# Incorporating Global Skills into ELT

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**INCORPORATING GLOBAL SKILLS INTO ELT:  AN ANALYSIS OF TWO EFL COURSEBOOKS**

(Master's thesis)

Submitted in partial fulfilment of the requirements for the M. A. in English Language and Literature and Pedagogy at the University of Rijeka

Supervisor: Professor Irena Vodopija - Krstanović

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(Diplomski rad)

Diplomski sveučilišni studij engleskog jezika i književnosti i pedagogije

Mentor: Prof. dr. sc. Irena Vodopija - Krstanović

Rijeka, rujan 2024.

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Maja Spasojević

Rijeka, rujan 2024.

**Abstract**

Given that societies have become increasingly interconnected and reliant on cross-cultural competencies, and that the English language is the global lingua franca of international communication, the acquisition of global skills has gained prominence in educational curricula worldwide. However, it is uncertain to what extent global skills are integrated into the English as a foreign language coursebook as far too little attention has been paid to global skills in English language teaching. The aim of this thesis is to examine to what extent two English language coursebooks, *Forward 4* (*Školska* knjiga) and *Focus 5* (Pearson Education Ltd.) support the development of global skills and thus prepare learners for the 21st century. The analysis was conducted using a conceptual framework comprising five global skills proposed by Oxford University Press (2020): communication and collaboration, digital literacy, creativity and critical thinking, intercultural competence and citizenship, and emotional regulation and well-being. The findings, obtained through content analysis, indicate that global skills are more frequently adresses and more thoroughly explored in Focus 5.Tasks found in Focus 5 show a bigger range in topics provided and there are more of them numerically than there are in Forward 4.It is hoped that the insights gained will contribute to our understanding of the role of global skills in ELT.

**Key words:** global skills, ELT, coursebooks, coursebok analysis, communicative language teaching

**Contents**

## 1. Introduction

In an era characterized by unprecedented globalization, the skills required for success have transcended traditional boundaries, demanding individuals to possess a diverse set of competencies that extend beyond mere academic knowledge. As societies and economies become increasingly interconnected, the ability to navigate complex cross-cultural environments, think critically, communicate effectively, and adapt to rapidly changing circumstances has become paramount to creating empowered and successful individuals.

Therefore, educational systems are under pressure to adapt and integrate global skills into their curricula to equip learners with the tools necessary to excel in this evolving global landscape. "While academic curricula provide the framework for what is taught and play a pivotal role in shaping the knowledge base of students, materials and instructional resources such as textbooks, constitute one of the most important aspects of the curriculum and hold immense potential in ensuring and shaping the acquisition of global skills" (Niaz, 2013, p.2). Coursebooks are, in fact, the visible and tangible representation of the curriculum. For that reason, the manner in which global skills are integrated into educational materials can significantly influence students' preparedness for the multifaceted challenges and opportunities presented by globalization.

In view of the fact that English is the global lingua franca "the teaching and learning of global skills is a realistic proposition for all teachers and learners of English (Oxford University Press, 2020, p.4). Therefore, it seems fair to say that global skills can and should be integrated into the English as a foreign language (EFL) curriculum and taught in the EFL classroom. However, if global skills are to be developed in the EFL classroom, they should also be integrated into EFL coursebooks, which are a key factor responsible for students' learning, and a tangible representation of the EFL curriculum (cf. Niaz, 2013, p.3).

In line with the above, the aim of this thesis is to analyze to what extent global skills are integrated into two EFL coursebooks, Forward 4 and Focus 5, used in secondary schools in Croatia.

This section has briefly introduced the rationale for incorporating global skills in the EFL classroom and EFL coursebooks. The next section deals with the background of global skills in

ELT and global skills in ELT classrooms. Section three describes the methodology used to conduct the content analysis in the thesis and findings of the study itself. Section four deals with the discussion about the findings of the study. Lastly, section five is the conclusion of the study overall.

2. **Background to global skills**

The 21st century is characterized by great changes and rapid advances in all areas of life (Oxford University Press, 2020, p.1). With many changes in technology, human interactions, communications and global economic structures, education systems all around the world face many challenges to answer the burning question – how to implement new strategies into the curriculum that will help 21st century students develop the skills needed to succeed and flourish in the workplace and become productive members of contemporary society. It appears that traditional teaching methods do not equip pupils with the necessary skill sets to make them competitive applicants for the jobs they want., nor do they provide them with the "skills critical for lifelong learning and success" (Oxford University Press, 2020, p. 6). Therefore, it has been suggested that education, specifically the ELT classroom, should support global skills development.

However, it is first necessary to clarify here exactly what is meant by global skills and how they can contribute to creating empowered learners for the 21st century. The term global skills as used by Oxford University Press incorporates five skills which are considered to be paramount for learners in the 21st century. These skills include communication and collaboration, creativity and critical thinking, intercultural competence and citizenship, emotional self-regulation, and well-being and digital literacies.

Communication and collaboration are closely connected as communications entails the ability to use English effectively in a wide variety of situations with speakers of different linguacultural backgrounds. "Collaboration refers to the ability to work effectively with others towards shared goals" (Oxford University Press, 2020, p. 8), which would not be possible without effective communication and, in the international context, the ability to use the English language.

Creativity is a necessary skill to have in order to "generate new ideas and solutions to problems" (Oxford University Press, 2020, p.8). Teaching creativity equips students to generate original content, present fresh ideas and debate with their peers.

Critical thinking is closely related to creativity, learning in an environment which supports critical thinking enables students to learn problem-solving and to think "outside of the box". This is vital for evaluating the accuracy of information found online or offline and form a balanced judgement (Oxford University Press, 2020, p.8).

Intercultural competence and citizenship provides many opportunities for students to "open up new ways of thinking and viewing the world" (Oxford University Press, 2020, p. 9). This skill is particularly important in a multicultural community and teaches students to understand and appreciate different beliefs and customs.

Emotional self-regulation enables students to recognize and identify feelings and emotions both in themselves and others. Learning emotional self-regulations includes "an awareness of regulation strategies for mantaining emotions appropriately" (Oxford University Press, 2020, p.9), which contributes to the development of social skills and mental well-being.

Lastly, digital literacy is necessary for students to navigate the ever-changing world, whether that be social media, programming, development, or other. Interpreting text and thinking pieces on the internet can be connected to critical thinking and equipping students with tools to analyze sections of think pieces and form their own informed opinions.

One of the problems with education today is that, despite their relevance, global skills have not received enough attention in the classroom and education does not seem to respond to current needs. It appears that students do not find school useful or its curriculum relevant for the 21st century. In fact, a study conducted by Pew Research Center in 2017, showed that "61% of American teenagers have experienced symptoms of depression and anxiety caused by the curriculum and rigorous academic expectations" (Pew Research Centre, 2017, p.1). Little is provided in terms of enabling students to succeed in the workforce and providing the skills organizations are looking for in potential candidates. Global skills serve as a tool to help students succeed in both their private and professional life, and to see the importance of economic and civic literacy in today's society.

According to Reimers and Chung (2019), three types of competencies should be taught to 21st century students to help them succeed. These three types of competencies are: interpersonal competencies, intrapersonal competencies and cognitive competencies. To better understand the link between global skills and competencies, it is first necessary to define what competencies and skills are. Rychen and Salganik (2003) define competencies as "the ability to meet complex demands, by drawing on and mobilizing psychosocial resources (including skills

and attitudes)" (2003, p. 5). Competencies are a broad term that is sometimes used interchangeably with skills or might even include skills in its very definition. Regarding skills, the European Commission's Cedefop glossary defines them as "the ability to perform tasks and solve problems" (Cedefop 2008, p. 10). Both skills and competencies entail the ability to complete tasks and are sometimes used interchangeably.

To return now to the three skills proposed by Reimers and Chung (2019), there is some overlap between these three skills and the global skills as interpersonal skills consist of collaboration, cooperation, leadership, responsibility, assertive communication, and social influence. Interpersonal skills help students to understand themselves and others and develop communication skills. Intrapersonal skills include ethical orientation, self-regulation, and intellectual openness, which can be associated with emotional regulation and wellbeing of the Global skills. These skills help students to be more flexible and open to change. Cognitive skills include communicating effectively, thinking logically, listening actively, and interpreting clearly, which can be linked with the global skills of communication and critical thinking. These skills help students to communicate their ideas and filter out information they deem useful.

## 2.1. Reasons for integrating global skills

The realization that educational reforms were necessary to keep up with contemporary trends led to the establishment of the groundwork for the introduction of global skills in 1996. After analyzing trends in education, UNESCO published a document entitled "The Delors Report" in 1996. In this report, UNESCO recommended that education needs to be built on four pillars: "learning to know, learning to do, learning to live together, and learning to be" (UNESCO, 1996, p.1). This was the first document that analyzed and predicted trends in 21st century education, which served as a base for creating global skills implemented in today's schools. More than ten years later, in 2009, the Organization for Economic Cooperation and Development (OECD) also published a seminal document entitled "21st Century Skills and Competences for New Millennium Learners in OECD Countries" (Ananiadou & Claro, 2009). Moreover, the OECD issued a document in 2018 named "PISA 2018 Global Competence" which describes global competence as "a multidimensional construct that requires a combination of knowledge, skills, attitudes and values successfully applied to global issues or intercultural situations" (OECD, 2018, p. 1). It is an innovative document which takes into considerations students' socio-emotional skills while collecting data about their knowledge about global issues, which gives a deeper insight into how the students' backgrounds impacts

their worldview. The main goal of the document is to test students' readiness for life by making them solve various practical tasks (OECD, 2018, p.1).

According to the OECD, 21$^{st}$ century skills can be grouped into three categories: "learning and innovation, digital literacies, and life and career skills" (OECD, 2018, p. 2). This framework of global skills is relevant for EFL learning and teaching, and related to the Oxford University Press global skills. Specifically, as the OECD mentions innovation, the term can be directly connected to creativity and critical thinking mentioned by the Oxford University Press publication. Fostering students to solve problems promotes entrepreneurship, leadership and independent thinking. Digital skills are promoted by both OECD and Oxford University Press since these skills are vital for helping students navigate the digital world, specifically future (even now present) challenges such as artificial intelligence and fake news. What OECD deems as "life skills" (OECD, 2018., p. 2) can be connected to Oxford University Press' skills of communication and collaboration. Students typically learn about these skills while debating and solving group-work based tasks, which helps broaden their horizons and expand on thoughts and ideas. Intercultural competences could also fall into the category of life skills because they equip students to empathize and collaborate with people from different cultural backgrounds. As for future skills, the OECD predicts they will exist within three categories: cognitive and metacognitive, social and emotional, and practical and physical. Metacognitive skills relate to self-regulated learning, which helps students recognize the important from the less important, and learn at their own pace. Social skills refer to interpersonal and intrapersonal abilities and interpersonal abilities of students.

The current global climate is a subject of constant change reflected in global competition in the job market, rapid changes in technology, as well as diversity and mobility. These ongoing changes challenge many assumptions about education and highlight the role and importance of new skills which students need to acquire in order to succeed and thrive in the 21$^{st}$ century world. Therefore, it has been "widely recognized that global skills are essential for people in order to thrive not only in their schools or workplaces but also in society in general" (Oxford University Press, 2020, p.11). Given that these skills and competencies can be developed in schools, it is their responsibility to respond to current demands by offering meaningful, engaging, and creative lessons and curricula that will help students to apply their knowledge and skills in the real world. Educational institutions will thus help form future young thinkers who are digitally literate, creative, compassionate, culturally sensitive, and are also able to recognize and manage their emotions appropriately. It is commonly known that all of these

characteristics support the development of critical thinking and problem-solving abilities, which are essential in today's society. Developing such skills is crucial for building confidence in students in order for them to become competent participants in the workforce. They enhance students' employability skills, which are "a set of achievements that make graduates more likely to gain employment and be successful in their chosen occupation" (Yorke, 2008, p. 20). Among the key skills that employers look for are "teamwork, communication skills, leadership, interpersonal and intercultural skills" (Jones and Boudard, 2003, p. 20), all of which are incorporated into the five global skills.

In view of the above, it seems fair to claim that the five global skills are crucial and powerful tools that enhance employment opportunities and better prepare young people for the global labor market. In addition, they have the power to inspire students to pursue lifelong learning and new knowledge regardless of the professional route they choose after graduation. This being said, global skills should be an integral part of educations, and they "can and should be developed through teaching and learning" in particular the EFL classroom where they can be developed as part of the Communicative Language Teaching Approach (Oxford University Press, 2020, p. 10).

This section has provided some insights into the origins of global skills and reasons why they are important in education. In the following section, we will take a look at how global skills can be integrated in the EFL classroom.

## 2.2. Global skills and the ELT classroom

The English language is arguably "seen as a global skill itself" (Oxford University Press, 2020, p.5) and "is an excellent medium for learning global skills" (Oxford University Press, 2020, p.5). English as a global lingua franca is spoken across the world and it allows for exchanging ideas and thoughts, and familiarizing with different cultures and worldviews without the language barrier. Besides, the need to use the English language in the vast majority of workplaces require a whole new set of skills to be acquired by the workers themselves. Today's work market is vastly different from what it was 30 years ago.

There is no doubt that English is an excellent medium to teach global skills because students can familiarize themselves with other cultures, ideas and thoughts that are perhaps not available in their mother tongue. The English language teaching (ELT) classroom is an excellent opportunity to educate young learners "how to function and show cultural sensitivity in a globalized world" (Bourn, 2018, p.4).

The 21$^{st}$ century skills ecompass a range of abilities essential for individuals to excel in a modern, interconnected world. These skills include critical thinking, creativity, collaboration, communication, information literacy, media literacy, technological literacy and adaptability. By incorporationg these skills into ELT, educators can equip students with the tools necessary for success in their personal, academic, and professional lives.

First, the goal of ELT is to develop students' communicative competence in English and the global skills of communication and collaboration reflect the key principles of ELT and the Communicative Approach, which is based on the idea that learners need to be involved in meaningful communication similar to that in authentic contexts. Furthermore, given that student-centered learning is advocated in ELT, interactive lessons have become a priority in 21$^{st}$ century classroom, emphasizing creative, interesting, and relevant learning situations (Artini et al., 2017). As stated by Richards (2006), activities based on communication and collaboration in the ELT classroom can be realized through communicative language teaching, content-based instruction (CBI) and task-based instruction (TBI).

Effective communication and collaboration in ELT is also aligned with the principles of social constructivism, as proposed by Leo Vygotsky, where "learning is a social process facilitated through interaction and collaboration" (Harmer, 2007, p.3). Effective communication enhances the learner's motivation, improves engagement and increases language proficiency. Furthermore, communicative language teaching has a significant impact on developing intrinsic motivation and willingness to learn and use English practically (Namaziandost and Nasri, 2019). Therefore, providing an opportunity for learners to debate, collaborate and engage in meaningful conversations can be very beneficial for building confidence in students and creating active participation in the classroom, which can be later transferred to real-life situations in the workplace. Collaborative learning promotes learner autonomy and critical thinking skills, since learners are encouraged to reflect on their contributions to the work they did in classroom.

Richards (2006) pointed out that solely learning the language does not guarantee that the learner will actually be able to use the language fluently. Lack of communication-based activities often results in theoretical knowledge and lack of fluency, which does not contribute to the development of skills needed in real-life situations. If the aim of ELT is to develop students' communicative competence for interaction in the global world, which entails collaboration and learning with and from others, this requires a shift in teaching approaches as well as a move from traditional to more alternative assessment. As a result, communication-based tasks, such

as debates, mock-conferences and roleplaying are frequently used as they replicate real-life situations. These tasks allow students to use the language practically and mimic real- world situations in order to become confident users of the English language and communicate in a diverse range of contexts. Therefore, "learners should be encouraged to take the initiative, to participate and dare to express their ideas" (Toro et al., 2018, p.3).

As for the kind of tasks that should be used in Communicative Language Teaching. Richards and Rogers (2014) advocate the use of games, role plays, simulations and task-based. Similarly, Abe (2013) proposes the use of group activities, discussions and presentations, whereas Colker (2007, p. 4) argues that "students learn better by using their senses when they see, hear, touch, move, examine and smell things".

Communication lies at the heart of language learning, and 21st century English language teaching should focus on developing students' oral, written, and digital communication skills. Teachers can incorporate authentic and real-world tasks, such as presentations, debates, blogging, and video creation, to foster effective communication. This approach helps students become confident communicators in diverse contexts and mediums.

The second global skill involves creativity and flexible thinking (Oxford University Press, 2020), which entails students' ability to express themselves creatively and present arguments and reach conclusions. This can be attained through critical thinking or the "ability to analyze information and draw on problem solving skills to form a balanced judgement" (Oxford University Press, 2020, p.5). Analyzing data, evaluating information and solving problems are essential skills to be acquired by 21$^{st}$ century learners, if they are to be competitive on the job market. In ELT, these skills can be developed by engaging students in activities which stimulate their critical thinking. For example, in task-based activities can be used to replicate any type of real-life activity or situation that requires creativity and flexible thinking alongside the use of the English language (Nunan, 2004).

Third, communication in the EFL classroom encompasses not only interaction, but also the development of students' intercultural competence, awareness of cultural diversity and an understanding of their roles and responsibilities in the local and international context (Byram, 2003). Therefore, the global skill of intercultural competence and citizenship can be developed by promoting intercultural competence through teaching methods which involve engaging critically with various forms of media, literature, and cultural items such as films, newspapers, magazines, advertisements, pop/folk songs, radio programs, and podcasts. Furthermore,

language learning inevitably includes learning about other cultures. In the past, culture teaching in the EFL classroom focused on learning facts about Anglophone countries (Vodopija-Krstanović, 2008). However, given that English is an international language which is used predominantly in non-English dominant countries by non-native speakers of English, focus of ELT needs to shift from learning the culture of English-speaking countries to intercultural education for a multilingual and multicultural world. (cf. Vodopija-Krstanović and Marinac, 2019). Therefore, ELT needs to develop learners need to acquire the knowledge and skills to act appropriately in international multicultural contexts. Furthermore, in the EFL classroom, students can develop their knowledge, skills, positive attitudes and awareness with respect to others and other cultures (Fantini, 2020), and thus become more interculturally competent. Enhancing learning experiences can be achieved through activities like excursions, exchange programs, online partnerships, and cultural visits, as well as fostering diverse environments within school classrooms. In the context of citizenship education, teachers can incorporate current media topics to stimulate discussions and debates in addition to traditional in-depth projects and textbook lessons. Encouraging self-reflection on personal actions and community involvement through English is another valuable aspect. Furthermore, schools can create opportunities for student engagement, such as having student representatives participate in school advisory boards.

In the digital age, information and media literacy are crucial skills for students to navigate the vast amount of information available. English language teachers can guide students in evaluating sources, distinguishing between reliable and unreliable information, and critically analyzing media messages. This empowers students to become discerning consumers and creators of information.

## 2.3. *Global skills and EFL coursebooks*

Coursebooks are the main tool teachers use to cultivate material and generate content for their learners to learn from. Coursebooks are written according to the national syllabus and then picked by teachers based on their style of teaching. They are useful for students to help learn the target language through grammar and vocabulary. "Textbooks tell teachers what to teach in what order and help students to know what to learn at a given level" (Singh Saud, 2022, p.2). Coursebooks in Croatia are approved by the Ministry of Science and Education, meaning they are deemed for the EFL classroom.

In the context of ELT, authors have proposed the concept of a global coursebook. Mishan (1995) in his article "The Global ELT Coursebook: A Case of Cinderella's Slipper?" argues that textbook publishers often write the course material according to their own world view, and how no textbooks can satisfy the cultural and language needs of every single student out there. According to Mishan (1995, p.4), a global textbook has become "a recognized international brand", referring to the typical design of a modern textbook (a lot of photographs, interactive tasks and the overall multimedia experience the textbook offers). However, this "universal" look could mean that the publishers are trying to adapt to meet the demands of the 21$^{st}$ century learners. Including social media and a lot of photographs in the textbook is a good way to keep young learners engaged.

According to Ping and Wang (2023), "the Anglo-American culture still dominates foreign language textbooks". (Ping and Wang, 2023., p. 3). Ping and Wang (2023) conducted a study in which they showcased that the "inner circle cultures" (e.g. the United States, United Kingdom, Ireland) still dominate the way ELT textbooks are designed and the majority of the texts and other content in textbooks are about the cultural aspects of the Anglo-American world.

## 3. Methodology

### 3.1 Aims

The aim of this study is to determine the extent to which two secondary school coursebooks *Forward 4* and *Focus 5* support the development of the five global skills: communication and collaboration, creativity and critical thinking, intercultural competence ad citizenship, emotional self-regulation and wellbeing, and digital literacies. The study was guided by the following research questions:

> RQ1 How does the international coursebook Focus 5 support the development of the five global skills?
> RQ2 How does the Croatian EFL coursebook Forward 4 support the development of the five global skills?
> RQ3 Is there a difference as to how the five global skills are integrated in the English and Croatian EFL coursebooks?

*3.2 Material*

The material for the analysis comprised two coursebooks: *Focus 5: Student's book* (Kay et al., 2020, Pearson Education Limited) and *Forward 4* (Gregović, Ivić, Jurković, Pavličević, 2021, Školska knjiga). Both books have been approved by the Croatian Ministry of Science and Education and are used in the 4th grade of high school.

**3.3.** *Method*

The first step was to decide which coursebooks would be used in the analysis. The two that were chosen are commonly used in Croatian secondary schools. Content analysis comprised both quantitative and qualitative analyses focusing on the occurrence of global-skill related items in the coursebooks, and conceptual analysis involved the interpretation and relationship of the identified items with respect to ELT. The conceptual framework for the analysis was derived from the five clusters of global skills 1. creativity and critical thinking, 2. emotional self-regulation, 3. digital literacy, 4. intercultural competences, and 5. communication and collaboration which are deemed particularly relevant for learning and teaching English as a foreign language. The research was carried out by first analyzing each page in order to identify the tasks which support the development of each of the five skills. The occurrences of the five global skills in *Focus 5* and *Forward 4* were written into Table 1 and Table 2, respectively. Next, the selected tasks were analyzed qualitatively in terms of how they are relevant to the context of learning and teaching English as a foreign language. It was difficult to determine how to classify a task because all five global skills are intertwined, for example communication and intercultural competence or digital literacy and communication, among others.

**3.4.** *Findings*

The findings were analyzed quantitatively in terms of the number of examples that support the development of each global skills, and qualitatively focusing on the content of each example with respect to ELT. A selection of examples for each category from both coursebooks are presented and interpreted in the following sections.

In terms of the total number of occurrences, global skills are covered more frequently in *Focus 5* with 50 occurrences and 44 in *Forward 4*. The distribution of global skills in the two coursebooks also varies (see Table 1. and Table 2). Communication and collaboration (15) and

creativity and critical thinking (15) are the most frequently addressed global skills in *Focus 5* in contrast to *Forward 4* where the most frequent global skill is Communication and collaboration (17) followed by Digital literacy (13). In *Focus 5*, Emotional self-regulation is represented with 5 tasks, Digital literacy with 5 tasks and Intercultural competence with 4 tasks. In *Forward 4*, Emotional self-regulation is represented with 5 tasks, Creativity and critical thinking with 15 tasks and Intercultural competence with 4 tasks.

Table 1. The number of occurrences of global skills in *Forward 4*

| | |
|---|---|
| Communication and collaboration | 15 |
| Digital literacy | 5 |
| Intercultural competence and citizenship | 4 |
| Creativity and critical thinking | 15 |
| Emotional self-regulation and well-being | 5 |
| **TOTAL** | **44** |

Table 2. The number of occurrences of global skills in *Focus 5*

| | |
|---|---|
| Communication and collaboration | 17 |
| Digital literacy | 13 |
| Intercultural competence and citizenship | 7 |
| Creativity and critical thinking | 8 |
| Emotional self-regulation and well-being | 5 |
| **TOTAL** | **50** |

As for the qualitative analysis, it is divided into 5 categories which match the 5 global skills defined by the Oxford University Press. Examples of tasks in *Focus 5* and *Forward 4* which tap into each of the five global skills are presented and interpreted with respect to the global skill and principles of ELT and Communicative Language Teaching.

### 3.4.1. *Communication and collaboration*

The first skils in the qualitative analysis are communication and collaboration. These two skills have been the most represented in both *Forward 4* and *Focus 5,* which was expected because the focus of ELT nowadays is communicative language teaching.

As seen in image 1, the authors of *Focus 5* (2020) have proposed a task where students have to practice their non-verbal communication skills and determine whether or not they are using the listed communication strategies. By doing this task students can learn about the concept of non-verbal communication, while also examining intercultural issues.



Image 1 – Communication skills exercises (Focus 5, 2020, p.112)

As seen in image 2, Focus 5 gives students an opportunity to discuss and communicate about the differences in the way how men and women perceive friendships. This taks is a good opportunity to give students some insight on how their peers perceive close relationships and to strike a deeper conversation about differences in social interactions. While it offers an opportunity for developing students' oral skill, it may also perpetuate gender sterotypes. Therefore, this activity in class should be linked to the the global skill intercultural competence.



Image 2 – Communication skill exercises (Focus 5 (2020), p. 2)

Image 3 shows a task where students have to discuss the advantages and disadvantages of a place to go on a school trip. This taks can also be translated to real life situations where students can be given an opportunity to discuss and choose a place for their next school trip. Task-based activities are useful as they prepare students for using English in authentc sitations outside the classroom. This task can also be related to the global skill critical thinking and creativity as it requires careful critical analysis and planning.

> 6 SPEAKING Discuss the advantages and disadvantages of each place below as a destination for a culture-focused school trip.
> - a modern art gallery
> - a zoo
> - a classical music concert
> - a fashion show
> - a national museum
>
> 7 Compare your ideas with another pair. Do you agree on the best destination?

Image 3 – communication skill exercises (Focus 5,2020, p.83)

### 3.4.2. *Digital literacy*

The next global skill presented is digital literacy. Both coursebooks offer a wide array of tasks which help students improve their digital literacy skills. It is important to note that the majority of these tasks are often intertwined with other areas of study – such as learning about other cultures and historical figures. Tasks reflect interdisciplinary and holistic approaches and help students develop the research skills necessary for further education.

Forward 4 (2021) provides an example of task where students have to do their own research on famous historical figures and their work. Students need to collect data on these historical figures and write down interesting facts about them. This activity also taps into the global skill critical thinking and creativity.

As seen in image 4, the authors had students research famous actors (e.g. Benedict Cumberbatch and David Suchet) and match them with the role they held in famous detective TV shows.

> Look at the photos of some famous literary detectives. Match their names with TV shows they acted in.

Image 4 – digital literacy exercises (Forward 4,2021, p.80)

In reference to image 5, *Focus 5* (2020) provides students with the ability to download and research several fitness apps. This task is useful because stutdents have to take many things into consideration and critically analyse the strenths and weakenss of the apps, check the app's interface and features, and then decide whether or not it is user-friendly before deciding on the best app. This task can connect critical thinking, digital as well as communication skills as it serves as a good opportunity to teach students about healthy lifestyle choices and connect the conversation further to diet and exercise.

**2  Read the task and answer the questions.**

1 What is it about?

2 What information do you need to include?

> You have been asked to try out some exercise apps aimed at encouraging young people to be active, then decide which is the best and write a review of the app for your student magazine. Describe who it is for, what it does and why it is effective.

Image 5 – digital literacy exercises (Focus 5,2020, page 85)

As seen in image 6, the authors of Focus 5 designed a task where students have to discuss the difference between giving malicious comments online and offline. This task gives insight into a very current topic about online behavior, sparking debate about what you can/can not do while your identity is anonymous on the internet. Also it requires critical thinking, adresses intercultural issues, and taps into the global skill emotional regulation and wellbeing as it requires the student to reflect on the emotions they feel if they read an unkind comment.

FOCUS ON LIFE SKILLS
Digital literacy: participating positively in online communities

6 SPEAKING Discuss the questions.
1 What are the differences between making a comment online and saying something to someone face to face?
2 What do you do when you read an unkind comment online?

Image 6 - digital literacy exercises (Focus 5,2020, p.119)

### 3.4.3. *Intercultural competence and citizenship*

The third global skill is intercultural competence and citizenship. The analysis showed that the international textbook *Focus 5* provided more variety in terms of how this skill is taught and talked about. According to Arasaratnam and Doerfel (2005), intercultural competence comprises five main qualities: empathy, experience, motivation, global attitudes and ability to listen well in conversation. All of these 5 components are important to promote empathy and understanding in students, which showcases that the inctercultural competence is closely connnected to the emotional intelligence competence in language learning as well as the global skills communication and collaboration and emotional wellbeing. While learning about social issues and different cultures around the world, students critically reflect on problems and develop their social skills and empathy.

In Forward 4 (2021) racial diversity is acknowledged in photographs which the authors included to illustrate the tasks. On page 129 (as seen in image 7), the authors have chosen photographs which include Asian, Black and White students, to highlight that campuses are diverse communities comprisng students of different linguistic, cultural and ethnic backgrounds. This activity is also closely related to the global skill intercultural competence as it is important to avoid any potential sterotyping.

Image 7 - insert from Forward 4 (2021), p.129

*Forward 4* (2021), as seen in image 8, provides students with a text about wrongfully accused people and how they have been exonerated by the help of DNA evidence, which gives students the opportunity to think about the legal system and ways in which people may not always benefit from it. Students can learn about different social issues, such as wrongful incarceration and become more aware about what is happening in the world. This task can be linked to the global skill critical thinking because students can look into the history of wrongful treatment of prisoners and exchange information.

1. When was DNA evidence introduced into the criminal justice field?

2. How has it helped wrongfully accused fellons?

3. Are the exonerated people compensated for the years they spent in prison?

4. What is the other kind of help they need?

Image 8 – intercultural competence exercises (Forward 4 (2021, p. 43)

*Forward 4 (2021)* module 5, titled "Citizens of the World" encompasses themes that range from global warming to climate change and food shortage. Students can educate themselves in the domain of citizenship and connect what they learned to their everyday life by becoming more aware of societal issues. The module encourages students to critically think about various problems in the modern world, volunteering in different countries, COVID-19 pandemic and its consequences. However, the majority of the tasks are not focused on these global issues by themselves, but rather they are incorporated into a grammar or a vocabulary focused section, e.g. learning about relative clauses through the topic of volunteering.

The section, as seen in image 9, also includes a writing task aimed to raise awareness on social issues that young people face every day (bullying, isolation, bad relationship with their parents or classmates). Students can learn about their role in their community and further develop their attitudes about social problems such as bullying.

> Flick through various newspapers or magazines and find an article that catches your attention. The topic of the article could be the social issue(s) teenagers face every day, or another topic about a social issue. Write a letter to the editor (in 200-250 words) where you express your opinion about a topic/problem.

Image 9 – intercultural competence and citizenship exercises, Forward 4, 2021, p. 65

As seen in image 10, the authors of *Focus 5* (2020) have presented a task where students have to read about another student's experience of studying abroad and learn about their experience with another culture. Tasks like ths are useful because they tap into sthe experience of cultural exchange and also programs such as Erasmus, where students have to adapt to another culture to study and work.
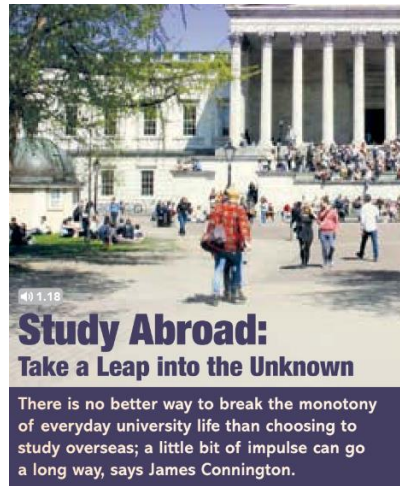
Image 10 – intercultural competence and citizenship exercises (Focus 5,2020, p. 18)

As seen in image 11, the auhors of focus 5 have conducted a task where students have to make a report about a country of their choice; they have to include an overview of the destination and possible problems that might occur while visiting the country. This task alo taps into digital literacy because students have to search general facts about the chosen country.



Image 11 – intercultural competence and citizenship exercises (Focus 5, 2020, p.73)

### 3.4.4. *Creativity and critical thinking*

The fourth global skill represented is creativity and critical thinking. Tasks which involve creativity and critical thinking are based on group work and pair work. These tasks are well thought-out and help students to plan and use different strategies while trying to complete the assignment. Tasks concerning creativity and critical thinking offer a vast array of topics, including creating a criminal profile, deciding which crimes violate which amendments in the Constitution, proposing a lunch plan in school and discussing the impact of technology on young people's lives. The topics presented are contemporary and relevant and require students to think critically about real-life situations.

Findings showed that the British textbook (Focus 5) focuses more on team and group work, possibly because of differences in the state curriculums, although the Croatian curriculum has aslo shifted more towards promoting critical thinking, cerativity and groupwork by implementing the "Škola za život" reform into the education system.

As seen in image 12, the authors of *Focus 5* designed a task which encourages students to write a proposal to lawmakers about how their school could participate in promoting healthier lifestyle choices.This task encourages students to collaborate on original ideas and think critically to solve a practical and relevant problem.



Image 12 – creativity and critical thinking exercises (Focus 5,2020 p.20)

As seen in image 13, the authors of Forward 4 (2021) created a task where students have to critically analyse their friend's personality cues and make a psychological profile of their friend. This taks can also be connected with the skill of emotional self-regulation and shows a good example of interdiscpilinarity.

Image 13 – creativity and critical thinking exercises (Forward 4,2021, p. 34)

Image 14 showcases a task in Focus 5 where students have to critically analyse the strengths and weaknesses of technology and  negotiate and decide into which technology product their school should invest. Given the topic, this activity is also linked to the digital competencies global skill. While doing this task students think critically and practice their debate skills, and connect the lesson to real-life challenges, such as creating a budget for their household, school, etc.

5 SPEAKING Discuss the advantages and
disadvantages of each of the technologies
in the classroom. Then choose one
you think your school should invest in.
• a Wi-Fi connection
• an interactive whiteboard
• a digital projector

Image 14– creativity and critical thinking exercises, Focus 5,2020, p. 71

According to the Bloom's taxonomy, critical thinking belongs to the higher order thinking skill because it requires more effort from students, beyond observation and memorization (University of Connecticut, 2012). Teaching critical thinking should be an integral part of the EFL classroom and incorporated into most language tasks in the textbook.

One way of teaching critical thinking in schools is incorporation the Socratic method of learning. The Socratic method of fostering critical thinking implies that the "real job of an instructor is to assist students to students to gather their opinions and thoughts and construct original thought from prior understanding"(Zare and Mukundan, 2015, p.2). While teaching, it is important to nurture an atmosphere where students can think freely, "out of the box" and discuss ideas both with their peers and their teachers. Critical thinking tasks in *Focus 5* and *Forward 4* use the Socratic method of critical thinking frequently, since many tasks require

students to debate and work together to accomplish a task, which also encourages the development of teamwork and communication skills.

### 3.4.5. *Emotional self- regulation and well-being*

The fifth and final skill represented is emotional self-regulation. The findings show that the Croatian textbook (*Forward 4*) provides a wider and deeper understanding of emotional intelligence because of the variety of tasks provided. I especially liked the part where the authors talk about therapy and mental health, which destigmatizes the issue and encourages students to develop self-awareness and empathy. Mental health is becoming an increasingly important topic in today's world, especially for young people, who are particularly vulnerable.

The majority of the tasks in *Focus 5* focus on stress as an issue, both in school and in the workplace. Tasks like these are useful because they can provide helpful strategies for students to deal with stress on a daily basis and develop healthy habits which can reduce the consequences of stress on the mind and body.

As seen in image 15, authors of *Focus 5* (2020) directly addressed students' needs  by highlighting the importance of acknowledging academic stress. They offer students various techniques to overcome difficulties they often face while trying to manage their schoolwork and personal lives. Therefore, in task 3, page 17; the authors showcased a text about 3 young students who find it difficult to study for numerous exams ahead of them, and therefore feel stressed and anxious. The text offers a lot of study techniques available for students to apply to their studying process to make it a bit easier. Study techniques and learning strategies are an important part of self-regulation because, if applied properly, they can reduce academic stress and help students to avoid exam anxiety. The task also introduces vocabulary that is related to the topic.

Image 15 – emotional self-regulation exercises, Focus 5, 2020, p.56

*Focus 5* (2020) takes an interesting approach to emotional self-regulation, talking about job burnout and hardships young people face while attending internships and trying to find a job. This is also highly relevant for teenagers, some of whom may have entered the workforce for the first time. As novices, many may face a series of challenges at work, which could lead to emotional problems. As seen in image 16, the authors have embedded the aforementiond problems into a task about phrasal verbs. Tasks like these develop students language skills, while allowing young people to address their worries and concerns and share them with the rest of the class.

**3  Read the article and answer the questions.**

1 Who was **taken on** by a start-up?
2 Who persevered despite having to do really boring things?
3 Who **slaved away** putting in extra hours?
4 Who felt disappointed as the company didn't keep their promise?
5 Whose really positive experience **made up for** the lack of pay?

Image 16 – emotional self-regulation exercises, Focus 5, 2020, p. 18

In reference to image 17*, Focus 5* (2020) provides students with an interesting and insightful text titled "Can You Eat Yourself Happy?", which talks about the influence of food on people's emotions and cooking being an established occupational therapy for depression. The texts provides a lot of interesting facts about the influence of food on an individual's mental health, however, a point is to be made here about recommending therapy resources to teenagers. With youth mental health being a prominent theme in recent years, it is very important for teachers to talk about therapy and other resources unapologetically and openly, and to include therapists and doctors in the discourse, and thus normalize regular talk to a mental health professional, when needed. Texts like these could be very useful to read and talk about, but more emphasis should be put on seeking counseling and talking to mental health professionals.

It seems that food is an unavoidable topic of conversation these days. Whether you're browsing online, flicking through a magazine, zoning out in front of the TV or chatting away to friends, someone will almost certainly be discussing food in one form or another. Favourite talking points include whether we are over- or underweight because of the type of food we eat; whether we eat too much junk and processed food; whether we ought to eat meat or not; and exactly which superfood or diet is going to save our lives and give us the body we want. These are all burning questions for those of us fortunate enough to be able to choose what we eat, and while diet-related issues such as obesity are undoubtedly serious and potentially life-threatening, the effects of eating are not only physical. Recent research has been looking at how food affects our moods as well as our bodies.

Image 17 – emotional self-regulation exercises, Focus 5, 2020, p. 50

*Forward 4* (2021) does a good job at providing students with meaningful tasks and strategies on how to regulate their emotions and talk about what they feel and articulate what they know about themselves and other students in their class. The textbook contains a whole unit about therapy and mental health, which is very important for teenagers as they need to learn and talk about this issue, which is often still stigmatized..

As seen in image 18 from *Forward 4* (2021), students have the opportunity to not only learn about therapy itself as a concept, but to go a step further and to critically analyze different approaches and styles of therapy, and to talk about how different approaches target different issues. Tasks like this are an excellent opportunity to destigmatize mental health issues and struggles and to perhaps encourage students to open up and seek help if needed.

Which of these therapies described in the text would you consider complementary and which alternative? Why?

Image 18 – emotional self-regulation exercises, Forward 4, 2021,p.54

## 4. Discussion

The analysis has shown that both coursebooks contain a fair amount of tasks which adress the five global skills, while at the same time aim to dvelop students' communicative competence. These tasks, apart from being interesting, are also relevant and useful. Keeping in mind the significance of global skills for success in today's world, the authors of both coursebooks have succeeded in presenting these types of tasks to students.

Focus 5 (2020) offers students a rubric named "Life Skills", which contains various tasks representing each of the 5 global skills identified by the Expert Panel of Oxford University Press (2023). This is an effective way of highlighting the importance of these topics in modern education. Forward 4 (2021) provides students with tasks which correlate with the Croatian national curriculum (the life skills students have to develop and which focus on real-life examples and skills). However, *Focus 5* (2020) provides a larger number of tasks regarding global skills and greater variety regarding approach to different topics. A possible reason could be that *Focus 5* is an international book, targeting the global market so by intergrating the skills it can cater to the needs of diverse educational contexts.

Regarding the skill of communication and collaboration, Clouston (2022) argues that there are two main approaches to communication and collaboration. The first one was conducted by Grice in 1989, and it addresses four points: quality, quantity, relation and manner. Quantity refers to a student's amount of contribution in a project, which should provide just enough information, without being overbearing. Quality refers to a student's ability to engage in meaningful conversations and avoid spreading misinformation. Relation refers to a student's ability to be concise and to contribute to the conversation accordingly without being off-topic. Lastly, manner refers to avoiding obscurity and ambiguity in the conversation (Grice, 1989, cited in Clouston, 2022). Authors of coursebooks have added these approaches in their tasks, as can be seen in tasks regarding communication and collaboration (particularly debates where students have to showcase the nuances of both verbal and nonverbal communication – body language, not interrupting others, quality of their words etc).

The second approach was conducted by Brown and Levinson in 1987 and it is called "the politeness theory". It assumes that all people have "a face" while communicating with others. The "face" can be both positive and negative. A positive "face" refers to people who are extroverted, well-mannered and contribute greatly to the conversation. The negative "face" refers to the freedom of setting boundaries and not interrupting while others are speaking. It is

important to mantain both "faces" in everyday life because it provides balance in how we communicate and hold boundaries (Brown and Levinson, 1987, cited in Clouston, 2022). The latter approach can be seen in image 1 in *Focus 5* (2020) where the authors conducted a task where students have to analyize the cues of nonverbal communication. Also, this approach is closely related to communicative compence and intercultural communication, both of which underly numerous activities in both coursebooks.

Collaborative tasks in the coursebooks are often presented in the form of a debate, group work, and task-based activities and problem-based activities, which are also good opportunity for students to work on their speaking skils, practice sentence structures and improve their argumentative skills. Interesting collaborative projects have been showcased in both coursebooks, which offer students a contemporary and interesting array of topics to work on. Teamwork is also highletded in the coursebooks. Iti s definitely a marketable skill which could benefit students greatly in their future so it is important to master it before entering the job market since most employers are looking for a team player.

Digital competences are mostly presented in the form of research students have to do to complete a task, which again is important for future careers in various fields and discplines. These skolls are often combined with critical thinking skills, and occasionally with intercultueal and communication competencies. The tasks are well though out and offer students a chance to hone their research and analytic skills. The task in image 5 in *Focus 5* (2020) where students have to analyse fitness apps can be further connected to their physical education classes, as well as to current research on obesity in Croatia.

Wei (2022) recognises two types of digital literacy for students: local and global. Local digital literacy consists of various devices within a single school, such as tablets, smartphones, and personal computers. Students usually learn and complete tasks in coursebooks using devices available to them in school. However, this creates a discrepancy between schools in the country and educational systems around the globe, in terms of the kind of digital resources and services are available, hence impacting to what extent teachers and textbook authors offer students opportunities to develop their digital literacy skills in the EFL classroom. It is not the same if a school can offer students VR technology and state-of-the-art personal computers or if a school has dated computers and poor funding and support from the state. Miah (2023) argues that the effect of the digital divide in education can lead to students "reduced ability to communicate and collaborate, increased likelihood of dropping out, and receiving poorer grades." (Miah, 2023, p.6). There is also something to say about the increased inequality between students from

different parts of the world, the degree to which they have access to digital devices and subsequently the abilty to get equal chances later in life, when seeking or applying to different programs and jobs.

Kramsch (1993) argues that learning a foreign language through culture becomes "a lens through which students understand the language's context, pragmatics and sociolingustic appropriateness" (Kramsch, 1993, p. 10). As English has become the widespread lingua franca, intercultural competence becomes a key tool to teach students how to interpret different customs, beliefs and behaviors around the world. Teaching intercultural competence also decenters the idea that the only acceptable pronunciation and accent is the one of a native speaker, which could help build confidence among learners and encourage them to communicate more without fear that their accent is not suitable. Knowledge of language is tied closely to sociolinguistic competence; it requires skills and attitudes which enables students to communicate effectively with members of cultures different than their own. Skills taught during communicative language learning, such as debates, pair work and teamwork are very useful while teaching intercultural communication because they encourage students to notice differences and similarities between cultures. Another useful way to engage students is to use role-play to learn about different customs, values and beliefs. Intercultural communication is also an important domain in the Croatian National Curriculum for English.

Regarding tasks which include intercultural skills, both coursebooks did not go in depth while discussing particular intercultural issues. This was adressed throug tasks related to social issues. The task in *Forward 4* (2021) about people who have been wrongfully convicted and exonerated because of DNA does mention the Innocence Project Organization (an organization established in 1992 which "works to free the innocent, prevent wrongful convictions and create fair, compassionate, and equitable systems of justice for everyone" (Innocence Project, 2023); however, it does not take into consideration how much of the organization's work is centered to help wrongfully accused Black and Latino people who, despite accounting for just 13,6% of the U.S. population, account for nearly 60% of prisoners the Innocence Project has helped. By adding the racial and cultural factor into the task, the authors could have added an extra dimension to the conversation about the legal system and inspire students to critically think and talk about social (in)justice and racial sensitivity with their classmates. Talking about racial biases in the legal system and juries applying racial stereotypes in decision-making (painting black men as aggressive, violent and overly masculinized individuals) could very much benefit students who come from countries with little to no racial diversity (e.g. Croatia with 99, 3% of

inhabitants being white (Total Croatia News, 2018) because it can give them insights into what people outside their immediate envirnoment go through. Given that demographics in Croatia are rapidly changing with more foreigners moving to Croatia to work in various industries, it is important for students to learn about other cultures and the challenges individuals may face while living in a diferent country.

Regarding creativity and critical thinking,a lot of the questions and tasks in the coursebooks are posed in the form of a debate or a conversation, which enables students to develop their communicative competence, exchange ideas, and learn how to form arguments based on listening to other students, which is critical for their growth and for teaching them to process information critically.

According to Algafri (2014), there are three main approaches to teaching critical thinking in coursebooks: a) the separate approach, b) the partial embodiment approach, and c) the implication approach. In the separate approach, critical thinking skills are taught separately, first by identifying and then learning them separately from the content. Partial embodiment approach includes various challenging questions and tasks without teaching or explicitly mentioning the skills themselves. Lastly, the implication approach identifyes the skills needed and has students immediately apply them to concrete tasks. The latter approach is used in both coursebooks, since each task identifyes the skill needed and them immediately has students think and apply the skill to solve a real-life problem, while also developing their English language skills and their communicative competence.

In terms of the fifth global skill, emotional self-regulation and well-being,American psychologist Daniel Goleman (1995, p.4) has developed a theory he named the "EQ theory", or emotional quotient theory. His theory comprises of 5 main components, which are:

- empathy (ability to read other people's emotions)

- effective commmunication (social skills)

- self-awareness (being able to recognize our feelings)

- self regulation (handling our own emotions to avoid negative effects)

- motivation

He defined the EQ as "the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships."

(Goleman, 1995, p.5). The concept of EQ has integrated itself into English language teaching, since by implementing Goleman's theory students can develop both personal skills and skills seeked by employers, such as motivation and effective communication skills. Also, they can develop their self-awareness and learn how to handle their emotions in stressful situations and group activities. Both coursbooks provide activities which help students develop with all five of Goleman's EQ components.

De Neve et alt. (2022) compiled a study about emotional regulation in classrooms which dealt with emotional regulation among teenagers and how teachers could implement emotional intelligence in the curriculum. The study found that students who are active in the learning process (asking questions, showing initiative etc.) tend to have higher levels of self-awareness, higher self-esteem and higher levels of emotional regulation in comparison to their peers who were more passive in the learning process. This could mean that learning how to regulate one's emotions helps with learning, getting higher grades and learning how to express arguments better. The EFL activities in both coursebooks actively engage the learners, and through guided activities and meaningful language tasks, support their critical thinking skills, and raise their awareness of how to regulate their emotions. Learning emotional regulation skills is especially important during teenage years, when students seek stability, routine and acceptance. This can all be achieved through fostering student-teacher communication, creating a supportive environment,collaborative learning environment, engaging in task-based and problem learning assignments, as well as reflecting on and discussing wellbeing topics in the EFL class.

## 5. Conclusion

Both coursebooks give significant insight into the 5 main global skills and provide contemporary and interesting topics and activites that adress and invite the students to reflect on all the five global skills. The majority of tasks focused on global skills are designed to be done in pairs or groups, which helps students exchange ideas, listen to each other and learn something new from their peers. Also, they offere oppportunities to put the global skills into practice, in particular communcation and collaboration.

By doing tasks which involve communication and collaboration, students learn how to structure sentences, negaotiate meaning, use language in authentic real-life situations, practice inteacting in English with their peers, and work in a team. The Communicative approach to teaching English underlies all the activities in the coursebooks and integrates the development of

communicative competence and competences in all the global skills. Language is at the heart of every global skill.

Digital literacy is a vital skill in today's ever-changing world, particularly in light of new challenges like artificial intelligence. Therefore, it is important that students not only develop their digitaly literacy, but are taught how to analyze it critically, and thus become aware of all its potetial challenges and benefits. However, there is also something to be said about digital inequality among students globally, how much access they have to various devices and resources, and subsequently what challenges they are facing in a world which relies on technology.

Developing intercultural competencies in the EFL classroom is crucial for students who will use the English language to interact world-wide. Knowledge of English is not sufficient for communication in a globalized world. Therefore, raising awareness of and learning about different identities, religions and lifestyles, communication styles, and developing understanding of different socio-political issues happening in the world, are critical for supporting students in becoming active members of society.

Creativity and critical thinking skills which help students analyze, interpret, evaluate and synthesize infomation help students develop competencies to function in contemporary society and come up with new ways to solve problems. The activities in both coursebooks help empower the students to develop their critical thinking skills and enhance their creativity.

With mental health being a prominent topic nowadays, it is important to include language tasks which engage students in discussions about their feelings and emotions and help them manage negative emotions and the adverse effects of stress. It is necessary to make students feel heard and understood and to create a safe environment in the classroom which is condusive to learning the language alongside the global skills. Both coursebooks comprise language activities which highlight issues related to mental health and engage students in discussions about mental health and their well-being and offer strategies to minimize the effects of stress and maximize and improve their learning techniques.

The possible limitations of this study include:

a) insufficient material as the study has only been conducted on two EFL coursebooks, so it would be interesting to see whether other coursebooks would have a similar amount of tasks which include global skills, and

b) analysis of a only a Croatian and a British EFL coursebook. It would be interesting to see how authors of EFL from others countries and cultures tackle the important of global skills.

In conclusion, to date the complex topic of integrating global skills into ELT remains insufficiently researched. Further implications for researchers could include analyzing a larger sample of tasks in diverse coursebooks and developing a frameworks for global skills analysis. Further research could also focus on providing better guidance and support to EFL teachers on how to teach global skills in the EFL classroom, how to tap into the global skills components in EFL coursebooks, and how to better integrate global skill into the EFL curriculum.

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