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**Life Skills Incorporation in English for Palestine
Textbooks – the Upper Primary Stage**

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**Life Skills Incorporation in English for Palestine
Textbooks – the Upper Primary Stage**

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Thesis Approval

Life Skills Incorporation in English for Palestine Textbooks – the Upper Primary Stage



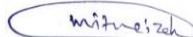
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Dedication

I dedicate my work to those who are more honorable than us all, our righteous martyrs and prisoners of freedom and hope.

To my loving parents, who have raised me, and taught me that nothing in life is impossible.

To my wife, the one who lived through my experience, both sweet and bitter, my dear partner.

To my father-in-law Nabil Al Attal, the source of encouragement and push for tenacity.

To my mother-in-law Fatima Qazzaz, the second mother that supported me and motivated me to continue my study.

To the address of happiness and love in my life, my lovely daughter, Rafif, my soul.

To my brothers and sisters.

The researcher: Al-Mu'tasim Billah Samir Kayed Awawda

Declaration

I certify that this thesis submitted for the master degree is the result of my work in design and research, except where otherwise acknowledged, and that this study or any part of the same has not been submitted for a higher degree to any other university or institution.

Signed: 

Name: Al-Mu'tasim Billah Samir Kayed Awawda

Date: 9 / 1 / 2025

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The researcher: Al-Mu'tasim Billah Samir Kayed Awawda

Abstract

The current study sought to investigate the degree of integration of life skills in the English for Palestine textbooks at the upper primary level. The researcher used the descriptive analytical qualitative approach, which was considered suitable for the study. The population of the study consisted of the English for Palestine textbooks (edition 2024) designed for the upper primary stage. The study included 12 textbooks.

The researcher developed and used a content analysis framework to achieve the intended aims, distributing a variety of the most significant life skills among five main categories (communication, critical thinking, collaboration, problem solving, and creative thinking skills), further subdivided into (39) subcategories. Appropriate scientific methods ensured the validity and reliability of the instrument.

Among the most prominent results, it was found that the five major skills are included in English for Palestine textbooks with a variation in the frequencies and percentages. Communication skills got the highest percentage (47.6%). The next highest skill found was collaboration skills with a percentage of (20.8%). Problem-solving skills was in the third position with a percentage of (14.6%). The fourth skill was critical thinking with a percentage of (11.7%) The lowest percentage was for creative thinking skills with a percentage of (5.43%).

Keywords: life Skills, communication skills, critical thinking skills, collaboration skills, problem-solving, creativity skills

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Chapter One

Background and Significance of the study

1.1 Introduction

The entire world of the 21st century encounters an era that is characterized by unprecedented increasing development, changes and challenges. As a result, the world continues to witness the emergence of numerous new cognitive and practical sciences, as well as constantly evolving technologies across all fields. Notably, the educational level has received significant attention, coinciding with the various challenging social, emotional, psychological, and physical situations that individuals encounter, (Behera.2020).

Recently, there has been a growing demand to incorporate life skills into the materials used in English learning classrooms. Nurhajati and Setiawan (2021) argue that rapid development impacts human resources quality, future job properties, and society as a whole, and notably learners. Besides, they also affirm that the demand for a skilled and competent individual has been intensified, so that they can excel in their work and compete effectively. They add that life skills are crucial competencies for the younger generation to prepare them for the industrial revolution.

There are numerous changes occurring globally, particularly in the field of education. This implies that students must possess the necessary skills to navigate these changes. Al-Mughrabi (2021) asserts that the current changes influence the educational sector. Thus, these changes need for more recent plans and other new effective programs to supply pupils with other new skills, experiences and knowledge through the scientific and technological challenges, which help them to go through their present and future life.

Life skills are a crucial element in equipping students to be productive and navigate various situations in their lives. As reported by Maqsood et al (2021) life skills education is an imperative for individuals to control their problems, change behavior, and deal with personal life difficulties. Also, it is becoming an urgent necessity for individuals to go through various stages of transition, such as life schooling, future employment, family responsibilities, and community activities. Developing essential life skills assist students become productive and responsible citizens, contributing positively to a healthy society. Furthermore, such skills enable them to exhibit appropriate behavior and cope effectively with challenging situations.

Equipping students with convenient life skills might boost them in achieving their goals. Al-Jar's (2021) research revealed that life skills empower students with basic welfare and core competencies to achieve success in life. To acquire life skills, students should engage in educational materials that enhance their life skills.

Palestinian students are not apart from the rapidly growing, challenging world and the diversified demands of daily life. They need to be incorporated into 21st century skills. To achieve this, Palestinian students must acquire and manage life skills, which are essential for enhancing their ability to evaluate and judge various life skills effectively. Furthermore, life skills play a crucial role in developing students' thinking abilities. They foster their creative thinking and critical thinking, which play a dominant role in handling any tremendous changes and difficulties in daily routines (Nassar,2022).

Nair & Fahirmirad (2019) reinforced the idea that life skills should be included in the English textbooks. In their research, they highlighted the importance of life

skills inclusion in curriculum. According to them, life skills inclusion in the materials used to teach in the classroom plays an important role in shaping students' personal and social competencies. It equips students with the essential skills that help them adapt and connect with the environment and foster self-management.

It was suggested by Al Masri et al (2016) that English textbooks should include a variety of life skills that engage students into society and make them active members in real life situations. Additionally, Al Masri et al (2016) underlined that life skills factors such as social, societal, religious, political, and communicational factors should seriously be taken into consideration when designing the syllabi.

Life skills integration in English for Palestine textbooks must be a pivotal case that stems from the Palestinian political, economic, and social challenges affecting the education process. Most importantly, Palestinian pupils are compelled to engage in required life skills to be involved in a society that is suffering with the Israeli occupation. Educators must acknowledge Palestinian students for their active roles in their modern community. Finally, educators need to retain the Palestinian heritage, identity, culture, and civilization the Israeli occupation attempts to wipe off. Therefore, it is necessary for Palestinian officials, educators, curriculum designers, teachers, and other stakeholders to assume their responsibilities toward their target students. They have to equip Palestinian students with life skills through national English syllabuses and to consolidate the roles of life skills in current and future life. It is expected that such facts must be emphasized in the headlines of the Palestinian curriculum, particularly the English one since it is the most widely used in all Palestinian local and international issues (Hamdona, 2007).

According to the Ministry of Education (2015), the English language curriculum, similar to other Palestinian curricula, strives to incorporate life skills into all three stages of the new curriculum, with a primary emphasis on the intermediate and secondary stages. The Palestinian curriculum received more attention then. Perhaps this much attention stemmed from the Palestinian Authority's insistence on having a Palestinian national curriculum instead of the Jordanian one. Besides, this attention might be related to the rapid changes around the globe.

Specifically, the majority of specialists emphasize the importance of incorporating life skills into textbooks, as they are considered one of the most crucial global requirements for teaching. Regarding English for Palestine, the textbooks are specifically tailored to meet the needs of Palestinian students. Predictions indicate that the English textbooks prioritize life skills as a crucial competency and a compelling need.

Ultimately, in agreement with preceding studies including Hamdona (2007), Nassar (2022), and Amr (2020), Palestinian curriculum was involved in these important changes. As a consequence, life skills were incorporated in the newly designed English books used to teach in Palestine. The current study, in turn, attempts to find out and emphasize the most crucial life learning skills in the English textbooks in which the governmental schools adhere, particularly in the upper primary stage, including communication, collaboration, problem-solving, critical thinking and creative thinking skills. In response, English textbooks of the upper primary stage are intended to be analyzed to look out to what extent basic life skills are included in the English for Palestine textbooks. It is essential to mention about the reason behind choosing the five skills indicated above. The five skills are considered the most important skills in language learning in the 21st century. This idea is in line with Erdogan (2019) who stated that the most important skills for the 21st century are the 4Cs of communication, collaboration, creativity and critical thinking skills. He added that problem-solving cannot be separated from critical thinking as they integrate each other. Finally, he highlights that the 4Cs are the main skills of learning and innovation in the 21st Century.

1.2 Statement of the Problem:

Being a teacher for a decade and examining previous related studies and literature involved in studying the life skills in the English textbooks in Palestine, the researcher realized the necessity of the existence of such skills in the content of the English textbooks. The inclusion of such skills in English Language textbooks is very important as they enable learners to engage into society. In addition, life skills might help them be active members in all aspects of life. Also, such skills help them to communicate in English. Finally, the practice of these skills can facilitate the use of them in real life situations. Therefore, this study intends to

find out to what extent life skills are incorporated into the English for Palestine textbooks especially in the upper primary stage.

1.3 Purposes of the study:

This Study meant to fulfill the following purposes:

1. To find out the most frequent life skills integrated in English for Palestine textbooks of upper primary stage.
2. To identify how are life skills distributed in English for Palestine textbooks in the upper primary stage.

1.4 Questions of the study:

The study attempted to answer the following questions to achieve the purposes of the study:

1. What are the most frequent life skills integrated in the English for Palestine textbooks in upper primary stage?
2. How are life skills distributed in English for Palestine textbooks in the upper primary stage?

1.5 Significance of the Study:

Theoretical Significance

The study was primarily concentrated in the major and minor categories of life skills distributed within a comprehensive framework including the most incorporated life skills. Further, the current study introduced the most critical points in terms of strengths and weaknesses in the content of English textbooks in Palestine. In terms of syllabus designers, this study could help them to find out some points of deficiency and strength in the content of English for Palestine textbook. In addition, this study could help syllabus designers to avoid points of weakness and reinforce points of strength.

Practical Significance

The present study is contemporary. This study was prompted by global trends and approaches that emphasize the importance of incorporating life skills into curricula, given their crucial role in enhancing students' ability to adapt to environmental instability. Furthermore, this study could encourage supervisors, teachers, and stakeholders to consider a variety of factors when planning, evaluating, and developing their curriculums. Moreover, it provided teachers with an overview of English textbooks in Palestine and the extent to which life skills are incorporated into these textbooks, enabling them to achieve their teaching goals in the context of life skills. Crucially, for students and their productiveness and success of their societies, life skills learning has become urgent to independently face the challenges of life as possible as they can. Thus, life skills serve as guidelines to enhance students' social, scientific, political, and educational awareness. Finally, the current study may pave the way for future research and studies that investigate the incorporation of life skills in other states, specifically the lower primary and secondary stages. Additionally, researchers may utilize the content analysis framework from the current study in their future investigations.

1.6 Limitations of the Study:

The study is limited to the English textbooks content used to teach in Palestine in both semesters. The selected materials analyzed were upper primary stage (5-10 grades) in the 2023 - 2024 school year.

1.7 Terms of the Study:

Life Skills

Life skills are capabilities the learners have that assist them to apply successfully and actively their " cognitive, affective and psychomotor skills" in their daily lives. (Bani Amer & Singha 2023).

UNICEF (2019) saw that the WHO coined the best definition of life skills which is, a group of psychological competences and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and

cope with and manage their lives in a healthy and productive manner. Life skills may be directed toward personal actions or actions toward others, as well as toward actions to change the surrounding environment to make it conceivable to health.

Pivarči & Raganová (2017,) defines life skills as personal and social skills which aim to represent the best achievement and performance of the person. Such skills are used either at schools or outside. They are intended to be basic parts of the education programs; thus, they influence on the relationships in the classroom.

Further, Jain (2017) defines life skills as an interactive pedagogical process that supplies children with abilities to acquire the knowledge, attitudes, and skills to support their adoption of healthy behavior.

Life skills was defined as a group of (psycho-social abilities that enable children to make informed decisions and choices, manage their emotional well-being and communicate effectively. (Singh & Menon, 2015).

The term is coined by IFRC (2013) as a group of skills that help people to live and encounter its instabilities and impediments. Plus, they help people to communicate effectively, think positively and analytically, set goals, cooperate to face the dangers and to solve problems.

UNESCO (2013) described life skills as the skills everyone needs to live healthy lives. This means to be physically healthy, emotionally healthy and mentally healthy.

Life skills as suggested in Hamdona (2007) are the ones required to assist individuals to live and integrate themselves in sophisticated situations.

For this study, in a simple way, and as the term suggests, life skills can be characterized as skills for life that are required for individuals to live, based on a set of knowledge, to encounter the challenges of the present time, interested in building the learner's personality and preparing them to take responsibility and cope with the environment in different fields.

Operationally, life skills are human competencies that individuals learn and acquire positively and efficiently to enable them to cope with all aspects of life. In this study, the core life skills included in the study are analyzed in accordance with their frequencies and percentages in the content of English for Palestine textbooks of the upper primary stage.

Critical thinking

Critical thinking is defined by the philosophical tradition (Browne & Keeley, 2011; Beyer, 1985) as a method of reflective thinking directed toward the analysis and evaluation of existing communication, information and arguments, particularly through the use of logic and reason. Along the past decades, this skill had received a great attention from different researchers. The original definition of this term turns to Dewey. Dewey (1933) defined critical thinking as an active, persistent, and careful consideration of any belief or supposed form of knowledge.

Collaboration

Collaboration is seen as a shared engagement in a coactive effort to achieve a common goal that involves the sharing goals, resources, and representations relating to the joint activity of participants. In this skill, mutual respect, trust, responsibilities, accountability within situational rules and norms are important aspects involved in this skill (Détienne et al. 2012).

Roschelle (1995) defined collaboration as common simultaneous activity that is a result of a repeated attempt to construct and maintain a shared interpretation of a problem.

Problem-solving

Problem solving is defined by Mourtos et al (2004) as a technique, used to acquire a best answer to an ambiguous, or a decision subject to some constraints. Mayer (2019) referred to problem-solving as a cognitive processing focused at accomplishing a goal when the problem solver does not initially know a solution method.

Creativity

Creativity as it was defined by (Reid and Petocz, 2004) it is called innovation when it is related to education. When related to business this skill is referred to as entrepreneurship, in mathematics it is related to as problem-solving, and finally in music creativity means performance or composition. Creativity is a complicated and mysterious concept, and therefore it is difficult to define creativity because of the ambiguity about the concept and no accepted definition for it in general (Andriopoulos and Lowe, 2000).

Chapter Two

Theoretical Framework and Previous Related Studies

2.1 Introduction:

This chapter featured two parts. The first presents theoretical literature relevant to the current study. In this section, life skills were discussed in terms of definitions, classifications, significance, and other related topics. In the second section, the researcher showed a variety of pertinent studies.

2.2 Theoretical Framework

The existing century is marred by numerous extraordinary changes and challenges borne out of the technological and technical revolutions the entire world is facing. It is definitely the period of globalization and rapid advancement and ICT (Information and Communication Technology). Given the recent challenges, educationalists were among the first who rushed to cope with the abundant challenges and developments as far as possible. They intended to reform the curricula, which could entail either complete or partial change in the educational curricula. In other words, they need to restructure the education systems once again. That leads to new educational philosophy, objectives, and management. As a result, there are new teaching and learning methods that differ from the traditional methods. The 21st teachers are no longer seen as transmitters of the knowledge as they were over the past decades. Recently, they have been recognized as facilitators, supervisors, and directors for the pupils. As a result, teachers can be involved in the new approach to learning, which features a spirit

of gathering information rather than being a receiver and a memorizer. However, pupils are nowadays deemed as the core of the educational process. They are researchers of the information and acquire the cognition, skills and attitudes from the curriculum, developed in a way that aims to achieve more positive educational outputs. (Almomani, 2023).

The modern world's demands are compelling educators to incorporate life skills into their teaching methods. Alkhatatneh (2022) affirms that the need for up-to-date goals on the educational level is qualified as necessities. According to him, teachers can pave the way for pupils to find their own pathways toward a new world and keep pace with the mounting changes. Alkhatatneh (2022) adds that it is essential to instill in students the most viable skills to meet the advancements in life and work. He reiterates that equipping students with life skills facilitates their personal growth, enables them to make significant contributions to their community, and fosters long-lasting learning. All this urged the researchers and education specialists to delve into the required skills the students need for life and work, which must be included in the textbooks. Finally, he highlights that the early stage in the student's life is the most important. During this stage, students can build their personality, help set up their societies, and compete on the global level.

Not being equipped with the demanded life skills during the educational life might lead to a negative impact in students' lives. Abdulaziz et al (2004) argued that the overwhelming majority of the students, after leaving schools, are not supplied with sufficient acquaintances and knowledge to be involved in work and the environment. He stated that there is a gap between what employers' need and what schools produce. As a result, there should be a cooperative education that engages students in the theory and application. He goes on to say that through participating in cooperative programs, students will learn the necessary skills and subsequently utilize them in their everyday lives. Therefore, there must be a high level of coordination between what students learn in school and what they need for their futures.

In line with the previous literature, Palestine, like many other countries worldwide reformed the curriculum in a way that the content aligns with the student's current needs within the confines of available resources. For the English Language in Palestine, in particular, English Language textbooks, were implemented with the new demands of language skills. Being labeled as the most spoken language in the world and the language of economic, research, and cultural exchanges, the Palestinian Ministry of Education (MOE) developed it. MOE realized the critical role of foreign language education, wherein acquiring English language enables Palestinian students to navigate their ways in different fields. MOE set new goals and objectives and confirmed the employment of them during the classrooms. Plus, it underlined the necessity of adherence to adopt some extremely important skills like thinking and problem-solving skills, coupled with reading, writing, and oral skills. The current study contributed to investigating the extent to which the most important life skills are incorporated in the English Language textbooks for upper primary stage in Palestine.

2.2.1 Content Analysis:

Content analysis is a scientific process that aims at addressing content, including its meanings, contexts, and intentions, to draw conclusions and inferences and to identify the characteristics of the content. It is a purposeful and descriptive process that happens through systematic procedures. That means it should be objective, systematic, and generalizable. The objectivity requires common rules researchers ought to stick to during their research and studies to get the same findings of different documents and resources. The content analysis should be systematic and conducted through consistent procedures. Finally, generalizability of content analysis means that the possibility of applying the findings the researcher comes up with to other related settings. It is very important since it finds out essential ideas or data that are missing or wrongly included (Prasad 2008). In addition, content analysis is considered as a method utilized to investigate the content to find out weaknesses and strengths points in order to develop the content relying on the results and suggestions (Al-khatatneh, 2022).

Qualitative content analysis as reported in (Prasad, 2008) is defined as a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns, and

it refers to any qualitative data reduction and sense-making effort that takes a volume of qualitative material and attempts to identify core consistencies and meanings.

Qualitative content analysis, compared to quantitative one, aims to examine topics, themes, and inferences generated from them. On the other hand, quantitative content analysis intends to test hypotheses and answer the questions born out during the research. In other words, qualitative content analysis is inductive and the latter is deductive (Zhang & Wildemuth, 2009).

2.2 .2 Learning Theories

Constructivism in education is considered as a combination of knowledge and thinking which the student, in turn, constructs through many diverse strategies and methods such as, learning cycle or teaching-learning cycle method that contributes to develop their skills and increase their achievement and creativity. Furthermore, it surfaces students' logical thinking skills and grow their scientific concepts compared to the traditional methods.

John Dewey, the spiritual father of experimental learning, affirmed that "education is not an affair of being told ", instead, it is an issue of being an effective element and a constructor of the information. In other words, the system of education tends to shift from the traditional method of lecturing and memorization to being independent learners. Children would not be a tool to apply the information, but they must practice what they know in multiple contexts, so that they can address the massive social, economic and political challenges. Thus, life skills education has been getting the most needed and vital in daily life (Nurbatra, & Masyhud, 2022).

English skills and speaking abilities can be developed within the classroom activities. In line with Ullah et al (2020), through constructivism, teachers can develop and create a variety of situations for English language learners. Through constructive activities students can have more chances in sharing their own understanding of real-life situations through teacher encouragement. They

reinforce that by doing so, students can develop their speaking abilities, use their collaborations, and strengthen their English skills.

Richard (2015) asserts that learning theories are interested in the way by which students learn and focuses on the transition of information and receiving it among the students through the process of learning. They mean to help pupils to acquire, develop, and change their knowledge, skills, and attitudes. There are learning theories that appear frequently in the present days, but there are three core learning theories that have to be known by teachers and learners: behaviorism, cognitivism, and constructivism.

It is also worth noting that learning theories highlight what the psychologists and recently socialists have worked on. Practically, learning theories contribute to provide a perception about the learning process and the way in which people learn and the teacher's role crucially surfaces. Deeply, it gives a better understanding of how people introduce knowledge, how children receive and learn it, how children can be involved and encouraged in learning contexts at schools (Ratna, 2015).

In addition to John Dewey, Jerome Bruner, Lev Vygotsky and others, Jean Piaget was among psychologists who called for the necessity of employing principles of constructivism in learning. It is concerned with the four "age-specific" stages through which a child goes, and stresses that learning occurs as a result of "internal mental process". Besides, this theory underscores that the students can raise the level of abstract thinking at the end of the elementary level. Notwithstanding, lots of studies capitalizing on Piaget's child's stages underline that children can raise the level of abstract thinking when they are equipped with sufficient support and instructions. The child in constructivism ought to be an active learner rather than a passive one, namely engaged in active construction, not passive reception. Further, for children to reach their own goals and work, they are supposed to be promoted and provided every opportunity to build up their ideas so as to put them in conceptual contexts. Practically, this can be crystalized in the classrooms where the process of learning is more active, as the role of teacher is limited to guide and encourage children in independent research and thinking critically in multiple contexts. (Ratna, 2015)

Ratna (2015) reaffirms that such kind of theories is related to the way in which learners build their own knowledge through their own experiences, thus they receive the new information and reform it using their past abilities and experiments. Compared to other theories, learners in such approaches are more active and are regarded as the axis of the learning process. In other meaning, they rely on themselves in constructing their knowledge and the role of teachers is only as a director and facilitator of the learning process.

Richard (2015) depicts constructivism as a compound of numerous theories, notably behaviorism and cognitivism. It is based on the strengths of both theories. The main idea of the theory is that learning is active, constructive and contextualized. Learners, in turn, are conceived as knowledge builders. The information is constructed based on personal prior experiences and abilities. Moreover, every individual learner has a various explanation and a specific building -knowledge way.

Constructivism school of thought is properly thought as the new emerging trend in language acquisition and language learning. It is considered as one of the main foundations affecting the trends, approaches, and the language theories.

Constructivism arguing that all human beings construct them own version of reality, and then the multiple interesting ways of knowing and describing are all considered being equally accepted (Brown, 2000).

2.2.3 Classifications of life skills

Life skills were classified by many researchers in different categories and a wide division. UNESCO (2013) clarified that the Dakar Framework concentrated on four pillars which are vital for individual's development and needs. These four pillars were classified as; learning to know skills which include the cognitive skills (critical thinking, problem -solving and decision-making). The second pillars is learning to be skills which feature skills of self-awareness, esteem, confidence and self-value. Third, learning to live together that include interpersonal skills like interaction, negotiation, communication and social being.

Finally, learning to do skills of career that need skills of adaptation, flexibility, leadership and taking responsibility.

WHO (2003) classified life skills into 10 main categories: decision -making, problem solving, creative thinking, critical thinking, effective communication, interpersonal relationship skills, self-awareness, empathy, coping with emotions, and coping with stress.

UNICEF (2019) clarified that there are three paramount life skills:

1. Self-awareness skills that aim to boost the individual's relationship and understanding of their thinking, feelings and behaviors. Among these skills are "stress management, emotional regulation, positive thinking and self-esteem skills"
2. Interpersonal skills that aim to equip the individuals with abilities to use peaceful and respectful communication. They include skills of "empathy, listening, handling disputes, managing relationships, and confident communication."
3. Thinking skills that include the skills the individual learns to think and do the tasks in order that they can make decisions, set goals and produce information.

American Indian Foundation (2018) also clarifies that the core ten life skills can be categorized into the following:

1. Social skills that include (self -awareness, empathy, effective communication, and interpersonal relationship) skills.
2. Thinking skills that include (creative thinking, critical thinking, decision making, and problem solving) skills.
3. Emotional skills that feature (coping with stress and coping with emotions) skills.

Maass et al (2006) classified life skills into: communication, problem-solving-decision-making, community service, goal setting, conflict resolution, critical thinking, and cooperation.

As mentioned in (Hamdona, 2007), life skills are divided into these domains: decision making, problem solving, creative thinking, critical thinking, effective

communication, interpersonal relating, self-awareness, ability to empathize, and coping with emotions and stress.

2.2.4 Importance of Life Skills

The present age witnesses a revolutionized change in the light of technology, globalization, and marketing. Therefore, this requires an immediate transformation of educational systems to develop life skills in order to meet the individual's needs (Prajapati et al, 2017).

The fact that the need for life skills education has become clear since the turn of the century, especially in the light of the abundant instabilities and challenges posed by globalization. Therefore, it is of paramount importance for individuals' need to gain high-quality education so as to navigate in different ways in their lives, support their families, future societies and easily interact with the globe. Moreover, life skills are becoming one of the most important pedagogy objectives and requirements of the 21st century teacher who needs contemporary educational methods to obtain life-long learning, and learning for innovation (Nurbatra & Masyhud ,2022).

Bani Amer and Singha (2023) underscores that through implementation of life skills, learners feel confident and behave healthily. Further on the educational level, students learning life skills can improve their performance and enable them to address the obstacles in their lives.

In addition, life skills equip individuals with capabilities to personally develop, and improve their working capacity, " promote mental well-being and competence ". Further, such skills supply individuals with awareness of the coming future. They raise the awareness among the youths to keep themselves from death, disease, and disability. It contributes to socialization. (Parmer, 2022)

In the current study, five major skills were introduced and analyzed within the English Textbooks in upper primary stage in Palestine, including effective communication skills, critical thinking, collaboration, problem solving, and creative thinking.

2.2.5 Effective communication skills:

It is well known that communication is a very important skill to share ideas and thoughts with others. Regarding its importance, researchers have defined it in a variety of ways.

First, communication can be defined as the ability to express ideas, ask questions, and demonstrate ideas and offers. Communication in the present world is becoming increasingly required and desired, especially in the apparent technologies. Further, acquiring effective communication enables the learners to use the language carefully and successfully to show their needs, values, and comprehend the messages. Additionally, there is a blatant interrelation between communication and collaboration. They are connected. Simply, the student will communicate in an effective and appropriate way in a variety of circumstances when there is a collaborative work between students and teachers. (Chiruguru, 2020).

Saleh (2019) clarifies that communication is deemed as the main aim of language teaching and learning. Moreover, he stressed that communication skills should not be optional for teachers to use in the classroom, though it must be compulsory for them to do so. Consequently, teachers have to be able to distinguish between the multiple techniques of communication they use in the different academic and educational settings. Moreover, teachers should prepare themselves to work as assistants in their classes, not only as the source of knowledge as usual. On the other hand, as it highlighted by Saleh (2019) teachers have to involve pupils in working groups or pairs to initiate discussions and exchange opinions and feelings, i.e. to integrate students in effective conversations in the classrooms.

The general goal of communication skills (speaking and listening skills) in English Language textbooks, especially in the Palestinian environment including is to equip students with the capabilities of efficient and successful interaction with native and non-native speakers of English Language in various situations. Additionally, they tend to create an educated speaker of English, talking with " a mother -tongue accent".

According to Palestinian Ministry of Education (2015), students are supposed to communicate in different academic and social settings the target language, namely English language for the following points:

1. To deliver presentations responding to stories, poems and songs.
2. To retell the stories using their own vocabulary.
3. To comprehend questions, statements and orders in the classrooms.
4. To express personal feelings and attitudes.
5. To infer the speaker's or writer's opinions and positions.

2.2.5.1 The Importance of Communication:

Communication skills are regarded as some of the most significant skills all over the world that everyone needs to go into the job market in which people meet and keep in touch face to face, and listen to each other. Therefore, communication takes place at least between two people: the one who sends a message and the other who receives it. To make an effective and a successful communication, the sender needs to convey a clarified message in order that the receiver can understand it. On the other hand, communication is obviously deemed as a powerful force which is used to influence people and convince them. (Muthiah, 2012)

Communication in education is very urgent for all parts of the educational process, including teachers and students to interact clearly and effectively so that they can understand the messages between them. (Baydillah & Rintaningrum, 2021). In addition, communication helps the individuals to demonstrate the thoughts, emotions and ideas in their relationships with others. For a language learner or student, it is very important for them to read, write and listen so that they can communicate well. Certainly, speaking more than one language helps the individual to interact properly with other people all over the world. For example, people learning English can keep in touch with people from English -speaking or understanding countries. Very simply, acquiring English communication skills help people to share ideas and information during the meeting, "negotiate with the shopkeeper to reduce the price ", and express feelings and excitement for instance.

There are different fundamental kinds of communication: verbal, non-verbal and visual communications. First, verbal communication refers to the use of words to communicate. It is the most commonly utilized method and it is the most critical one. Individuals need to choose their own words carefully before talking. Communication includes two types: oral or spoken communication and written communication. Oral or spoken communication basically depends on talking, like conversation, talking on a phone, and classroom discussion, and written communication that features written or typed words, such as SMS messages, email, books, and newspapers.

Second, non-verbal communication occurs between the individuals without using any words, rather, it happens by using signs, gestures and body movements. This kind of communication has 7 types: facial expression, posture (positions of the body), gestures, touch, space, eye-contact and paralanguage (the tone of voice).

Finally, visual communication is one of the most significant methods of communication which relies on images and pictures to exchange the messages. One of the main positives of such kind is that it does not ask the individuals to learn any specific language. What you need is only to understand and know the signs, like the traffic lights, signs used to pause a video, and so on. (Communication skills, 2019)

According to Communicative competence in English for Palestine textbooks, Itmeizeh & Khalil (2017) underscored that the English for Palestine curriculum is designed properly in the light of communicative approach. It includes several communicative activities and basically in the lower primary stage to develop students' speaking skills.

2.2.6 Critical Thinking

Critical thinking plays an integral part in the student's language learning. The development of English language skills, including speaking, listening, reading and writing depends on the ability of the students to think critically. It permits students to demonstrate freely. However, the process of critical thinking is not easy. It is taught within certain procedures. Therefore, teaching critical thinking needs much effort from the teachers, namely EFL teachers. It is their task to learn, practice and develop critical thinking while learning English in special and in life in general, especially in the current era. (Irawati, 2014)

Critical thinking means to equip students with knowledge and information needed in the increasingly shrinking world. It grants them abilities to comprehend, infer, apply, analyze, synthesize and evaluate. Thus, the role of the teacher here is apparently dominant. They do not only train and " feed the students all the time " but most importantly to engage students in problematic situations or issues to be solved. Further they have to choose the best way to assess critical thinking. (Irawati, 2014)

Critical thinking refers to the ability to analyze the given information and includes the following qualities: fairness and open mindedness, activeness and being informed, willingness to question or to attain doubts, being dependent, and recognizing and assessing values. (Kendra, 2020)

In the study conducted by Bailin (2003), critical thinking is defined as a thinking skill which is based on systematic criteria and intellectual standards. It is the ability to evaluate information and perceptions relying on organized and effective ways. Evidently, the critical thinking process needs much effort because it is somehow a tough process. It asks for finding effective solutions to complex problems or dilemmas, and for the ability to evaluate the thoughts of others.

Having the ability to think critically and to discover for students is more important than having the cognitive skill. In connection, there are many factors that affect the development of critical thinking of students

1. Truth seeking: it depends on whether the student is eager to comprehend and make connections or not.
2. Open- mindedness: if the student is ready to generate other various ideas and opinions or not.
3. Proficiency in analytical thinking: it means that are students ready for organizing their thoughts or not.
4. Systematic thinking: Students are willing to set goals for purposive thinking.
5. Metacognition Skills: it means whether students judge the other's thinking. (Erdogan, 2019).

2.2.7 Collaboration

It refers to the ability to live and work within a team or a group. This skill needs cooperative work in tasks and doings considering respecting others' opinions and needs. It creates some fun and interest in the process of teaching and learning. Further, it creates some coordination and coexistence between the individuals because it breaks the cultural, social and environmental borders between individuals (Shrishthy, 2022).

Along with communication, creativity, critical thinking, and problem solving, collaboration is essential to develop the individuals' life and society. It takes two

dimensions: cognitive and social. On the cognitive level, it needs for regulation, and building knowledge, while on the social level, it needs for participation, respecting and considering others' perceptions, and social regulation (Piniuta & Meyerzon , 2018).

2.2.8 Problem-solving:

In today's modern world, knowledge is not enough to face the challenges that might cross students' paths. Rahman (2019) noted that students need more than just knowledge to thrive in the world. Students need to be promoted with the 21st century skills like problem-solving, creativity, innovation, and communication. According to him, problem-solving is a skill that can help students survive in the modern world. Problem solving skills refer to the capability of recognizing the related information to given data, leaving out irrelevant or useless information, and connecting one set of information to another in a different form based on one's own experiences (Al-Masri et al 2016).

Activities that involve problem-solving skills might stimulate students in taking correct decisions in a more advanced stages in their life. Lucenario et al (2016) pointed out that activities in such skill demand students to choose the way out that can be done in accordance with the ability possessed by them.

As in many other skills, problem-solving includes a variety of steps. Some researchers, like (Saragih & Habeahan, 2014; Santrock, 2012), outlined that the steps in problem-solving are finding and understanding problems, developing good problem-solving strategies and exploring solutions.

2.2.9 Creativity:

Creativity and innovation are skills used to create new ways of thinking based on four components; fluency (generating new ideas), flexibility (shifting perspective easily), originality (conceiving of something new) and elaboration (building on other's ideas). (Dipesh, 2022).

Brereton and Kita (2020) point out that creative teachers should demonstrate flexibility, willingness to take risks, and rich academic and pedagogical knowledge. They should also cultivate an ability to design activities that have creative dimensions and should develop an individual teaching style. They should

display confidence and willingness to make decisions about classroom management, and they should be committed to making changes in their teaching. When working with colleagues and students, they are interested in looking for innovative teaching ideas, customizing teaching, and adopting technology.

Creativity is a skill which students need to create solutions rather than thinking critically within an exercise. Pllana (2019) indicates that creativity is the ability to create something new from nothing. Pllana (2019) adds that innovative methods of teaching should be introduced by teachers. This innovation could be done by prioritizing activity-based learning and enable learning with experience and observation.

The discipline of language learning has recognized the significance of using language in creative ways to solve problems, to establish or maintain relationships, and to get people to act, think, or feel in certain ways. Creativity in language learning is also known as creative messages or creative language. This means that learning a language is ultimately a creative endeavor since users of it must employ and blend linguistic and non-linguistic information in different contexts in order to accomplish communicative goals (Li, 2019). She confirms that creativity is not a skill that happens naturally and easily in the classroom. The ability to be creative is not something that comes easy or effortlessly in the classroom. Developing creativity in a school setting may require support from the school, encouragement from peers, teachers' willingness to take chances and embrace new ideas, as well as teaching expertise. It can be concluded that it needs conditions to develop.

2.2.10 The Importance of Textbooks

As mentioned in (Rahayu, 2021) textbooks are characterized as one of the most important components of the learning process next to teachers, students, methods, and so on. Textbooks can be defined as a group of material either written or oral, arranged in a systematic manner to create an educational environment for the learners. English textbooks are the material students use to learn the foreign English language in the classroom.

With regard to English curriculum at the present time, English text books have been designed by authorship & curriculum supervisory committee, However, whether the curriculum published or written by the two parties, the goal of new curriculum, namely English one, is built up on the basis of the requirements of the new market.

It is also worth noting that English textbooks can be known as the most viable when it is issued in the light of standards of good textbooks. Practically, for a teacher, especially the beginners, textbooks are considered as assistants in their teaching and a way to avoid any worry or shyness. Plus, they extend as sources for their proceeding information and experiences they may forget while teaching. On the other level, textbooks are regarded as an overview for students on what they are going to learn and what they are expected to do.

Kattel (2021) reaffirms that textbooks are vital in education. They can be considered as a " They seek to grant students abilities to improve their " linguistic and communicative " skills.

Textbooks play an integral role in language teaching practices. They are the source of knowledge the learner needs to gain. Further, they are considered as the most popular form of material that can provide language instructions. Besides, they help teachers and learners to understand" language features, expressions, and functions". On the other hand, they serve as a "guideline and tool for a well-organized teaching practice." (Rinekso, 2021)

2.2.11 English Language Textbooks

Textbooks are very important materials in the teaching and learning language process. They, in turn, organize the process. They include the knowledge intended to be introduced to learners. They are simply materials that create interaction with teachers and learners (Rinekso, 2021).

Ministry of Education (2015) asserts that the English course for the English curriculum features the two textbooks for the students in every grade (Pupil's Book A and Pupil Book B), taught during both semesters for (1-10) grades, (Pupil's Book and Reading Plus Book) for grades 11 and 12. The textbooks are organized into units and the total number of pupils books from (1-12) grades is

(24) textbooks. Further, a Teacher's Book is designed for the teachers in every grade, which contains steps, procedures, and instructions to proceed the lessons. Table (2.1) shows the distribution of the pupils' textbooks according to the stages.

2.2.12 English language Curriculum in Palestine

Ministry of Education (2015) indicates that English language in Palestinian schools is taught as a foreign language (EFL) from (1st-12th) grades. The common goals of teaching the English language in Palestine cannot be cast to the sidelines. It is like any other country in the Middle East and any other parts worldwide. Thus, elementary and secondary education in Palestine aims at preparing generations for living in the 21st century in order that they can recognize their personal, social, and future careers through acquainting them with the most required skills to keep in touch with others skillfully, appropriately and actively. However, the fact remains that preparing students for this new world of internationalism is somehow challenging.

They add that the modern education in the 21st century must provide students with opportunities to get future employment chances, especially amidst a multitude of challenges. Tapping into such chances and skills can be gained through learning a second language, notably English Language, the most international one, which, in turns, enables students to exchange ideas with other people of different perspectives, experiences, languages, and cultures.

The ministry also highlights that it should come as no surprise to anyone that English language has been labeled as the "major international language" and its roles in " the most common medium of communication, especially in higher education research". Plus, it helps students to capitalize on occupations in Palestine and other areas in the world. It grants them the most essential skills to work productively and competitively in the global market.

It also claims that for many decades at a stretch, Palestine constantly has attained a distinguished and unique position of learning teaching English language at schools provided by multiple English Language resources and international curricular projects in the region, in Europe and in the USA as well. Therefore, lots of children who have been provided with a variety of different opportunities to

acquire English language and a very high percentage of them have used it fluently and accurately. Furthermore, English curriculum for Palestinian schools has been continuously developed and guided by current research and studies conducted frequently to accommodate the individual needs.

To conclude, the Palestinian Ministry of Education reset guidelines of the English curriculum that all affirm the critical role of learning English language as a foreign one and due to a new shift towards new learning, content, and trends to qualify students with most required skills in different domains, including psychomotor, social, moral, cognitive, and affective which must be adopted in teaching English language at public Palestinian schools. All goals and guidelines of the curriculum were reset to engage students in skills for life.

2.2.13 English Language Curriculum stages:

According Ministry of Education (2015) students learn within the following three in the upper primary stage (Grades 5-10). Every stage has different goals and objectives.

1. The Lower Primary stage (Grades 1-4)

English language learners in this stage are beginners with limited knowledge and experiences. It ought to be introduced in a straightforward way using songs, rhymes, stories, and short activities that fit with the interests of students.

2.The in the Upper Primary Stage (Grades 5-10).

This stage aims to reinforce student thinking, understanding and interpreting, to equip them with different micro reading, writing, listening and speaking skills.

3.The Secondary Stage (Grades 11-12)

At this stage, the students are engaged in diverse attitudes, experiences and opportunities that lead them to understand and comprehend deeply, transfer information to others fluently and effectively, think critically and evaluate the situations based on self-assessment.

Students in Palestine learn English Language by English for Palestine textbooks: Pupil's Book (A) and Pupi's (B) which are distributed in all the year along two

semesters. These textbooks are divided into units with different topics, and the number of the units and topics varies due to the stage and the grade as indicated in table (2.1).

Table (2.1): The distribution of the pupils' books and units according to the stages.

Stage	Pupil's Books	Units	Semester
1-4	Pupil's Book (A)	9	First Semester
	Pupil's Book (B)	9	Second Semester
Total	8	18	
5-7	Pupil's Book (A)	9	First Semester
	Pupil's Book (B)	9	Second Semester
Total	6	18	
8-9	Pupil's Book (A)	7	First Semester
	Pupil's Book (B)	7	Second Semester
Total	4	14	
10	Pupil's Book (A)	6	First Semester
	Pupil's Book (B)	6	Second Semester
Total	2	12	
11-12	Pupil's Book (A)	12	All the academic year
	Reading Plus Book	6	
Total	4	18	

2.2.14 Features of the new English curriculum:

Regarding the reform in the Palestinian curriculum, students appear to be more than just memorizers of the language. This transformation moved students from the traditional method based on memorizing information to active learners of the language.

As noted in the state-of-the-art English for Palestine textbooks and compared to the old ones, there has been a true reform in the curriculum (Tarazi, (2021). The difference now is that development and designing curricula has concentrated on the contemporary needs of students the Palestinian Ministry of Education desires to fulfill. Additionally, the curriculum aims to equip learners with new cognitive abilities, skills, values, attitudes, and effective ways of thinking in this new technological world.

Any changes in the curriculum are a response to the considerations made in the previous curriculum. First, with regard to the way by which the syllabus was written, it depended on the goals set according to several perceptions, like knowledge, society need, and values, the learners and their needs, and the teacher and his/her roles.

Investigating the former consideration, the National Curriculum Development Team rushed to prepare a model to fit with the Palestinian and Arab contexts. All the bases of the curriculum framework are for the sake of learners, "learner-centered approaches." Deeper, communicative approaches are the most cardinal approaches of the curriculum at the present time. Nowadays, the learner ought to have communicative competence (CC). It is the goal, It equips the learners with abilities and skills to comprehend and convey the messages in the language. The learners need to use the language in different contexts rather than only knowing it. Thus, many different new models have been proposed. Most of them have fallen under two categories, linguistic competence and pragmatic competence (Ministry of Education, 2015).

The curriculum transformation received attention from different researchers in Palestine. Abu-El-Nadar and Al-Bataineh (2020), mentioned that Palestine's Ministry of Education and Higher Education has developed a national English

language curriculum that emphasizes communicative competency and learner-centered instruction. They also highlighted that efforts are being undertaken in Palestine to build and update the EFL curriculum so that it meets international standards and offers students with complete language learning opportunities.

2.2.3 Previous Related studies

This section includes the proceeding related studies the researcher has referred to which are relevant to the current study and on which the researcher has depended on in the literature review, building the instrument and statistical treatments. Then, the researcher has commented on them

Alghazo, (2024) sought in her descriptive analytical study to investigate the inclusion of the following six domains of life skills, including effective communication, problem-solving, decision-making creative and critical thinking, social life skills and leadership life skills in the English Language Textbooks. The sample of the study is one of the pupil's books of Action Pack Series for tenth grade in Jordan. To achieve the purposes of the study, the researcher developed a life skills list to check out the extent of life skills integration in an English language text book for grade tenth in Jordan. Based on the measurement of frequencies and percentages used to show the results and answer the questions of the study. The study came out with that there are differences and variances in the frequencies and percentages of the six domains of life skills.

Dawaghreh and Ishak's (2024) descriptive analytical study aimed to determine the degree of life skills incorporation in science textbooks for 7th grade in Jordan. A list of life skills was used to collect data for the study. It included (5) sub-skills that are supposed to be integrated in science textbooks. The study showcased that the frequency of sub-skills was (571) times. (186) times for initiative and self-direction, (181) for sociocultural, (94) for productivity and accountability, (67) for flexibility. and (43) for leadership and responsibility.

Abdullah & Ayasereh (2023) conducted a study that was meant to investigate the degree of inclusion of 21st century skill in the science textbook for the third grade in Jordan. In the present study, the descriptive analytical method was used. The researchers designed a content analysis tool. It consisted of (47) categories that represent 21st century skills, learning and innovation skills, IT literacy skills, and career and life skills. The results of the study displayed that learning and innovation skills got the highest percentage. The percentage was (48.3%) and the level of inclusion is low. Further, career and life skills attained the second position with a percentage of (14,5%). It is a very low degree of 21st century skills

inclusion. Whereas, IT and media literacy skills got the lowest percentage, with (1.9%) and the level of inclusion is extremely low.

Alangari et al (2023) aimed at identifying the degree of career and life skills integration in social studies for the 6th grade in Saudi Arabia. To achieve the purposes of the study, a descriptive analytical approach was used. Further, the researcher adopted a content analysis card to find answers to the questions of the study and find out the frequencies and percentages of the inclusion of life skills in the sixth-grade textbooks. The card included five basic life skills. The study came out with a result of the shortage of career and life skills in the social studies curriculum for the sixth grade, and there was a big variance between the life skills the study attempted to investigate their incorporation.

Al Momani (2023) conducted a study that aimed to investigate the incorporation of twenty-first century skills in the developed Jordanian science textbook for the eighth grade. In the current study, the descriptive analytical method was used. The sample of the study was composed of the developed science textbook for the 8th with its two parts (the first and the second). The researchers used a content analysis card that included main categories of 21st century skills to collect the data and work out the frequencies and percentages of 21st century skills integration in the developed science textbook. The results of the study, on one hand, showcased that there were statistical differences in the inclusion of 21st century skills in the developed science textbook for the 8th grade. First, learning and innovation skills got the highest degree, with a percentage of (45%). In the second position came life and professional skills. It attained a percentage of (30%). Additionally, the media and information and technology skills came in the last position. It got a percentage of (25%). On the other hand, the findings of the study exhibited that initiative and self-direction skills had the highest occurrences in the science textbook for the 8th grade with a percentage of (29.5%) , followed by culture and of knowledge, communication and technology in the field media and information technology skills in the field of media and information technology skills with a percentage of (23%), then critical thinking and problem -solving in the field of learning and innovation with a percentage of (22%).Whereas the results didn't demonstrate any occurrences of the media and culture skills including: flexibility ,

adaptation , social skills , and understanding of multiple cultures , productivity, responsibility, leadership and responsibility skills.

Bani Amer & Singha. (2023) conducted a study that sought to identify the integration of life skills in the secondary stage English language textbooks. The descriptive analytical method was used in the current study. A content analysis card was used as an instrument to collect the data needed for the study. It consisted of nine domains of life skills: Problem-solving, critical thinking, effective communication, decision-making, creative thinking, interpersonal relationship, self-awareness building, empathy, and coping with stress and emotions. The sample of the study contained the English language textbooks of the secondary stage in Jordan. The results of the study found out that there is a clear variance in the inclusion of the nine life skills in the English language textbooks for the secondary stage. The percentages of the frequencies of the nine skills are as follows: (30.11%) for communication as the highest one, and the lowest percentage was for critical thinking which got (4.89%).

Joseph (2023) conducted a study that desired to identify the students' portrayals of their academic possession of life skills for post-secondary education and employment during project-based learning (PBL) at school. The study depended on asking a variety of questions to check out their perceptions, and what are the life skills they have. during the interview. The findings of the study pointed out that the interviewees have attained the desired life skills who were taught in (PBL)school. Among these desired skills are problem solving-problem, working within groups, and communication.

Taghidokht et al (2023) carried out a study aimed at identifying the level of life skills development in the elementary school syllabuses. The researchers used the descriptive survey. The population of the study consisted of elementary school teachers in public schools in Tehran. They were opted using a simple random sample. The sample featured (196) teachers from various elementary schools in Tehran. To gather data, the researchers built a questionnaire. The findings of the study exhibited that the level of life skills development in the elementary schools was not insufficient. Among them were: self-awareness, courage, emotional and behavioral control, empathy, and so on.

A descriptive analytical study conducted by Al-Khatatneh (2022) sought to identify the extent to which the 21st century skills are included in the mathematics textbooks for the sixth grade in Jordan. The researcher used an analysis card to analyze the mathematics content in the light of life skills. Generally, the findings of the study show that the degree of the twenty-first century was only (28.55%). Plus, the degree of life skills was different. Critical thinking and problem-solving skills were highly embodied. While the integration of creative thinking was moderate. On the other hand, the percentage of communication and media literacy was low. Finally, the other skills like collaboration, technology literacy, and career skills had the lowest percentage.

Bani Amer & Al Khatybeh (2022) conducted a study aimed to investigate the degree of inclusion of life skills in the English language textbooks of the secondary grade in Jordan. The researcher built a content analysis card to collect data and answer the questions of the study. The study adopted the descriptive analytical approach. The most prominent results of the study were that there was a remarkable difference in the inclusion of life skills domains in English textbooks of secondary school. There were (2676) life skills integrated in the textbooks, wherein the effective communication skills have attained a distinguished position among other life skills domains. It has had (42.96%) the highest percentage.

In his study, Nassar (2022) carried out a study that aimed at investigating the integration of 21st century skills in the English textbooks of the upper primary stage in Palestine. A descriptive analytical approach was adopted in the present study. To collect data and answer the questions of the study, the researcher used a content analysis framework consisting of four main categories of 21st skills(4C's): creativity, critical thinking, communication and collaboration. The sample of the study consisted of the English textbooks of 5th, 7th and 9th grades. The results of the study exhibited that the degree of 21st integration in English textbooks in the upper primary stage is low. Further, the communication skills got the highest percentage. It mounted about (35.98%). Second, critical thinking attained (30.28%), (20.27%) for collaboration and finally (13.45%) for creativity skill.

Shah et al (2022) conducted a study aimed at evaluating grade 10 textbook content in the light of life skills English subject in Pakistan. A descriptive

quantitative technique was used. The sample of the study consisted of (160) English teachers from secondary schools. The researcher collected data through a self-administrated questionnaire. The findings of the study revealed that male teachers who were (80) teachers agreed on the curriculum of the secondary level on most of life skills, but they did not agree on making decisions, coping with stress, and solving problems. The rest of the respondents of female teachers agree on the syllabus, but they clarified that there is a lack of some skills, including critical thinking, and interpersonal relationships. One of the most prominent results of the study was that both sexes of teachers agreed that there are no statistical differences related to the integration of life skills excluding critical thinking and problem-solving.

The aim of Al Jar (2021) was to investigate the degree of life skills incorporation in the English textbooks for secondary school in Saudi Arabia. The study was a descriptive analytical study. The researcher chose (73) reading texts from the reading texts of the Secondary stage English texts for the 4th grade up to 6th grade, as a sample for the study. The researcher developed a content analysis checklist for (10) main categories of life skills. Plus, the researcher developed an inventory of life skills as the second instrument. The study concluded that a total of (70) life skills were distributed among (10) categories and (25) sub-categories as a result of the consensus of a group of experts, whereas the life skills suggested in the inventory were included in the textbooks, but the distribution of them was variant and inadequate.

The aim of Alramamna & Al kriemeen (2021) was to investigate the degree of life skills and ways of employing among the University of Jordan 'students attain in the middle of daily worries and challenges. The sample of study included (1898) students (male and females) chosen randomly during the second semester of the academic year (2019-2020). In the study, two instruments were used to check out life skills and stressful life circumstances. From the results of the study, it is demonstrated that the level of stressful life situations had a high degree and students have a moderate degree of life skills, though, it is evidently explored that the communication skills are the most increasingly used. Further, it was found that there are no differences in the life skills attributed to the gender, and the academic year. However, there are differences in the level of life skills due to

college, in favor of human faculties. On the other hand, there were statistically significant differences in the degree of stressful situations attributed to the gender, in favor of males. Finally, among the results, it is shown that there is a correlation between life skills and their uses in stressful life situations.

Rinekso (2021) conducted a study that sought to investigate the representation of 21st century skills in an Indonesian EFL textbook for the seventh grade. The researcher used the descriptive analytical approach. To achieve the purposes of the study, the researcher developed an analysis framework to collect the data relevant to the study. In the findings of the study, it was revealed that the most dominant life skills were communication and collaboration represented in the goals and activities organized in the curriculum. However, global awareness and media and economic literacy were not included in the textbooks

Al-Khlan (2020) conducted a study aimed at investigating the degree of life skills integration in Islamic Sciences courses in the three upper grades in the elementary stage. The sample of the study consisted of Islamic textbooks of (Hadith, Jurisprudence, and Behavior). The study adopted the descriptive analytical approach. The researcher used a content analysis list for six main life skills: time management, decision-making, problem-solving, social communication, personal skills, and higher thinking skills distributed within (35) subskills. The findings of the study surfaced that social communication skills came in the first place among other skills. Then, higher thinking skills ranked in the second position with a moderate percentage, while the other skills got low percentages.

Amr (2020) carried out a study that aimed at investigating the degree of life skills inclusion of the 21st century in the English Palestinian curriculum in the 12th grade. The population of the study features (40) EFL teachers of the public schools in Palestine. The study adopted the interpretivist approach for its relevance to the study. The questionnaire was used as an instrument of the study to collect data and to investigate the degree of life skills incorporation in the 12th grade English for Palestine. The results of the study showcased that the English for Palestine textbooks of 12th grade included 21st century skills with different frequencies and percentages. Among the 21st skill that attained the highest frequencies and percentage was collaboration skill with a mean of (2.28) as the

first one, then Critical thinking, communication, problem – solving, creativity and innovation. Whereas the (ICT) information and communication technology skills integration was the lowest.

Dahalan (2020) conducted a study that aimed at investigating the incorporation of 21st century skills in the Arabic Language textbooks for the upper primary stage in Palestine. The researcher used the descriptive analytical approach. The sample of the study featured the Arabic textbooks for ninth and tenth grades. The researcher developed a questionnaire for content analysis. It consisted of (31) subskills distributed through (7) main skills. The results demonstrated a low degree of integration of 21st century skills in Arabic Language textbooks. Further, they revealed that both critical thinking and solving problems were the winners. They attained the highest frequencies and percentages. They got (22.2%). Whereas, the leadership and responsibility skills attained the seventh position and got the lowest frequencies, and with a percentage of (8.2%) the lowest. Furthermore, productivity and accountability skills came as the second ones with a percentage of (16.1%), communication and interpersonal skills (3rd) with a percentage of (15.3%), social skills and diverse cultures (4th) with (14.6%), and in the fifth position came information and technology skills with (14%).

Rakhmawati & Priyana (2019) in their analytical study intended to identify the incorporation of 21st century skills in the English textbooks (SMA/MA) for senior high schools in Indonesia. The researcher used a checklist to determine the frequencies and percentages of 21st century skills, including 11 main skills: critical thinking and problem-solving, communication, collaboration, creativity and innovation, information and communication technology (ICT), media literacy, leadership and responsibility, productivity and accountability, social and cross-cultural, initiative and self-direction, and flexibility and adaptability. Based on the analysis of both English textbooks (SMA/MA), it was revealed that there are 11 skills of the 21st century incorporated in both textbooks. Four of them were indicated as follows: learning and innovation skills, including critical thinking and problem solving, communication, collaboration, and creativity and innovation skills. Whereas the rest of the skills are incorporated in the textbooks but with low occurrences and percentages.

Barrot (2018) carried out a study that investigated the inclusion of 21st century skills in the K-12 English Curriculum. The researcher depended on the police of text analysis. The study used a framework analysis to collect data and the alignment of 21st century learning. The most prominent results showed that the new curriculum needs its specificity, internal coherence, and integration of some essential principles of 21st century learning and language teaching and learning.

Al Masri et al (2016) in their study intended to analyze Action Pack English textbooks of grades (5th, 6th, and 7th) in Jordan in the light of sustainability of life skills. In the current study, the descriptive analytical approach was used. The researcher opted the grades (5th, 6th, and 7th) as the sample of the study. Also, the researcher developed a list to investigate the frequencies and percentages of life skills inclusion in the textbooks. Decision – making, problem-solving, creative thinking, effective communication, interpersonal relationships, self-awareness, and coping with emotions were the life skills which were analyzed through the present study. The study came up with that life skills inclusion was not well - organized. Further, effective communication inclusion skill was at the top. It got (55.8%). Whereas, problem-solving life skills attained (44%) in the 7th grade.

Samad et al (2012) sought in their study to provide information about life skills included in the elementary education textbooks in Iran. In the current study, the researcher adopted the descriptive analytical method. The population of the study were all the textbooks in the primary education except the Holy Quran Training Book, and Let's Read Persian Book. A content analysis framework was used in the study as an instrument to collect data and find out the frequencies and percentages. The most prominent results of the study revealed that the highest frequencies and percentages were in favor of Creative-Critical Thought Skill with a percentage of (17.55%), whereas the low frequencies were for Political skills with (1.69%).

An analytical descriptive study carried out by Hamdona (2007), aimed at identifying the inclusion of the most required life skills in English for Palestine for sixth grade. The sample of the study consisted of grade six textbooks. The researcher used a content analysis card to collect the data relevant to the study. The card included five basic domains of life skills. One of the most prominent

findings of the study is that the frequencies and percentages of five skills vary between them, where the communication life skills attained the highest percentage which got (36.39%) of (1398) frequencies. The skill that got the lowest percentage is critical thinking skill of percentage (10.54%). Whereas (23.27%) for social personal skills, (16.61%) for leadership life skill, (13.2%) for decision – making skill.

2..2.3.1 Commentary on Previous Related Studies:

Many studies above highlighted the inclusion on life skills in English Language curriculum in different stages in different countries However, they varied in terms of purposes, instrument, population, samples, methods and some in approaches but they aimed at investigating the integration of life skills. Among these studies like, but not limited to: (Bani Amer & Al Khataybeh, 2022), (Barrot, 2018), (Bani Amer & Singha, 2023), (Hamdona, 2007), (Rinesko, 2021), (Nassar, 2022), (Al-Masri, 2016), (Al-Jar, 2021), (Shah et al, 2022), and (Amr, 2020). The majority of the discussed previous literature adopted the descriptive analytical qualitative approach using a content analysis card that discovered life skills inclusion. Larger numbers and percentages were for the sake of communication skills in these studies, especially, (Bani Amer & Singha, 2023), (Bani Amer & Singha, 2023), (Hamdona, 2007), (Nassar, 2022), and (Al-Masri, 2016).

The current study is in line with most of previous studies that it adopted the descriptive analytical qualitative approach to achieve the purposes of the study. The main focus of the current study is to analyze English for Palestine textbooks, and depends on a population of grades (5th -10th), the in the upper primary stage (Grades 5-10) in Palestine.

Chapter Three

Methods and Procedures

3.1 Introduction

The purpose of the current descriptive analytical qualitative study is to find out the most presented life skills in English for Palestine textbooks of upper primary stage (Grades 5-10). In addition, the study aimed at identifying the frequencies and percentages of incorporation of life skills in English for Palestine textbooks in upper primary stage (5th -10th grades).

The current chapter has surfaced the researcher's procedures and methods adopted to provide information about the population of the study, the study instruments, and the validity and reliability of the study, and finally the suitable statistical analysis used in the study.

3.2 Method of the Study

A descriptive analytical qualitative approach was used to carry out the current study for its relevance and suitability for achieving the purposes of the study and investigating life skills included in the English language textbooks in the upper primary stage (Grades 5-10) to collect and analyze data.

3.3 Population of the Study

The population of the study consisted of the whole contents of English textbooks for Palestine in the upper primary stage (Grades 5-10): pupil's book (A) used in the first semester and pupil's book (B) used in the second semester for each grade that have been taught during the academic year (2024-2025).

The total number of the textbooks included in the study were (10) in the upper primary stage. Tables (3.1), (3.2), (3.3), (3.4), (3.5), and (3.6) show the distribution of the units and their topics in the upper primary stage.

Table (3.1): Distribution of units and topics of English Textbooks of 5th grade in Palestine

Grade Five					
First Semester			Second Semester		
Unit No	Topic	Number of periods	Unit No	Topic	Number of periods
1	New friends	8	10	Ben and Amy's holiday	8
2	Our country	8	11	The wolf's shoes	8
3	Mini-Olympics	8	12	Omar and Rania's visit to Qalqilya	8
4	Holidays in Palestine	8	13	Ben's blog	8
5	Revision	4	14	Revision	4
6	Basketball	8	15	The ' Best of Palestine ' tour	8
7	Things around us	8	16	Can I use it?	8
8	What I like doing and why	8	17	What will happen?	8
9	Revision	4	18	Revision	4

Table (3.2): Distribution of units and topics of English Textbooks of 6th grade in Palestine

Grade Six					
First Semester			Second Semester		
Unit No	Topic	Number of periods	Unit No	Topic	Number of periods
1	My summer holiday	8	10	A visit to the Dead Sea	8
2	Good friends	8	11	Exciting things to do	8
3	Summer adventures	8	12	At the clinic	8
4	Films I like	8	13	Where does rain come from?	8
5	Revision	4	14	Revision	4
6	Healthy food	8	15	Great explorers	8
7	The olives trees of Palestine	8	16	My friend and why I love them	8
8	Signs around us	8	17	Good manners	8
9	Revision	4	18	Revision	4

Table (3.3): Distribution of units and topics of English Textbooks of 7th grade in Palestine

Grade Seven					
First Semester			Second Semester		
Unit No	Topic	Number of periods	Unit No	Topic	Number of periods
1	Oh, hello!	8	10	Technology	8
2	World Languages	8	11	Visiting a city	8
3	Animal magic	8	12	The arts and crafts of Palestine	8
4	Keep in touch with!	8	13	Table manners	8
5	Revision	4	14	Revision	4
6	Goal!	8	15	Embroidery	8
7	The craft show	8	16	The talking world	8
8	The hike	8	17	Let's go for a picnic!	8
9	Revision	4	18	Revision	4

Table (3.4): Distribution of units and topics of English Textbooks of 8th grade in Palestine

Grade Eight					
First Semester			Second Semester		
Unit No	Topic	Number of periods	Unit No	Topic	Number of periods
1	Hello world!	12	8	Different people, different clothes	12
2	A taste of Palestinian culture	12	9	The world of food	12
3	Going to a national park	12	10	Back home in Palestine	12
4	How to get healthy	12	11	A Palestinian wedding	12
5	People and games	12	12	Finding out about names	12
6	Friends	12	13	When Islam came to Spain	12
7	Revision	6	14	Revision	6

Table (3.5): Distribution of units and topics of English Textbooks of 9th grade in Palestine

Grade Nine					
First Semester			Second Semester		
Unit No	Topic	Number of periods	Unit No	Topic	Number of periods
1	Getting to Palestine	12	8	What if?	12
2	I feel home already!	12	9	Helping hands: making friends	12
3	Be fit, but be safe	12	10	Wildlife in danger	12
4	A great leader	12	11	A garden for all	12
5	A day in Istanbul	12	12	Be happy!	12
6	Palestinian success stories	12	13	Good news from the hospital	12
7	Revision	6	14	Revision	6

Table (3.6): Distribution of units and topics of English Textbooks of 10th grade in Palestine

Grade Ten					
First Semester			Second Semester		
Unit No	Topic	Number of periods	Unit No	Topic	Number of periods
1	Making contact	12	7	Palestine: Holy Land to the world	12
2	From here to there	12	8	Good news from the doctors	12
3	Free-time activities	12	9	Which way at 16?	12
4	Emergency	12	10	Healthy eating-healthy body	12
5	Dangerous weather	12	10	Strange events	12
6	Working for a better world	12	12	Talking about tomorrow's world	12

3.4 Instrument of the Study

To achieve the purposes of the study, the researcher investigated the distribution of life skills integration in English for Palestine textbooks content for the upper primary stage. A content analysis framework including five major life skills adapted from (Hamdona, 2007), (Nassar,2022), and (Ministry of Education, 2015) was used by the researcher. The life skills consisted of (5) major categories along with their sub-categories (see appendix .2). The major life skills categories were divided as 1. effective communication skills 2. critical thinking skills 3. collaboration skills 4. problem-solving life skills, 5. creative skills. The researcher followed specific steps in order to analyze the framework of life skills in the study:

1. Identify the purpose of the analysis to investigate the most presented life skills are included and their distribution in the English textbooks in Palestine in upper primary stage.
2. Identify the analysis aspect: (English for Palestine textbooks with their two parts upper primary stage.
3. Highlight the literature review and previous related studies conducted in terms of the life skill to take advantage of them in the current study. The researcher developed an analysis framework after reviewing previous related studies, like (Hamdona,2007) and (Nassar,2022) and (Ministry of Education,2015).
4. Determine the analysis categories: the basic life skill categories and other minor categories were determined. Life skills in the current study included five major skills: effective communication skills, critical thinking skills, collaboration skills, problem-solving life skills and creative skills. They are shown in appendix (2)
5. Determine the units of analysis to investigate the inclusion of life skills in the English textbooks in the upper primary stage . The units of analysis featured the sentences and paragraphs and ideas for its appropriateness to the analysis.
6. An analysis framework is prepared in accordance with the main and minor components of the analysis categories referring to the previous related studies and it was prepared in its first version as shown in appendix (1).

7. The validity of the framework was ensured by a validation committee including a panel of professional experts and specialists in educational fields like professors, instructors, supervisors and teachers to get feedback and make sure the appropriateness of the paragraphs in the content framework in terms of their formulation and clarification. The referees suggested some changes and adjustments and then the framework was produced in the last version as shown in appendix (3)

8. The reliability of the analysis was examined by both intra-rater reliability and inter-rater reliability. Here is a description of what has the researcher done to verify the reliability:

First: intra-rater reliability. Here the researcher analyzed the items in the English textbooks of 6th grade with its two parts (the first semester and the second semester). Then, after three weeks, the researcher reanalyzed the textbooks to recognize whether the analysis varies. The percentage of the agreement between the two analyses as shown by Holisti equation, $CR=2M/(N1+N2)$

CR: Coefficient Reliability

M: The number of categories on which both analysts agreed.

N1: The total of categories which were analyzed by the first researcher (the researcher himself) at the first time.

N2: The total of categories which were analyzed by the second researcher (the researcher himself) at the second time.

CR :The percentage of calculated reliability within intra-rater reliability was (97%). The percentage is good and appropriate for the purposes of the study. Table (3.14) shows that.

Second: inter-rater reliability in which the researcher asked an English expert teacher who has been teaching the upper primary stage to analyze the English textbooks of the 6th grade with the two parts using the content framework. The teacher analyzed the paragraphs of both textbooks. Then, the percentage of agreement between the first and the second analyses conducted by the researcher himself was worked out using Holisti equation. The percentage of reliability

within intrapersonal analysis was (98%). The result was good and appropriate for the purposes of the study. Table (3.7) showed that.

Table (3.7): Intra -rater reliability correlation of life skills content in the English textbooks for the 6th grade with each part (6A and 6B)

Skills Analysis	Communication	Critical thinking	Collaboration	Problem Solving	Creative thinking	Total
First analysis	1691	265	630	255	180	3021
Second analysis	1772	274	656	250	190	3142
Difference points	81	9	26	5	10	131
Agreement points	1691	265	630	250	180	3016
Total	5235	813	1942	760	560	9310

Table (3.7) showed that the percentage of intra-rater reliability was (97%). The result was good and appropriate for the purposes of the study.

Table (3.8): Inter-rater reliability correlation of life skills content in the English textbooks for the 6th grade with each part (6A and 6B)

Skills Analysis	Communication	Critical thinking	Collaboration	Problem Solving	Creative thinking	Total
Researcher Analysis	1772	274	656	250	190	3142
Teacher Analysis	1733	270	670	252	175	3100
Difference points	39	4	14	2	15	74
Agreement points	1733	270	656	250	175	3016
Total	5277	818	1996	754	555	9400

Table (3.8) showed that the percentage of inter-rater reliability was (98%). The result was good and appropriate for the purposes of the study.

3.5 Analysis Process Controls

The researcher determined the following controls to do the analysis correctly.

1. The process of analysis featured all the topics included in the English textbooks in the upper primary stage , taught in the academic year (2024-2025).
2. The process of analysis did not include the teacher's books of (5-10th) grades.
3. The analysis process included the units, topics and periods including the activities, worksheets, and tests.
4. The process of analysis did not include the cover page, table of contents, references, word list, and dictionaries.

3.6 Procedures of the study:

They study was carried out as follows:

1. Reviewing the literature review and previous related studies.
2. Building a content analysis framework determining the objective of the study, determining aspects of analysis, and determining categories of analysis.
3. Verified the validity of the framework presenting it into a group of referees.
4. Ensuring the reliability of the framework using intra-rater reliability and inter-rater reliability, using Holisti equation.
5. Asking an expert teacher to analyze English textbooks of the 6th grade English textbooks with each part depending on the content framework built by the researcher and the percentage of the intrapersonal reliability was worked out.
6. Deeply reviewing the content of English textbooks of the upper primary stage to determine the paragraphs and activities in each unit and period.
7. Analyzing the content of English textbooks of the upper primary stage in the light of life skills.
8. Collecting data and the results presented within the framework.
9. Doing the statistical treatment to demonstrate the results and explain them.
10. Coming up with some conclusions, documentations and suggestions.

3.7 Statistical Treatment

In the current study, a descriptive analytical qualitative approach was used to analyze five important life skills in English Palestinian textbooks in the upper primary stage. The researcher depended on frequencies and percentages of the five skills: effective communication life skills, critical thinking life skills, collaboration life skills, problem solving life skills and creative thinking life skills. Data was collected and processed through frequencies and percentages. The Holisti equation was used to measure the reliability of the content analysis. The reliability was worked out through the agreement between two analysts. It was also used to calculate the reliability coefficient after working out the points of agreement and disagreement between the two analyses.

Chapter Four

Results of the Study

4.1 Introduction

In this chapter, data gathered from the content analysis framework on life skills incorporation in the Palestinian textbooks in the upper primary stage (Grades 5-10) are presented and discussed in relation to the current literature on terms of life skills inclusion in the textbooks used in teaching the English language around the globe and in Palestine specifically. The chapter also provides insights into the significant findings that have emerged throughout data analysis. Results were analyzed according to life skills incorporated in the English for Palestine textbooks in the upper primary stage, which are effective communication, critical thinking, collaboration, problem solving, and creative thinking. In the following sections, each of these skills will be discussed according to the subcategories of life skills implemented in the English Palestinian textbooks in the related grades (5th–10th). Moreover, this chapter will analyze the amount of life skills incorporation in the English language textbooks used to teach in Palestine schools' grades (5th–10th) and their frequencies.

4.2 Results Related to the First Question

The First Question:

What are the most frequent life skills integrated in the English for Palestine textbooks in upper primary stage.

To answer the question, the researcher reviewed previous studies and literature that discussed life skills. Then, the researcher built an analysis tool and came up with a framework that highlighted five main categories of life skills, including effective communication skills, critical thinking skills, collaboration skills, problem-solving skills, and creative thinking skills. Each of them included its own categories. The number of subcategories amounted (39). The researcher computed the frequencies and percentages for every skill. Table 4.1 indicates the distribution of five major skills, from which subskills emerged.

Table (4.1): Total of frequencies and percentages of life skills in English for Palestine textbooks in the upper primary stage.

Life Skills	the upper primary stage (Grades 5-10)	
	Frequencies	Percentage
Communication	10790	47.6%
Critical Thinking	2664	11.7%
Collaboration	4716	20.8%
Problem Solving	3313	14.6%
Creative Thinking	1202	5.3%
Total	22685	100%

Table (4.1) presented that there are (22685) life skills activities integrated in the upper primary stage. English language textbooks in Palestine. The results also showed that, generally, textbooks incorporate all five skills, albeit in varying

proportions. Effective communication skills got the highest score of (47.6%), (10790) frequencies. The second high domain was collaboration skills. It scored (20.8%), (4716) frequencies. The third was problem-solving skills. It attained (3318) with (14.6%). In relation to critical thinking activities, it received a valuable amount of (2664) frequencies with (11.7%). The skill that received the lowest percentage was creative thinking (1202) frequencies with (5.3%). These results suggest that the new edition of English for Palestine encompasses all major life skills.

4.3 Results Related to the Second Question

The Second Question:

How are life skills distributed in English for Palestine textbooks in the upper primary stage?

To answer the second question, the content of English textbooks of the upper primary stage that includes (5th, 6th, 7th, 8th, 9th and 10th) grades have been analyzed using a life skills framework, using the frequencies and percentages of life skills presented in the textbooks as shown in the following tables.

Table (4.2): Distribution of Life Skills in English for Palestine textbooks in the upper primary stage.

Grade	5 th		6 th		7 th	
	Freq	%	Freq.	%	Freq.	%
Communication	1418	50.8	1772	57	1881	51.3
Critical thinking	243	9	274	8.5	308	8.4
Collaboration	560	20	656	21.5	588	16
Problems solving	376	13.4	250	8	730	20
Creative thinking	192	6.8	190	5	158	4.3
Total	2789	100%	3142	100%	3665	100%
Grade	8 th		9 th		10 th	
	Freq	%	Freq.	%	Freq.	%
Communication	2269	48.4	2044	45	1406	36.3
Critical thinking	572	12.2	386	8.5	881	22.8
Collaboration	994	21.2	1078	23.7	840	21.8
Problems solving	665	14.2	684	15	608	15.7
Creative thinking	190	4	340	7.5	132	3.4
Total	4690	100%	4532	100%	3867	100%
Grand Total	9596			13089		

Table (4.3-A): Frequencies and percentages of life skills in English for Palestine textbooks of the 5th grade.

Fifth Grade					
Main Categories	No	Sub-categories	Frequency	Percentage Sub-Categories	Percentage main-category
1. Effective Communication Skill	1.1	Enabling students to communicate freely and effectively in different settings.	317	22.4%	
	1.2	Asking for initiating and sustaining a rehearsed or unrehearsed conversation	141	10%	
	1.3	Equipping students with communicative skills to acquire and use new information organized manner	187	13.2%	
	1.4	Using linguistic and appropriate correct forms.	35	2.5%	
	1.5	Including activities to express feelings, attitudes, ideas and opinions.	116	8.2%	
	1.6	Providing students with reasonable language proficiency.	118	8.3%	
	1.7	Containing activities of interacting with others through technologies.	0	0%	
	1.8	Developing student's sense of self -confidence and self-worth.	203	14.3%	
	1.9	Having strategies to extend communicative competence	301	21.1%	
Total			1418	100%	50.8

Table (4.3-B): Frequencies and percentages of life skills in English for Palestine textbooks of the 5th grade.

Fifth Grade					
Main Categories	No	Sub-categories	Frequency	Percentage Sub-Categories	Percentage main-category
2.Critical Thinking Skill	2.1	Asking for reasonable explanation.	48	19.8%	
	2.2	Containing issues to paraphrased.	0	0%	
	2.3	Developing student's ability of making connection with real-life situations.	0	0%	
	2.4	Provoking necessary background information in different contexts from their own language.	50	20.6%	
	2.5	Containing incorrect issues that need to be corrected grammatically.	0	0%	
	2.6	Including exercises need for drawing conclusions.	82	33.8%	
	2.7	Asking for judgements about text.	28	11.5%	
	2.8	Examining the organizational patterns of the sentences	35	14.4%	
Total			243	100%	9%

Table (4.3-C): Frequencies and percentages of life skills in English for Palestine textbooks of the 5th grade.

Fifth Grade					
Main Categories	No	Sub-categories	Frequenc y	Percentage Sub- Categories	Percentage main- category
3.Collaboration Skill	3.1	Promoting Cooperative work.	80	14.3%	
	3.2	Promoting setting plans to achieve common goals.	80	14.3%	
	3.3	Ensuring flexibility and making compromises to accomplish the common goal.	80	14.3%	
	3.4	Developing peer-assessment.	0	0%	
	3.5	Ensuring the shared responsibility.	80	14.3%	
	3.6	Inviting to build self-assurance and self-worth among the individuals.	80	14.3%	
	3.7	Confirming the appreciation of others' contributions and efforts.	80	14.3%	
	3.8	Inviting to be adaptable for the sake of common goals.	80	14.3%	
	Total			560	

Table (4.3-D): Frequencies and percentages of life skills in English for Palestine textbooks of the 5th grade.

Fifth Grade					
Main Categories	No	Sub-categories	Frequency	Percentage Sub-Categories	Percentage main-category
4. Problem-solving Skill	4.1	Involving learners in various questionable issues.	0	0%	
	4.2	Asking for convincing solutions.	50	13.4%	
	4.3	Searching for multiple opinions.	46	12.2%	
	4.4	Including researchable questions.	2	0.53%	
	4.5	Giving enough time to address the problematic situations.	0	0%	
	4.6	Asking for evaluating the made-decision.	106	28.2%	
	4.7	Providing most common decision – making skills.	144	38.3%	
	4.8	Finding out other alternative suggested solutions.	28	7.4%	
	4.9	Introducing out-side of the box settings	0	0%	
Total			376	100%	13.4%

Table (4.3-E): Frequencies and percentages of life skills in English for Palestine textbooks of the 5th grade.

Fifth Grade					
Main Categories	No	Sub-categories	Frequency	Percentage Sub-Categories	Percentage main-category
5.Creative Thinking skill	5.1	Provoking new ideas.	48	25%	
	5.2	Asking for examining ideas in pairs or in groups.	0	0%	
	5.3	Stimulating the imagination.	48	25%	
	5.4	Asking for similar issues related to the given ones.	48	25%	
	5.5	Containing a wide range of creation techniques, like brain storming.	48	25%	
Total			192	100%	6.8%
Grand total			2789		100%

Table (4.3) presented the total number of life skills in English textbooks of grade 5, which amounted to (2789) life skills. Their distribution was as follows: communication skills (1418) with a percentage of (50.8%) of total percentages. It came as the top major skill included in the English textbook. However, creative thinking received the lowest score. It attained (6.8%) with (192) frequencies. The results showed that collaboration ranked as the second highest skill, with 560 frequencies and a percentage of 20 percent. The third skill, problem-solving skill, ranked at 376, accounting for 13.4% of the total. Then, critical thinking did not get many occurrences. It attained (243) frequencies with a percentage of (9%).

Clearly, communication skills contained (9) subskills. All these subskills were found except (1.7), encouraging students to interact with others through technologies. This skill got no frequencies or percentages. While the subskills numbered (1.1): enabling students to communicate freely and effectively in different settings came first, with a score of (22.4%) (317) frequencies. subskill (1.5): expressing feelings, attitudes ideas and opinions. It attained (116) with the lowest percentage of (8.2%).

In regard to collaboration skills, the subcategories (3.1–3.9) were included. All these subcategories (3.1–3.9) received the same frequency of 94% and a percentage of 14.3%. While item (3.4): developing peer assessment got no frequencies or percentages.

Problem-solving.: (144) frequencies with (38.3%) were for item (4.7) that checked whether the textbooks or activities provide most common decision-making skills. With the lowest percentage (0.53%) came item (4.4) that sought for researchable questions and this what was affirmed in the last item (4.9) which aimed to find out the extent to what English textbooks encouraged students to think out of the box.

Concerning critical thinking, the item (2.6): activities for drawing conclusions was found to be the highest element with (82) frequencies and (33.8%). While the item (2.7): asking judgments about text, attained the least frequencies and percentages. It got (28) frequencies and (11.5%). The items (2.2) containing issues to be paraphrased, (2.3) developing student's ability to make connections, and (2.5) having incorrect grammatical issues were not found during the analysis. The fifth skill, creative thinking, had the lowest frequency and percentage across almost all grades. It encompassed five subskills: stimulating new ideas, examining ideas individually or in groups, stimulating imagination, identifying similar issues, and utilizing a variety of creation techniques such as brainstorming. Each of them, except item (5.2) came out with the same frequency (48) and a percentage of (25%).

Table (4.4-A): Frequencies and percentages of life skills in English for Palestine textbooks of the 6th grade.

Sixth Grade					
Main Categories	No	Sub-categories	Frequency	Percentage Sub-Categories	Percentage main-category
1. Effective Communication Skill	1.1	Enabling students to communicate freely and effectively in different settings.	338	19%	
	1.2	Asking for initiating and sustaining a rehearsed or unrehearsed conversation	114	6.4%	
	1.3	Equipping students with communicative skills to acquire and use new information organized manner	234	13.2%	
	1.4	Using linguistic and appropriate correct forms.	32	2%	
	1.5	Including activities to express feelings, attitudes, ideas and opinions.	156	8.8%	
	1.6	Providing students with reasonable language proficiency.	280	15.8%	
	1.7	Containing activities of interacting with others through technologies.	0	0%	
	1.8	Developing student's sense of self -confidence and self-worth.	280	15.8%	
	1.9	Having strategies to extend communicative competence	338	19%	
	Total			1772	

Table (4.4-B): Frequencies and percentages of life skills in English for Palestine textbooks of the 6th grade.

Sixth Grade					
Main Categories	No	Sub-categories	Frequency	Percentage Sub-Categories	Percentage main-category
2.Critical Thinking Skill	2.1	Asking for reasonable explanation.	48	17.6%	
	2.2	Containing issues to paraphrased.	0	0%	
	2.3	Developing student's ability of making connection with real-life situations.	0	0%	
	2.4	Provoking necessary background information in different contexts from their own language.	48	17.6%	
	2.5	Containing incorrect issues that need to be corrected grammatically.	0	0%	
	2.6	Including exercises need for drawing conclusions.	90	33.2%	
	2.7	Asking for judgements about text.	30	10.3%	
	2.8	Examining the organizational patterns of the sentences.	58	21.32%	
Total			274	100%	8.5%

Table (4.4-C): Frequencies and percentages of life skills in English for Palestine textbooks of the 6th grade.

Sixth Grade					
Main Categories	No	Sub-categories	Frequency	Percentage Sub-Categories	Percentage main-category
3. Collaboration Skill	3.1	Promoting Cooperative work.	94	14.3%	
	3.2	Promoting setting plans to achieve common goals.	94	14.3%	
	3.3	Ensuring flexibility and making compromises to accomplish the common goal.	94	14.3%	
	3.4	Developing peer-assessment.	0	0%	
	3.5	Ensuring the shared responsibility.	94	14.3%	
	3.6	Inviting to build self-assurance and self-worth among the individuals.	94	14.3%	
	3.7	Confirming the appreciation of others' contributions and efforts.	94	14.3%	
	3.8	Inviting to be adaptable for the sake of common goals.	92	14.3%	
Total			656	100%	21.5%

Table (4.4-D): Frequencies and percentages of life skills in English for Palestine textbooks of the 6th grade.

Sixth Grade					
Main Categories	No	Sub-categories	Frequency	Percentage Sub-Categories	Percentage main-category
4. Problem-solving Skill	4.1	Involving learners in various questionable issues.	0	0%	8%
	4.2	Asking for convincing solutions.	43	19%	
	4.3	Searching for multiple opinions.	80	31%	
	4.4	Including researchable questions.	2	1%	
	4.5	Giving enough time to address the problematic situations.	0	0%	
	4.6	Asking for evaluating the made-decision.	76	30%	
	4.7	Providing most common decision – making skills.	38	15%	
	4.8	Finding out other alternative suggested solutions.	10	4%	
	4.9	Introducing out-side of the box settings	0	0%	
Total			250	100%	

Table (4.4-E): Frequencies and percentages of life skills in English for Palestine textbooks of the 6th grade.

Sixth Grade					
Main Categories	No	Sub-categories	Frequency	Percentage Sub-Categories	Percentage main-category
5.Creative Thinking	5.1	Provoking new ideas.	47	24.8%	
	5.2	Asking for examining ideas in pairs or in groups.	0	0%	
	5.3	Stimulating the imagination.	48	25.2%	
	5.4	Asking for similar issues related to the given ones.	47	24.8%	
	5.5	Containing a wide range of creation techniques, like brain storming.	48	25.2%	
Total			190	100%	5%
Grand total			3142		100%

Table (4.4) shows the total number of life skills activities in English text books of grade 6 amounted to (3142) frequencies. Communication skills got frequencies (1772) with a percentage of (57%). Next, collaboration came as the second one with (656) frequencies, of percentage (21.5%). While critical thinking skills was in the third position with a percentage of (8.6%), (272) frequencies. Then, problem-solving skills did not get much occurrences. It attained, (8.1%), (255) frequencies. Finally, creative thinking was the last top five major skills. It got (5.9%), (184) frequencies.

To begin with, in communication skills indicator (1.1): enabling students to communicate freely and effectively in different settings and (1.9): having strategies to extend communicative competence came the first ones, they scored (19%), (338) frequencies. However, item (1.4) using linguistic and appropriate correct forms got the lowest percentage which was (2%), (34) frequencies. and (2%) as the lowest score.

Second, items in collaboration, excluding item (3.4), participated in the same frequencies and percentages. They attained (14.3%) and (94) frequencies. However, the subskill numbered (3.4): developing peer assessment got no apparent frequency of activity that asks for peer assessment, or the activity had better mention or focus much on something like that clearly because it is very important.

Third, in critical thinking. (2.6): activities for drawing conclusions came as the greatest one with (33.2%), and (90) frequencies. However, 2.7): asking judgments about text attained the least percentage and frequencies. It got (10.3%), (30) frequencies.

Fourth, in problem solving, three subskills were not found during the analysis; (4.1): involving learners in various questionable issues, (4.5): giving enough time to address the problematic situations, and (4.9): introducing outside-of-the-box settings. While (4.3): searching for multiple opinions. It got (80) frequencies with (31%). However, (4.4) attained the lowest frequencies and percentages, (1%) and (3%).

Fifth, creative thinking skills featured (5) subskills: provoking new ideas, asking for examining ideas in pairs or in groups, stimulating the imagination, asking for similar issues, and containing a wide range of creation techniques like brainstorming. Each of them, except item (5.2) came out with the same frequency (46) and a percentage of (25%).

Table (4.5-A): Frequencies and percentages of life skills in English for Palestine textbooks of the 7th grade.

Seventh Grade					
Main Categories	No	Sub-categories	Frequency	Percentage Sub-Categories	Percentage main-category
1. Effective Communication Skill	1.1	Enabling students to communicate freely and effectively in different settings.	412	22%	
	1.2	Asking for initiating and sustaining a rehearsed or unrehearsed conversation	258	13.7%	
	1.3	Equipping students with communicative skills to acquire and use new information organized manner	356	19%	
	1.4	Using linguistic and appropriate correct forms.	44	2.3%	
	1.5	Including activities to express feelings, attitudes, ideas and opinions.	118	6.3%	
	1.6	Providing students with reasonable language proficiency.	42	2.2%	
	1.7	Containing activities to interact with others through technologies.	3	0.01%	
	1.8	Developing student's sense of self - confidence and self-worth.	330	17.5%	
	1.9	Having strategies to extend communicative competence	318	17%	
	Total			1881	

Table (4.5-B): Frequencies and percentages of life skills in English for Palestine textbooks of the 7th grade

Seventh Grade					
Main Categories	No	Sub-categories	Frequency	Percentage Sub-Categories	Percentage main-category
2. Critical Thinking Skill	2.1	Asking for reasonable explanation.	112	36.2%	4.8%
	2.2	Containing issues to be paraphrased.	0	0%	
	2.3	Developing student's ability of making connection with real-life situations.	14	4.5%	
	2.4	Provoking necessary background information in different contexts from their own language.	61	20%	
	2.5	Containing incorrect issues that need to be corrected grammatically.	0	0%	
	2.6	Including exercises need for drawing conclusions.	61	20%	
	2.7	Asking for judgements about text.	25	8%	
	2.8	Examining the organizational patterns of the sentences.	35	11.3%	
	Total			308	

Table (4.5-C): Frequencies and percentages of life skills in English for Palestine textbooks of the 7th grade

Seventh Grade					
Main Categories	No	Sub-categories	Frequency	Percentage Sub-Categories	Percentage main-category
3. Collaboration Skill	3.1	Promoting Cooperative work.	84	14.3%	
	3.2	Promoting setting plans to achieve common goals.	84	14.3%	
	3.3	Ensuring flexibility and making compromises to accomplish the common goal.	84	14.3%	
	3.4	Developing peer-assessment.	84	14.3%	
	3.5	Ensuring the shared responsibility.	84	14.3%	
	3.6	Inviting to build self-assurance and self-worth among the individuals.	84	14.3%	
	3.7	Confirming the appreciation of others' contributions and efforts.	84	14.3%	
	3.8	Inviting to be adaptable for the sake of common goals.	84	14.3%	
Total			588	100%	16%

Table (4.5-D): Frequencies and percentages of life skills in English for Palestine textbooks of the 7th grade

Seventh Grade					
Main Categories	No	Sub-categories	Frequency	Percentage Sub-Categories	Percentage main-category
4. Problem-solving Skill	4.1	Involving learners in various questionable issues.	44	6%	
	4.2	Asking for convincing solutions.	216	29.6%	
	4.3	Searching for multiple opinions.	52	7.12%	
	4.4	Including researchable questions.	0	0%	
	4.5	Giving enough time to address the problematic situations.	0	0%	
	4.6	Asking for evaluating the made-decision.	202	27.7%	
	4.7	Providing most common decision – making skills.	216	29.6%	
	4.8	Finding out other alternative suggested solutions.	0	0%	
	4.9	Introducing out-side of the box settings	0	0%	
Total			730	100%	20%

Table (4.5-E): Frequencies and percentages of life skills in English for Palestine textbooks of the 7th grade

Seventh Grade					
Main Categories	No	Sub-categories	Frequency	Percentage Sub-Categories	Percentage main-category
5.Creative Thinking skill	5.1	Provoking new ideas.	58	36.6%	
	5.2	Asking for examining ideas in pairs or in groups.	14	9%	
	5.3	Stimulating the imagination.	30	19%	
	5.4	Asking for similar issues related to the given ones.	28	17.7%	
	5.5	Containing a wide range of creation techniques, like brain storming.	28	17.7%	
Total			158	100%	4.3%
Grand total			3665		100%

Table (4.5) shows the total number of life skills in English textbooks of grade 7. The total number of life skills in the previously mentioned textbook found to be (3665) frequencies. Communication got the highest percentage, which was (51.3%) (1881), frequencies. Subsequently, problem-solving skills appeared to rank higher in grade 7 than communication skills. It got (730) frequencies with a percentage of (20%). Then, collaboration skills with an amount of (588) which was indicated as (16%). Next, critical thinking was ranked at the fourth position. It was repeated with (308) occurrences with a percentage of (8.4%). The number of exercises related to creative thinking was relatively low. This skill was ranked last. It attained (158) (4.3%).

Second, problem-solving skill, was investigated within nine subcategories. Respectively, items (4.2): asking for convincing solutions and (4.7) asking common decision, received the highest score (216), accounting for 29.6% of the total. Then in the second position was item (4.6): asking for evaluating the made decision that got (202) frequencies and a percentage of (27.7%). Subsequently, items (4.2) and (4.3) appeared consecutively, exhibiting frequencies of (52) – 7.12%, and (44) – 6%. While (4.4), (4.5), (4.8) and (4.9) had no frequencies or percentages.

With reference to the third item on the scale collaboration skills it can be seen that it contains eight items. All the components, except item (3.4) got the same frequencies (84) and a percentage of (14.3%). However, the subskill (3.4): that attempted to check out peer assessment had no clear frequency or percentage.

Fourth, critical thinking had eight subskills that were distributed as follows: (2.1): asking for reasonable explanation got (112) frequencies with a percentage of (36.2%). Then, items (2.6) and (2.4) came second: including exercises need for drawing conclusions and asking for necessary background both got (61) frequencies with a percentage of (20%). The findings indicated that the item (2.8), examining the organizational patterns of the sentences attained (35) frequencies with a percentage of (11.3%). The item asking for judgments about a text, got a frequency of (25) and a percentage of (8%). In respect to item (2.3): developing student's ability of making connection with real-life situations, it can be seen that it received a frequency of (14) and a percentage of (4.5%).

Finally, creative thinking skills featured (5) subskills. The first subskill (5.1), provoking new ideas, received a frequency of (58) and a percentage of (36.6%). This subskill got the highest percentages among the others . Second, item (5.3): stimulating imagination had (30) frequencies with a percentage (19%). Next, (5.4) and (5.5): asking for similar issues related to the given ones and containing a wide range of creation techniques, like brainstorming, both got (28) frequencies and a percentage of (17.7%). The next question, examining ideas in pairs or groups (5.2), received a percentage of (9%) and a frequency of 14.

Table (4.6-A): Frequencies and percentages of life skills in English for Palestine textbooks of the 8th grade.

Eighth Grade					
Main Categories	No	Sub-categories	Frequency	Percentage Sub-Categories	Percentage main-category
1. Effective Communication Skill	1.1	Enabling students to communicate freely and effectively in different settings.	348	15.3%	
	1.2	Asking for initiating and sustaining a rehearsed or unrehearsed conversation	270	12%	
	1.3	Equipping students with communicative skills to acquire and use new information organized manner	354	15.7%	
	1.4	Using linguistic and appropriate correct forms.	124	5.5%	
	1.5	Including activities to express feelings, attitudes, ideas and opinions.	220	9.7%	
	1.6	Providing students with reasonable language proficiency.	204	9%	
	1.7	Containing activities of interacting with others through technologies.	3	0.008%	
	1.8	Developing student's sense of self - confidence and self-worth.	366	16.2%	
	1.9	Having strategies to extend communicative competence	380	16.7%	
	Total			2269	

Table (4.6-B): Frequencies and percentages of life skills in English for Palestine textbooks of the 8th grade.

Eighth Grade					
Main Categories	No	Sub-categories	Frequency	Percentage Sub-Categories	Percentage main-category
2.Critical Thinking Skill	2.1	Asking for reasonable explanation.	190	33.2%	
	2.2	Containing issues to be paraphrased.	0	0%	
	2.3	Developing student's ability of making connection with real-life situations.	26	4.6%	
	2.4	Provoking necessary background information in different contexts from their own language.	162	28.3%	
	2.5	Containing incorrect issues that need to be corrected grammatically.	0	0%	
	2.6	Including exercises need for drawing conclusions.	122	21.3%	
	2.7	Asking for judgements about text.	46	8%	
	2.8	Examining the organizational patterns of the sentences.	26	4.6%	
Total			572	100%	12.2%

Table (4.6-C): Frequencies and percentages of life skills in English for Palestine textbooks of the 8th grade.

Eighth Grade					
Main Categories	No	Sub-categories	Frequency	Percentage Sub-Categories	Percentage main-category
3. Collaboration Skill	3.1	Promoting Cooperative work.	142	14.3%	
	3.2	Promoting setting plans to achieve common goals.	142	14.3%	
	3.3	Ensuring flexibility and making compromises to accomplish the common goal.	142	14.3%	
	3.4	Developing peer-assessment.	0	0%	
	3.5	Ensuring the shared responsibility.	142	14.3%	
	3.6	Inviting to build self-assurance and self-worth among the individuals.	142	14.3%	
	3.7	Confirming the appreciation of others' contributions and efforts.	142	14.3%	
	3.8	Inviting to be adaptable for the sake of common goals.	142	14.3%	
Total			994	100%	

Table (4.6-D): Frequencies and percentages of life skills in English for Palestine textbooks of the 8th grade.

Eighth Grade					
Main Categories	No	Sub-categories	Frequency	Percentage Sub-Categories	Percentage main-category
4. Problem-solving Skill	4.1	Involving learners in various questionable issues.	92	14%	
	4.2	Asking for convincing solutions.	160	24%	
	4.3	Searching for multiple opinions.	65	9.7%	
	4.4	Including researchable questions.	12	2%	
	4.5	Giving enough time to address the problematic situations.	0	0%	
	4.6	Asking for evaluating the made-decision.	176	26.3%	
	4.7	Providing most common decision – making skills.	160	24%	
	4.8	Finding out other alternative suggested solutions.	0	0%	
	4.9	Introducing out-side of the box settings	0	0%	
Total			665	100%	14.2%

Table (4.6-E): Frequencies and percentages of life skills in English for Palestine textbooks of the 8th grade.

Eighth Grade					
Main Categories	No	Sub-categories	Frequency	Percentage Sub-Categories	Percentage main-category
5.Creative Thinking skill	5.1	Provoking new ideas.	70	36.8%	
	5.2	Asking for examining ideas in pairs or in groups.	14	7.3%	
	5.3	Stimulating the imagination.	46	24.2%	
	5.4	Asking for similar issues related to the given ones.	44	23.2%	
	5.5	Containing a wide range of creation techniques, like brain storming.	16	8.4%	
Total			340	100%	4%
Grand total			4690		100%

Table (4.6) shows the total number of life skills in English textbooks of grade 8 amounted to (4690) frequencies. The findings pointed out that all five skills are included in the textbooks in general but with varying proportions. Their distribution was as follows: communication skills (2269) with a percentage of (48.4%). Collaboration came in second place. It got a percentage of (21.2%) and (994) frequencies. Then, problem-solving skills came in the third position. It got a percentage of (14.2%) and (665) frequencies. Then, critical thinking got (572) frequencies with a percentage of (12.2%). Finally, creative thinking skills got (190) frequencies and in a low percentage (4%).

According to subcategories branched out from communication (1.9): having strategies to extend communicative competence got the greatest proportion in grade 8. It collected (380) frequencies with the highest percentage of (16.7%) and collected (380) frequencies. Nevertheless, (1.7): using technology to interact that started to get some results got (3) frequencies with a very low percentage (0.008%).

In collaboration skill, it can be seen that item (3.4): Developing peer assessment did not receive any frequencies or percentages. While each one of the other seven items had a percentage of (14.3%) and an amount of (142) frequencies. The findings indicate an increase in the frequency of collaboration over the last three grades, starting in the 8th grade.

The findings revealed that in problem solving skill, the item (4.6): asking for evaluating the made decision got the highest frequencies and percentages. It had (26.3%) percentages, and frequencies that reached (167). In contrast, item (4.4): including researchable questions got (12) frequencies with a percentage of (2%).

Fifth, creative thinking skills included (5) subskills. The first item which is provoking new ideas obtained the highest amount of incorporation. The findings show that this item obtained a frequency of (70) and a percentage of (36.8%). Stimulating imagination had (46) frequencies with a percentage of (24.2%). Next, the item (5.4): asking for similar issues related to the given ones got (44) frequencies and a percentage of (23.2%). Then, asking for examining ideas in pairs or groups (5.2) got a percentage of (7.3%) with (14) frequencies. Finally, (5.5): containing a wide range of creation techniques, like brainstorming, got (16) frequencies and a percentage of (8.4%).

Table (4.7-A): Frequencies and percentages of life skills in English for Palestine textbooks of the 9th grade.

Ninth Grade					
Main Categories	No	Sub-categories	Frequency	Percentage Sub-Categories	Percentage main-category
1. Effective Communication Skill	1.1	Enabling students to communicate freely and effectively in different settings.	326	16%	
	1.2	Asking for initiating and sustaining a rehearsed or unrehearsed conversation	294	14.4%	
	1.3	Equipping students with communicative skills to acquire and use new information organized manner	278	13.6%	
	1.4	Using linguistic and appropriate correct forms.	166	8.1%	
	1.5	Including activities to express feelings, attitudes, ideas and opinions.	184	9%	
	1.6	Providing students with reasonable language proficiency.	136	6.6%	
	1.7	Containing activities of interacting with others through technologies.	2	0.009%	
	1.8	Developing student's sense of self - confidence and self-worth.	326	16%	
	1.9	Having strategies to extend communicative competence	332	16.3%	
Total			2044	100%	45%

Table (4.7-B): Frequencies and percentages of life skills in English for Palestine textbooks of the 9th grade

Ninth Grade					
Main Categories	No	Sub-categories	Frequency	Percentage Sub-Categories	Percentage main-category
2.Critical Thinking Skill	2.1	Asking for reasonable explanation.	128	33.2%	
	2.2	Containing issues to be paraphrased.	4	1%	
	2.3	Developing student's ability of making connection with real-life situations.	2	0.5%	
	2.4	Provoking necessary background information in different contexts from their own language.	88	22.8%	
	2.5	Containing incorrect issues that need to be corrected grammatically.	0	0%	
	2.6	Including exercises need for drawing conclusions.	140	36.3%	
	2.7	Asking for judgements about text.	4	1%	
	2.8	Examining the organizational patterns of the sentence.	20	5.2%	
Total			386	100%	8.5%

Table (4.7-C): Frequencies and percentages of life skills in English for Palestine textbooks of the 9th grade

Ninth Grade					
Main Categories	No	Sub-categories	Frequency	Percentage Sub-Categories	Percentage main-category
3. Collaboration Skill	3.1	Promoting Cooperative work.	154	14.3%	
	3.2	Promoting setting plans to achieve common goals.	154	14.3%	
	3.3	Ensuring flexibility and making compromises to accomplish the common goal.	154	14.3%	
	3.4	Developing peer-assessment.	0	0%	
	3.5	Ensuring the shared responsibility.	154	14.3%	
	3.6	Inviting to build self-assurance and self-worth among the individuals.	154	14.3%	
	3.7	Confirming the appreciation of others' contributions and efforts.	154	14.3%	
	3.8	Inviting to be adaptable for the sake of common goals.	154	14.3%	
Total			1078	100%	23.7%

Table (4.7-D): Frequencies and percentages of life skills in English for Palestine textbooks of the 9th grade.

Ninth Grade					
Main Categories	No	Sub-categories	Frequency	Percentage Sub-Categories	Percentage main-category
4. Problem-solving Skill	4.1	Involving learners in various questionable issues.	48	7%	
	4.2	Asking for convincing solutions.	200	29.3%	
	4.3	Searching for multiple opinions.	12	1.7%	
	4.4	Including researchable questions.	14	2%	
	4.5	Giving enough time to address the problematic situations.	0	0%	
	4.6	Asking for evaluating the made-decision.	212	31%	
	4.7	Providing most common decision – making skills.	198	29%	
	4.8	Finding out other alternative suggested solutions.	0	0%	
	4.9	Introducing out-side of the box settings	0	0%	
Total			684	100%	15%

Table (4.7-E): Frequencies and percentages of life skills in English for Palestine textbooks of the 9th grade

Ninth Grade					
Main Categories	No	Sub-categories	Frequency	Percentage Sub-Categories	Percentage main-category
5.Creative Thinking skill	5.1	Provoking new ideas.	90	26.4%	
	5.2	Asking for examining ideas in pairs or in groups.	25	7.2%	
	5.3	Stimulating the imagination.	90	26.4%	
	5.4	Asking for similar issues related to the given ones.	72	21%	
	5.5	Containing a wide range of creation techniques, like brain storming.	64	19	
Total			340	100%	7.5%
Grand total			4532		100%

Table (4.7) shows the total number of life skills in English textbooks of grade 8 amounted to (4532) frequencies, and all five skills are included in the textbooks in general but with varying proportions. The distributions of the related items were indicated as follow: communication skills got the highest percentage with (45%) and (2044) frequencies. Collaboration came in second place (1078) and (23.7%). Problem-solving skills came next. It got (684) frequencies with a percentage of (15%). Then, critical thinking came before the fifth. It got (386) frequencies with a percentage of (8.5%). Finally, creative thinking skills got (340) frequencies and a percentage of (7.5%).

Communication included (9) items. Item (1.9): having strategies to extend communicative competence scored the greatest proportion in grade 8. This item received (332) frequencies with a percentage of (16.3%). The item (1.7) was only repeated twice, resulting in an extremely low percentage of 0.009%.

All of the subskills of collaboration were found in the English textbooks of 8th grade except item (3.4): Developing peer assessment. It did not receive any frequencies or percentages. While each one of the other seven items had a percentage of (14.3%) and with frequencies (154) frequencies. It seemed that the frequency of collaboration was increasing in the last three grades, starting in the 9th grade.

Regarding frequencies and percentages of subcategories of problem solving, subcategory (4.5): giving enough time to address the problematic situations, and item (4.6): asking for evaluating the made decision, which got the highest, clearly, with (212) frequencies and (31%). Item (4.3), which involves seeking multiple opinions, received the lowest score. It got (1.7%) and (12) frequencies.

Next, in critical thinking item (2.6): including exercises needed for drawing conclusions came first among the subskills. It got (128) frequencies with a percentage of (36.3%). While the last subcategory was item (2.3): developing student's ability to make connections with real-life situations. It had a percentage of 1% and only two frequencies.

Finally, creative thinking skills featured (5) subskills: (5.1): provoking new ideas with (70) and (36.8%) as the highest degree and item (5.3): stimulating the imagination both had (90) frequencies with a percentage (26.5%). Next, (5.4): asking for similar issues related to the given ones that got (72) frequencies and a percentage of (21.2%). Then, (5.5): containing a wide range of creation techniques, like brainstorming, both got (64) frequencies and a percentage of (19%). The item (5.2): asking for examining ideas in pairs or in groups. It got (24) with a percentage of (7%).

Table (4.8-A): Frequencies and percentages of life skills in English for Palestine textbooks of the 10th grade.

Tenth Grade					
Main Categories	No	Sub-categories	Frequency	Percentage Sub-Categories	Percentage main-category
1. Effective Communication Skill	1.1	Enabling students to communicate freely and effectively in different settings.	240	17%	
	1.2	Asking for initiating and sustaining a rehearsed or unrehearsed conversation	192	13.6%	
	1.3	Equipping students with communicative skills to acquire and use new information organized manner	192	13.6%	
	1.4	Using linguistic and appropriate correct forms.	72	5%	
	1.5	Including activities to express feelings, attitudes, ideas and opinions.	168	12.4%	
	1.6	Providing students with reasonable language proficiency.	48	3.4%	
	1.7	Containing activities of interacting with others through technologies.	2	0.001%	
	1.8	Developing student's sense of self - confidence and self-worth.	240	17%	
	1.9	Having strategies to extend communicative competence	252	18%	
	Total			1190	

Table (4.8-B): Frequencies and percentages of life skills in English for Palestine textbooks of the 10th grade

Tenth Grade					
Main Categories	No	Sub-categories	Frequency	Percentage Sub-Categories	Percentage main-category
2.Critical Thinking Skill	2.1	Asking for reasonable explanation.	264	30%	
	2.2	Containing issues to paraphrased.	72	8.1%	
	2.3	Developing student's ability of making connection with real-life situations.	12	1.34%	
	2.4	Provoking necessary background information in different contexts from their own language.	252	28.6%	
	2.5	Containing incorrect issues that need to be corrected grammatically.	0	0%	
	2.6	Including exercises need for drawing conclusions.	168	19%	
	2.7	Asking for judgements about text.	96	11%	
	2.8	Examining the organizational patterns of the sentence.	17	2%	
	Total			881	

Table (4.8-C): Frequencies and percentages of life skills in English for Palestine textbooks of the 10th grade

Tenth Grade					
Main Categories	No	Sub-categories	Frequency	Percentage Sub-Categories	Percentage main-category
3. Collaboration Skill	3.1	Promoting Cooperative work.	120	14.3%	
	3.2	Promoting setting plans to achieve common goals.	120	14.3%	
	3.3	Ensuring flexibility and making compromises to accomplish the common goal.	120	14.3%	
	3.4	Developing peer-assessment.	0	0%	
	3.5	Ensuring the shared responsibility.	120	14.3%	
	3.6	Inviting to build self-assurance and self-worth among the individuals.	120	14.3%	
	3.7	Confirming the appreciation of others' contributions and efforts.	120	14.3%	
	3.8	Inviting to be adaptable for the sake of common goals.	120	14.3%	
	Total			840	

Table (4.8-D): Frequencies and percentages of life skills in English for Palestine textbooks of the 10th grade.

Tenth Grade					
Main Categories	No	Sub-categories	Frequency	Percentage Sub-Categories	Percentage main-category
4. Problem-solving Skill	4.1	Involving learners in various questionable issues.	12	2%	
	4.2	Asking for convincing solutions.	156	25.6%	
	4.3	Searching for multiple opinions.	80	13.2%	
	4.4	Including researchable questions.	36	6%	
	4.5	Giving enough time to address the problematic situations.	0	0%	
	4.6	Asking for evaluating the made-decision.	168	27.6%	
	4.7	Providing most common decision – making skills.	156	25.6%	
	4.8	Finding out other alternative suggested solutions.	0	0%	
	4.9	Introducing out-side of the box settings	0	0%	
Total			608	100%	15.7%

Table (4.8-E): Frequencies and percentages of life skills in English for Palestine textbooks of the 10th grade

Tenth Grade					
Main Categories	No	Sub-categories	Frequency	Percentage Sub-Categories	Percentage main-category
5.Creative Thinking skill	5.1	Provoking new ideas.	36	27%	
	5.2	Asking for examining ideas in pairs or in groups.	12	9.1%	
	5.3	Stimulating the imagination.	24	18%	
	5.4	Asking for similar issues related to the given ones.	36	27%	
	5.5	Containing a wide range of creation techniques, like brain storming.	24	18%	
Total			132	100%	3.4%
Grand total			3867		100%

Table (4.8) shows the total number of life skills in English textbooks of grade 8 amounted to (3867) frequencies, and all the five skills are included in the textbooks in general but with varying proportions. The distribution was as follows, communication skills (1406) with a percentage of (36.3%). As in the previous grades, communication skills ranked as the most important skill. Critical thinking came in second place (881) and (22.8%). Third, collaboration skills got (840) frequencies with a percentage of (21.8%). Then, problem solving came before the fifth. It got (608) frequencies with a percentage of (15.7%). Finally, creative thinking skills got (132) frequencies and with the least percentage (3.4%).

In terms of communication, it included (9) items. (1.9): having strategies to extend communicative competence got the greatest share in grade 10. It collected (252) frequencies with a percentage of (18%). The item which was in the last position was (1.7) with only (2) frequencies and a percentage (0.001%): containing activities of interacting through technologies.

For critical thinking, it got one of the highest frequencies. The subcategory that had the highest frequencies and a percentage was (2.1): asking for a reasonable explanation. The subcategory received a score of (264), representing 30% of the total. However, item (2.3): developing student's ability to make connections with real-life situations. It scored the lowest percentage of (1.3%), (12) frequencies.

8 subskills in collaboration were incorporated. except item (3.4): Developing peer assessment. There were no frequencies or percentages assigned to this item (3.4). While each one of the other seven items had a percentage of (14.3%) and with frequencies (120) frequencies.

During the analysis, it was found that item (4.6): asking for evaluating the made decision, got the highest frequencies. It had (168) frequencies and (27.6%). and finally, the lowest percentage (2%) in item (4.1): involving learners in questionable issues. It had frequencies of (12).

Fifth, creative thinking skills featured (5) subskills: (5.1): provoking new ideas and (5.4): asking for similar issues related to the given ones both (36) frequencies and a percentage of (27.3%) as the highest degrees. While item (5.3): stimulating the imagination and (5.5): containing wide range of creation techniques, like brainstorming both had (24) frequencies with a percentage (18.2%). Finally, (5.2): asking for examining ideas in pairs or in groups. It got (12) with a percentage (9%).

4.4 Summary of the results:

1. All the five major skills, including effective communication, critical thinking, collaboration, problem-solving, and creative thinking are integrated in the English for Palestine textbooks in the upper primary stage in the new editions in the scholastic year (2024-2025).

2. The number of life skills activities included in the English for Palestine textbooks in upper primary stage was (226860) life skills. They are distributed as follows: Communication skills (10792) (47.6%), collaboration (4718) (20.8%), problem-solving (3318) (14.6%), critical thinking (2662) (11.7%) and finally creative thinking (1196) (5.3%).

3. 8th grade textbooks received the highest percentages among others with regard to life skills activities inclusion. It got the greatest percentage of (20.7%) with (4690) frequencies. Next, grade 9 came in the second position. It got (4532) frequencies and a percentage of (20%). Then, grade 10 came third. It scored (3867) frequencies with a percentage of (17%). Then, grade 7 got (3665) with a percentage of (16%). Next, grade 6 got (3143) with (14%) and finally grade 5 with (2789) with (12.3%).

4. Effective communication skills came as the main life skill. It scored the highest number of frequencies with the highest percentages. It had (10792) frequencies.

5. Communication skills frequencies were mostly occurred in 6th grade with (56.4%), while critical thinking skills were in grade 10 with (22.8%), collaboration skills seemed to be more frequent in grade 9 with a percentage of (23.7%), problem solving frequencies were more attainable in grade 7 with a percentage of (20%), and creative thinking were mostly repeated in 9 grade with (20%).

Chapter Five

Discussion, Conclusions, and Recommendations

5.1 Introduction

The current chapter first discusses and presents the major results of the research. It then gives practical suggestions and recommendations for English language teachers. It also provides recommendations for further research.

5.2 Discussion of the findings related to the first question:

As it is mentioned in Chapter 1, the purpose behind this study is to shed some light on the incorporation of life skills in the English language textbooks in Palestine that are used as a main material for teaching in Palestine. As it was previously mentioned, the researcher concentrated in upper primary stage. The study also aimed at analyzing how the frequencies and percentages of life skills inclusion in the English for Palestine textbooks in the upper primary stage vary from one grade to another. In order to achieve these purposes, the following questions were asked as part of the research:

1. What are the most frequent life skills integrated in the English for Palestine textbooks in upper primary stage?
2. How are life skills distributed in English for Palestine textbooks in the upper primary stage?

In the following sections, the above research questions will be discussed in detail with reference to Chapter IV – Findings.

The most integrated life skills in the English for Palestine textbooks in the upper primary stage.

The results indicated that the major five skills—effective communication, critical thinking, collaboration, problem solving, and creative thinking—are included in the English textbooks prepared to teach in Palestine. A noticeable variance in the distribution of the percentages of life skills was found in the English textbooks. This variance might be related to the fact that in the last grade of the upper primary stage, which is (10th grade) students are being prepared for their grade 12th Tawjihi examination.

When looking at the first element analyzed—communication skills—the results indicated that this skill received a great percentage. These findings align with the goal of the new English book edition for Palestine, which aims to equip pupils with communicative skills.

According to the previous findings, it is apparent that English for Palestine textbooks in the upper primary stage mainly concentrate on effective communication skills as the most important ones. This aligns with the essential skills individuals need to thrive in the 21st century. In addition, the findings reassure what the fundamental guidelines of the English curriculum in Palestine (2015) have been seeking to achieve, namely to produce generations, particularly in the globalization and internationalism, who are able to communicate with others of different countries skillfully and effectively to address the needs of the marketplace. Furthermore, the development of communication skills is crucial in enhancing cultural awareness and fostering diversity. Most importantly, communication in English is urgent because it is known as the basic international language all over the world. It is widely used in different sectors, including education, trade, technology, and others.

Based on the findings of the current study and its questions that asked for investigating the inclusion of life skills in English textbooks in the upper primary stage in Palestine, it is apparent that communication skills took over from other major skills in the study. It attained (47.6%) among other skills. This indicates that the curriculum designers and developers have given significant attention to these skills. That can be justified by the fact that they took into consideration most required skills nowadays, especially in the light of communication technology and what individuals desperately need in the job market. Moreover, today's people, especially young ones, are the connected generation.

The results of the current study agreed with many previous related studies, including Bani Amer & Singha (2023), Bani Amer & Al- Khataybeh (2022), Nassar (2022), and Al Masri (2016), Hamdona (2007), all of them came up the highest percentage of communication skills in English books. However, Amr (2020) things seemed to be different. Collaboration came first with a percentage of (2.28%) as the highest, while communication came in the third position.

5.2 Discussion of the Results Related to the second Question:

How are the life skills distributed in English for Palestine textbooks in the upper primary stage?

Based on the results shown in chapter four, the occurrences and percentages of life skills changed from grade 5 to grade 10. Every one of the main life skills had received a different number of activities in every grade. According to communication skills, it got its highest score in grade 6th while it became less in grades 5, 7, 8, and 9, and got its lowest portion in grade 10. While grade 10 had the greatest percentage of critical thinking among other grades. It was noticed that communication skills became lessor when coming close to the more advanced levels, and it could be almost non-existent in the secondary grades, and this is what was affirmed in (Amr, 2020) in which collaboration got first place with a percentage of (2.28) as the highest. In accordance with (Amr, 2020) in the secondary stage, the main focus is not on communication skills at all. Tawjeehi's

teaching materials solely aim to prepare students for the 12th grade final examination. No speaking or listening at all in the examination. Furthermore, the context in the 12th-grade textbook is severely limited. It only includes specific topics: reading, vocabulary, and writing.

The current study found out that the concentration of most activities in the English textbooks in the upper primary stage is plainly on communication skills. As it was mentioned previously in the literature review, communication is one of the most important methods to learn a new language, especially the English language. It is well known that English is a worldwide language, and nowadays it is seen as a passport to the world. Having the language and being able to use it fluently breaks all the boundaries. Khan & Mansoor (2020) highlight that English language is a passport to achieving the learning goals in education everywhere in the world irrespective of any culture, religion and ethnic background because it is currently an international and most powerful language in different parts of the world along with the national languages of the different regions.

5.4 Conclusion:

The results of the study showcased that there was a variance in presenting the five major domains of life skills in English language textbooks in the upper primary stage in Palestine. The effective communication life skills domain attained the greatest percentage (47.6%) out of the total percentage of the analysis in the results when analyzing the content of English language textbooks of the upper primary stage in Palestine. The researcher discovered that effective communication encourages students to be interactive and productive in their life. Certainly, being good communicators, learners will exchange their thoughts and opinions and convey messages in a way based on respect and understanding using active techniques.

On the other hand, the findings of the study indicated that the collaboration domain came as a second skill. It gained a moderate percentage of (20.8%). The English textbooks in Palestine's upper primary stage incorporate numerous activities that require collaboration, such as working in groups or pairs. This kind of activity motivates students to get involved in cooperation and focus on the bases of cooperative learning, including respect, peer assessment, and working for a common goal. While problem solving life skill was third. This domain attained a percentage of (14.6%), then critical thinking got (11.7%) and finally, creative thinking life skills got (5,3%). All five major skills hold significant importance. In fact, communication life skills are just as essential as other skills, and they should not be overlooked or only integrated in small percentages. For example, critical thinking is as important as communication, especially in the present time, which is full of challenges and instabilities and changeable thoughts and cultures.

By applying the new English textbooks in Palestine, student's role became more active in the learning process. It was pointed by Ratna (2015) that the students in constructivism ought to be active learners rather than a passive one. Further, for children to reach their own goals and work, they are supposed to be promoted and provided every opportunity to build up their ideas so as to put them in conceptual

contexts. Practically, this can be crystalized in the classrooms where the process of learning is more active, as the role of teacher is limited to guide and encourage children in independent research and thinking critically in multiple contexts.

From the findings, it can be concluded that Palestinian students are equipped with the most demanded life skills of the 21st century. The new English book for Palestine is enriching our students to compete effectively in their future careers. This indicates that the Palestinian Ministry of Education is giving attention to the exigencies of life nowadays. Nurhajati and Setiawan (2021) previously argued in the literature review that the changes in today's world impact the quality of human resources, future job opportunities, society as a whole, and learners in particular. Furthermore, they assert that there is an increasing need for skilled and competent individuals to excel in their work and compete effectively. In accordance with their idea, life skills are crucial competencies for the younger generation to prepare them for the industrial revolution.

5.5 Recommendations and Suggestions

Recommendations for Further Research

The focus of this study was to analyze the incorporation of life skills in the English textbooks used as the main material for teaching in Palestine. The study also examined the variations in the percentages and frequencies of life skills activities across different grades. The findings revealed that the English textbooks from grades 5th to 10th include all major life skills activities. It was found that some sub-life skills, like developing peer assessment and giving enough time to address the problematic situations, were not included in the textbooks.

It was also found that the percentages and frequencies of life skills differ from grade to grade. The reasons behind the exclusion of some sub-life skills activities need to be further investigated so that researchers can explain why these subcategories were not included in the textbooks.

As it was discussed in the literature review in this study, the importance of life skills is increasing nowadays. In accordance with this importance, much research and studies that aim to analyze the Palestinian textbooks to deepen the importance of life skills are necessary to be done. This study was limited in analyzing the textbooks content; further research can be conducted based on observations in order to have a better understanding of how teachers are using life skills in the English classroom.

Finally, further research needs to be carried out based on teachers' interviews to understand teachers' perceptions of the use of life skills in the English language lessons.

Recommendations for Teachers

The evidence from this study suggests that teachers ensure the use of life skills in the English classroom. As life skills are in demand in the 21st century, teachers need to focus on the extracurricular activities to develop life skills education.

As it was indicated from the findings, communication is one of the main life skills included in the Palestinian context. Teachers can take this inclusion in advantage and help students develop their communication in English by creating an atmosphere in the classroom where only the English language can be used during the activities.

As many rapidly changing are happening in regard of teaching and learning English, is essential for teachers to be involved in training programs related to life skills.

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List of Appendices

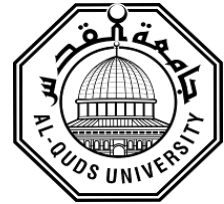
Appendix No.1

The framework before refereeing:

Al-Quds University

Deanship of Graduates Studies

Faculty of Educational Sciences



Refereeing Content Analysis Framework

Dear honorable referee :.....

The researcher is carrying out a study titled **Life Skills Incorporation in the English for Palestine Textbooks – the Upper Intermediate Level**, this is in partial fulfillment of the requirements for obtaining a master's degree in teaching methods in English Language at Al-Quds University.

As professional experts and due to your practical and scientific experience, you are kindly invited to referee the attached content framework and express your opinions on its components and categories: add, delete or modify what you deem appropriate .

Thank You for Collaboration

The Researcher: Al-Mu'tasim Billah Awawda

Content Analysis Framework: Life Skills Incorporation in the English for Palestine Textbooks – the Upper Intermediate Level

Main Categories	No	Sub-categories	Frequency	Percentage Sub-Categories	Percentage main- category
2. Effective Communication Skill	1	The content enables learners to express needs effectively using oral or written communication.			
	2	The content helps learners to express their emotions using oral or written communication.			
	3	The content encourages students to listen carefully to others.			

4	The content helps learners convince and influence others by giving complete and accurate information.				
5	The content aids learners to respect other's ideas .				
6	The content reinforces the good collaboration among the groups ' activities.				
7	The content assists learners to describe physical , psychological and socio-emotional changes in self and peers.				
8	The content helps learners to demonstrate valued individual and social identity.				
9	The content motivates learners				

		to use several forms of media and technologies to interact with others.			
	10	The content asks learners to deliver presentations .			
	11	The content allows learners to give and receive feedback.			
Total					
3. Critical Thinking Skill	1	The content exposes students to real life situations so that learners can reflect their logical thinking and deep understanding.			
	2	The content formulates enough information in a practical way that enables learners to give reasonable explanation.			
	3	The content arranges ideas in a			

		logical sequence that interferes with related goals achievement.			
	4	The content promotes learners to read the texts silently to summarize the given information.			
	5	The content asks learners to make connections between given topics and related issues.			
	6	The content displays values in the reading texts.			
	7	The content demonstrates in the reading texts.			
	8	The content includes social norms in the reading texts.			
	9	The content contains reasons in the reading which			

		proves the arguments.			
	10	The content asks students for drawing comparisons between events, characters or solutions, etc.			
	11	The content invites learners to correct mistakes based on grammatical rules.			
	12	The content uses picture sequences to encourage students to create short paragraphs, stories or perhaps dialogues .			
	13	The content enables learners to draw conclusions.			
Total					
4. Collaboration Skill	1	The content asks learners to work effectively and cooperatively in various activities.			

	2	The content ensures the valuation of individual contributions made by each team member.			
	3	The content contributes to promote learners to make the necessary compromises to achieve a common goal.			
	4	The content asks learners to set goals and create a plan for their partners.			
	5	The content reinforces the shared responsibility for collaborative work			
	6.	The content enables learners to build self-assurance and self-worth among the individuals .			

	7	The content motivates learners to be adaptable to accomplish the common goal.			
	8	The content ensures the values of respecting others' cultures.			
Total					
5. Problem-solving Skill	1	The content has multiple questionable issues.			
	2	The content invites learners to create convincing solutions to problematic situations.			
	3	The content enables learners to face an open-ended question.			
	4	The content motivates learners to give their opinions.			
	5	The content asks learners to collect			

		all views to make decisions.			
	6	The content qualifies learners to manage the time to give a sequential reasonable reason.			
	7	The content allows learners to evaluate the made decision .			
	8	The content obviously includes attitudes that prompts decision-making skills.			
	9	The content contains issues that display various learners ' views			
	10	The content invites learners to suggest a number of alternative solutions to problem			
Total					

5.Creative Thinking skill	1	The content effectively develops new ideas for learners .			
	2	The content prepare learners to generate new ideas.			
	3	The content asks learners for examining their ideas .			
	4	The content leads learners to develop their imagination.			
	5	The content confirms that learners depend on their individual explanation .			
	6	The content includes " What if, and " Imagine if such and such happened " questions.			

	7	The content encourages students to mention issues similar to the main ones in the text.			
	8	The content helps learners to create and conceive useful novel ideas.			
	9	The content contains a wide range of ideas creation techniques ,such as (brainstorming).			
Total					

Analysis Units

Main Skill	No	Sub-Skill	Period	Page	Example
1. Effective Communication Skill	1	The content enables learners to express needs effectively using oral or written communication.			
	2	The content helps learners to express their emotions using oral or written communication.			
	3	The content encourages students to listen carefully to others.			
	4	The content helps learners convince and influence others by giving complete and accurate information.			
	5	The content aids learners to respect other's ideas .			
	6	The content reinforces the good collaboration among			

		the groups ' activities.			
	7	The content assists learners to describe physical , psychological and socio-emotional changes in self and peers.			
	8	The content helps learners to demonstrate valued individual and social identity.			
	9	The content motivates learners to use several forms of media and technologies to interact with others.			
	10	The content asks learners to deliver presentations .			
	11	The content allows learners to give and receive feedback.			
Total					
Thinking Skill	2.Critical	1 The content exposes students to real life situations so that			

		learners can reflect their logical thinking and deep understanding.			
	2	The content formulates enough information in a practical way that enables learners to give reasonable explanation.			
	3	The content arranges ideas in a logical sequence that interferes with related goals achievement.			
	4	The content promotes learners to read the texts silently to summarize the given information.			

	5	The content asks learners to make connections between given topics and related issues.			
	6	The content displays values in the reading texts.			
	7	The content demonstrates in the reading texts.			
	8	The content includes social norms in the reading texts.			
	9	The content contains reasons in the reading which proves the arguments.			
	10	The content asks students for drawing comparisons			

		between events, characters or solutions, etc.			
	11	The content invites learners to correct mistakes based on grammatical rules.			
	12	The content uses picture sequences to encourage students to create short paragraphs, stories or perhaps dialogues .			
	13	The content enables learners to draw conclusions.			
Total					
2. Collaboration Skill	1	The content asks learners to work effectively and cooperatively in various activities.			

	2	The content ensures the valuation of individual contributions made by each team member.			
	3	The content contributes to promote learners to make the necessary compromises to achieve a common goal.			
	4	The content asks learners to set goals and create a plan for their partners.			
	5	The content reinforces the shared responsibility for collaborative work			
	6.	The content enables learners to build self-assurance and			

		self-worth among the individuals .			
	7	The content motivates learners to be adaptable to accomplish the common goal.			
	8	The content ensures the values of respecting others' cultures.			
Total					
3. Problem-solving Skill	1	The content has multiple questionable issues.			
	2	The content invites learners to create convincing solutions to problematic situations.			
	3	The content enables learners to face an open-ended question.			

	4	The content motivates learners to give their opinions.			
	5	The content asks learners to collect all views to make decisions.			
	6	The content qualifies learners to manage the time to give a sequential reasonable reason.			
	7	The content allows learners to evaluate the made decision .			
	8	The content obviously includes attitudes that prompts decision-making skills.			
	9	The content contains issues that display various learners ' views			

	10	The content invites learners to suggest a number of alternative solutions to problem			
Total					
4. Creative Thinking Skill	1	The content effectively develops new ideas for learners .			
	2	The content prepare learners to generate new ideas.			
	3	The content asks learners for examining their ideas .			
	4	The content leads learners to develop their imagination.			
	5	The content confirms that learners depend on their individual explanation .			
	6	The content includes "What if, and " Imagine if such and			

		such happened " questions.			
	7	The content encourages students to mention issues similar to the main ones in the text.			
	8	The content helps learners to create and conceive useful novel ideas.			
	9	The content contains a wide range of ideas creation techniques ,such as (brainstorming).			

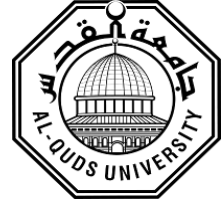
Appendix No.2

The Last Version of the Analysis Framework

Al-Quds University

Deanship of Graduates Studies

Faculty of Educational Sciences



Refereeing Content Analysis Framework

Dear honorable referee :.....

The researcher is carrying out a study titled **Life Skills Incorporation in the English for Palestine Textbooks – the Upper Intermediate Level**; this is in partial fulfillment of the requirements for obtaining a master's degree in teaching methods in English Language at Al-Quds University.

As professional experts and due to your practical and scientific experience, you are kindly invited to referee the attached content framework and express your opinions on its components and categories: add, delete or modify what you deem appropriate.

Thank You for Collaboration

The Researcher :Al-Mu'tasim Billah Awawda

Content Analysis Framework: Life Skills Incorporation in the English for Palestine Textbooks – the Upper Intermediate Level

The content was examined in terms of the following sub-categories to find out the existence of them and to investigate their frequencies and percentages in the textbooks.

Main Categories	No	Sub-categories	Frequency	Percentage Sub-Categories	Percentage main-category
1. Effective Communication Skill	1.1	Enabling students to communicate freely and effectively in different settings.			
	1.2	initiating and sustaining a rehearsed or unrehearsed conversation			
	1.3	Equipping students with communicative skills to acquire and use new information organized manner			
	1.4	Using linguistic			

		and appropriate correct forms.			
	1.5	To obtain new information from face-to-face communication, telephone conversations and recorded speech.			
	1.6	Expressing feelings, attitudes, ideas and opinions.			
	1.7	Providing students with reasonable language proficiency.			
	1.8	Interacting with others through technologies.			
	1.9	Developing student's sense of self - confidence and self-worth.			

	1.10	Having strategies to extend communicative competence			
Total					
2.Critical Thinking Skill	2.1	Asking for reasonable explanation.			
	2.2	Containing issues to be paraphrased.			
	2.3	Developing student's ability of making connection with real-life situations.			
	2.4	Provoking necessary background information in different contexts from			

		their own language.			
	2.5	Containing incorrect issues that need to be corrected grammatically.			
	2.6	Including exercises need for drawing conclusions.			
	2.7	Asking for judgements about text.			
	2.8	Examining the organizational patterns of the sentences.			
Total					
3. Collaboration Skill	3.1	Promoting Cooperative work.			
	3.2	Promoting setting plans to achieve common goals.			
	3.3	Ensuring flexibility and			

		making compromises to accomplish the common goal.			
	3.4	Developing peer-assessment.			
	3.5	Ensuring the shared responsibility.			
	3.6	Inviting to build self-assurance and self-worth among the individuals.			
	3.7	Confirming the appreciation of others' contributions and efforts.			
	3.8	Inviting to be adaptable for the sake of common goals.			
Total					
4. Problem-solving Skills	4.1	Involving learners in various			

		questionable issues.			
	4.2	Asking for convincing solutions.			
	4.3	Searching for multiple opinions.			
	4.4	Including researchable questions.			
	4.5	Giving enough time to address the problematic situations.			
	4.6	Asking for evaluating the made-decision.			
	4.7	Providing most common decision – making skills.			
	4.8	Finding out other alternative suggested solutions.			

	4.9	Introducing out-side of the box settings			
Total					
5. Creative Thinking Skills	5.1	Provoking new ideas.			
	5.2	Asking for examining ideas in pairs or in groups.			
	5.3	Stimulating the imagination.			
	5.4	Asking for similar issues related to the given ones.			
	5.5	Containing a wide range of creation techniques, like brain storming.			
Total					
Grand Total					

Appendix No.3

List of Validation Committee

No.	Name	Institution	Specialization
1	Assoc.Prof .Dr.Ozge Razi	Cyprus International University	
2	Dr.Aycan Kederli	Pauf Denktas University	Director of FLEPS
3	Dr. Mohsen Adas	Al-Quds University	Curriculum and Methods of Teaching
4	Dr.Myassar Ghiasi	Directorate of Education-South Hebron	English Supervisor
5	Dr.Ibtisam Irjan	Al-Quds University	Curriculum and Methods of Teaching
6	Dr.Inas Naser	Al-Quds University	Curriculum and Methods of Teaching
7	Abdullah Sweiti	Ibn Sina Basic Boys School	English Teacher
8	Mahmoud Zabadi	Ibn Sina Basic Boys School	English Teacher
9	Raheeq Attal	Sikkah Basic School	English Teacher

تضمين المهارات الحياتية في مقررات اللغة الإنجليزية للمرحلة الأساسية العليا في فلسطين

اعداد الطالب: المعتصم بالله سمير كايد عاوده

إشراف الدكتورة: الدكتورة مريم عاوده

الملخص:

هدفت الدراسة الى التعرف إلى مدى تضمين المهارات الحياتية في كتب اللغة الإنجليزية للمرحلة الأساسية العليا في فلسطين، وذلك من خلال تحليل المقررات الدراسية، استخدم الباحث المنهج الوصفي التحليلي لمناسبته لأغراض الدراسة، حيث تكون مجتمع الدراسة من كتب اللغة الإنجليزية ذات الطبعة (2024)، للصفوف (الخامس، والسادس، والسابع، والثامن، والتاسع، والعاشر) في فلسطين، والبالغ عددها (12) كتاب.

ولتحقيق أهداف الدراسة قام الباحث بإعداد إطار لتحليل المحتوى تكونت من خمس مجالات رئيسية للمهارات الحياتية: مهارات الاتصال الفعال، ومهارات التفكير الناقد، ومهارات التواصل مع الآخرين، ومهارات حل المشكلات، ومهارات التفكير الإبداعي. وتفرع منها (39) مهارة فرعية، حيث تم التحقق من صدق الأداة وثباتها بالطرق العلمية الصحيحة.

وكان من أبرز النتائج هو أن تضمين المهارات الحياتية الخمسة في مقررات اللغة الإنجليزية في المرحلة الأساسية العليا في فلسطين تباينت من حيث النسب والتكرارات، حيث مهارة الاتصال الفعال قد احتلت المرتبة الأولى بنسبة تضمين (47.6%)، ثم تليها مهارة التواصل والعمل الجماعي بنسبة تضمين (20.8%)، وبعدها مهارة حل المشكلات بنسبة تضمين (14.6%)، ومن ثم مهارة التفكير الناقد ونسبتها (11.7%) وأخيرا مهارة التفكير الإبداعي التي حصلت على أقل نسبة، وهي (5.43%).

الكلمات المفتاحية: المهارات الحياتية، مهارات الاتصال الفعال، مهارات التفكير الناقد، مهارات التواصل

مع الآخرين، مهارات حل المشكلات، مهارات التفكير الإبداعي.