prepare learners to tackle the complexities of the real world. Today, for curriculum developers and educators, it is not a mere issue of choosing interesting topics or themes for the coursebooks but a vital element of designing and developing coursebooks for the learners of 21st century.

Furthermore, the integration of themes raises the concern of the competence and readiness of ELT instructors who utilise these coursebooks. Although coursebooks are considered the heart of language learning, they cannot meet the needs of the students in the absence of "good" or "effective" language instructors and facilitators. Therefore, language instructors must possess the education and training necessary to be intellectuals with an open mind, as it is a significant obligation for them to impart these literacies in addition to language proficiency. A language instructor must possess the ability to instruct on global issues such as poverty, pollution, racism, and equality while teaching for example, ‘word formation’ or financial and business literacy while teaching ‘quantifiers’. This can be achieved through the enhancement of ELT programs at college levels and the provision of valuable in-service trainings, particularly for novice instructors. Besides, there could be Professional Development Programs (PDP) at schools allocating specific time and effort to support the language teachers of 21st century guiding them on the usage of Artificial Intelligence in education, student-centered learning/teaching and differentiation methodologies.

Suggestions for ELT

This study underscores the importance of integrating 21st century themes into language education, demonstrating their effectiveness in preparing students to become global citizens ready to face contemporary challenges. By weaving these themes into the

curriculum, language teaching moves beyond traditional linguistic skills to include critical thinking, problem-solving, and cross-cultural understanding. This holistic approach makes education more relevant and impactful, encouraging students to apply their knowledge in real-world contexts.

For educators and curriculum developers, it's essential to expand the integration of 21st-century themes across all language learning levels, fostering a more interdisciplinary approach that includes Social Sciences, Mathematics, and Science, promote student-centered learning through methodologies like Project-Based Learning (PBL), aligning with the needs of modern education and to develop teachers' cultural competence and readiness to effectively use these coursebooks in increasingly diverse classrooms.

Moreover, enhancing educators' skills in Social and Emotional Learning (SEL), Computational Thinking, and Artificial Intelligence will equip learners for future challenges across various professions.

Future research should explore the incorporation of these themes in language learning materials, assessing the impact on curriculum implementation and identifying best practices for innovative curriculum design. Investigations into cross-cultural applications of 21st-century theme integration could provide further insights into adapting these concepts to diverse educational settings.

Implementing these strategies will significantly improve the effectiveness of language education in developing the 21st century skills of students, preparing them to contribute positively to society and navigate the complexities of the modern world.

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