



**An Analytical Study of the 21st Century Skills
Included in the English Textbooks for the Eleventh
and Twelfth Grades in Palestine**

دراسة تحليلية لمهارات القرن الحادي والعشرين المتضمنة في
الكتب المقررة للغة الإنجليزية للصفين الحادي عشر والثاني عشر
في فلسطين

By

Irene Nadim Hen

Supervisor

Dr. Anwar A Abdel Razeq

Birzeit University-Palestine

2023



**An Analytical Study of the 21st Century Skills
Included in the English Textbooks for the Eleventh
and Twelfth Grades in Palestine**

By

Irene Nadim Hen

Supervised by

Dr. Anwar Abdel Razeq-Chair

Dr. Mousa Khaldi-Member

Dr. Nader Wahbeh-Member

**This Thesis was submitted in partial fulfilment of the requirements
of the Master's Degree in Education from the Faculty of Graduate
Studies at Birzeit University, Palestine.**

February 2023



Faculty of Graduate Studies


**An Analytical Study of the 21st Century Skills
Included in the English Textbooks for the Eleventh
and Twelfth Grades in Palestine**


By

Irene Nadim Hen

Approved

Committee Members

Dr. Anwar Abdel Razeq:  Supervisor

Dr. Mousa Khaldi:  Committee Member

Dr. Nader Wahbeh:  Committee Member

February 2023

Dedication

I dedicate this modest work to God Almighty

For being my strong pillar and guardian

A special feeling of gratitude to my mother-in-law, for being a true mother figure; without whom, I would not have been able to accomplish my goals.

To my supporting and kind husband Sam and my loving kids 'Milad and Joyce'.

To my family, my source of power, my grandmother, father, and brothers, for providing me with inspiration and encouragement.

Thank you all from the bottom of my heart as I truly appreciate your unconditional love and sacrifices.

Acknowledgments

I would like to express my warm gratitude and appreciation for the support of the following scholars who enabled me to complete this thesis: my thesis supervisor Dr. Anwar A Abdel Razeq, without whom this project would not have been possible. I am extremely grateful for his valuable guidance, support, and encouragement. I would also like to express my appreciation to the members of the defense committee, Dr. Mousa Khaldi, and Dr. Nader Wahbeh for their worthy comments and friendly advice and invaluable constructive feedback.

I am also profoundly grateful to my friends and the Arab Evangelical Episcopal School staff who share their support morally by always checking on my progress in this undertaking until I reached this point.

Last but not least, I would not forget to attribute the accomplishment of this project to the considerable assistance of Mr. Iyad Rafidi; the Arab Evangelical Episcopal School principal, Mrs. Shireen Mogannam; the Saint Joseph School principal, Mrs. Dima Kaibni; the Latin Patriarch School principal, Mr. Jalal Muheisen; the Saint George School principal; and the English language teachers, to whom I am extremely thankful for permitting me to observe their classes.

I truly appreciate your support from the bottom of my heart.

Abstract

This study seeks to analyze the 21st century skills included in the English textbooks for the eleventh and twelfth grades in Palestine. These skills are learning and innovation skills; information, media, and technology skills; and life and career skills. This qualitative, descriptive, and analytical study examines the extent to which these skills are integrated into the targeted textbooks by determining the percentages of skill frequencies. It also examines how often the 21st century skills are emphasized in the eleventh and twelfth grade English classes. Based on the previous literature review and the Partnership for 21st Century Learning Model, the researcher modified a content analysis card and classroom observation checklist to classify the 21st century skills that fit the Palestinian context. A committee of experts from Birzeit University reviewed the card to determine its validity and a second analyst analyzed parts of the targeted textbooks to determine the study's reliability.

The data revealed that the targeted textbooks integrate 21st century skills with different frequencies for the main skills. Learning and innovation skills received the highest percentage of (80%) in the 11th grade textbook and (70.8%) in the 12th grade textbook. Life and career skills were the second, with a percentage of (19.1%) in the 11th grade textbook and (29.2%) in the 12th grade textbook. The lowest percentage was for information, media, and technology skills, reaching (0.9%) in the 11th grade book and (0%) in the 12th grade textbook. Not only did the results show variation in the percentages and frequencies of basic skills, but also variation in all subskills. The results confirmed that only six subskills' indicators out of a total of fifty-four always occurred in the observed classes, two indicators occurred often, seven indicators occurred sometimes, fourteen indicators occurred infrequently, and twenty-six indicators never occurred in the observed classes.

Recommendations are made to achieve an appropriate balance in the distribution of 21st century skills in the content of the targeted textbooks based on international standards. Moreover, to enrich the content of the textbooks by incorporating other stimulating materials and activities, and to provide English language teachers with workshops so they can integrate the required 21st skills into their teaching practices.

مُلخَص الدِّراسة

تسعى هذه الدراسة إلى تحليل مهارات القرن الحادي والعشرين المتضمنة في الكتب المقررة للغة الإنجليزية للصفين الحادي عشر والثاني عشر في فلسطين. وهذه المهارات هي: مهارات التعلم والابتكار، ومهارات المعلومات والإعلام والتكنولوجيا، والمهارات الحياتية والوظيفية. وتبحث هذه الدراسة التحليلية الوصفية النوعية إلى أي مدى يتم دمج هذه المهارات في الكتب المدرسية المستهدفة، من خلال تحديد نسبة تكرار المهارات. كما وتبحث في عدد المرات التي يتم فيها التأكيد على مهارات القرن الحادي والعشرين في الحصص الدراسية للغة الإنجليزية لصفى الحادي عشر و الثاني عشر. وبالاعتماد على مراجعة الأدبيات السابقة، ونموذج الشراكة من أجل تعلم القرن الحادي والعشرين، قامت الباحثة بتعديل بطاقة تحليل المحتوى، وقائمة مراجعة الملاحظات الصفية لتصنيف مهارات القرن الحادي والعشرين التي تناسب السياق الفلسطيني. وقامت لجنة خبراء من جامعة بيرزيت بمراجعة البطاقة بهدف تحقيق الصلاحية وقام محلل ثانٍ بتحليل أجزاء من الكتب المدرسية المستهدفة لتحديد مصداقية الدراسة.

كشفت البيانات أن الكتب المدرسية المستهدفة تدمج مهارات القرن الحادي والعشرين بنسب مئوية مختلفة للمهارات الرئيسية. حيث حصلت مهارات التعلم والابتكار على أعلى الدرجات بنسبة (80%) في كتاب الصف الحادي عشر، و(70.8%) في كتاب الصف الثاني عشر. وحصلت المهارات الحياتية والوظيفية على الدرجة الثانية بنسبة (19.1%) في كتاب الصف الحادي عشر، و(29.2%) في كتاب الصف الثاني عشر. وكانت أدنى درجة في النسب المئوية لمهارات المعلومات والإعلام والتكنولوجيا حيث بلغت (0.9%) في كتاب الصف الحادي عشر، و(0%) في كتاب الصف الثاني عشر. لم تظهر النتائج تبايناً في النسب المئوية للمهارات الأساسية فحسب، بل أظهرت أيضاً تبايناً في جميع المهارات الفرعية. وأظهرت النتائج أن ستة مؤشرات فقط من المهارات الفرعية من إجمالي أربعة وخمسين مؤشراً حدثت دائماً في الفصول التي تمت ملاحظتها. وإن مؤشرين حدثا غالباً، وأن سبعة مؤشرات حدثت في بعض الأحيان، وأن أربعة عشر مؤشراً حدث بشكلٍ نادرٍ، وأن ستة وعشرين مؤشراً لم تحدث أبداً في الفصول التي تمت ملاحظتها .

تم وضع توصيات لتحقيق التوازن المناسب في توزيع مهارات القرن الحادي والعشرين بين محتوى الكتب المدرسية المستهدفة على أساس المعايير الدولية. علاوة على ذلك ، أن يتم إثراء محتوى الكتب المدرسية من خلال دمج مواد وأنشطة محفزة أخرى، وتزويد معلمي اللغة الإنجليزية بورش عمل لدمج المهارات الحادية والعشرين المطلوبة في ممارساتهم التدريسية.

Table of Contents

List of Tables	XI
List of Figures	XII
List of Appendices	XIV
List of Abbreviations	XV
Chapter One: Introduction and Theoretical Framework	1
Introduction	1
Palestinian English Language Curriculum General Goals	3
Skills Needed for the 21 st Century	3
Statement of the Research Problem	4
Questions of the Study	5
Significance of the Study	5
Definitions of Terms	5
Theoretical Framework	6
Social Constructivism Theory.....	7
Connectivism Learning Theory	11
Summary.....	15
Chapter Two: Literature Review	16
Introduction	16
Evaluating 21 st Century Skills in Textbooks	16
Teachers’ Readiness to Promote and Integrate 21 st Century Skills.....	23
Summary.....	30
Chapter Three: Methodology	32
Introduction	32
Research Design.....	32
Instruments of the Study	33
Content Analysis Card.....	34
Classroom Observation Checklist	35
Validity and Reliability of the Instruments	35

The Study's Procedure	37
Data Analysis.....	39
Summary.....	45
Chapter Four: Research Findings	46
Introduction	46
Main Findings.....	46
Summary.....	97
Chapter Five: Discussion and Conclusion	98
Introduction	98
21 st Century Skills Inclusion in the Targeted Textbooks	98
Emphasis on 21 st Century Skills in English Classes.....	107
The Relation Between Textbooks' Analysis and Classroom Observations ...	111
Limitations of the Study.....	112
Conclusion.....	113
Recommendations for Future Research	114
References	115
Appendices.....	124

List of Tables

Topic	Page
Table (3.1): Rating Scale of the Classroom Observation Checklist	32
Table (3.2): Percentage of Agreement Among Analysts	33
Table (3.3): Distribution of Classroom Observations	34
Table (3.4): Main Skills Used to Analyze the Textbook's Units	36
Table (3.5): Subskills Used to Analyze the Textbook's Units	36
Table (3.6): Extract Examples Per Code	38
Table (3.7): Frequency of the Formal Codes Per School	39
Table (4.1): Main Skills' Percentages of Frequency in the Targeted Textbooks	43
Table (4.2): Subskills' Percentages of Frequency in the Targeted Textbooks	44

List of Figures

Topic	Page
Figure (1.1): The Zone of Proximal Development	7
Figure (1.2): Learn to Automatization	8
Figure (3.1): P21 Framework for 21 st Century Learning	30
Figure (3.2): A Concept Map	41
Figure (4.1): The Chart Reflects Table (4.1)	43
Figure (4.2): The Chart Reflects Table (4.2)	44
Figure (4.3): (12 th GTB, U. 11, p. 116) (Baxter, 2015b)	47
Figure (4.4): (12 th GTB, U. 1, p. 7) (Baxter, 2015b)	47
Figure (4.5): (11 th GTB, U. 10, p. 111) (Baxter, 2015b)	47
Figure (4.6): (12 th GTB, U. 7, p. 73) (Baxter, 2015b)	48
Figure (4.7): (11 th GTB, U. 5, p. 54) (Baxter, 2015b)	48
Figure (4.8): (12 th GTB, U. 3, p. 31) (Baxter, 2015b)	49
Figure (4.9): (11 th GTB, U. 8, p. 81) (Baxter, 2015b)	50
Figure (4.10): (12 th GTB, U. 10, p. 102) (Baxter, 2015b)	50
Figure (4.11): (12 th GTB, U. 2, p. 22) (Baxter, 2015b)	51
Figure (4.12): (12 th GTB, U. 7, p. 75) (Baxter, 2015b)	52
Figure (4.13): (12 th GTB, U. 8, p. 79) (Baxter, 2015b)	53
Figure (4.14): (11 th GTB, U. 2, p. 15) (Baxter, 2015b)	53
Figure (4.15): (11 th GTB, U. 2, p. 16) (Baxter, 2015b)	54
Figure (4.16): (12 th GTB, U. 5, p. 52) (Baxter, 2015b)	54
Figure (4.17): (11 th GTB, U. 3, p. 31) (Baxter, 2015b)	55
Figure (4.18): (12 th GTB, U. 5, p. 56) (Baxter, 2015b)	55
Figure (4.19): (11 th GTB, U. 7, p. 70) (Baxter, 2015b)	56
Figure (4.20): (12 th GTB, U. 2, p. 23) (Baxter, 2015b)	57
Figure (4.21): (12 th GTB, U. 7, p. 74) (Baxter, 2015b)	57
Figure (4.22): (11 th GTB, U. 5, p. 48) (Baxter, 2015b)	58
Figure (4.23): (12 th GTB, U. 10, p. 104) (Baxter, 2015b)	59
Figure (4.24): (12 th GTB, U. 11, p. 120) (Baxter, 2015b)	59
Figure (4.25): (11 th GTB, U. 11, p. 119) (Baxter, 2015b)	60
Figure (4.26): (12 th GTB, U. 4, p. 47) (Baxter, 2015b)	60
Figure (4.27): (11 th GTB, U. 11, p. 115) (Baxter, 2015b)	60
Figure (4.28): (11 th GTB, U. 8, p. 85) (Baxter, 2015b)	61
Figure (4.29): (12 th GTB, U. 9, p. 88) (Baxter, 2015b)	61
Figure (4.30): (12 th GTB, U. 10, p. 111) (Baxter, 2015b)	62
Figure (4.31): (11 th GTB, U. 9, p. 95) (Baxter, 2015b)	62
Figure (4.32): (12 th GTB, U. 8, p. 81) (Baxter, 2015b)	63
Figure (4.33): (11 th GTB, U. 10, p. 105) (Baxter, 2015b)	63
Figure (4.34): (11 th GTB, U. 8, p. 78) (Baxter, 2015b)	64

Figure (4.35): (12 th GTB, U. 1, p. 5) (Baxter, 2015b)	64
Figure (4.36): (12 th GTB, U. 11, p. 120) (Baxter, 2015b)	65
Figure (4.37): (11 th GTB, U. 9, p. 95) (Baxter, 2015b)	65
Figure (4.38): (11 th GTB, U. 3, p. 31) (Baxter, 2015b)	66
Figure (4.39): (12 th GTB, U. 11, p. 119) (Baxter, 2015b)	66
Figure (4.40): (12 th GTB, U. 8, p. 78) (Baxter, 2015b)	67
Figure (4.41): (11 th GTB, U. 10, p. 109) (Baxter, 2015b)	67
Figure (4.42): (11 th GTB, U. 10, p. 105) (Baxter, 2015b)	68
Figure (4.43): (12 th GTB, U. 2, p. 17) (Baxter, 2015b)	68
Figure (4.44): (11 th GTB, U. 1, p. 4) (Baxter, 2015b)	69
Figure (4.45): (12 th GTB, U. 9, p. 91) (Baxter, 2015b)	69
Figure (4.46): (11 th GTB, U. 8, p. 80) (Baxter, 2015b)	70
Figure (4.47): (11 th GTB, U. 5, p. 57) (Baxter, 2015b)	70
Figure (4.48): (11 th GTB, U. 8, p. 85) (Baxter, 2015b)	71
Figure (4.49): (11 th GTB, U. 5, p. 57) (Baxter, 2015b)	71
Figure (4.50): (11 th GTB, U. 3, p. 32) (Baxter, 2015b)	73
Figure (4.51): (12 th GTB, U. 9, p. 97) (Baxter, 2015b)	73
Figure (4.52): (12 th GTB, U. 3, p. 32) (Baxter, 2015b)	74
Figure (4.53): (11 th GTB, U. 3, p. 33) (Baxter, 2015b)	74
Figure (4.54): (11 th GTB, U. 10, p. 105) (Baxter, 2015b)	75
Figure (4.55): (11 th GTB, U. 4, p. 43) (Baxter, 2015b)	75
Figure (4.56): (12 th GTB, U. 8, p. 81) (Baxter, 2015b)	76
Figure (4.57): (12 th GTB, U. 11, p. 112) (Baxter, 2015b)	76
Figure (4.58): (12 th GTB, U. 4, p. 39) (Baxter, 2015b)	78
Figure (4.59): (12 th GTB, U. 1, p. 13) (Baxter, 2015b)	78
Figure (4.60): (11 th GTB, U. 9, p. 88) (Baxter, 2015b)	79
Figure (4.61): (12 th GTB, U. 11, p. 114) (Baxter, 2015b)	80
Figure (4.62): (12 th GTB, U. 7, p. 69) (Baxter, 2015b)	80
Figure (4.63): (11 th GTB, U. 3, p. 29) (Baxter, 2015b)	81
Figure (4.64): (11 th GTB, U. 8, p. 85) (Baxter, 2015b)	81
Figure (4.65): (12 th GTB, U. 11, p. 114) (Baxter, 2015b)	82
Figure (4.66): (12 th GTB, U. 3, p. 33) (Baxter, 2015b)	82
Figure (4.67): (11 th GTB, U. 5, p. 55) (Baxter, 2015b)	83
Figure (4.68): (12 th GTB, U. 9, p. 96) (Baxter, 2015b)	83
Figure (4.69): (11 th GTB, U. 10, p. 103) (Baxter, 2015b)	84

List of Appendices

Appendices	Topic	Page
Appendix A	Content Analysis Card	113
Appendix B	Classroom Observation Checklist	118
Appendix C	Permission from the Schools' Principals	123
Appendix D	Examples of English Classroom Observation Notes	127
Appendix E	Indicators of 21st Century Skills	134
Appendix F	Results of the Classroom Observation Checklist	136

List of Abbreviations

EFL	English as a Foreign Language
ESL	English as a Second Language
TEFL	Teaching English as a Foreign Language
P21	Partnership of the Twenty-First Century
ELT	English Language Teaching
MoEHE	The Ministry of Education and Higher Education
EfP	English for Palestine
ZPD	The Zone of Proximal Development
GTB	Grade Textbook
TB	Textbook
U	Unit
P	Page

Chapter One

Introduction & Theoretical Framework

Introduction

Technology is rapidly advancing in the evolution of business and industry in the twenty-first century. The advancement of technology has had an impact on many aspects of human life, including the set of skills that students must acquire in order to achieve a higher quality of education, future careers, and life. Since the beginning of the 21st century, all educational systems around the world are still evolving drastically and reforming to ensure to fulfil students' 21st century skill needs to face future challenges. The educational systems' strength and cohesion play a vital part in the growth of nations due to the obtainment of qualified personnel to high levels of efficiency that will enable them to promote the community. Educational systems and curriculums must be capable of allocating wider skills to the students and even to increase the emphasis on the 21st century skills in the teachers' learning process and teaching methodologies. As a result, it became vital for all educational systems to reconsider the integration of 21st century skills in school curriculums. Therefore, the English language curriculum represents a cornerstone to all educational systems worldwide and in Palestine without exception. The English language curriculum, that of the general secondary education grades eleven and twelve, serves as an essential prerequisite for students to initiate into their tertiary education and eventually into their careers. Because of such prominence associated to the secondary schools' English language curriculum, it is valuable to evaluate the curricula of "English for Palestine" (EfP) grade eleven and twelve students' textbook regarding the 21st century skills suitability for the Palestinian context overall, and the future endeavors of the secondary school students.

English language curricula and textbooks play major roles by providing learners with learning materials and activities that help in acquiring 21st century skills. These key skills will qualify students to function effectively and overcome obstacles that might hinder their future education and career success. Thus, there is an indispensable need to evaluate the content of English curricula from time to time as to revise the methodologies adopted and enhance proper features. Such improvement to educational curricula should be established through proper evaluation and review of curriculum content. This study aims to analyze the 21st century skills that are emphasized in the current content of EfP grade eleven and twelve students' textbooks.

The Palestinian Ministry of Education instituted English as a foreign language as one of the core school subjects. Since 2000, Palestinian English teachers started teaching English at the first-grade level. Palestinian educators spent great time and effort revising and updating the Palestinian English Curriculum. English grades 1-12 teachers use EfP textbooks to achieve the intended national goals outlined in the Palestinian curriculum. The targeted textbooks of the this study are EfP grade eleven and twelve students' textbook. EfP grade eleven and twelve students' textbook is directed for all courses as the basis language book. Each textbook is divided into twelve units. Each unit is based on a theme that is educated in proper context as to accommodate the demands and interests of students in the current age. EfP grade eleven students' textbook is made up of 131 pages, and grade twelve students' textbook is made up of 132 pages. Units six and twelve are review units. As unit six is a revision of units one to five, and unit twelve is a revision of units seven to eleven. The English curriculum of the secondary stage-grades 11-12, focuses on the following topics as stated by the *Palestinian General Administration of English Language Curricula*:

The cultural heritage; the Palestinian diaspora; science and technology; daily needs; society and social problems; travel; civil society; education; feelings and emotions; the arts and entertainment; environment and ecology; and media (*English for Palestine, 2016, pp. 84-85*).

Palestinian English Language Curriculum General Goals

The English Curriculum National Team (ECNT) proposes general goals for Teaching English as a Foreign Language (TEFL) in Palestinian schools' grades 1-12. For the purpose of the current study, the researcher will focus on the general goals of the secondary stage-grades 11–12 in relation to acquiring the students with 21st century skills. The following goals are stated by the *Palestinian General Administration of English Language Curricula*:

Students will be able to develop skills to critically evaluate texts, ideas, and arguments; exchange and convey ideas; develop social interaction and communication skills; produce creative academic and functional writing; understand and appreciate cultural attitudes and values; develop high-order thinking skills and metacognitive strategies (creative critical thinking, problem-solving, logical reasoning, decision-making, summarizing, note-taking, comprehension monitoring, etc.); and develop information searching, library, and basic research skills (*English for Palestine, 2016, pp. 56-57*).

Skills Needed for the 21st Century

In addition to the above general goals of the secondary stage-grades 11–12, the following basic academic and success skills needed for the 21st century are stated by the *Palestinian General Administration of English Language Curricula*:

High order thinking skills such as analytic thinking, problem-solving, inferencing, and information integration; basic academic success skills such as memory skills, active listening, and career preparation skills such as cooperative teamwork, conversation management and leadership skills, time management skills; and basic research skills, such as observation, generating hypotheses, data collection and analysis, reaching conclusions, and making generalizations (*English for Palestine, 2016, p. 23*).

The objective of the present Palestinian English Language Curriculum is to develop the proper study and higher order thinking skills that will enable the students to become autonomous learners. *English for Palestine* (2016) claimed that the students will be able to utilize technological resources when suitable for target language implementation. The *Palestinian General Administration of English Language Curricula* stated that students will be able to acquire the skills needed through the usage of the following technological resources:

Use ancillary materials (tapes, videos, computer programs, etc.); use reference works and self-access learning sources in the target language; use significant cultural materials related to the target language (magazines, newspapers, films, radio/TV programming); use telecommunication devices (e-mail) with countries where the language is spoken; use English to further academic learning and to accomplish academic tasks; and access information within and outside the school setting (using library sources, computers, the Internet, etc.) (*English for Palestine*, 2016, pp. 22-23).

Statement of the Research Problem

It is critical to promote the sovereignty of the 21st century skills among the eleventh and twelfth graders. After the completion of the higher secondary school level, students either proceed to receive their higher education or future careers. Accordingly, it is crucial to ensure that the English language textbooks content design obtains students with the skills that are indispensable to achieve success in postsecondary education, workforce, and life. In this regard, the current English eleventh and twelfth grade syllabus must provide students with suitable practices, activities and experiences that focus primarily on acquiring creativity, critical thinking, decision making, problem solving, leadership, digital literacy, and social communication skills. Undoubtedly, these skills should be an integral part of the textbooks' syllabus as they assist in acquiring competencies that will grant students the ability to function and contribute effectively to their daily lives and future careers. Consequently, the study intends to analyze the content EfP grade eleven and twelve students' textbook as to investigate the extent of the 21st

century skills inclusion. Furthermore, the study seeks to discover whether the 21st century skills that are emphasized in the English language textbooks are also emphasized in the English classes of grades eleven and twelve and vice versa. The results of the study will provide the *Palestinian Curriculum Development Centre* with feedback as to revise and promote the curricula of *English for Palestine* in regard to the 21st century skills.

Questions of the Study

The current study attempts to address the following questions:

1. To what extent are the 21st century skills included in the content of *English for Palestine* – grade eleven and twelve students' textbook?
2. How often are the 21st century skills emphasized in the English classes of grades eleven and twelve?

Significance of the Study

The current study is important for all those engaged in educating children. It is expected to provide the Palestinian Curriculum Development Centre with feedback as to revise and reinforce the Palestinian English curriculum. It will develop a modified analysis card that can aid and guide other researchers when evaluating the skills included in other textbooks in addition to the English ones. In addition, it is expected to direct teachers' attention towards teaching their students how to develop and acquire critical 21st century skills.

Definitions of Terms

Content: Conceptually, Richards defined it as "Reflects the planners' assumptions about the nature of language, language use, and language learning, what the most essential elements or units of language are, and how these can be organized as an efficient basis for second language learning" (2002, p.148). The researcher used the word 'content' to refer to all the graphs, pictures, materials and activities that

are included in the analysis of the students' textbook Grade eleven and twelve of *English for Palestine*.

Content analysis: Conceptually, Frech defined it as "A systematic and objective research method used in the examination of texts, documents and communication" (2005, p.10).

EFL: It is the abbreviation for "English as a Foreign Language". Notably, it is the term used for "The teaching of English to students whose first language is not English" (Cambridge Dictionary, 2023).

Curriculum: Conceptually, Lauridsen (2003) defined it as "A document or a written plan which is presented for implementation for a school in order to develop teaching strategies for specific classroom groups" (p.5).

English for Palestine Grade Eleventh and Twelfth Curriculum: Refers to the English language curriculum that is taught in eleventh and twelfth grade in Palestinian governmental schools and some private schools as well. Each curriculum consists of four main components: One Pupil's book, one Reading Plus Book, one audio CD and one teacher's book.

Theoretical Framework

This study is based upon identifying the essential skills that students must acquire in this age. For that reason, the theoretical background will focus on the social constructivism theory (SCT) as a general framework, and the connectivism learning theory in particular as it is more specialized about the skills linked to technology and the digital revolution. Both above theories are convenient with acquiring students with 21st century skills as they contribute significantly towards independent learning and the development of 21st century skills. Consequently, the researcher in this chapter pursuits to demonstrate a coherent relationship between the theories adopted for this research and the main research theme, that is 21st century skills.

Social Constructivism Theory

The 21st century skills are considered challenging to enhance with the use of traditional educational models. Thus, to guide the improvement of these skills, it is vital to amplify the understanding of social constructivism theory. According to the SCT propounded by Russian psychologist Lev Vygotsky in 1968, learning is a type of mechanism that occurs through giving meaning and reconstructing internally the knowledge that is socially constructed by learners to attain self-adjusting and self-contemplation (Kurt, 2020). Vygotsky affirms the prominence of social context for learning, as cognitive development originates from social intercommunication, cooperation and from directed learning within the zone of proximal development. This theory confirms the role of society in building the knowledge of the individual. Thus, the cognitive structure of the individual is constantly growing and developing. Vygotsky (1978) considers the intellectual development to be both of biological and social nature. As the intellectual development can be constructed and guided through social interactions. In that matter, the individual cognitive progress is connected primarily to the cognitive process of the group to which he associates with. As to gain a perceptible of Vygotsky's theories on cognitive development, it is essential to emphasize his main concept, the Zone of Proximal Development (ZPD).

The Zone of Proximal Development

Vygotsky described the ZPD as “the distance between the actual developmental level as determined by independent problem-solving and the level of potential development as determined through problem-solving under adult guidance

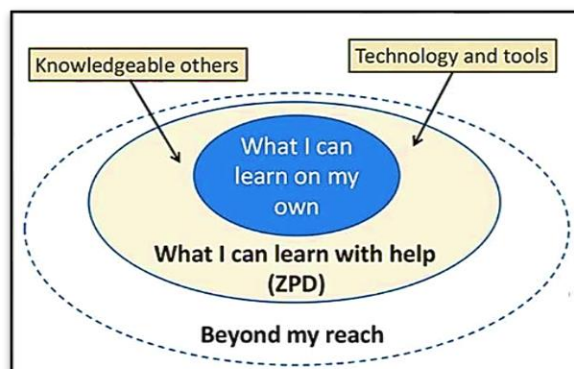


Figure (1.1): The Zone of Proximal Development

Source: (McLeod, 2018)

or in collaboration with more capable peers” (1978, p. 86). The ZPD is the area where the most vital direct orders must be provided to assist the learners in the process of developing higher mental functions and skills that they will soon after start using independently. Kurt (2020) clarifies that the ZPD is basically the variation among what a student can accomplish autonomously and what could be accomplished with the support and comfort from another expert. Moreover, it considers interaction and cooperation with peers as an efficient means to develop skills and knowledge. McLeod (2018) suggested that teachers can implement cooperative learning exercises where less capable students can benefit from the help of skillful classmates. Communication and collaboration with more skillful members of society is the inherent assumption of cognitive development as indicated by the social constructivist approach. Vygotsky (1978) affirms that learning is a process of social collaboration that construct knowledge, theories and meaning in a coherent manner. Brown (2007) concluded that students learning through peer collaborations and interactions have a tremendous effect on both the cognitive and emotional condition of learners.

Scaffolding

To guide learners to achieve automatization, Vygotsky defined scaffolding as a tool for growth in which learners can accomplish small, convenient steps to reach the intended goal. Collaborating with a skilled instructor or more experienced peers aid students make understandable connections between concepts and theories.

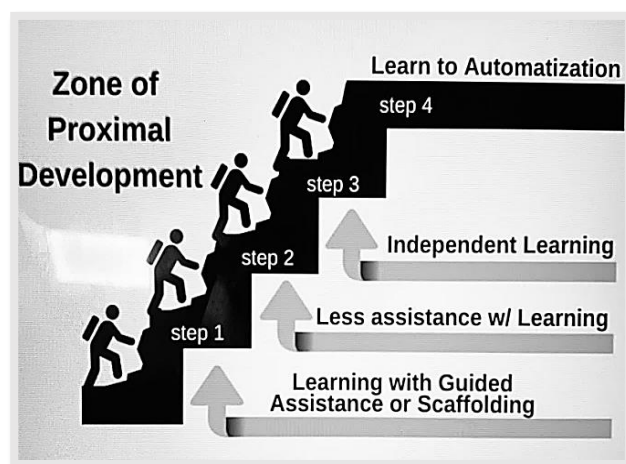


Figure (1.2): Learn to Automatization
Source: Main, 2023)

Once the learners advance within their own ZPD and gain more confidence, they start practicing new assignments with the support that is fitted for them. Vygotsky stated that a student is unable to reach the required level of learning by working individually. Thus, he stated that learning occurs through purposeful, meaningful interactions with those around us (Kurt, 2020). Without doubt, students in class acquire a lot of benefits from social collaborations and can reach their required learning potential with the proper support of their teachers and peers.

Social Constructivism in Classroom Practice

To apply social constructivist theory as a learning approach in classrooms, teachers must play a vital role to constantly evaluate the progress of their students during a learning activity. After which they have to steadily respond according to the students' needs and demands. In that case, teachers make appropriate adjustments to the learning goals and the tasks' level of difficulty as for the students to reach the required level. When assigning learning goals, teachers take into consideration the reality that every student has individual personality mindset and abilities that influence their ZPD. Mainly, the learning goals and curriculum outlines should be planned and designed around social interaction where the idea of scaffolding is the basis of instruction. Students can achieve their learning potential with guided instruction from their teacher and acquire problem-solving skills through attaining leveled tasks on their own (Kurt, 2020).

Scaffolding is a tool used in class to achieve students' promising learning outcomes. Teachers using scaffolding as the basis of instruction emphasizes on their gradual release of responsibility. This type of instruction grants students independence in learning tasks as they reach their goals gradually. At the beginning of a task, the teacher starts by providing each student with close proper guidance. Then, as the students proceed through the ZPD towards the goal, the teacher gradually withholds control and guidance as they reach the level of

required learning. At the end, the task becomes increasingly more challenging as students get nearer to their required level of intellectual growth.

According to Kurt, the social constructivist approach changes the responsibility of knowledge acquisition from the teacher to the student and converts students from passive listeners to active members that co-construct knowledge with other peers (2020). Social constructivism is also known as cooperative learning as it depends primarily on students' intercommunication and engagement. Social constructivism teaching strategy permits the usage of interactive methods such as open class discussions, small group discussions, pair work, or group work for specific class projects. The fundamental factor to the theory is that learners work in groups to share ideas, brainstorm cause and effect relationships, resolve problems, and create worthwhile ideas to add to the present-day knowledge (Akpan et al., 2023).

Social Constructivism Approach of 21st Century Skills

From a social constructivist aspect, the purpose of teaching is to facilitate students' learning. The teacher as a facilitator concentrates on the needs and concerns of the students besides what they learn and how they learn it. This learning approach is closely related to the required skills that students need in the 21st century. As the aim of the approach is clearly to teach students how to manage and empower themselves. In a social constructivist environment, teachers allow students to work together as to reflect, analyze, and evaluate the results of their work. Therefore, students become mindful to their cognitive process and their ability to make share and reflect their ideas and decisions among their peers.

To sum up, this study relies on the social constructivist theory approach, which concludes that learners oversee their own learning and reflect on their own conceptions. Therefore, a person's knowledge and personality are the outcome of social interaction and that meaning is created through social discourse (Savickas

et al., 2009). Teachers using this approach focus on students' cultural backgrounds, knowledge, and the required skills as to facilitate transferring what is learned in classes to real-life situations. Thus, the researcher adopts the social constructivism theory as it is related to acquiring students with the 21st century skills.

Connectivism Learning Theory

According to connectivism, learning consists of our own internal construction of knowledge and what we can reach in our external networks. In connectivism, two terms—nodes and links—are used to describe how learners gain and connect information in a network. Learners are seen as nodes in a network, in which a node refers to any object that can be connected to another object, like a book, webpage, person, etc. Thus, learning is based on the theory that we learn when we make connections, or links, between various nodes of information, and we continue to make and maintain connections to form knowledge (Connectivism Learning Theory, 2021).

Acquiring 21st century skills by traditional learning theories and methods is acutely restricted by the frequent changes effected by technology. Therefore, connectivism learning theory is more specialized regarding the skills related to technology and the digital revolution in the 21st century. The Connectivism theory was first introduced in 2004 by the two theorists, George Siemens and Stephen Downes. Siemens noted that

“Technology has reorganized how we must live and learn, thus learning needs theories that describe learning principles and processes that should be reflective of underlying social environments” (2004, p. 1).

The Connectivism theory was developed for the digital age as it admits that technology is a critical part of the learning process which promotes group collaboration and discussion. Also, it approves for different viewpoints and

perspectives when it comes to decision-making, problem-solving, and making sense of information. Duke et al. stated that “Society is more complex, connected socially, global, and mediated by increasing advancements in technology” (2013, p. 6). Connectivism promotes learning through the addition of a personal network that happens outside of a person, such as through social media websites, online networks, blogs, or various information databases. Through using personal networks, learners can acquire their own perspectives and respect diverse opinions to learn to make critical decisions. Being able to tap into huge databases of knowledge in an instant empowers learners to seek further knowledge and be in control of their own learning process. Such a capacity to acquire knowledge can facilitate research and assist in interpreting patterns (Siemens, 2004).

According to the connectivism learning theory, individuals acquire information through modern day reservoirs of information. As a result of using one of the primary information repositories, participants' performances change. Kropf states that there are three major reservoirs where individuals can acquire information: online classrooms, including massive open online courses (MOOCs); social networks, including podcasts and video clips; and virtual reality platforms, including 'Second Life' and 3-dimensional video games (2013, p. 15). Thus, participants' changes in their performances by using one of the primary information repositories. All information repositories can now be acquired through mobile devices. Connectivism starts with the individual's personal knowledge of networks, which consists of various online information repositories that can trigger learning (Mackey & Evans, 2011). Hence, it is vital to allow learners to utilize mobile devices in classes as to find connections between versatility and learning. Thus, it must become a common practice in classes for students to surf the web and acquire data from these online information repositories by using their mobile devices, such as, cell phones, iPads, and iPods (Kropf, 2013). To elaborate further, teachers can teach their students how to use their mobile devices not only for social and entertainment purposes but as an indispensable device in helping

them to acquire 21st century skills. Teachers, according to a connectivist perspective, are role models who guide students to become effective agents for their own lifelong learning and personal development. Students will be empowered towards autonomous learning and guided to interact digitally with their world if teachers allow them to use their mobile devices to surf the web in class. To maximize the benefits that mobile devices can provide to student learning, teachers, students, and educational faculty members must work together to develop a structured policy and plan ways that mobile devices can be directly helpful and productive in the classroom. Using mobile devices in the classroom aims to improve students' knowledge, increase their active engagement, aid in the acquisition of information, media, and ICT literacy skills, develop inquiry skills through critical thinking, and lead to students collaborating to form opinions about the world around them.

Connectivism Approach of 21st Century Skills

In order to incorporate connectivism in the classroom's learning activities, the learning responsibilities must shift from the central role of the teacher to the learner. In this case, the teachers' position is to guide the students to become efficient agents for their own learning and personal progress. Thus, it's entirely up to the learner to construct their own learning experience, participate in decision making, and boost their learning networks. A connectivist classroom depends intensively on technology, so it is critical to offer students more opportunities for digital learning, such as, use of digital technologies, online courses, webinars, social networks and blogs.

Adopting connectivism theory in classrooms can be super beneficial to both students and teachers as it supports the diversity of opinions. This approach highly promotes group collaboration and discussion in classes. As it states that decision-making, problem-solving, and making sense of information occur when students are connected and share different perspectives, viewpoints, and ideas.

In addition, students are required to search for new information, filter unnecessary data and make decisions which are considered supportive of the learning processes. Connectivism accepts that technology is a vital part of the learning process and that our perpetual connectedness provides us with chances to make choices about our learning. Knowledge shifts from within the limited range of a learner's brain to outside of the learner, with the individual gaining access to in-formation residing anywhere on the network (Corbett & Spinello, 2020). Therefore, it prompts learning that occurs outside of a learner, such as through social media, online networks, blogs, or information databases.

Both theories, social constructivism and connectivism, assist in equipping students with the 21st century skills required for life and work in today's society. Adopting a social constructivist approach when designing school curriculums and teaching practices can assist students in acquiring skills related to social and personal decision-making, problem-solving, negotiation, handling crises, participation, and cooperation. Without having a substantial impact on the development of the learner's intellectual energy, mental talents, critical judgments, and ability to solve his or her own personal and social problems, it is no longer practical to direct learning by offering the students abstract theoretical information devoid of significance or vast knowledge that has no link to life and reality. In the era of the 21st century, in which the culture's access is entrenched in the digital world, students live in environments impacted by hyper-communicative social networks and in which there are information entities with huge structures of knowledge that are continually expanding. As a result, whether in schools or universities, students are required to interact with these environments and entities on a daily basis in order to develop the skills necessary for success in life, such as the capacity for effective communication, decision-making, and information, media, and technology literacy skills.

To conclude, the preceding section presented relevant learning theories that cornerstone the current study on social constructivism and connectivism. A

clear relationship has been identified between the 21st century skills and the aforementioned theories. Siemens (2004) affirmed that learning takes place in consideration of the basis of social constructivism theory which equips learners with the corresponding 21st century skills essential for life and work, such as decision-making, problem-solving and collaboration skills. Moreover, the connectivism theory prompts a useful learning direction that provides learners with knowledge in relation to technology and reality, which in turn affects learners' intellectual abilities and 21st century skills such as critical thinking, problem solving, and group collaboration (Siemens, 2004).

Summary

This chapter provided a relevant introduction to the research problem as it highlighted the indispensable necessity of carrying out this study. It also introduced the study's questions, purpose, significance, definitions of terms, the modern international framework P21 model, and the theoretical background that focused on the social constructivism theory and the connectivism learning theory. The researcher focused on those two learning theories due to the fact that they are suitable to equip students with significant 21st century skills. The next chapter illustrates the literature review which intends to elaborate on previous studies that clarify the evaluation, integration, and implementation of the 21st century skills in the field of language teaching and learning.

Chapter Two

Literature Review

Introduction

This chapter aims to review related literature as it relates certain previous studies that shed light on the evaluation, integration, and implementation of the 21st century skills in the field of language teaching and learning.

With the impacts of globalization and modernization, the 21st century has rapidly changed societies and the skill sets learners need to thrive in those societies. While educational systems across the world are incorporating the term “21st century skills” within schools’ mission statements and curricular guides, studies of school curriculum have shown that the education systems still fail to centralize 21st century skills in school curriculum in a systematic, uniform, and effective manner. Undeniably, as the lives of individuals in modern society have grown more complex and demanding, there is a greater need for educational government ministries and curriculum developers to include 21st century skills in all subjects.

The literature review is divided into two sections. The first section focuses on previous studies that evaluated 21st century skills in English Language Teaching (ELT) textbooks and other subjects’ textbooks as well. The second section focuses on previous studies that addressed teachers’ readiness to promote and integrate 21st century skills in classrooms.

Evaluating 21st Century Skills in Textbooks

This section provides an overview of the results and implementations of previous studies that have evaluated 21st Century Skills in ELT textbooks, including English as a Foreign Language (EFL) textbooks, English as a Second Language (ESL) textbooks, and other subjects’ textbooks as well.

Evaluating 21st Century Skills in EFL Textbooks

This part provides an overview of the results and implementations of previous studies that have evaluated EFL textbooks, beginning with the recent study of Rinekso (2021), which analyzed the representation of 21st century skills in an Indonesian seventh grade EFL textbook entitled *“When English Rings a Bell”*. The results revealed that twelve out of fifteen of the 21st century skills were integrated in the targeted textbook. The dominant skills were communication and collaboration, with moderate mention of the rest of the skills such as information literacy, critical thinking and problem-solving, environmental literacy, flexibility and adaptability, and social and cross-cultural skills. Further, the study found that while the skills of health literacy, civic literacy, creativity and innovation, leadership and responsibility, and productivity and accountability were referenced moderately, the textbook failed to integrate global awareness, economic literacy, and media literacy. Thus, the study concluded that the curriculum developers must do further revision to include the missing skills as to keep pace with the dynamic progress of the world.

Rakhmawati and Priyana (2019) conducted a study to evaluate the 21st century skills that were integrated in an Indian tenth-grade EFL textbook entitled *“Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X”*. The results revealed that eleven skills were included in the textbook, especially 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. However, the study found that the integration of the skills was not done equally or systematically and therefore concluded that teachers ought to find supplemental learning materials that can cater for those skills in more depth, and that textbook writers should be made aware that they should design textbooks that integrate 21st century skills in learning materials.

The focus on some but not all the 21st century skills and the insufficient activities and learning materials, appear to be common problems in ELT textbooks. This problem was highlighted in the study of Ait Bouzid (2016), which discussed similar issues in three Moroccan EFL textbooks that public high schools used to teach second-year students, namely “*Gateway to English 2, Insights into English 2, and Ticket to English 2*”. The findings proved that the targeted textbooks treated 21st century skills unequally and provided few activities that focused on developing creative thinking, basic information, and communication (ICT), and life skills. Furthermore, the three textbooks depended on conventional activities that were commonly used in ELT textbooks to enhance reading, writing, listening, and speaking skills. The study suggested that in the future, Moroccan ELT textbooks can be improved by integrating more activities that target teaching 21st century skills and focus on the abilities needed for future careers. The study also suggested that curriculum developers need to aim on distributing the 21st century skills appropriately by developing a unified criteria that is suitable for the context of their own country.

In the study of Al Masri et. al. (2016), the *Action Pack* EFL Textbooks in Jordan were evaluated focusing on the availability of life skills for fifth, sixth, and seventh grades. The findings illustrated that life skills were distributed randomly in the books with no specific strategy for distribution. For example, the highest life skills focused on for each grade were distributed as follows: (55.8%) of life skills discussion in the sixth-grade textbook focused on communication life skills; (44%) of life skills discussion in the seventh-grade textbook focused on problem solving life skills; and (43.7%) of life skills discussion in the fifth-grade textbook focused on communication life skills. However, problem-solving was the lowest life skill in the fifth and sixth -grade textbooks, receiving zero percent. And the lowest life skills receiving zero percentages in the seventh-grade textbook were decision making, effective communication, interpersonal relationship skills, self-awareness, and coping with emotions. The study’s findings focused on the obligation to develop a

proper criterion for the distribution of life skills in the classroom and to include life skills in ELT textbooks more effectively. Moreover, it shed light on the demand to carry out seminars and training workshops for students and teachers.

In addition, Hamdona (2007) analyzed the implied life skills in the content of the sixth-grade student textbook "*English for Palestine*". The results illustrated deviation in the frequency of inclusion of the five main skill domains. The communication life skills domain received the highest frequency percentage of the five at (36.39%), personal/social life skills domain at (23.27%), leadership life skills domain came in third position at (16.61%), decision making/problem solving life skills domain at (13.2%), and the least frequency was critical thinking life skills at only (10.54%). The study recommended that there ought to be a balance in distributing the various domains of skills in the curriculum and activities based on international standards, and that workshops be held in order to enhance the quality of the activities included in the textbook.

The above studies show that the content of EFL textbooks have to be consistently assessed to check the intensity to which the content incorporates the required 21st century skills. All of the above studies (Rinekso, 2021; Rakhmawati and Priyana, 2019; Ait Bouzid, 2016; Al Masri et. al., 2016; Hamdona, 2007), recommended the need for major change in educational curricula in the Arab world to include 21st century skills more uniformly in EFL textbooks, and to integrate suitable activities and materials that meet the needs of acquiring students with 21st century skills. Moreover, the researchers suggest the urgent need to provide English language teachers with workshops and training courses that can cultivate their awareness and ability to understand the theoretical basis of 21st century learning principles, and to enhance their ability to use modern approaches, techniques, and strategies to teach 21st century skills.

Evaluating 21st Century Skills in Other Subjects' Textbooks

Researchers have also analyzed and investigated the degree to which other subjects' textbooks can prepare learners with a decent degree of skills required to live adequately in this age. Al-Mughrabi (2021) investigated the extent of 21st century skills inclusion in the Jordanian ninth-grade biology textbook for both the first and second semesters. The results showed the improper balance of integrating the skills. As critical thinking and problem solving were mainly the most included skills in the textbook with a percentage of (38.9%). Making judgments and decisions reached the highest percentage among the sub-skills, despite the low integration of all other sub-skills which reached only (12%). The study recommended carrying out specialized studies to determine the extent to which Jordanian students possess the 21st century skills and the impact of the curriculum on that.

The study of Al-Rubaie and Al-Saadi (2021) analyzed the 21st century skills in the sixth-grade science textbook that was composed by the Ministry of Education in the Republic of Iraq for the 2020-2021 academic year. The targeted textbook included nine main skills with the variation in the percentage of availability as follows; the skills of critical thinking and problem-solving received the highest rate (33.0%), the skills of initiative and self-direction got the second highest rate (13.06%), productivity skills ranked thirdly (12.84%), then innovation and creativity skills (11.96%), followed by communication and cooperation skills (11.29%), computing and information technology culture skills (4.4%), flexibility and adaptation skills (3.67%), social skills and understanding multiculturalism (3.65%), and lastly leadership skills (5.98%). The study's results indicated that the Republic of Iraq must reconsider integrating 21st century skills in the content of science books for all educational levels so as to make sure that learners can cope with the challenges of this era.

Providing schoolteachers with concrete methods to develop students' skills for the 21st century was the focus of a study done by Khaldi and Kishek (2020).

The study analyzed the incorporation of 21st century skills in new eighth-grade Palestinian science and math curricula. The findings of the content analysis illustrated that integration of 21st century skills in the existing curricula is inadequate with little focus and inadequate focus on most skills that were analyzed. The study offered a comprehensive conceptual framework with proper improvement models for the new Palestinian curricula. The models advocated reshaping the curriculum with relevant authentic tasks that allow students to gain 21st century skills. Furthermore, the study advocated for additional studies on the applicability and validity of the enhanced conceptual framework and models in newly established Palestinian syllabus in terms of suiting the Palestinian context and its cultural heritage.

Additionally, the study of Oktafianto and Sulhadi (2019) obtained data related to the level of content of 21st century skills in the Palestinian tenth-grade physics textbook. The findings revealed that the targeted textbook presented critical thinking, problem solving, and decision-making skills at the frequency rate of (61.86%), communication skills at the rate of (15.81%), creativity and innovation at the rate of (14.88%), and collaboration at the rate of (7.44%). The data presented showed that the physics textbook mainly practices critical thinking skills, problem solving, and decision making. Ramadan and Ali (2019) discovered the extent to which the skills of the 21st century are integrated in the Palestinian fourth-grade science book. The results displayed that the skills of the 21st century were mainly present in the science book at a medium percentage of (30.90%). The study recommended the requirement to establish a criterion for constructing the fourth-grade science curriculum so to integrate the skills in a systematic way.

A study by Sabhi (2016) identified the degree to which the 21st century skills were embodied in the advanced science course for the first intermediate grade in Saudi Arabia. The sample of the study constituted of six advanced science books for the first intermediate grade for the following semesters (2015-2016). The findings of the study displayed that the science books consist of a low level of

21st century skills with percentages reaching (22.86%) and (0%) life skills. The study recommended developing science courses designed for the intermediate level that incorporate the 21st century skills in a style that achieves the principles of cohesion, stability and integration.

Educational reform has focused on promoting a pedagogical alteration to implement active learning methodologies and higher order thinking skills to reinstate the traditional rote-learning methods and teacher centered classes. However, all the above studies (Al-mughrabi, 2021; Al-Rubaie and Al-Saadi, 2021; Khaldi and Kishkek, 2020; Oktafianto and Sulhadi, 2019; Sabhi, 2016), shed a light on the existence of a major gap between the skills embodied in the curriculum textbooks and the actual skills that should be integrated so as to prepare learners for the developments and changes in today's society. The results of the aforementioned studies suggest that a change in school curriculum is necessary to adequately guide teachers, along with their students, on a path towards the obtainment of 21st century skills.

According to the World Bank Group (2018), Middle East and North Africa (MENA) countries are still unable to realize the potential of education. The World Bank Group stated that:

“Although much has changed politically, economically, and socially in MENA over the last decade, their education systems to a large extent have remained the same. Education has the potential to fuel important economic and social contributions, but its power to create change depends not only on its quality but also on complementary economic and social environments and the ability to leverage technology smartly” (World Bank Group, 2018, p. 4).

Since the beginning of the 21st century, MENA has presented multisystem reforms that align the push for learning with a pull for skills. The multisystem reforms include economic reform as to bring the skills required in the labor market in line with those referred by the education system and perused by students. An economic reform helps MENA move away from a credentialist equilibrium to a skills equilibrium. Furthermore, a pull for skills would count on curricula to reflect

the skills that prepare students for social and economic life. Official Educational Curricula reforms ensure the alignment of what students learn with the skills demanded by society and the labor market.

As a result, it is vital for researchers in the Arab world to analyze official educational curricula and ELT textbooks according to the extent of 21st century skills inclusion so as to make sure that educational curricula in the Arab world are not outdated and disconnected from real life because the result could cause a mismatch between what students acquire and what society and job market require.

Teachers' Readiness to Promote and Integrate 21st Century Skills

The second section of the literature review sheds light on previous studies addressing teachers' readiness to promote and integrate 21st century skills in classrooms.

Promoting 21st Century Skills in Classrooms

The world's changing conditions have led to a need for major transformations in the learning and teaching environments. There is a demand for 21st century teachers to teach and apply the skills learners need to succeed in today's society. While the demand for implementing 21st century skills exist for teachers, there is a lack of understanding on how to do so adequately. This section sheds light on literature addressing teachers' readiness to promote 21st century skills.

The study of Sabbah et al. (2020), aimed to evaluate information and communications technology (ICT) and e-learning within Palestinian schools of primary and secondary levels in regard to the School-Led Initiatives (SLIs) on e-learning. (SLIs) was a part of a project that was funded through the Belgian Technical Cooperation (BTC). The results indicated that teachers still require additional practice to acquire the 21st century skills, and that educational policy

should stimulate acquiring such skills by modifying the curriculum and catering teachers with the required inspiration, reinforcement, and training. The study found that 21st century skills ought to be integrated into classroom principles and standards in order for students to acquire learning proficiency. Padmadewi et al. (2020), analyzed the primary school Indonesian teachers' readiness to incorporate 21st century skills in their classrooms. The sample of the study were six primary school teachers from multiple schools in Bali. A mixed-method design was used in order to collect data through questionnaires, interviews, and direct observation. The results revealed that even though teachers considered themselves as qualified to implement the skills, direct observations of classroom practices presented contradictory findings as some of the skills were not addressed at all, while other skills were inadequately implemented. The findings concluded that teachers must develop their understanding of competencies in implementing 21st century skills. Additionally, the study proposed that the schools must administrate seminars and workshops in relation to the implementation of 21st century skills as to enhance teachers' knowledge.

Similarly, the case study of Luciana et al. (2020), examined the readiness of English teachers' in integrating the 21st century skills within lesson plans in schools located in the Indonesian city and suburb areas of Badung Regency. A questionnaire consisting of seventeen items was utilized as to identify the readiness of English teachers, consolidated with document analysis. The results showed that the teachers in the city area only infused (59%) of the skills in their lesson plans, although teachers in the suburb area only infused (53%) of the skills. The results of the questionnaire were incompatible with the document analysis results. The study suggested that English teachers should follow the standards for teaching the 21st century skills and attend seminars about the implementation of 21st century skills.

Another study by Abualrob (2019) measured the actual performance of science teachers in the development of the 21st century skills for elementary level

students in Palestine. The findings revealed that teachers advanced eight categories of skills with a frequency of one to three times a month, which the researcher found to be inadequate for learners to acquire 21st century skills. Moreover, the results of the study illustrated the obligation of focusing on professional advancement and teacher training. According to Rusdin (2018), teachers are the main contributors to learners' acquiring 21st century skills which deal with the 4C's, creativity, communication, collaboration, and critical thinking skills. The study focused on teachers' readiness in integrating and incorporating 21st century skills. A survey was used as the research instrument and a total of one hundred and seven teachers were involved as the sample. The findings revealed that while teachers are prepared to incorporate 21st century skills in classes, they still require professional development training in order to optimize the outcomes. The study concluded that action has to be taken by policy makers to train teachers in order to develop their understanding, knowledge, and abilities in teaching 21st century skills.

Teaching in this high technology era requires teachers to enhance their 21st century skills as to be aligned with the world's on-going changes. It is vital to expose the competencies of teachers in today's classroom. Norahmi (2017) examined students' views as related to teachers' competency in the 21st century. A survey was applied to analyze four competencies of teachers which are: pedagogy, personality, social relations and professionalism, and the ability to use technology in the classrooms. The data was collected from Indonesian students in the University of Palangka Raya, and the results revealed that some teachers were not ready to use the technology in classrooms or to discuss global issues in daily life interactions. The study found that the development of teachers' competencies ought to be the center focus of stakeholders.

Another study by Santos (2017), assessed the 21st century learning skills of the students and the teaching practices of the teachers in the 21st century classrooms. The results of the survey showed that the superior skills of the

students were in utilizing technology as a means for learning, self-direction skills, and collaboration. Superior teaching practices included local connections, creativity, and innovation skills, and the use of technology as a tool for learning. It concluded that the perception of the students did not conform to the perception of the teachers. This research could serve as a foundation for workshops to help teachers improve their 21st century learning skills in classroom practices.

Fisser and Thijs (2015), concluded that previous literature only emphasized on the significance of 21st century skills, with little investigation on the effective application of practices and attainable results in schools around the world. Their case study presented a thorough examination of the curriculum for primary and secondary schools in the Netherlands. The survey was taken by more than 1,600 teachers in primary and lower secondary education. The results concluded that the curriculum provides schools and teachers with the possibility of integrating 21st century skills but provided limited direction and motivation for teachers. Even though the results proved that teachers acknowledge 21st century skills and support implementing them, they lack focus and appropriate knowledge to teach these skills in the classroom. Teachers are expected to incorporate all the skills related to the 21st century so as to build good outcomes for the students.

To conclude, the following studies (Sabbah et al., 2020; Padmadewi et al., 2020; Luciana et al., 2020; Norahmi, 2017), recommended that teachers need to obtain an adequate grasp of the 21st century skills before implementing them in classrooms, especially because they are supposed to develop classroom activities that manifest the 21st century skills effectively in their teaching practice. Therefore, Ministers of Education and school boards could offer workshops for teachers who need professional development on how to implement 21st century skills in classrooms. Additionally, (Abualrob, 2019; Rusdin, 2018; Fisser and Thijs, 2015; Santos, 2017), suggested that teachers need to obtain competent knowledge and skills as to guide and encourage students in the 21st century.

Accordingly, generating students that possess 21st century skills rely upon the teachers' readiness to influence the quality of teaching and learning process.

Integrating 21st Century Skills in Classrooms

The technological advancement in this era has been challenging all aspects of life. Students' success in the 21st century demands more than basic knowledge and skills, they need to acquire 21st century skills such as information and communication technology (ICT), creativity and innovation, critical thinking and problem-solving, collaboration and communication, literacy skills, and life skills. Therefore, curriculums and teachers should be helping students to develop these skills.

This section sheds light on literature addressing teachers' practices of integrating 21st century skills in classroom. Haryani et al. (2021), explored the resources that Indonesian science teachers use in promoting the integration of the "4Cs" skills of creativity and innovation, critical thinking and problem solving, collaboration, and communication in science instruction. The findings indicated that teachers use various resources to help them equip for the integration of the 4Cs skills into teaching practices, which involves various professional development (PD) programs, the internet, teachers' cooperations, curriculum guidelines, and open resources. The participants confirmed that Teacher Professional Education (TPE) was the most convenient and beneficial PD program, and curriculum guidelines were the least competent for progressing 4C integration. The data suggested that curriculum guidelines support teachers administratively, but teacher PD programs and teacher collaboration offer a greater chance for the successful integration of the 4Cs skills into science instruction. The study suggested that education policy makers should promote teacher engagement through team teaching and to encourage all schools to organize workshops that focus on the integration and contextual practice of the 4Cs skills. In addition, Mallillin (2021), quantified the innovation and integration of the 4Cs skills in the

educational system as the foundation of support in regard to the quality of teaching in the 21st century. The participants of the study were fifty-five professional teachers from various public and private institutions. The findings demonstrated an important relation between the innovation and integration of the 4Cs skills in the educational system as observed among the respondents. The results demonstrated that the innovation and integration of the 4Cs skills boosted the students' self-esteem, encouraged students to be creative, and uplifted their academic performance in the learning process. The research recommended that educational systems and teachers concentrate on the integration of the 4Cs skills due to its positive impact on the quality of teaching in the 21st century.

Due to the rapid advancement of technology, Information and Communication Technology (ICT) has become a critical factor in education as it prepares students for their future. Integrating ICT skills in EFL learning can support and reflect a positive impact on students' learning. Zain et al. (2020) presented a developed module on 21st century learning skills for a specific group of upper secondary school students taking part in a short-term language summer camp. The developed module necessitates using ICT skills, creativity, critical thinking, collaboration, and leadership skills. Moreover, it presented samples of lessons and activities that support the learning of language combined with 21st century skills. The results proved that students were able to benefit from the compelling features of the module, which adapted adequately the 21st century learning elements within the context of the tasks required. The study suggested that further probes into 21st century learning elements must be developed as to boost more module development within the advancement of language learning. Lubis (2018) identified thirteen Indonesian EFL teachers' perceptions and attitudes toward the implementation of ICT integration. The findings of the questionnaire indicated that although such framework generate positive awareness, the benefits of the integration still focused primarily on the technical levels, rather than the communicative and functional ones in students' learning mechanism.

Furthermore, time allocation and technical problems caused major restrictions to accomplish such integration. The study suggested that the associated parties to focus on the formulation of ICT integration with regard to students' communicative skills. By the same token, the article by Hidayati (2016) investigated the benefits and challenges of integrating ICT in Indonesian English Language Teaching and Learning (LTL). The results identified the benefits of integrating ICT in LTL, as it leads to better ELT results and provides wider access for teachers and students to various resources, authentic materials, and interactive learning settings. However, integrating the use of ICT in LTL requires certain conditions, including using the tools in consensus with the objectives of learning, and teachers and students must develop a specific level of literacy so as to utilize the technologies. The study also recommended providing teachers with ICT professional training.

To conclude, the following studies (Haryani et al., 2021; Mallillin, 2021; Zain et al., 2020; Lubis, 2018; Hidayati, 2016), displayed the advantages of integrating 21st century skills such as the 4Cs skills and ICT in classroom activities. In addition, they suggested enhancing teaching and learning process by integrating 21st century skills into classroom tasks as to provide teachers and students with adequate learning experiences that suit this age. Finally, they highlighted the need for adequate teacher professional development programs in the direction of integrating 21st century skills in classroom tasks. Suitable teacher professional development programs and curriculums can assist teachers in implementing and employing new skills in the learning process. The findings of the above studies are aligned with previous mentioned research, such as: studies of; (Sabbah et al., 2020; Padmadewi et al., 2020; Luciana et al., 2020; Norahmi, 2017; Al-mughrabi, 2021; Al-Rubaie and Al-Saadi, 2021; Khaldi and Kishek, 2020; Oktafianto and Sulhadi, 2019; Sabhi, 2016), on school curriculum reform and teacher professional development programs. This illustrates the necessity of changing schools' curriculums and textbooks to efficiently guide teachers and students on a path

towards successful formation of the 21st century skills. Additionally, the studies show the need to provide continuous professional development for teachers as to improve their perceptive and application of the 21st century skills.

Summary

Based on the results of the literature review conducted on the subject matter, it is indisputable that to deal with 21st century globalization, learners need to acquire 21st century skills in order to succeed in future studies and careers. Therefore, change is essential, and it is paramount for stakeholders, teachers, and educational planners to be involved in the process of integrating and implementing 21st century skills in schools' curricula. Schools' curricula should provide an ideal learning environment where both teachers and students can develop and acquire the skills that best serve the needs of today's challenging era. Certainly, the educational policy should motivate teachers to practice acquiring the 21st century skills through providing effective training workshops and professional development programs. The review of previous studies show an unequal degree of distribution among the 21st century skills integrated in EFL textbooks, such as the studies of (Rinekso, 2021; Rakhmawati and Priyana, 2019; Ait Bouzid, 2016; Al Masri et. al., 2016; Hamdona, 2007). Other studies demonstrated a minimal and unequal degree of inclusion of twenty-first century skills in the content of other textbooks, such as the studies of (Al-mughrabi, 2021; Al-Rubaie and Al-Saadi, 2021; Khaldi and Kishek, 2020; Oktafianto and Sulhadi, 2019; Sabhi, 2016). All of the above studies highlighted a major gap between the skills included in the curriculum textbooks, and the actual skills that ought to be incorporated in the textbooks to prepare learners to face the changes in today's society.

In the current study, a conclusion recommends that 21st century skills must be integrated in the content of EfP grade eleven and twelve students' textbooks,

and that teachers should be given the appropriate training to teach such skills. Within the limits of the researcher's knowledge, there have been no prior studies that have aimed to determine the degree of inclusion of the 21st century skills in the content of *English for Palestine* - grade eleven and twelve students' textbooks, or studies that have identified the required 21st century skills that should be included in the targeted textbooks. The current study seeks to bridge the research gap in this context.

Chapter Three

Methodology

Introduction

The main aim of this study was to identify to what extent are the 21st century skills included in the content of *English for Palestine* – grades eleven and twelve students' textbook. This research is descriptive in nature as it used the analytical approach design (content analysis and percentage frequency) for three main categories of skills: 1. Learning and Innovation Skills, 2. Information, Media, and Technology Skills, and 3. Life and Career Skills. In this chapter, the instruments of the study are explained in more detail. Moreover, the data collection and data analysis is presented thoroughly. The research design and procedures are justified and clarified as to reinforce the validity and reliability of the study's findings.

Research Design

A descriptive content analytical method was conducted due to its relevance and suitability for achieving the study's first objective, which is to determine the extent to which the current Palestinian English curricula for grades eleventh and twelve students' textbook manifests the skills of the 21st century. These skills have been transformed into a content analysis tool (**Appendix A**) that includes specific indicators to measure the availability of the skills that have been identified and developed by the Partnership for 21st Century Skills (2015). In addition, the thematical analytical method was conducted as to accomplish the study's second objective, which is to determine how often the 21st century skills are emphasized in the English classes of grades eleven and twelve. The same skills and indicators of the content analysis card have been modified into a classroom observation tool (**Appendix B**) with a specific rating scale.

Instruments of the Study

The study employed two tools to collect qualitative data namely a content analysis card (**Appendix A**) and a classroom observation checklist (**Appendix B**). To construct the study's tools, the researcher focused on a modern international framework "*The Partnership for 21st Century Learning*" (P21) (Battelle for Kids, 2019). The P21 model assists in finding taxonomies of 21st century skills, which guided the researcher to categorize the skills included in the content of EfP grade eleventh and twelfth students' textbook. The P21 model is briefly explained in this section and check **Appendix E** for further information.

The Partnership for 21st Century Learning

The mastery of 21st century skills is what prepares students and practitioners to face today's difficult life situations and work conditions. The P21 model was developed in 2008 by "Battelle for Kids", which is a national not-for-profit organization that collaborates with school systems and communities to accomplish the promise of 21st century learning for all students (Battelle for Kids, 2019).



Figure (3.1): P21 Framework for 21st Century Learning

Source: (Battelle for Kids, 2019)

The P21 model has created a pedagogical framework that aims to provide learners with skills demanded from the evolving job market and technology. The ultimate objective of the above framework is to facilitate the integration of key skills into the education systems in order to enhance the learning and life outcomes for all learners. P21 focuses on the following skills:

Learning and innovation skills that include creativity and innovation, critical thinking and problem solving, communication and collaboration; Information, media, and technology skills that include information literacy, media literacy, and information, communication, and technology (ICT) literacy; and life and career skills that include flexibility and adaptability, initiative and self-direction, social and cross-cultural, productivity and accountability, and leadership and responsibility skills (Battelle for Kids, 2019, pp. 4-8).

P21 identifies the indicators under each subskill that learners must acquire to succeed in work and life. Therefore, it is crucial to highlight the indicators that Battelle for Kids (2019) categorized under each subskill. However, for the purpose of this study, only the ones that are related to the students' acquiring 21st century skills are quoted. Check (**Appendix E**), which quotes the indicators of 21st century skills from the P21 framework.

Content Analysis Card

To achieve the study's purposes, the researcher developed a content analysis card based on the 21st century skills and indicators that were introduced by the Modern Conceptual Framework P21 (Battelle for Kids, 2019, p. 21). The designed tool was used as a general framework for analyzing the eleventh and twelfth grade EfP students' textbook considering the main skills of the 21st century, namely: 1. Learning and Innovation Skills, 2. Information, Media, and Technology Skills, and 3. Life and Career Skills. In addition, the tool clarifies the subskills and the indicators that underlie each one of the main skills.

Classroom Observation Checklist

The designed tool was used as a general framework for observing eleventh and twelfth grade classes taking into consideration the need to equip students with the main skills of the 21st century, namely: 1. Learning and Innovation Skills, 2. Information, Media, and Technology Skills, and 3. Life and Career Skills. The main skills, subskills and indicators of the content analysis card have been modified into a classroom observation checklist (**Appendix B**) with a specific rating scale. Table (3.1) below shows the rating scale for the classroom observation checklist.

Table (3.1): Rating Scale of the Classroom Observation Checklist

Frequency	Rating Scale
Always	13+
Often	9-12
Sometimes	5-8
Rarely	1-4
Never	zero

Validity and Reliability of the Instruments

To ensure the validity and reliability of the study instruments:

- The content analysis card was shared with experts (members at the Faculty of Education in Berzeit University, who have prosperous experience in the field of education and research). This is to guarantee that the data collected is valid and to support in answering the research questions. Based on the feedback of the reviewers, alterations and additions were made in regard to wording and adding new skills.
- Collected data from classroom observations were re-visited with the four English teachers for verification purposes (respondent validation) as to confirm the validity of the data collected and the classroom observations' results.

- To carry out the classroom observations, a permission request letter was granted by the schools' principals as to gain ethical approval. (**Appendix C**) shows the approval of the schools' principals to conduct the classroom observations. Moreover, the researcher gave the English language teachers pseudonyms as to maintain privacy.
- To guarantee interrater reliability of the results collected through textbooks' analysis, the researcher worked with a colleague to analyze the certain parts of the data as to ensuring consistent results. The researcher achieved a high reliability by comparing content analysis of certain units in the targeted textbooks. The second analyst has a master's degree in teaching EFL and has six years of experience in teaching the *English for Palestine* curriculum of the eleventh and twelfth grade. The second analyst was requested to analyze the first unit of the two targeted textbooks based on the rules of analysis that were agreed upon. Then the rater agreement was measured among the two data collectors.

Table (3.2): Percentage of Agreement Among Analysts

Total of Skills in Unit One	The Researcher	The Second Analyst	Percentage of Agreement Rate
11 th Grade TB	34	29	85.3%
12 th Grade TB	49	42	85.7%

Table (3.2) shows that the percentage of agreement rate between the two analysts reached (85.3%) for the 11th grade TB and (85.7%) for the 12th grade TB. Thus, the ratios indicate the availability of high degree of reliability in the analysis.

For example, the researcher and the second analyst couldn't agree on one of the exercises in the 11th GTB that instructs students to "Think about what subject or skill you might like to study on a distance learning course. Then fill in the form below for yourself" (U. 1, p. 12). The second analyst recognized this

activity as an indicator that enables students to exhibit uniqueness and ingenuity in their ideas. As a result, the exercise helps students develop their innovative and creative thinking. Yet, the researcher determined that the same activity helped students develop both initiative and self-direction abilities as well as creativity and invention skills because it encourages them to monitor, define, and complete the work without the teacher's direct supervision. Another example is when the researcher and the second analyst disagreed on one of the exercises in the 12th GTB that instructs students to “Look at the picture and quotation. Then discuss the questions below in pairs or small groups” (U.1, p. 6). The second analyst identified this activity as improving students' abilities to think critically, solve problems creatively, and innovate. However, the researcher added the acquisition of students' flexibility and adaptability skills to the classification of the same activity made by the second analyst because the exercise allows students to work in groups where they must cope with compliments and criticism and compromise opposing points of view in order to arrive at potential solutions.

The Study's Procedure

The study employed two tools as to collect qualitative data namely classroom observation checklist, and content analysis card. Therefore, the study has two different sources of data. The data collected through classroom observations of the eleventh and twelve grades in both the scientific and literary streams in four selected private schools in Ramallah district, which are: The Arab Evangelical Episcopal School, Saint Joseph school, Saint George School, and Latin Patriarch School. The aforementioned schools were chosen due to their close location to where the researcher works. Check Table (3.3) below that clarifies the distribution of classroom observations.

Table (3.3): Distribution of Classroom Observations

Name of School	Scientific Route Classroom	Literary Route Classroom	Total of Classroom Observations
AEES	2	2	4
LPS	0	3	3
SGS	2	2	4
SJS	4	0	4
Total	8	7	15

The data of the study for the content analysis consisted of all the questions, activities, diagrams, texts, and pictures included in the eleventh and twelfth grade EfP students' textbook. Each textbook has ten units.

To elaborate on how the researcher analyzed diagrams, for example, one of the exercises in the 11th GTB (U. 3, p. 31) instructs students to "Look at the pie chart. Then complete the sentences below" (Baxter, 2015b). This type of exercise teaches students how to use and read pie charts, identify the relationship of parts to the whole, analyze, detect and use the specific information to perform certain calculations or answer questions that require critical thinking. Therefore, the exercise was analyzed and classified as acquiring students with critical thinking skills that are needed for the 21st century.

Moreover, to elaborate on how the researcher analyzed pictures, for example, one of the exercises in the 11th GTB (U. 5, p. 48) instructs students to "Look at the book cover. Then discuss these questions in pairs or small groups". The picture of the book's cover was classified as accruing students with creativity and innovation skills, communication and collaboration skills and life and career skills. When students are instructed to work together, they get the chance to collaborate effectively and respectfully, communicate original ideas and evaluate the ideas of others about what kind of book it might be and what they think might be included in it. Also, the students learn to be open and responsive to new and different perspectives and to value the individual contributions made by each team member. Finally, this type of exercise with a picture related to it helps

students adapt to varied contexts, exercise flexibility, and deal positively with praise and criticism.

Data Analysis

The data analysis explains in detail the procedures of the targeted textbooks' analysis and the thematic analysis of the classroom observation notes.

Textbooks' Analysis

To analyze the ten units in each targeted textbook, the research followed the content analysis qualitative methodology according to a developed checklist (**Appendix A**). This study used the descriptive content analytical method as to describe to what extent the 21st century skills are included in the content of *English for Palestine – grades eleven and twelve students' textbook*. This research is descriptive in nature as it used the analytical approach design (content analysis and percentage frequency) for three main categories of skills: 1. Learning and Innovation Skills, 2. Information, Media, and Technology Skills, and 3. Life and Career Skills. The percentages of frequency represent the total number of ideas that were found in the targeted textbook, which indicate acquiring students with 21st century skills. The analysis of the textbooks' units focused on the following data: exercises, activities, diagrams, texts, and pictures, which show or indicate acquiring students with 21st century skills.

It is crucial to note that multiple indicators frequently overlap for the same data; consequently, if the same data had multiple indicators for a single subskill, it was only counted once; however, if it had multiple indicators for different subskills, it was categorized under those subskills and counted once for each subskill. The researcher analyzed according to the three main skills and subskills of the 21st century as follows:

Table (3.4): Main Skills Used to Analyze the Textbooks' Units

No.	Main Skills	11 th Grade Textbook		12 th Grade Textbook	
		Frequency	Percentage	Frequency	Percentage
1.	Learning and Innovation Skills				
2.	Information, Media, and Technology Skills				
3.	Life and Career Skills				
	Total				

Table (3.5): Subskills Used to Analyze the Textbooks' Units

No.	Subskills	11 th Grade Textbook		12 th Grade Textbook	
		Frequency	Percentage	Frequency	Percentage
1.	Creativity and Innovation Skills				
2.	Critical thinking and problem-solving skills				
3.	Communication and collaboration skills				
4.	Information Literacy Skills				
5.	Media Literacy Skills				
6.	ICT Literacy				
7.	Productivity and Accountability Skills				
8.	Flexibility and adaptability skills				
9.	Initiative and self-direction skills				
10.	Social and Cross - Cultural Skills				
	Total				

Thematic Analysis of Classroom Observations

The researcher observed fifteen English classes and transcribed in detail the data of each observed class. Data collected through classroom observations was analyzed by following the method of Braun & Clarke "*Using thematic analysis in psychology*", (2006). Braun and Clarke mentioned six phases for thematic

analysis which the researcher followed thoroughly. In phase one, the researcher familiarized herself with all aspects of the classroom observation data by rereading the data multiple times. During this phase, the researcher took notes and underlined important concepts throughout the rereading process to help in identifying possible codes. In phase two which focuses on generating initial codes, the researcher organized the data and coded them using different highlighter colors. In phase three, the codes were organized and developed into themes. In phase four, the themes were reviewed, revised, and edited. Then, the themes were defined and named in phase five. Finally, in phase six, the researcher produced the final themes supporting them with some data extracts. The six phases are described in detail as follows:

1. Phase One: Familiarizing yourself with your data

Phase one includes reading the entire data, then identifying the sample selection and the unit size to encode. The researcher collected the data through interactive means with some initial analytic interests and thoughts. Then, the entire data was read in an active way as to identify possible semantic patterns.

1.1 Sample selection: There was no selection of a specific sample, but all classroom observations notes (data) taken from observing 11th grade and 12th grade literary and scientific routes in four private schools were analyzed. This was done because choosing a sample system may limit the amount of analyzed data and may cause the loss and exclusion of phenomena related to the research questions.

1.2 Choose the unit size to encode: The classroom observation notes for each of the four schools were divided separately and a different color was assigned to each school.

2. Phase Two: Generating the coding system: The data of the classroom observation notes was transcribed into written form in order to conduct the thematic analysis. After reading the data actively and thoroughly, the following

formal codes were given to the semantic content in the data that appeared meaningful and in relation to the study's purpose.

2.1 The formal codes are as shown below:

- Work in Pairs: **WP**
- Explain Answer: **EA**
- Class Discussion: **CD**
- Utilize Time: **UT**
- Communicate Ideas: **CI**
- Complete Task: **CT**
- Deal with Feedback: **F**
- Deal with Praise: **P**
- Ask Questions: **Q**
- Use Digital Technology: **T**
- Research Information: **RI**

2.2 Demonstrating data extracts to the formal codes: The detailed table below shows the codes and an extract example per code from the classroom observation notes of each school.

Table (3.6): Extract Examples Per Code

CD	WP	EA
The teacher and students were both involved in an open discussion about "What makes the world Shrink?" "How dangerous the world is becoming?", and "How dangerous it is for young people to become addicted to technology?".	The teacher wrote an exercise on the board and students had to work in pairs to answer it in their notebooks.	The student explained that the correct answer was "Might" because of the indicator "I don't think so" in the second part of the sentence. Another student explained that the correct answer was "may well" because of the indicator "She's".
CT	F	P
The students worked in pairs as to complete the sentences with the past simple or the past continuous form of the verbs in brackets.	The teacher explained that the correct answer is "is going to" as you can see the clouds' color which is proof that it is going to rain.	The teacher praised their answers and told them that "Tourists no longer need tourist guides to provide them with information about tourist sites.

RI	UT	T
The teacher asked the students to find out from the internet what the logo of the Olympic games means and to write it down in their notebooks as homework.	The students were given eight minutes to write three to five sentences about one of the Olympic games on a piece of paper.	The teacher opened Wikipedia on the touchscreen display and showed them all the information that is available about a village named "Aboud" in Palestine.
CI	Q	
The students answered that they must be careful when there are involved in accidents or near accidents, electrical faults, gas leaks, and fire; or when they are using sharp knives, matches, candles, and the oven".	One of the students asked the teacher what the difference is between saying "I'm having a party next Saturday" and "I'm going to have a party next Saturday".	

2.3 Frequency of the formal codes: The detailed table below shows the frequency of each code found in the classroom observation data of each school.

Table (3.7): Frequency of the Formal Codes Per School

Codes	(AES)	(AAC)	(SGS)	(SJS)	Total
WP	2	0	0	0	2
EA	2	0	2	4	8
CD	2	2	3	0	7
UT	3	1	0	0	4
CI	13	23	24	12	72
CT	4	3	5	5	17
F	5	2	4	3	14
P	1	2	7	2	12
Q	1	0	0	0	1
T	0	2	0	0	2
RI	0	1	0	0	1

3. Phase Three: Searching for themes

3.1 Grouping the codes according to their similarities

1. Life and career skills (LCS):

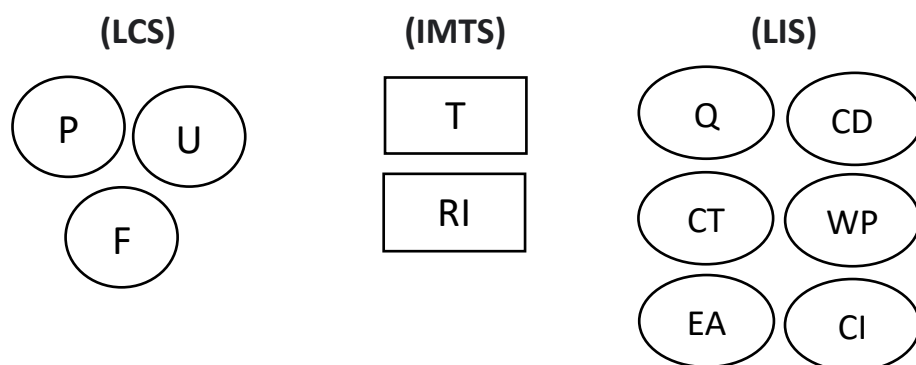
- Students dealing positively with **praise (P)**.
- Students dealing positively with **feedback (F)**.
- Students managing workload effectively by **utilizing time (UT)**.

2. Information, media, and technology skills (IMTS):

- Use of digital technologies (**T**).
- Research information (**RI**).

3. Learning and innovation skills (LIS):

- Explain answer: **EA**
- Complete task: **CT**
- Communicate information: **CI**
- Work in pairs: **WP**
- Class discussion: **CD**
- Ask questions: **Q**



3.2 Visualizing a Concept Map

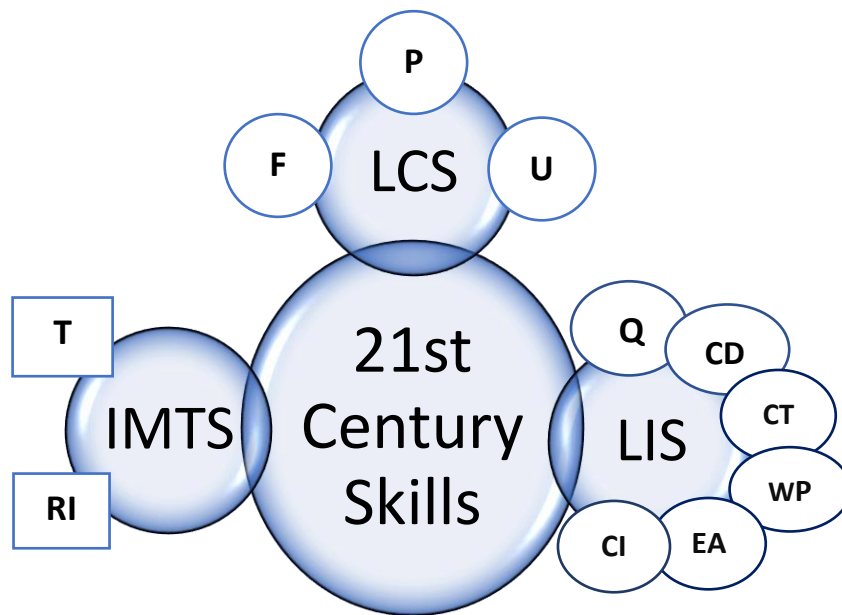


Figure (3.2): A Concept Map

Summary

In this chapter, the researcher introduced the research methodology and explained the material that will be analyzed. Further, she explained the classroom observations that will be conducted to collect the study's data. The researcher also described the data collection instruments and explained how the instruments were assured as valid and reliable. In addition, the researcher illustrated how the collected data will be analyzed. The results of the study will be presented in the next chapter.

Chapter Four

Research Findings

Introduction

The purpose of the current study is to analyze *English for Palestine* students' textbooks based on the availability of 21st century skills for the 11th and 12th grades. All the questions, activities, diagrams, texts, and pictures included in the textbooks' units will be analyzed except units six and twelve as they are revision units. To achieve the purposes, the study attempts to answer the questions of the study through using a modified content analysis card and a classroom observation checklist developed by the researcher and refereed by a panel of experts for investigating the 21st century skills latent in the content of the targeted textbooks.

The research data was collected from the textbooks' analysis and classroom observation notes. First, the research shows the results of the gathered data from the content analysis card by demonstrating the frequencies and percentages of the 21st century skills. Next, it sheds lights on the 21st century skills that are incorporated within the *English for Palestine* grade eleven and twelve students' textbook. Then, the research focuses on the application of these skills within the classroom activities by analyzing classroom observation notes. Lastly, the results will be presented in relation to the research questions.

Main Findings

Results of the Content Analysis Card

The results of the gathered data from the content analysis card are demonstrated by the frequencies and percentages of the 21st century skills in the targeted textbooks.

Table (4.1): Main Skills' Percentages of Frequency in the Targeted Textbooks

No.	Main Skills	11 th Grade TB		12 th Grade TB	
		Frequency	Percentage	Frequency	Percentage
1.	Learning and Innovation skills	339	80%	391	70.80%
2.	Information, Media, and Technology skills	4	0.90%	0	0%
3.	Life and Career skills	84	19.10%	161	29.20%
	Total	427	100%	552	100%

To clarify, one can look at figure (4.1) that reflects table (4.1).

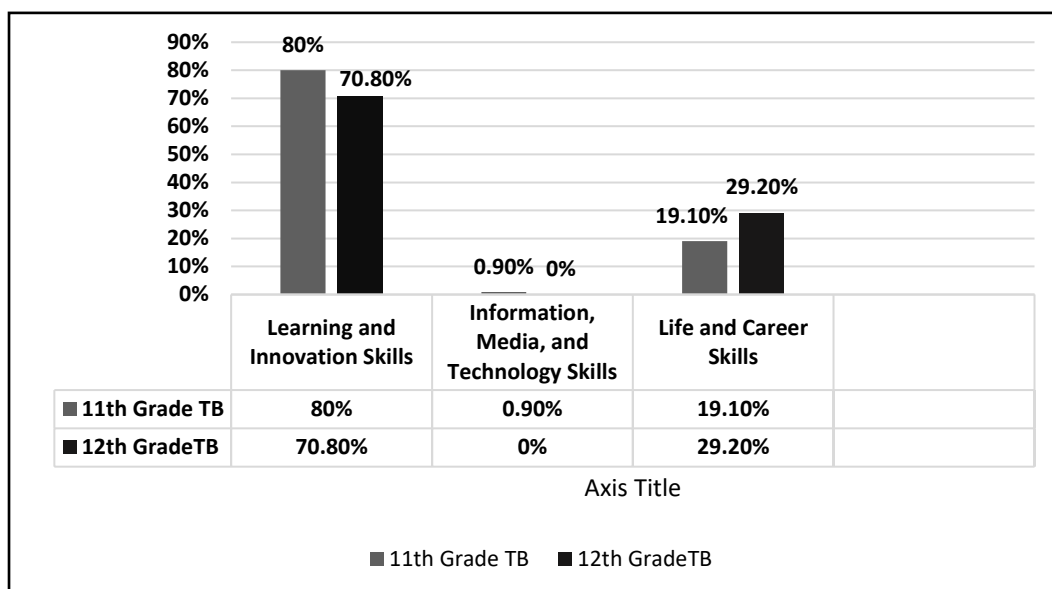
**Figure (4.1): The chart Reflects Table (4.1)**

Table (4.1) presents the percentage of frequencies for each 21st century skill. Learning and innovation skills got the highest score in a percentage of (80%) for the 11th grade TB and (70.80%) for the 12th grade TB. Life and career skills got the second score in a percentage of (19.10%) for the 11th grade TB and (29.20%) for the 12th grade TB. The lowest score in percentage was for information, media,

and technology skills which was (0.90%) for the 11th grade TB and (0%) for the 12th grade TB.

Table (4.2): Subskills' Percentages of Frequency in the Targeted Textbooks

No.	Sub Skills	11 th Grade Textbook		12 th Grade Textbook	
		Frequency	Percentage	Frequency	Percentage
1.	Creativity and innovation skills	43	9.6%	95	17.2%
2.	Critical thinking & problem-solving skills	220	49.2%	214	38.8%
3.	Communication and collaboration skills	76	17%	82	14.9%
4.	Information literacy skills	2	0.4%	0	0%
5.	Media literacy skills	1	0.2%	0	0%
6.	ICT literacy skills	1	0.2%	0	0%
7.	Productivity and accountability skills	11	2.5%	23	4.2%
8.	Flexibility and adaptability skills	40	8.9%	58	10.5%
9.	Initiative and self-direction skills	22	4.9%	44	8%
10.	Social and cross - cultural skills	23	5.1%	18	3.3%
11.	Leadership and responsibility skills	8	1.8%	17	3.1%
	Total	447	100%	551	100%

To clarify, one can look at figure (4.2) that reflects table (4.2).

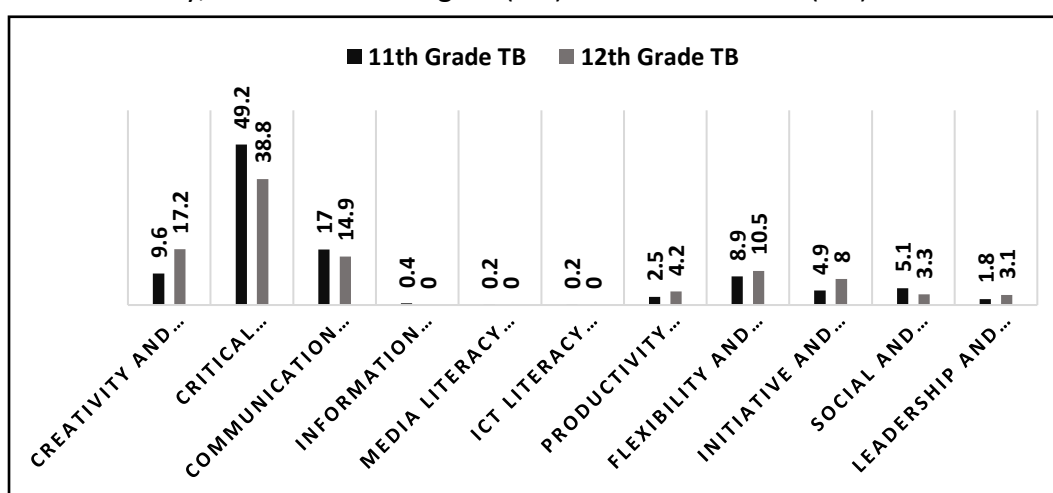


Figure (4.2): The Chart Reflects table (4.2)

Table (4.2) shows that learning and innovation skills have the highest percentages of sub skills. As critical thinking and problem-solving skills have a percentage of 49.2% in the 11th grade TB and 38.8% in the 12th grade TB. Next, is communication and collaboration skills with a percentage of 17% in the 11th grade TB and 14.9% in the 12th grade TB. After that is creativity and innovation skills with a percentage of 9.6% in the 11th grade TB and 17.2 in the 12th grade TB. Additionally, life and career skills are distributed in the 11th grade TB throughout the following subskills' percentages: productivity and accountability skills 2.5%, flexibility and adaptability skills 8.9%, initiative and self-direction skills 4.9%, social and cross - cultural skills 5.1%, and leadership and responsibility skills 1.8%. Furthermore, life and career skills are distributed in the 12th grade TB throughout the following subskills' percentages: productivity and accountability skills 4.2%, flexibility and adaptability skills 10.5%, initiative and self-direction skills 8%, social and cross - cultural skills 3.3%, and leadership and responsibility skills 3.1%. Surprisingly, the lowest percentage of the sub skills included in the targeted textbook is of information, media, and ICT literacy skills with percentages of 0.4%, 0.2%, and 0.2% in the 11th grade TB, and percentages of zero% in the 12th grade TB.

Results Related to the First Question of the Study

To what extent are the 21st century skills included in the content of English for Palestine – grade eleven and twelve students' textbook?

Table (4.1) shows that the highest percentage is for Learning and Innovation Skills which is (80%) in the 11th grade TB and (70.8%) in the 12th grade TB. Then, the highest percentage is followed by Life and Career Skills with a percentage of (19.1%) in the 11th grade TB and (29.2%) in the 12th grade TB. Lastly, the lowest percentage was for Information, Media, and Technology Skills which is (0.9%) for the 11th grade TB and (0%) for the 12th grade TB.

Analysis of the 11th and 12th Grade Students' Textbook

This section addresses the analysis of the *English for Palestine* grade eleven and twelve students' textbook. It aims to objectively examine the actual presence of the following skills: Learning and Innovation Skills, Information, Media, and Technology Skills, and Life and Career Skills.

A. Learning and Innovation Skills

1. Critical Thinking and Problem-Solving Skills

The integration of critical thinking and problem-solving skills is manifested throughout the two textbooks by many indicators. Without a doubt, these skills associate with fundamental language tasks such as sentence completion, matching, True or False questions, replacing underlined parts with words or phrases from the texts, choosing the correct answer, and correcting mistakes in sentences. Accordingly, it is crucial to provide examples from the units of the textbooks that indicate acquiring students with critical thinking and problem-solving skills.

1.1 Analyze and Reflect Critically

Few tasks demand the students to analyze and reflect critically on their learning experiences and process, such as critically thinking where to place the right answers in the sentences as to complete them. For example, in one of the exercises in 12th grade textbook (GTB), students are instructed to "Complete the sentences with phrases from the text" (U. 1, p. 7). Other tasks require the students to critically evaluate which form of a verb is correct and the reasons behind their answers. For example, in one of the exercises in the 12th GTB, students are instructed to "Complete the sentences with the correct form of the verbs in brackets: infinitive or -ing form" (U. 11, p. 116).

2 Complete the sentences with the correct form of the verbs in brackets: infinitive or -ing form.

- 1 The manager decided to _____ spending. (increase)
- 2 Don't worry, I'm quite accustomed to _____. (wait)
- 3 We've all agreed to _____ a party next week. (have)
- 4 I object to _____ sorry for something I didn't do. (say)
- 5 We are committed to _____ this idea a reality. (make)
- 6 People here don't seem to _____ about their neighbours. (know)

Figure (4.3): (12th GTB, U. 11, p. 116) (Baxter, 2015b)

3 Complete the sentences with phrases from the text (3 words maximum).

- 1 Staying in your comfort zone is a way of avoiding _____ events.
- 2 People often prefer to stay in their comfort zones, particularly if they are _____.
- 3 _____ often recommend leaving your comfort zone.
- 4 Knowing that you are developing helps you feel _____ yourself.
- 5 Sometimes people don't do something different because they don't know _____.
- 6 You may have to _____ to do something new, but you won't be sorry.

Figure (4.4): (12th GTB, U. 1, p. 7) (Baxter, 2015b)

Other tasks help improve the learning process by granting the students with a detailed understanding of learning processes that are linked with an analysis of how to reflect critically. For example, in one of the exercises in the 11th GTB, students are instructed to “Read the summary of the Listening text from Period 5. Then use your notes from Activity 2 to write a similar short paragraph about Palestine” (U. 10, p. 111).

Read the summary of the Listening text from Period 5. Then use your notes from Activity 2 to write a similar short paragraph about Palestine.

First, the government suggests an idea for a new law. If the suggestion has enough support from MPs, it may become part of the government's programme. At this stage, it is called a Bill.

The Bill is introduced to the House of Commons. This is followed by a Second Reading when the Bill is discussed, then a Third Reading when MPs can vote on whether it should be made into law.

The Bill is then passed to the upper house, called the House of Lords, for more discussion. Finally, it is sent to the monarch, who gives it her or his agreement. When it has this agreement, it becomes a law.

Figure (4.5): (11th GTB, U. 10, p. 111) (Baxter, 2015b)

In order for students to write a similar paragraph about Palestine, first of all, they have to examine and compare between the law-making process in Palestine and the UK. Then, to reflect critically using previous materials, as they are requested to reread the summary of the listening text and use the notes from a previous activity.

1.2 Use of Various Types of Reasoning

Most of the grammar tasks in the textbooks were presented in the inductive approach. Inductive grammar learning involves the students detecting or observing patterns and finding out a 'rule' for themselves before they practice the language. Extract examples, in one of the exercises in the 12th GTB, students are instructed to "Look at the examples. Then complete the grammar rules by adding *subject or object*" (U. 7, p. 73).

3 Look at the examples. Then complete the grammar rules by adding *subject or object*.

Examples

Jamal phoned Ahmed.
 'Who phoned Ahmed?' 'Jamal.'
 'Who did Jamal phone?' 'Ahmed.'

The storm destroyed houses.
 'What destroyed the houses?' 'The storm.'
 'What did the storm destroy?' 'Houses.'

Complete the grammar rules

- 1 When *who* or *what* refers to the _____ of the question, we use the normal sentence order (subject + verb).
- 2 When *who* or *what* refers to the _____ of the question, we use the question order (*do/did* + subject + infinitive verb).

Figure (4.6): (12th GTB, U. 7, p. 73) (Baxter, 2015b)

Another extract example from the 11th GTB, students are instructed to "Look at the examples. Then complete the grammar rules" (U. 5, p. 54).

Look at the examples. Then complete the grammar rules.

Examples

*It's going to rain. **You'd better** take an umbrella.*

*It's getting late. **We'd better** hurry.*

***You'd better not** forget to phone him or he'll be angry.*

Complete the grammar rules

- 1 The phrase *had better* + _____ (without *to*) is used for strong advice and warnings.
- 2 We can use the phrase to give advice to _____ or to other people.
- 3 We make the phrase negative by adding *not* _____ the infinitive.
- 4 It is usual to use the contracted form (_____) instead of the full form.

Figure (4.7): (11th GTB, U. 5, p. 54) (Baxter, 2015b)

The inductive learning tasks presented in the textbook are mainly guided. This means, the examples guide the learner to elicit the grammar rule. Subsequently, this could enhance learner autonomy and motivation. In general, reasoning skills help students to become aware of their processes of thought, which helps in improving meta-cognition (thinking about one's thinking) in order to solve problems and evaluate situations carefully. Reasoning skills leads students to become autonomous learners that monitor and assess their own thinking. Acquiring and using correct grammar components of the language empowers students to communicate their thoughts and ideas clearly and creatively whether in written or spoken form.

1.3 Evaluate Evidence and Alternative Point of View

Tasks that demand the students to explain texts or pictures can also be classified under critical thinking. The students, in these tasks, utilize their intellectual effort as to evaluate evidence and analyze alternative points of views to produce answers that rely profoundly on their background knowledge and one's own perspective. For example, in one of the exercises in the 12th GTB, the students are instructed to "Look at the pictures. Then discuss the questions in pairs or small groups" (U. 3, p. 31).

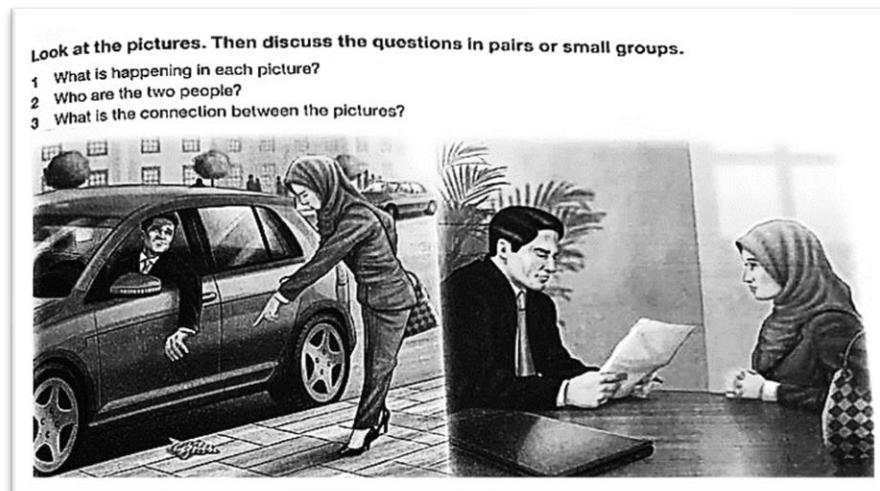


Figure (4.8): (12th GTB, U. 3, p. 31) (Baxter, 2015b)

Another extract example from the 11th GTB, students are instructed to “In pairs or small groups, discuss what comments you might leave on Alan Finn’s blog” (U. 8, p. 81).

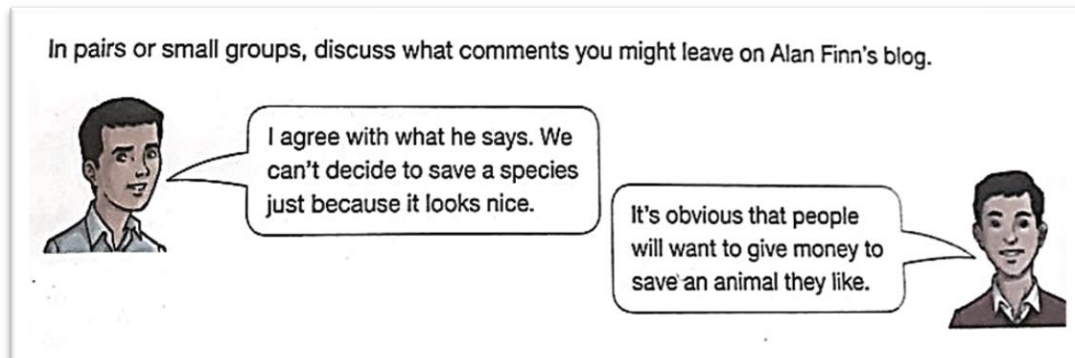


Figure (4.9): (11th GTB, U. 8, p. 81) (Baxter, 2015b)

Another extract example from the 12th GTB, in one of the exercises, students are instructed to “Read the texts again. Then complete the tasks on page 103” (U. 10, p. 102). These types of texts arouse students’ imagination and critical thinking as to evaluate specific scenarios and reach answers that are implicit within the text.

Thus, it increases students' curiosity to evaluate statements and arguments, to distinguish between facts and opinions, and to assess their own beliefs.

Read the texts again. Then complete the tasks on page 103.

TEXT A

What Professor Gordon is mainly concerned with is the way social and economic changes affect personal identity. The main chapters argue that the ways people used to define themselves – by their profession or nationality for example – are disappearing. 'People,' he writes, 'now find they need to build new identities.'

Later in the book, he describes the different ways people do this. Often, identity is based on consumption ('I am what I buy'). The growth of social media, however, has led to the greatest change. Nowadays, you are whoever you tell people you are online.

TEXT B

All my classmates seem to like the same clothes, music and so on, and do the same kind of things, like playing computer games and chatting on their phones. I pretend to be interested, but if I'm honest, that's not who I am. I know I should have the confidence to be myself, but the fact is that I don't. I'm afraid I'll end up having no friends at all. What should I do?

(Amina, 15)

Don't worry, you're not alone. This is such a common worry among young people because the pressure to conform is very strong, both from your peers and from the media generally. I think you've answered your own question though: it's all about feeling confident. How do you know that a lot of your other classmates aren't also pretending? In a few years' time, I'm sure you'll find that your friends find other ways to define themselves.

TEXT C

The question of how much of our character is due to biology and how much is shaped by experience (often called the 'nature or nurture' argument), has been going on for centuries. It's a vital question that has implications for many different fields, from psychology to politics. If someone was born selfish, for example, how can we criticise them for their selfishness? If, on the other hand, our character depends on how we are brought up, childcare and education become much more important.

Although the evidence is complex and there are extreme views on both sides, there is a consensus among experts that the definition of an individual is a combination of genetics and upbringing. To put it simply: just because you're born a certain way doesn't mean you can't change.

Figure (4.10): (12th GTB, U. 10, p. 102) (Baxter, 2015b)

1.4 Synthesize and Connect Between Information and Arguments

Some tasks initiate students' argumentative synthesis and logical thinking. For example, in one of the exercises in the 12th GTB, students are instructed to "Read the first paragraph of a student's personal statement. Then discuss the questions below in pairs or small groups" (U. 2, p. 22). This task allows students to synthesize and recognize patterns of thinking as to indicate agreement or disagreement with the statements of the text. Moreover, students connect between the statements of the text with advice borrowed from a previous task material. Source materials from previous tasks provide students with evidence to decide whether the statements of the text should be included in a personal statement or not.

Read the first paragraphs of a student's personal statement. Then discuss the questions below in pairs or small groups.

- 1 What is wrong with the statement?
How many examples can you find?
- 2 Is there anything right about it?

I don't think she should mention this.

This part is not too bad because ...

PERSONAL STATEMENT

I am applying for a course in theatre studies because I'm sure this is where my future is. For me, the theatre is like a window that looks into life. This is why I've been interested in it since I was a young girl. As Shakespeare wrote: 'All the world's a stage'. I must say, though, that my first experience of being on stage was a disaster. I was in a school play when I was about seven years old and I forgot my lines and started crying! But I've been in lots of plays since then, and I'm sure I've got a lot better. It couldn't be much worse, could it?

As you can see from my application form, I got good grades in my Year 11 exams, especially in English and geography. I recently returned from a geography trip to Greece, and I learnt a lot from it. It was quite hard, but I am the kind of person who doesn't give up.

Figure (4.11): (12th GTB, U. 2, p. 22) (Baxter, 2015b)

Another extract example, in one of the exercises in the 12th GTB, students are instructed to “Discuss the questions in pairs or small groups” (U. 7, p. 75). To accomplish this task, students have to reread the text entitled “Case Study: Milton Secondary School” on p. 70 and evaluate it in order to take a stance and create a well-supported argument of why it is useful for students to arrange their own work experience.

Discuss the questions in pairs or small groups.

- 1 Students at the school you read about in Period 2 usually arrange their own work experience. Why do you think the school doesn't do it for them?
- 2 What do you think the students gain from the experience?
- 3 Is this something that you would find useful? Why? / Why not?

Figure (4.12): (12th GTB, U. 7, p. 75) (Baxter, 2015b)

Moreover, in one of the exercises in the 11th GTB, students are instructed to “Read the four texts (A to D) quickly. Then answer these questions” (U. 7, p. 68). This task enables students to experience the steps of argument development and information synthesis because they have to compare and contrast between eating

healthy food and fast food. Therefore, students can evaluate conflicting claims, judge evidence, learn to articulate their thoughts clearly, and to take into consideration the ideas of others in a respectful and critical manner.

1.5 Interpret Information and Draw Conclusions

When students are instructed to read a text or a passage, sometimes the most important points are stated implicitly while others explicitly. To draw conclusions, students need to put together puzzle pieces to figure information out. Drawing conclusions means putting together ideas to understand a point that was not explicitly stated in the passage. For example, in one of the exercises in the 12th GTB, students are instructed to “Answer the questions” (U. 8, p. 79), and in one of the exercises in the 11th GTB, students are instructed to “Decide whether these statements are True or False. If there is not enough information to decide, choose doesn’t say” (U. 2, p. 15).

Answer the questions.	
1	Who says that ICT companies are important for the future of Palestine? _____
2	What is the biggest problem for ICT companies in Palestine? _____
3	How did Mustafa learn to make computer software? _____
4	What did Mustafa find most useful about the start-up weekend in Ramallah? _____
5	What are Mustafa's two aims in business? _____ and _____
6	What does Mustafa hope to do at the next start-up weekend? _____ and _____

Figure (4.13): (12th GTB, U. 8, p. 79) (Baxter, 2015b)

Decide whether these statements are TRUE or FALSE. If there is not enough information to decide, choose DOESN'T SAY.

- 1 The writer suggests that the economic success of Finland and Taiwan is rather surprising.
TRUE FALSE DOESN'T SAY
- 2 The writer believes there is a connection between education and economic success.
TRUE FALSE DOESN'T SAY
- 3 Tuula Haatainen thinks clever students should have special lessons.
TRUE FALSE DOESN'T SAY
- 4 The education systems in Finland and Taiwan have more differences than similarities.
TRUE FALSE DOESN'T SAY
- 5 The writer says that other countries should copy the education systems of Finland and Taiwan.
TRUE FALSE DOESN'T SAY

Figure (4.14): (11th GTB, U. 2, p. 15) (Baxter, 2015b)

It is crucial for students to acquire the ability to comprehend, evaluate, and synthesize data and numeric information. For example, in one of the questions in the 12th GTB, students are instructed to “Read the news story below quickly to find out the results. Then enter them on the chart” (U. 2, p. 16). This task focuses on the importance of understanding how to interpret data and statistics in a passage. Students need to be taught the skills of critical analysis when presented with a data set, such as how to read visual representations of data and evaluate statements about data.

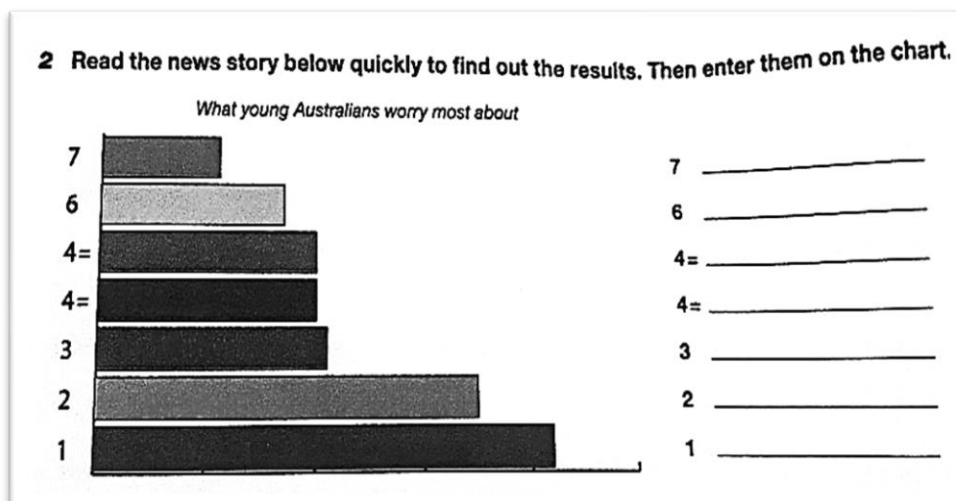


Figure (4.15): (11th GTB, U. 2, p. 16) (Baxter, 2015b)

1.6 Solve Different Kinds of Non-Familiar Problems

Problem-solving skills are readily apparent in exercises that do not have a clear solution or answer because they influence the natural activation of problem-solving skills in students. Therefore, it requires students to carefully examine and discuss their options, evaluate all evidence, and then decide on the right answers logically. Certain problem-solving exercises require the students to use critical thinking skills. Therefore, the students learn how to activate both skills in those types of tasks. For example, in one of the exercises in the 12th GTB, students are instructed to “Discuss the question in pairs or small groups” (U. 5, p. 52). Furthermore, in one of the exercises in the 11th GTB, students are instructed to “Discuss this question in pairs or small groups” (U. 3, p. 31).

Discuss the question in pairs or small groups.

Which of these biscuit bars is most likely to be natural?



Figure (4.16): (12th GTB, U. 5, p. 52) (Baxter, 2015b)

4 Discuss this question in pairs or small groups.

During the First World War, when all British soldiers were given better metal helmets to wear, the number of soldiers in hospital with head injuries rose sharply. How can you explain this rise? (Note: the answer is very logical. It is not a trick question.)

Figure (4.17): (11th GTB, U. 3, p. 31) (Baxter, 2015b)

Students apply critical and creative thinking skills throughout the engagement with problem-solving processes which typically results in making decisions, evaluating, and choosing solutions. These tasks aid students in acquiring skills needed in the real world and to become autonomous learners and intellects.

1.7 Identify and Ask Significant Questions

The targeted textbooks have few tasks that intrigue students' curiosity to identify and ask significant questions to clarify various points of view and lead to better solutions. For example, in the 12th GTB, students are instructed to: "Work in pairs. If necessary, finish planning the essay that you started in period 5. Then write it in the space below. You can use this plan" (U. 5, p. 56).

Work in pairs. If necessary, finish planning the essay that you started in Period 5. Then write it in the space below. You can use this plan.

ESSAY PLAN

Introduction: letters becoming less popular / replaced by technological communication methods (examples)

Paragraph 1: advantages of modern communication methods

Paragraph 2: advantages / disadvantages of social media, Twitter, etc. for communication

Paragraph 3: purposes / situations where letters are more suitable

Conclusion: different types of writing suit different purposes and situations, so people will probably continue to write letters, even if less than before

Figure (4.18): (12th GTB, U. 5, p. 56) (Baxter, 2015b)

Another extract example, in one of the exercises in the 11th GTB, students are requested to "Look at the pictures. Then discuss the questions below in pairs or small groups" (U. 7, p. 70). These examples provide students with the chance to ask relevant questions that will help to clarify their thoughts and those of others as well. Without a doubt, identifying and asking relevant questions will help students to achieve better understanding and stimulate meaningful conversations.

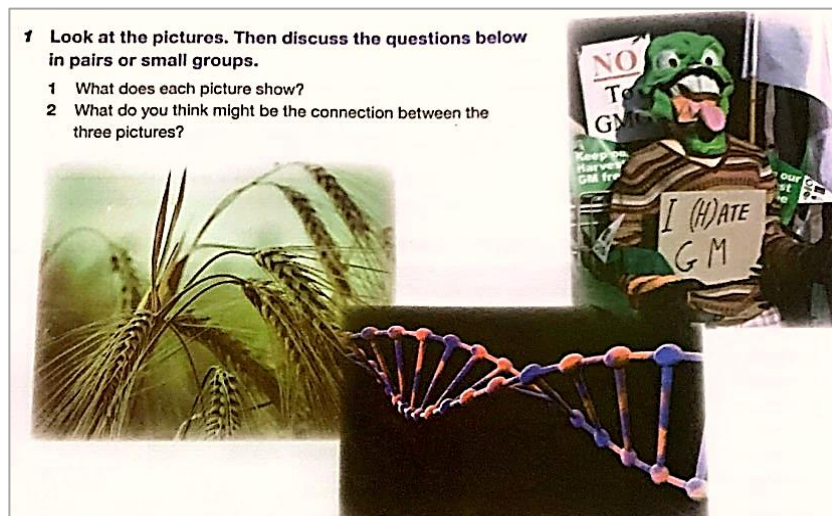


Figure (4.19): (11th GTB, U. 7, p. 70) (Baxter, 2015b)

Curiosity and the skill of formulating and asking questions can help students in identifying their own knowledge deficiency and to critically think and evaluate information from other individuals, to and work creatively and constructively with others. To conclude, it is natural for tasks to overlap and reflect more than one indicator of skills, for example, in one of the exercises in the 12th GTB (U. 2, p. 23), students are instructed to “Look at the suggestions for opening and closing sentences. Then discuss the questions below in pairs or small groups”.

Look at the suggestions for opening and closing sentences. Then discuss the questions below in pairs or small groups.

Possible opening sentences
 This is my personal statement in connection with the course.
 There are several reasons why I am applying for a course in ...
 If you are wondering why I am applying for this course, I will explain.

Possible closing sentences
 I am looking forward to the experience of university / college life and the challenges of studying at this level.
 I hope the information I have given above is enough for you to accept me on the course.
 Studying on this course would be very exciting, so I will be disappointed if I am not accepted.

- 1 Which opening and closing sentence do you think is best?
- 2 What is wrong with the others?

Figure (4.20): (12th GTB, U. 2, p. 23) (Baxter, 2015b)

The above exercise aids students not only to analyze and evaluate evidence and alternative point of view effectively, but also to synthesize and make connections between information and arguments. Another example that overlaps with more than one indicator is an exercise in the 12th GTB, students are instructed to “Look at the example. Then complete the sentences with a word and preposition from the boxes” (U. 7, p. 74). This exercise allows students to analyze, interpret information and draw conclusions, and critically reflect on learning processes.

5 Look at the example. Then complete the sentences with a word and preposition from the boxes.

Nouns / verbs / adjectives				Prepositions					
protect	expert	aware	satisfied	in	for	from	with	between	of
	choose	suitable							

- The careers adviser can make students aware of job opportunities.
- This job isn't really _____ older people.
- They have to wear special clothes to _____ them _____ injury.
- You may have to _____ job satisfaction and a high salary.
- He isn't _____ his present job so he wants to apply for another.
- The school brought in an _____ careers advice.

Figure (4.21): (12th GTB, U. 7, p. 74) (Baxter, 2015b)

2. Creativity and Innovation Skills

The integration of creativity and innovation skills is manifested throughout the targeted textbooks by many indicators. Tasks that require the students to create original ideas and solutions are lacking in both targeted textbooks and are significantly restricted to the knowledge specified in the units. The students, thus, are asked to provide answers and solutions in relation to what was learned preceding to the exercise. Therefore, the students are compelled to search within the context of the units as to reach answers. Accordingly, it is paramount to provide examples from the units of the textbooks that indicate acquiring students with creativity and innovation skills.

2.1 Use a Wide Range of Idea-Creation Techniques

Few tasks in the targeted textbooks use idea-creation techniques such as brainstorming. These techniques motivate students to think creatively and to demonstrate new and worthwhile ideas. Mostly, students are instructed to work in pairs or groups as to improve and maximize creative efforts. For example, in one of the exercises in the 11th GTB, students are instructed to “Look at the book cover. Then discuss these questions in pairs or small groups” (U. 5, p. 48). Moreover, in one of the exercises in the 12th GTB, students are instructed to “Read the quotations. Then discuss the questions in pairs or small groups” (U. 10, p. 104). These types of tasks allow students to work in pairs or groups, and to freely introduce all ideas that come into their heads. Thus, students have to encourage their team members to easily draw connections between different suggestions to reach answers or solutions.

Look at the book cover. Then discuss these questions in pairs or small groups.

- ▶ What kind of book do you think this might be?
- ▶ What do you think might be included in the book?

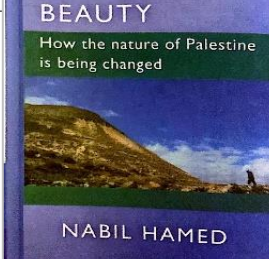




Figure (4.22): (11th GTB, U. 5, p. 48) (Baxter, 2015b)

Read the quotations. Then discuss the questions in pairs or small groups.



**‘What’s in a name?
That which we call a rose
By any other name
would smell as sweet.’**
(Shakespeare, *Romeo and Juliet*)



Ceci n’est pas une pipe.
‘This is not a pipe.’
by René Magritte (1928–29)

- 1 What do you think the quotation is saying about names?
- 2 What do you think the artist means by saying ‘This is not a pipe’?

Figure (4.23): (12th GTB, U. 10, p. 104) (Baxter, 2015b)

2.2 Demonstrate Originality and Inventiveness in Ideas

Some tasks in the targeted textbooks provoke students to create new and beneficial ideas. Students are instructed to either work individually or in groups as to improve and magnify creative efforts collaboratively. For example, in one of the exercises in the 11th GTB, students are instructed to “Describe the picture. Say what you think has happened” (U. 11, p. 119), and in one of the exercises in the 12th GTB, students are instructed to “Write a short paragraph about your first day at school or your earliest memory” (U. 11, p. 120). Furthermore, inventiveness in ideas cohere with problem solving and creativity skills. Therefore, inventiveness is beneficial and, as students advance in it, they are also utilizing collaboration and communication skills. It is enjoyable for the students to think creatively and create events and scenarios that are real or imaginary. Engaging an inventor's mindset enables students to search for solutions and answers that coordinate with their skills and objectives. Thus, to accomplish inventive tasks, students have to engage with others, share their varying viewpoints, take risks and reflect on their experience.

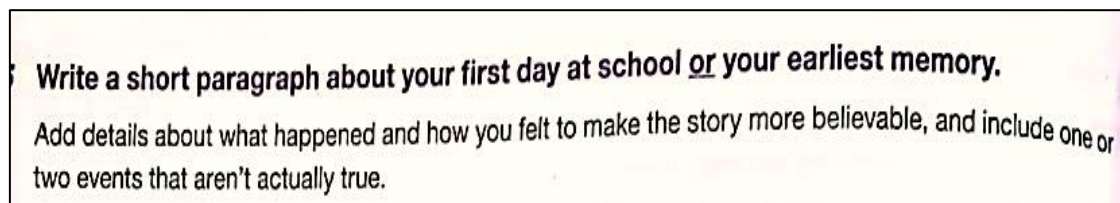


Figure (4.24): (12th GTB, U. 11, p. 120) (Baxter, 2015b)



Figure (4.25): (11th GTB, U. 11, p. 119) (Baxter, 2015b)

2.3 Elaborate, Refine, Analyze, and Evaluate Ideas

Few tasks in the targeted textbooks motivate students to elaborate, refine, analyze, and evaluate their own ideas and the ideas of others. Students either work in pairs or groups as to combine efforts. For example, in one of the exercises in the 12th GTB, students are instructed to “Work in small groups. Plan your own questionnaire” (U. 4, p. 47), and in one of the exercises in the 11th GTB, students are instructed to “Discuss the questions below in pairs or small groups” (U. 11, p. 115). These types of tasks engage students to being doubtful and challenging assumptions rather than blindly accepting what they hear or read. In that matter, students can ask eminent questions, evaluate ideas and conflicts, and differentiate facts and opinions.

Work in small groups. Plan your own questionnaire.

Choose one of these topics:

- ▶ Use of communications technology and social media
- ▶ School subjects and study habits

Discuss these points:

- ▶ What information you want to find out
- ▶ What type of questions will give you the information you need

Figure (4.26): (12th GTB, U. 4, p. 47) (Baxter, 2015b)

Discuss the questions below in pairs or small groups.

- ▶ Where do you get most of your news from? What are the advantages of this news source for you?
- ▶ Do you think it's important to know what's happening in the world? Why? / Why not?

Figure (4.27): (11th GTB, U. 11, p. 115) (Baxter, 2015b)

2.4 Be Open and Responsive to Diverse Perspectives

Some tasks in the targeted textbooks provide students with the opportunity to be open to innovative ideas and responsive to diverse perspectives. Students either work in pairs or groups as to share perspectives and combine efforts. For example, in one of the exercises in the 11th GTB, students are instructed to “Discuss the questions in pairs or small groups” (U. 8, p. 85), and in

one of the exercises in the 12th GTB, students are instructed to “Discuss the questions in pairs or small groups” (U. 9, p. 88). Through these exercises and activities, students can actively seek to learn from others with different opinions, experiences, and backgrounds. Thus, students will be willing to examine their own beliefs as it helps them to think critically, to see when they are wrong, and to improve at what they do. Listening and valuating different perspectives has major benefits, as it helps students broaden how to think about things and how to we approach and solve problems.

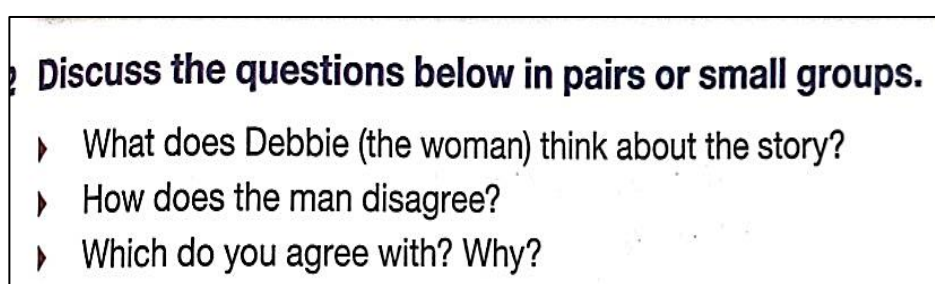


Figure (4.28): (11th GTB, U. 8, p. 85) (Baxter, 2015b)



Figure (4.29): (12th GTB, U. 9, p. 88) (Baxter, 2015b)

2.5 Adopt New Ideas and Perspectives

Some tasks in the targeted textbooks provide students with the chance to adopt new ideas and perspectives. To accomplish the tasks, students either work individually or with others. For example, in one of the exercises in the 11th GTB, students are instructed to “Discuss this question in pairs” (U. 9, p. 95), and in one of the questions in the 12th GTB, students are instructed to “Read the advice about interviews. Then complete the tasks below” (U. 10, p. 111).

f Read the advice about interviews. Then complete the tasks below.

- 1** Put a line through all the examples, repeated information or extra comments.
- 2** Underline the main points of the text that is left.
- 3** Complete the notes below.

Figure (4.30): (12th GTB, U. 10, p. 111) (Baxter, 2015b)

4 Discuss this question in pairs.

Some stories teach us a lesson about what is right and what is wrong (a moral). What do you think is the moral of the story of King Midas? Write it in one sentence and show your sentence to another pair.

Figure (4.31): (11th GTB, U. 9, p. 95) (Baxter, 2015b)

Thus, it is paramount to include diverse perspectives and voices in classrooms as to nourish a societal culture of tolerance, respect, and understanding. Students might often get a remarkable new take on a problem by simply talking and listening to someone with a distinct perspective, maybe because of their life experience, or cultural background. For students to generate innovative ideas, they must break away from established thinking patterns, making new connections, challenge their preconceptions, and adopt fresh perspectives. Certainly, it is common for tasks to overlap and reflect more than one indicator of creativity and innovative skills. For example, in one of the exercises in the 12th GTB, students are instructed to “Discuss the questions in pairs or small groups” (U. 8, p. 81), and in one of the exercises in the 11th GTB, students are requested to “Discuss the question below in pairs or small groups” (U. 10, p. 105).

Discuss the questions in pairs or small groups.

- 1 What qualifications and personal qualities do you think are needed to be a successful business person?
- 2 Do you think you have the right character and attitudes to succeed in business?

Anyone can do it if they have a good idea, get good advice and have enough determination.

I've got ideas, but I don't know enough about financial matters.

Figure (4.32): (12th GTB, U. 8, p. 81) (Baxter, 2015b)

Discuss the question below in pairs or small groups.

How does the situation described in the text, especially the attitude of young people, compare with the situation in Palestine?

Figure (4.33): (11th GTB, U. 10, p. 105) (Baxter, 2015b)

The above tasks employ visioning and brainstorming processes to spark ideas and connections as they cultivate a sense of curiosity and utilize methods of innovation and creative collaboration. On the other hand, many exercises in the targeted textbooks can be hardly recognized as creative and innovative as they are extremely confined to the knowledge provided in the units. Accordingly, the students are obliged to look within the content of the units, and evaluate their answers based only on what was learned preceding to the exercises. For example, in one of the exercises in the 12th GTB, students are instructed to

Write a first draft of your personal statement using the opening and closing sentences in activity 3, your note and any other information from this period and period 5 (U. 2, p. 23).

Additionally, in one of the exercises in the 11th GTB, students are instructed to

Look back at the information about the UK and Algeria in Period 1. Add similar information about Palestine below (U. 10, p. 110).

3. Communication and Collaboration Skills

The integration of communication and collaboration skills is manifested throughout the targeted textbooks. Therefore, it is essential to provide examples from the units of the textbooks that indicate equipping students with the necessary communication and collaboration skills.

3.1 Articulate and Communicate New Ideas

The targeted textbooks provide exercises that give students the opportunity to present their ideas whether using oral, written, or nonverbal communication skills among their peers. Some of the exercises focus on pair or group discussion which is the basic form of communication skills enrichment. For example, in one of the exercises in the 11th GTB (U. 8, p. 78), students are instructed to “Discuss these questions in pairs or small groups”.

Discuss these questions in pairs or small groups.

- 1 Do you have a favourite animal? Tell your partner(s) about it.
- 2 What surprising abilities do some animals have?

Figure (4.34): (11th GTB, U. 8, p. 78) (Baxter, 2015b)

Furthermore, in one of the exercises in the 12th GTB (U. 1, p. 5), students are instructed to

Work in pairs or small groups. Discuss which of these societies you might be interested in joining, and why.

- ▶ the Chess Club
- ▶ the Film Society
- ▶ the Poetry Society
- ▶ the Mountain-climbing Club
- ▶ the Green Party (environmental organisation)

Figure (4.35): (12th GTB, U. 1, p. 5) (Baxter, 2015b)

To achieve the goals from the above exercises, the students work in pairs or small groups as to discuss orally a specific topic among themselves. However, other tasks use communication skills in a different form, that requires students to present their work in a written format for other peers to deliberate and evaluate.

For example, in one of the exercises in the 12th GTB, students are instructed to “Work in pairs. Read your paragraphs aloud and try to guess which details are invented” (U. 11, p. 120). To achieve this exercise, each student must write a short paragraph using real or made-up events about their first day at school or their earliest memory. When writing is over, students have to work in pairs as to present their written ideas and play a guessing game.

Work in pairs. Read your paragraphs aloud and try to guess which details are invented.

Figure (4.36): (12th GTB, U. 11, p. 120) (Baxter, 2015b)

Moreover, in one of the exercises in the 11th GTB, students are instructed to “Discuss the question in pairs” (U. 9, p. 95). To complete this exercise, the students are required to discuss the moral of the story of King Midas in pairs and write the theme in one sentence. Once finished writing, each pair of students have to show their sentence to another pair to share and receive feedback.

Discuss this question in pairs.


Some stories teach us a lesson about what is right and what is wrong (a moral). What do you think is the moral of the story of King Midas? Write it in one sentence and show your sentence to another pair.

Figure (4.37): (11th GTB, U. 9, p. 95) (Baxter, 2015b)

3.2 Listen Effectively to Decipher Deep Meanings

The targeted textbooks integrate few listening tasks in each unit that instruct the students to listen to an audio recording and then complete certain tasks related to the information listened to. For example, in one of the exercises in the 11th GTB, students are instructed to “Listen to an interview with someone from the Accident Prevention Society. Then complete the tasks below” (U. 3, p. 31), and in one of the exercises in the 12th GTB, students are instructed to “Listen

to the story of someone's first day at school and answer the questions" (U. 11, p. 119).

 **Listen to an interview with someone from the Accident Prevention Society. Then complete the tasks below.**

1 Complete the sentences.


1 Mary Williams blames the _____ for printing false stories.

2 She feels _____ of what the APS has achieved.

2 Match each number or date to the correct fact.

1 1917	a It became illegal to use mobile phones while driving.
2 70%	b Number of lives saved by wearing car seat belts.
3 1983	c The Accident Prevention Society was first established.
4 60,000	d Fall in the number of pedestrians killed by traffic after changing rules.
5 2003	e Seat belts in cars became compulsory.

Figure (4.38): (11th GTB, U. 3, p. 31) (Baxter, 2015b)

 **Listen to the story of someone's first day at school and answer the questions.**

1 How did Laurie Lee get to the school on his first morning?

2 What didn't he understand during the day?

3 How does he feel when he gets home?

4 He refuses to go again. Why does the speaker find this so believable?

5 What did the teacher mean by 'sit over there for the present'?

6 What did the young Laurie Lee think the teacher meant?

Figure (4.39): (12th GTB, U. 11, p. 119) (Baxter, 2015b)

Listening tasks can boost students' receptive skills as they increase language awareness and enhance language ability in general. Listening exercises match communication skills domains. These skills are illustrated by how a student listens competently to answer the questions that follow or to complete certain tasks.

3.3 Use Communication for a Range of Purposes

Few tasks in the targeted textbooks encourage and expose students to use communication to either inform, instruct, motivate, express feelings and opinions

or even to persuade others. When students share their knowledge about certain topics or messages, they are participating in the process of communication. Students working in pairs or groups are expected to recognize the subject, identify the main points, highlight key details, summarize information, provide assumptions, ask suitable questions, and draw conclusions. For example, in one of the exercises in the 12th GTB, students are instructed to “Discuss the questions below in pairs or small groups” (U. 8, p. 78).

Discuss the questions in pairs or small groups.

- 1 What problems might you face when starting a new business?
- 2 Are there any particular problems a new business might have in Palestine?
- 3 In Palestine, why might an Internet-based company be easier to start than, for example, a company that makes things?

Figure (4.40): (12th GTB, U. 8, p. 78) (Baxter, 2015b)

Furthermore, in one of the exercises in the 11th GTB, students are instructed to “Discuss the questions below in pairs or small groups” (U. 10, p. 109). Tasks in textbooks that focus on communication expect the students to improve their ability in effective communication.

Discuss the questions below in pairs or small groups.

- 1 How much do you know about the process of making laws in Palestine?
- 2 How is this similar or different from the process in the UK?

I think it's similar here, but not so complex.

Yes, and of course we don't have a king or queen.

Figure (4.41): (11th GTB, U. 10, p. 109) (Baxter, 2015b)

3.4 Collaborate with Others

Few tasks in the targeted textbooks require students to demonstrate the ability to collaborate effectively and courteously with various teams. These types of tasks support the development of oral communication, self-management,

leadership skills, and in understanding and appreciating diverse perspectives. For example, in one of the exercises in the 11th GTB, students are instructed to “Discuss the question below in pairs or small groups” (U. 10, p. 105), and in one of the exercises in the 12th GTB, students are instructed to “Discuss the questions in pairs or small groups” (U. 2, p. 17). These types of tasks help improve student relationships and establish group values and goals. Not only does effective collaboration promote critical thinking skills but boost students’ confidence and self-esteem as well.

- 4** Discuss the question below in pairs or small groups.
- How does the situation described in the text, especially the attitude of young people, compare with the situation in Palestine?

Figure (4.42): (11th GTB, U. 10, p. 105) (Baxter, 2015b)

- Discuss the questions in pairs or small groups.**
- 1** How do you think the results might be different if young Palestinians answered a poll like this?
 - 2** Do you and your friends have any concerns that are not included in the results in Activity 2?

Figure (4.43): (12th GTB, U. 2, p. 17) (Baxter, 2015b)

3.5 Value the Individual Contributions

Few tasks in the targeted textbooks require from students to demonstrate appreciation and respect for their team members contribution and of other teams as well. For example, in one of the exercises in the 11th GTB, students are instructed to “Discuss these questions in pairs or small groups” (U. 1, p. 4). This task provides students with a chance to work in pairs or group as to discuss which way of studying they prefer, and to mention whether the same group members have similar or different preferences. Thus, students show respect to each other’s preferences, which leads to a positive impact on collaboration. In addition, in one of the exercises in the 12th GTB, students are instructed to “Discuss the questions in pairs or small groups” (U. 9, p. 91). This task creates an environment where

everyone in the group feels that their contributions are valued by others. Thus, students feel free to communicate their ideas, ask questions, and to show appreciation towards varying opinions and thoughts.

Discuss these questions in pairs or small groups.

- 1 Which of these ways of studying do you prefer?

<ul style="list-style-type: none"> ▶ making your own written notes ▶ watching a video recording ▶ reading textbooks 	<ul style="list-style-type: none"> ▶ discussing subjects with other students ▶ listening to the teacher ▶ practising by yourself
--	---
- 2 Do the other members of the group have similar preferences?

Figure (4.44): (11th GTB, U. 1, p. 4) (Baxter, 2015b)

Discuss the questions in pairs or small groups.

- 1 Do you agree with the writer's reasons in the last paragraph for taking a sport seriously? Why? / Why not?
- 2 Can you think of other examples of sports that are not really serious?
- 3 What other sports should or shouldn't be included in the Olympic Games?

Figure (4.45): (12th GTB, U. 9, p. 91) (Baxter, 2015b)

B. Information, Media, and Technology Skills

1. Information Literacy Skills

The integration of information literacy skills are not embedded in any of the exercises of the 12th grade textbook. However, it is embedded throughout the 11th grade textbook through the following indicators: Assess the validity, credibility, and effectiveness of information available in the various sources of information, identifies appropriate sources of information and databases, chooses information that is useful to serve a goal or an idea. Thus, it is crucial to provide extract examples from the units of the 11th grade textbook that support students acquiring information literacy skills.

There are only two exercises in the 11th GTB that integrate the above-mentioned indicators. In the first exercise, the students are instructed to "Read the blog about pandas. Then complete the tasks on page 81" (U. 8, p. 80). This task

provides students with an opportunity to assess the validity, credibility, and effectiveness of the information mentioned in the blog. Moreover, to identify whether this source of information is considered appropriate or not.



Figure (4.46): (11th GTB, U. 8, p. 80) (Baxter, 2015b)

Furthermore, the other exercise (U. 5, p. 57), instructs the students to

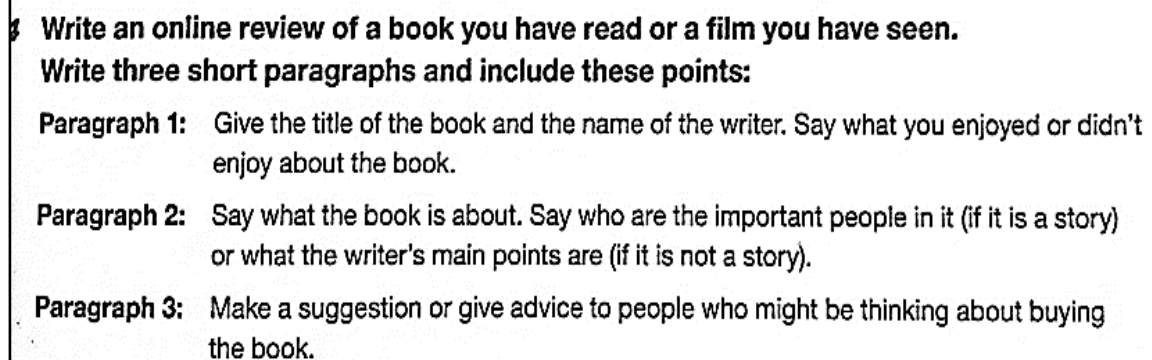


Figure (4.47): (11th GTB, U. 5, p. 57) (Baxter, 2015b)

Thus, this task provides students with a chance to assess the validity, credibility, and effectiveness of available information in diverse sources of information, but also to choose information that is useful to serve a goal to use it creatively. Nonetheless, no exercises in both 11th and 12th grade textbooks helped students to apply a crucial perceptive of the ethical or legal issues in regard to accessing or using information.

2. Media Literacy Skills

The integration of media literacy skills is slightly embedded only in one of the exercises of the 11th GTB. The exercise instructs the students to “Read the web news story. Then listen to two people talking about the same story” (U. 8, p. 85).

This task allows students to examine how media can impact the beliefs and actions of people. On the other hand, no other exercises are integrated in the targeted textbooks that indicate other crucial media literacy skills such as understanding how and why media messages are created, examine how individuals comprehend messages differently, how to utilize media creation tools efficiently, and how to use the most convenient expressions and judgement in various, multi-cultural environments.



Figure (4.48): (11th GTB, U. 8, p. 85) (Baxter, 2015b)

3. Information, Communication, and Technology (ICT) Literacy Skills

ICT skills grant the students the ability to utilize modern technology as to complete tasks, employ different technological platforms, and to enhance their knowledge proficiency and technology uses. The integration of ICT literacy skills is slightly incorporated only in one of the exercises in the 11th GTB. The exercise in U. 5 on p. 57 instructs the students to

Write an online review of a book you have read or a film you have seen. Write three short paragraphs and include these points:

Paragraph 1: Give the title of the book and the name of the writer. Say what you enjoyed or didn't enjoy about the book.

Paragraph 2: Say what the book is about. Say who are the important people in it (if it is a story) or what the writer's main points are (if it is not a story).

Paragraph 3: Make a suggestion or give advice to people who might be thinking about buying the book.

Figure (4.49): (11th GTB, U. 5, p. 57) (Baxter, 2015b)

This type of task allows students to utilize digital technologies as to research, organize, evaluate, and communicate information to other peers. It is worrisome that the *English for Palestine* grade twelve TB does not integrate ICT literacy skills to motivate students to use them. While the targeted textbooks could have integrated few tasks where the students are aroused to utilize any form of technology to accomplish either in class activities or home projects. Nevertheless, the integration of listening exercises in each unit of the targeted textbooks is limited to the teacher using a technological device (tape recorder) within the classroom as to complete listening tasks properly.

C. Life and Career Skills

1. Flexibility and Adaptability Skills

The integration of flexibility and adaptability skills is manifested throughout the targeted textbooks by few indicators. Therefore, it is paramount to provide examples from the units of the textbooks that indicate equipping students with flexibility and adaptability skills.

1.1 Adapt to Varied Roles, Job Responsibilities, Schedules and Contexts

The targeted textbooks provide exercises that give students the opportunity to adapt to varied roles, job responsibilities, schedules, and contexts. For example, in one of the exercises in the 11th GTB (U. 3, p. 32), students are instructed to “In pairs or small groups, look at the graph below. Then write a short paragraph saying what it shows. Use the notes on page 33 to help you”. Moreover, in one of the exercises in the 12th GTB (U. 9, p. 97), students are instructed to “Write a report of an event for a school magazine (it doesn’t have to be a football match or even a real event). Use these questions to help you plan your report”.

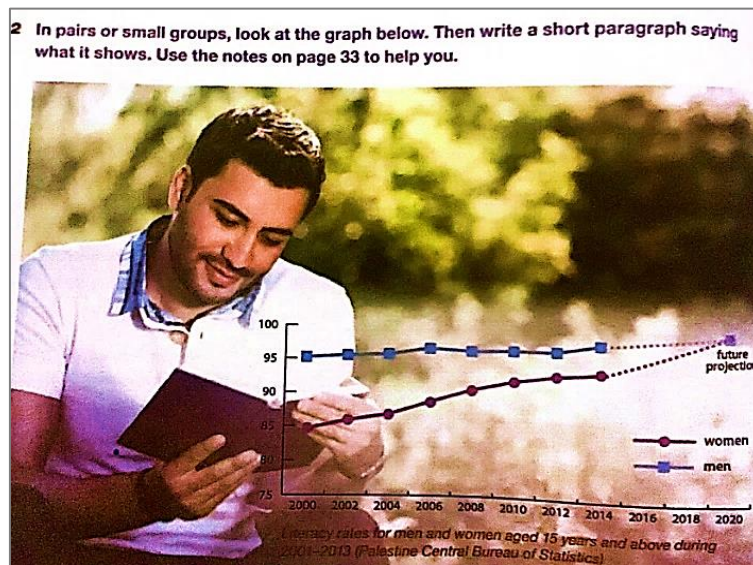


Figure (4.50): (11th GTB, U. 3, p. 32) (Baxter, 2015b)

4 Write a report of an event for a school magazine (it doesn't have to be a football match or even a real event). Use these questions to help you plan your report.

Paragraph 1 What was the match / event like in general?
Were there any particular 'talking points'?

Paragraph 2 What happened during the match / event?
What was your opinion of the things that happened?

Paragraph 3 What was the result / how did the event end?
What was your general opinion?

Paragraph 4 What conclusion(s) can you draw from the event / match?

Figure (4.51): (12th GTB, U. 9, p. 97) (Baxter, 2015b)

1.2 Work Effectively in a Climate of Ambiguity

The targeted textbooks provide exercises that give students the opportunity to adapt to work effectively in a climate of ambiguity. For example, in one of the exercises in the 12th GTB (U. 3, p. 32), students are instructed to “Look at the pictures. Then discuss the questions”. This exercise allows students to be flexible when dealing with ambiguity as they have to effectively decide and act without knowing the total picture.



Figure (4.52): (12th GTB, U. 3, p. 32) (Baxter, 2015b)

Furthermore, in one of the exercises in the 11th GTB (U. 10, p. 110), students are instructed to “Working in the same pairs or small groups as for the discussion in Period 5, write notes about the law-making process in Palestine”.

1.3 Incorporate Feedback Effectively

The targeted textbooks provide exercises that give students the opportunity to incorporate feedback effectively. For example, in one of the exercises in the 11th GTB (U. 3, p. 33), students are instructed to “In pairs or small groups, compare your answers to Activity 2. Then discuss the questions below”.

In pairs or small groups, compare your answers to Activity 2. Then discuss the questions below.

- ▶ Is the paragraph clear and correct?

- ▶ Is there any information not included?

- ▶ What does the information tell us about the situation in Palestine?

Figure (4.53): (11th GTB, U. 3, p. 33) (Baxter, 2015b)

Moreover, in one of the exercises in the 12th GTB (U. 5, p. 55), the students are instructed to “Listen to two people discussing the questions in Activity 1. Are there any points from your discussion that are not mentioned?”.

1.4 Deal Positively with Praise, Setbacks and Criticism

The targeted textbooks provide exercises that give students the opportunity to deal positively with praise, setbacks, and criticism. For example, in one of the exercises in the 12th GTB (U. 10, p. 105), the students are instructed to “Look at the pictures. Then discuss the questions in pairs or small groups”.

Look at the pictures. Then discuss the questions in pairs or small groups.

- 1 What do these famous brands mean to you?
Are you loyal to any of them?
- 2 What other products or brands do you normally buy instead of other similar ones? Can you explain why?




Figure (4.54): (11th GTB, U. 10, p. 105) (Baxter, 2015b)

Furthermore, in one of the exercises in the 11th GTB (U. 4, p. 43), students are instructed to:

4 In pairs or small groups, discuss the choices below. Say what you prefer doing and/or what you would rather do, and give reasons.

- 1 travel by plane or go by train?
- 2 watch TV or read books?
- 3 read news in a newspaper or on the Internet?
- 4 live in a city or a village?
- 5 study quietly or with music?
- 6 play or watch sport?

Figure (4.55): (11th GTB, U. 4, p. 43) (Baxter, 2015b)

1.5 Understand, Negotiate and Balance Diverse Views

The targeted textbooks provide exercises that give students the opportunity to understand, negotiate, and balance diverse views and beliefs to reach solutions. These types of exercises give the students the chance to acquire flexibility and adaptability skills that are indispensable for the 21st century. For

example, in one of the exercises in the 12th GTB, the students are instructed to “Discuss the questions in pairs or small groups” (U. 8, p. 81). This exercise require students to negotiate their different views. Then, to reach a common understanding of what they think are the qualifications and personal qualities that are needed to be a successful business person in today’s work field.

Discuss the questions in pairs or small groups.

- 1 What qualifications and personal qualities do you think are needed to be a successful business person?
- 2 Do you think you have the right character and attitudes to succeed in business?

Anyone can do it if they have a good idea, get good advice and have enough determination.

I've got ideas, but I don't know enough about financial matters.

Figure (4.56): (12th GTB, U. 8, p. 81) (Baxter, 2015b)

Moreover, in one of the questions in the 11th GTB, students are instructed to “Look at the graph. Then discuss the questions below” (U. 11, p. 114).

1.6 Exercise Flexibility

The targeted textbooks provide exercises that give the students the opportunity to exercise flexibility and willingness to be supportive in making necessary compromises to achieve a common goal. For example, in one of the exercises in the 12th GTB, the students are instructed to “Read the definition. Then discuss the question below in pairs or small groups” (U. 11, p. 112).

Read the definition. Then discuss the question below in pairs or small groups.

What do you think are the main things that go together to make the culture of Palestinians?

Figure (4.57): (12th GTB, U. 11, p. 112) (Baxter, 2015b)

In addition, in one of the exercises in the 11th GTB (U. 7, p. 77), the students are instructed to “Work in small groups. Choose a dish at least one person knows how to cook and explain it to the others. Then write a recipe, using the onion tart recipe as a model”.

2. Initiative and Self-Direction Skills

The integration of initiative and self-direction skills is manifested throughout the two textbooks by the following indicators: Utilize time and manage workload efficiently, monitor, define, prioritize, and complete tasks without direct oversight, explore and expand one's own learning and opportunities to gain expertise, and reflect critically on past experiences to inform future progress. Hence, it is crucial to provide examples from the units of the textbooks that indicate equipping students with life and career skills.

2.1 Utilize Time and Manage Workload Efficiently

The targeted textbooks provide exercises that give students the opportunity to utilize time and manage workload efficiently. For example, in one of the exercises in the 11th GTB (U. 10, p. 111), the students are instructed to “Read the summary of the Listening text from Period 5. Then use your notes from Activity 2 to write a similar short paragraph about Palestine”.

Furthermore, in one of the exercises in the 12th GTB, students are instructed to “Read the main article quickly. Then choose the best title A-E for each tip” (U. 2, p. 14).

2.2 Monitor, Define, Prioritize and Complete Tasks

The targeted textbooks provide exercises that give students the opportunity to monitor, define, prioritize, and complete tasks without direct oversight. For example, in one of the exercises in the 12th GTB (U. 9, p. 94), the students are instructed to “Fill in the same application form on page 140 with your own information. Invent any details that you don't know. (Don't invent details if you're ever completing a real form)”. Furthermore, in one of the exercises in the 11th GTB (U. 4, p. 45), the students are instructed to “Read about Mark's football career. Then write sentences about what he should or shouldn't have done. Read aloud some of your sentences”.

2.3 Explore and Expand One's Own Learning

This indicator is only integrated in the 12th GTB through exercises that give the students the opportunity to explore and expand one's own learning and opportunities to gain expertise (Self-Directed). For example, in one of the exercises in the 12th GTB (U. 4, p. 39), the students are instructed to "Do a poll of your class by answering the questions below".

Do a poll of your class by answering the questions below.

- ▶ Which is the most popular method of communicating with friends?

- ▶ Which is the most popular social media site?

- ▶ How many hours a day does the average student spend on these sites or on exchanging messages with friends?

Figure (4.58): (12th GTB, U. 4, p. 39) (Baxter, 2015b)

Moreover, in another exercise in the 12th GTB (U. 4, p. 47), the students are instructed to "Collect your questionnaires from everyone who has completed one and analyse the results".

2.4 Reflect Critically on Past Experiences

The targeted textbooks provide exercises that give students the opportunity to reflect critically on past experiences to inform future progress. For example, in one of the exercises in the 12th GTB (U. 1, p. 13), the students are instructed to "Look again at the application in Period 5. Then discuss the questions below in pairs".

Look again at the application in Period 5. Then discuss the questions below in pairs.

- 1 If you applied to do a similar foundation course, what subject would you choose, and why?
- 2 How do your previous experience and your present studies show your interest in this field?
- 3 Are there any phrases or full sentences in the application from Period 5 that you could use in your own application? Underline them.

Figure (4.59): (12th GTB, U. 1, p. 13) (Baxter, 2015b)

In addition, in one of the exercises in the 11th GTB, the students are instructed to

Work in pairs. Tell your partner a story you know, either telling the story in the past tense or giving a summary in the present tense (U. 9, p. 97).


3. Social and Cross-Cultural Skills

The integration of social and cross-cultural skills is manifested throughout the targeted textbooks by the following indicators: Show empathy, interact adequately with people from different backgrounds, and respond open-mindedly to various ideas, viewpoints, and beliefs accordingly to the culture difference. Thus, it is vital to provide examples from the units of the textbooks that indicate equipping students with social and cross-cultural skills.

3.1 Show Empathy

The targeted textbooks provide exercises that give students the opportunity to show empathy (the ability to perceive and appreciate cultural differences). For example, in one of the exercises in the 11th GTB, the students are instructed to “Look at the pictures. Then discuss the questions below in small groups” (U. 9, p. 88).

Look at the pictures. Then discuss the questions below in small groups.




1 Do you know any of the stories shown in the pictures? What can you say or guess about them?
2 Where do you think these stories came from? How old do you think they are?

Figure (4.60): (11th GTB, U. 9, p. 88) (Baxter, 2015b)

Furthermore, in one of the exercises in the 12th GTB, the students are instructed to “Look at the pictures and discuss the questions below in pairs or small groups” (U. 11, p. 114).

Look at the pictures and discuss the questions below in pairs or small groups.

- 1 What cultures do the pictures make you think of?
- 2 What things (e.g. clothes, food) would you choose to show the following?
 - ▶ American culture
 - ▶ African culture
 - ▶ Palestinian or Arabic culture



The image contains three distinct photographs. On the left, a man in traditional Scottish attire, including a kilt and sporrans, is playing bagpipes. A red label with the word 'kilt' is placed over the bottom part of the image. In the center, there is a close-up of a plate of golden french fries next to a cup of soup. On the right, a group of four people are gathered around a table, playing musical instruments; one is playing a violin and another is playing a guitar.

Figure (4.61): (12th GTB, U. 11, p. 114) (Baxter, 2015b)

3.2 Interact Effectively with People from Different Backgrounds

The targeted textbooks do not provide exercises that give students the opportunity to interact adequately with people from various social and cultural backgrounds. However, only a few exercises give the students a chance to talk about their own culture. For example, in one of the exercises in the 12th GTB (U. 7, p. 69), the students are instructed to “Discuss the questions in pairs or small groups”. This question allows students from the same cultural background to interact and discuss how they think the list of the top ten “dream jobs” according to a UK survey would be different if the same survey was done in Palestine.

Discuss the questions in pairs or small groups.

- 1 Which of the ten jobs would you prefer to have? Why?
- 2 If your own dream job is not included in the list, what is it?
- 3 How do you think the list of dream jobs would be different if you asked people in Palestine the same question?

Figure (4.62): (12th GTB, U. 7, p. 69) (Baxter, 2015b)

In addition, in one of the exercises in the 11th GTB (U. 3, p. 29), students are instructed to “Write three sentences about yourself and your life, using *have to*, *don't have/need to* and *(not) be allowed to*. Then, in pairs, tell each other your answers”.

Write three sentences about yourself and your life, using *have to*, *don't have/need to* and *(not) be allowed to*. Then, in pairs, tell each other your answers.

- 1 At home, I _____.
- 2 In my school, we _____.
- 3 In my country, people _____.


Figure (4.63): (11th GTB, U. 3, p. 29) (Baxter, 2015b)


3.3 Respond Open-Mindedly to Different Values and Ideas


The targeted textbooks provide exercises that give students the opportunity to respond open-mindedly to different ideas, viewpoints, and values. For example, in one of the exercises in the 11th GTB (U. 8, p. 85), the students are instructed to “Look at the comments on the story. Complete Debbie’s comments, then add a short comment of your own in the space at the bottom”.

Look at the comments on the story. Complete Debbie's comments, then add a short comment of your own in the space at the bottom.

3 Comments

 **debbie@nfl.co.uk**
In my opinion, it's wrong. In general, I think people _____
51 minutes ago

 **frank62@nettalk.com**
As a cat lover myself, I can see why she did it. Why shouldn't she do what she likes with her own house?
51 minutes ago

 **debbie@nfl.co.uk**
To be honest, I think this story is crazy because _____
11 minutes ago

Add a Comment


 **Hi student@palestine** (Sign out)
Type your comment here

Figure (4.64): (11th GTB, U. 8, p. 85) (Baxter, 2015b)

Moreover, in one of the exercises in the 12th GTB (U. 11, p. 114), students are instructed to “Read the text. Then choose the best title. Circle A, B, or C”.

Read the text. Then choose the best title. Circle A, B or C.

A The advantages and disadvantages of living abroad
B There’s no place like home
C Culture, language and identity

Figure (4.65): (12th GTB, U. 11, p. 114) (Baxter, 2015b)

4.Productivity and Accountability Skills

The integration of productivity and accountability skills is manifested throughout the targeted textbooks by the following indicators: Learners must set and achieve goals, even in the face of difficulty, prioritize, plan, and manage work to meet the required result, and share the product of their work with others. Thus, it is vital to provide examples from the units of the textbooks that indicate equipping students with productivity and accountability skills.

4.1 Setting Goals

The targeted textbooks provide exercises that give students the opportunity to set and meet goals, even in the face of obstacles and competing pressures. For example, in one of the exercises in the 11th GTB (U. 7, p. 77), the students are instructed to “Work in small groups. Choose a dish at least one person knows how to cook and explain it to the others. Then write a recipe, using the onion tart recipe as a model”.

Moreover, in one of the exercises in the 12th GTB (U. 3, p. 33), the students are instructed to:

3 Write your own story about a strange coincidence or a misunderstanding. (It can be a true story about something that happened to you or someone you know, or a made-up story.)

Before writing, think about these points:

- ▶ Who are the people in the story?
- ▶ What happened, where and when?
- ▶ How will you join the story together and what tenses will you use?

Figure (4.66): (12th GTB, U. 3, p. 33) (Baxter, 2015b)

4.2 Prioritize, Plan and Manage Work

The targeted textbooks provide exercises that give students the opportunity to prioritize, plan, and manage work to achieve the intended results. For example, in one of the exercises in the 11th GTB (U. 5, p. 55), students are instructed to “Write an online review of a holiday/tour you went on, or a place you stayed. Write three short paragraphs and include these points”.

Write an online review of a holiday/tour you went on, or a place you stayed. Write three short paragraphs and include these points:

Paragraph 1: Say where you went, where it was and who you went with.

Paragraph 2: Say what you thought about the holiday/tour/place (write about anything you enjoyed or didn't enjoy).

Paragraph 3: Make a suggestion or give advice to people who might be thinking about going on a similar holiday/tour or visiting the same place.

Figure (4.67): (11th GTB, U. 5, p. 55) (Baxter, 2015b)

Furthermore, in one of the exercises in the 12th GTB (U. 9, p. 96), students are instructed to “Write a reply to Fawzi’s email. Say what you think about his news and tell him some good and bad news of your own”.

Write a reply to Fawzi's email. Say what you think about his news, and tell him some good and bad news of your own.

Hi Fawzi,
I was pleased to hear _____

But _____

Actually, I've got some good and bad news too. First, _____

The problem is that _____

Anyway, _____

Bye

Figure (4.68): (12th GTB, U. 9, p. 96) (Baxter, 2015b)

4.3 Share the Product of Work with Others

The targeted textbooks provide exercises that give students the opportunity to share the product of their work with others. For example, in one of

the exercises in the 12th GTB (U. 3, p. 33), students are instructed to “When you have finished, show your story to a partner and ask him/her to guess whether it’s true or made-up”. Additionally, in one of the exercises in the 11th GTB (U. 10, p. 103), students are instructed to “Read the information about another country, and then try to fill in the blanks with correct information. Finally, compare your answers with a partner”.

5 Read the information about another country, and then try to fill in the blanks with correct information. Finally, compare your answers with a partner.

Name: _____

The full name is the People's Democratic Republic of _____

Capital city: _____

_____ is the largest city, four times larger than the second city, Oran.

Population: approximately 37.9 million

Area: 2,381,741 sq. km (919,595 square miles) 90% of the land is desert

Official language: _____

_____ is also widely used, especially in government, media and education.

System of government: democracy

The head of state is the President, who is elected for a five-year term. The position used to be limited to two five-year terms, but this limitation was removed in 2008. Anyone over the age of 18 can _____. The President is the head of the army and also chooses the Prime Minister, who is the head of government.




Figure (4.69): (11th GTB, U. 10, p. 103) (Baxter, 2015b)

5. Leadership and Responsibility Skills

The integration of leadership and responsibility skills is barely integrated in the targeted textbooks by the following indicator: Take responsibility of goals and show work of high quality. However, no tasks in both textbooks considered students focusing on ethical standards when implementing a project or an idea. Accordingly, it is vital to provide examples from the units of the textbooks that indicate equipping students with leadership and responsibility skills. For example, in one of the exercises in the 12th GTB, the students are instructed to “Write a general enquiry letter to a local company with your own information, using the letters in this period and period 5 as models” (U. 7, p. 77). Moreover, in one of the exercises in the 11th GTB, the students are instructed to “Choose one of these headlines. Then write a short news story to follow it” (U. 11, p. 121).

Results Related to the Second Question of the Study

After following the steps of the thematic analysis method of Braun & Clarke *"Using thematic analysis in psychology"*, (2006). The researcher was able to organize the codes and develop them into initial themes. Then, the themes were reviewed, edited, and named. Finally, the researcher produced the final themes supporting them with data extracts.

Thematic Analysis of Classroom Observations

Thematic analysis of classroom observations revealed several themes. These include:

- 1) Providing students with guidance, feedback and reinforcement.
- 2) Allotting sufficient time for task completion.
- 3) Scarcity of digital technology use during classroom instruction and practices.
- 4) Active students' classroom engagement.
- 5) Analysis and critical reflection on learning experiences.
- 6) Elaboration, evaluation and communication of one's ideas and accepting other perspectives.
- 7) Open class discussions as a technique to create new ideas and perspectives.
- 8) Effective cooperative learning.

Each theme is supported by vivid extract examples from the data that reflect the essence of what each theme captures in relation to the research purpose.

Theme #1: Providing Students with Guidance, Feedback and Reinforcement

Teacher Salma asked her students *"Why do you think the kitchen is the place where most serious hazards take place?"* The students answered as follows: *"Because gas leak could happen"*, *"A fire can start suddenly and spread fast"*, *"Faults and damage could occur in electrical devices and people try to fix them without bringing a technician"*, *"Hot water and beverages"*, and *"When using sharp knives while cooking"*. After the students answered and explained their own

point of view in regard to the question matter, the teacher praised their answers and provided them with feedback by saying: *"Great answers, everything you have mentioned is in relation to why we should always be cautious when we are in the kitchen"*. Moreover, teacher Sarah asked the students to provide the negation form of the modal verbs of the 50%, and the students answered as follows: *"May not"*, *"Might not"*, and one of the students said, *"The modal verb Could should not be used with the negation form as it does not give the required meaning"*. The teacher praised their correct answers and provided them with feedback by referring to the percentages and explanations mentioned on the worksheet that was given in a previous class. In addition, teacher Reema, asked her students the following question at the beginning of the class *"What do I mean by a step-on tour guide?"*, and the students answered as follows: *"They work as tour guides"*, *"They give tourists different information compared to a regular tour guide"*, *"They provide tourists with information that is beneath the surface"*. The teacher praised their ideas and gave feedback by commenting that *"A step-on tour guide is someone who lives in the area, and is familiar with the culture, history, traditions, and challenges of everyday life of the local people"*.

The above examples show that students are exposed to dealing with the teachers' praise and feedback. However, there are no examples from the data that shows students receiving feedback, setbacks, criticism, or even praise from their classmates. Thus, students obtain flexibility and adaptability skills in a minimal way without effectively exercising willingness to make basic adjustments to accomplish a common goal or even to negotiate diverse views to reach solutions. Students lack encountering setbacks and criticism that help them to adapt and be flexible when dealing with varied roles and contexts. Therefore, the students' flexibility and adaptability skills that are needed for the 21st century will be negatively affected.

Theme #2: Allotting Sufficient Time for Task Completion

Teacher Reema gave her students a quiz before the class ended. The students were given eight minutes to write three to five sentences about any of the Olympic games of their choice on a piece of paper. Moreover, teacher Nuha wrote the following question on the board *“Directions: Complete the sentences with the past simple or the past continuous form of the verbs in brackets”* and the students were given ten minutes to work in pairs to answer the question on their notebooks. In a different class, teacher Nuha gave the students a grammar worksheet to answer as a revision for the following past tenses: past simple, past progressive, and past perfect. The students were given ten minutes to fill in the blanks using the correct type of past tense. They were asked to work individually but were allowed to use their notes from their notebook regarding the past tenses. The above examples show that students are exposed to taking the initiative to utilize time and to manage completing tasks efficiently without direct oversight from the teacher. Therefore, the students gain self-direction skills when they explore their own learning and reflect critically on past experiences to reach a certain progress. As a result, students being initiative and self-directed are key factors in acquiring the life and career skills that are needed in the 21st century.

Theme #3: Scarcity of Digital Technology Use During Classroom Instruction and Practices

Teacher Reema opened Wikipedia on the touchscreen display and showed the students all the information that is available about a village named Aboud in Palestine. Thus, the teacher explained that *“A step-on tour guide gives tourists information that is not found on the internet and offers a lifetime experience that allows tourists to interact with the local people”*. Moreover, the same teacher asked, *“What is the logo of the Olympic games?”*, and a student answered, *“Five Circles”*. Next, the teacher drew the logo of the Olympic games on the board and asked the students to find out from the internet what the logo stands for and to write it down in their notebooks as homework for the next class. Only these two

examples were found from the data that have to do with ICT literary skills. Besides that, only the teacher used digital technology in class but not the students. In addition, the students were asked only one time in all the 15 classes observed to research information from the internet about a certain topic as homework. Thus, the students were scarcely exposed to other information, media, and technology skills.

Theme #4: Active Students' Classroom Engagement

From all the analyzed data, only one example was found to support the above theme. One of the students asked teacher Nuha *"What is the difference between saying 'I'm having a party next Saturday' and 'I'm going to have a party next Saturday?'"*. The teacher explained that: By saying "I'm going to have a party next Saturday", means that you intend or have decided to throw a party, but the party is not necessarily completely arranged; but saying "I'm having a party next Saturday", means that the party has already been arranged and it will take place.

The above example shows that only one student in all 15 classes demonstrated the need to ask the teacher an important question to resolve the problem and lead to a better understanding. Thus, the students are rarely asking questions that are significant to clarify various points of views. However, from the above example, teacher Nuha provided the student with appropriate feedback. Therefore, providing feedback benefits students' advancements in gaining flexibility skills as they try to incorporate feedback effectively into their learning processes.

Theme #5: Analysis and Critical Reflection on Learning Experiences

Teacher Salma asked students if they would install fire alarms in their homes in the future, and if so, why. Some students answered no because they do not see it as useful, as they do not have fire alarms at home. However, most of the students said that it is better to have fire alarms than to regret later when accidents do take place. Additionally, teacher Sarah chose four students to answer question four on page forty-three in pupil's book and to explain their answers. The

first student explained that the correct answer was “Might” because of the indicator “I don’t think so” in the second part of the sentence. The second student explained that the correct answer was “May well” because of the indicator “She’s better than most of the others” in the first part of the sentence. The third student explained that the correct answer was “Will” because of the indicator “We need” in the second part of the sentence, which means he must go shopping due to the necessity. The last student explained that the correct answer was “Probably won’t” due to the indicator “Unpopular” in the first part of the sentence. The above examples show that students are encouraged by their teachers to analyze and reflect critically on their learning experiences and processes which helps students to gain critical thinking and problem-solving skills.

Theme #6: Elaboration, Evaluation, and Communication of One’s Ideas and Accepting Other Perspectives

Many examples from the analyzed data support the above theme. However, only a few examples will be elicited. For example, teacher Nuha asked the students to give examples of sentences using the simple past tense. Some of the sentences were “*Yesterday, I helped my friend with his homework*”, “*I traveled to Turkey last summer*”, and “*Last week, I ate pizza at a new restaurant*”. The same teacher asked the students “Why do you think the world is shrinking?” The students answered as follows: “*It is due to technology, people are all connected*”, “*Easy access to information and sharing of information*”, and “*It is due to social networks such as Facebook, WhatsApp, Twitter, and Snapchat*”. Moreover, teacher Reema, asked the students “*If you go to Deir Hajla in Jericho, how can you keep the environment clean?*”, and the students answered as follows: “*We have to clean after ourselves*”, “*We can walk instead of using transportation*”, “*We must not throw trash on the ground*”, “*We must not damage trees, bushes, and chairs*”, “*We must not pick wildflowers*”.

Furthermore, teacher Salma asked the students if they can provide other tips not mentioned in the book on how to make the kitchen a much safer place.

The students answered as follows, *"We can secure the drawer that has the kitchen knives, that way children won't be able to play with them"*, *"Don't use electrical products for other purposes as it might start a fire or cause an electrical fault"*, and *"Keep water away from electrical products"*. The above examples demonstrate how students are given opportunities to provide originality and inventiveness in ideas. Without doubt, the students are able to elaborate, refine, analyze, and evaluate their own ideas and the ideas of others that helps in gaining creativity and innovation skills.

Theme #7: Open Class Discussions as a Technique to Create New Ideas and Perspectives

Teacher Nuha facilitated a class discussion about the potential dangers of the online world, such as addiction to technology and social media, cyberbullying, and being cat fished. In addition, teacher Salma involved the students in an open discussion concerning the following questions *"What makes the world Shrink?"*, *"How dangerous the world is becoming?"*, and *"How dangerous it is for young people to become addicted to technology?"*. Furthermore, teacher Reema asked the students what harm they have done to their class as to relate it with the meaning of eco-tourism. The above examples, show that the teachers use open class discussion as a useful technique to let students create and share their own ideas and perspectives. However, none of the teachers allowed students to work in groups or to motivate them to use different techniques to create ideas without the teachers' interventions.

Theme #8: Effective Cooperative Learning

From all the analyzed data, only two examples were found that support the above theme. Teacher Nuha wrote a question on the board and asked students to work in pairs for ten minutes to answer it in their copy notebooks. The same teacher in another class wrote a different exercise on the board and asked students to work in pairs for ten minutes to answer it in their notebooks. Thus, in all fifteen classes observed, only in two classes were students given a chance to

work in pairs as to communicate and collaborate with others effectively and respectfully, however, neither in any of the classes were students asked to work in groups to complete tasks or even to do a group discussion.

Results of the Classroom Observation Checklist

The sole purpose of carrying out classroom observation was to evaluate how often the 21st century skills are emphasized in the English classes of grade eleven and twelve. Therefore, a classroom observation rating scale was used as a general framework for observing eleventh and twelfth grade classes, taking into consideration the importance of acquiring the students with the main skills of the 21st century. Check table (3.1) in chapter three that clarifies the ratingscale for the classroom observation checklist and check **Appendix F** which clarifies exactly which sub skills' indicators were checked as taking place in the observed classes. Table (4.3) presents the results of the classroom observation checklist.

Table (4.3): Results of the Classroom Observation Checklist

21st Century Skills	Always	Often	Sometimes	Rarely	Never
Learning & Innovation Skills	5	0	5	4	3
Information, Media, & Technology Skills	0	0	0	2	13
Life & Career Skills	1	2	2	8	10
Total	6	2	7	14	26

Table (4.3) shows that only six indicators from the total of fifty-four

subskills' indicators were checked as always taking place in the observed classes. Next, only two indicators were checked as often taking place in the observed classes. Then, only seven indicators were checked as sometimes taking place in the observed classes. After that, fourteen indicators were checked as rarely taking place in the observed classes. Finally, twenty-six indicators were checked as never taking place in the observed classes.

Summary

This chapter presented the findings of the data collected from the content analysis card and classroom observation checklist. The findings demonstrated important statistical and analytical implications, as they have shown a clear presence of statistically significant differences in the occurrences of the 21st century skills. The findings of the study revealed that most of the information, media, and technology skills were neither implemented in the classrooms observed or found in the content of the targeted textbooks. Thus, it is considered influential for students to acquire 21st century skills and to be trained how to use them effectively. The following chapter presents the discussion of the findings, conclusions, and recommendations.

Chapter Five

Discussion and Conclusion

Introduction

This study sought to investigate the extent to which 21st century skills are included in the content of *English for Palestine* grade eleven and twelve students' textbooks; and how often the skills are emphasized in the English classes of the eleventh and twelfth grade. Succeeding in the 21st century requires students not just to be competent English language learners on the macro level skills, but to be equipped with an integral set of skills that will empower them to thrive throughout their higher education, careers, and life endeavors. Respectively, this stresses the demand on the ministry of education and higher education, English language curriculum developers, school principals and English language teachers to help students to procure a different set of skills that are vital in today's world. A thorough model of such skills are the 21st century skills outlined and defined by the Partnership for the 21st Century Skills (2015). The P21 model has created a pedagogical framework that aims to facilitate the integration of key skills into the education systems as to provide learners with skills demanded from the evolving job market and technology. The ultimate objective of equipping students with 21st century skills is to prepare students to face today's complex life situations and work environments.

21st Century Skills Inclusion in the Targeted Textbooks

Discussion of the Findings Related to the First Research Question: To what extent are the 21st century skills included in the content of *English for Palestine*—grade eleven and twelve students' textbook?

Quantitative data obtained through the content analysis card was analyzed through finding out the percentage of frequencies of the sub skills followed by the

main skills of the 21st century. The first research question was supported with the following findings. The main findings demonstrated significant differences among the percentage of frequencies of the main three skills. The highest percentages are 80% for learning and innovation skills for the 11th grade TB and 70.8% for the 12th grade TB. The highest percentage is then followed by life and career skills which are 19.7% for the 11th grade TB and 29.2% for the 12th grade TB. Lastly, the lowest percentage was for information, media, and technology skills which was 0.9% for the 11th grade TB and 0% for the 12th grade TB. Thus, there is an irregular distribution of the 21st century skills in the content of *English for Palestine* grade 11th and 12th students' TB. The distribution of life and career skills in the targeted textbooks are surprisingly low and do not achieve the desired interest. In addition, the distribution of information, media, and technology skills in the targeted textbooks reached drastically low percentages of 0.9% and zero %. Certainly, the results revealed that the most dominant 21st century skills integrated in the targeted textbooks are learning and innovation skills followed with a moderate reference of life and career skills, but with a complete failure to include information, media, and technology skills. Even though, *English for Palestine* 11th and 12th grade curriculum includes learning and innovation skills at a high percentage but still there is a definite gap with the rest of the 21st century skills.

Furthermore, the findings of the study show that there is not only a variance in presenting the three main skills in the targeted textbooks but even in each main skill, there is a variance in presenting the subskills. The highest percentages of subskills included in learning and innovation skills are of critical thinking and problem-solving skills with a percentage of 49.2% in the 11th grade TB and 38.8% in the 12th grade TB. Next, communication and collaboration skills with a percentage of 17% in the 11th grade TB and 14.9% in the 12th grade TB. Then, creativity and innovation skills with a percentage of 9.6% in the 11th grade TB and 17.2% in the 12th grade TB. Moreover, the highest percentages of subskills included in life and career skills are of flexibility and adaptability skills with a

percentage of 8.9% in the 11th grade TB and 10.5% in the 12th grade TB. Next, initiative and self-direction skills with a percentage of 4.9% in the 11th grade TB and 8% in the 12th grade TB. Social and cross-cultural skills with a percentage of 5.1% in the 11th grade TB and 3.3% in the 12th grade TB. After that, productivity and accountability skills with a percentage of 2.5% in the 11th grade TB and 4.2 in the 12th grade TB. Lastly, leadership and responsibility skills with a percentage of 1.8% in the 11th grade TB and 3.1 in the 12th grade TB. Surprisingly, the lowest percentage of subskills included in the 11th grade textbook is of information, media, and ICT literacy skills with sequent percentages of 0.4%, 0.2%, and 0.2%, and percentages of zero% in the 12th grade TB. Thus, this means that the targeted textbooks need more revision to include more information, media, and technology skills, and to have a more proper distribution of the 21st century skills in the content of the targeted textbooks.

Creativity and Innovation Skills

The researcher found that the content of the targeted textbooks can be hardly identified as integrating creative and innovative skills as they are extremely limited to the knowledge provided in the units. Accordingly, the students are obliged to look within the content of the units, and evaluate their answers based only on what was learned preceding to the exercises. For example, in one of the exercises in the 12th grade TB, students are instructed to:

Write a first draft of your personal statement using the opening and closing sentences in activity 3, your note and any other information from this period and period 5 (U. 2, p. 23).

The textbooks limit the completion of the tasks to the content and context of the units which in turn reduces the students' ability to advance upon those specific skills. Hence, the activities and the content included in the targeted textbooks do not lead students to use a wide range of idea-creation techniques or

to maximize their innovative and creative efforts to make worthwhile contributions.

Discussing the above findings in light of the social constructivism learning approach, which holds that learners do not passively receive information but rather actively and experientially construct their own knowledge. In this regard, the content of the 11th and 12th grade students' textbook should be revised in order to facilitate and support students' development of self-control, investigations, and active experimentation with tasks and materials, rather than simply providing instructional support to follow or to mimic examples provided in the content of the units' textbook. Students develop and acquire creativity and innovation skills as their awareness, motivation, persistence, imagination, tolerance, fluency, flexibility, elaboration, and originality grow from activities, explorations, experiences, and interactions with others in their classrooms and environments. The importance of promoting creative thinking in students' personal and group achievements should be emphasized in the Palestinian general secondary curricula, as it makes creativity and innovative projects an increasingly valued characteristic perceived as a valuable resource for students' intellectual and social development. Furthermore, when the above findings are discussed in relation to the connectivism theory, the findings show that the Palestinian English curriculum at the general secondary level has not been able to fully recognize both the impact of new learning digital tools and environmental changes in what it means for students to acquire creativity and innovation skills. As a result, the targeted textbooks must be revised to include the tasks and contexts required for students to thrive in the digital age.

Critical Thinking and Problem-Solving

The researcher found that the targeted textbooks incorporate a great number of tasks that focus upon acquiring students with critical thinking and problem-solving skills. Certainly, the tasks do not require the use of memorization,

instead they stimulate students' thinking as to analyze, synthesize, solve problems, make decisions, and evaluate ideas and information to complete tasks effectively. As demonstrated in the textbooks' analysis in chapter four, tasks demand the students to interpret, summarize, generate arguments, and to derive conclusions and solutions based upon relevant data and information. Correspondingly, the textbooks do integrate a considerable extent of critical thinking and problem-solving competencies, as they are manifested within language exercises that require students to critically evaluate all available options as to reach solutions. Problem-solving and critical thinking skills were demonstrated through typical English language exercises such as find the correct word, fill in the blanks, match the vocabulary words with their definitions, complete grammar rules, and match titles with the corresponding paragraphs. However, the researcher found that these tasks lack behind as there are only limited number of tasks in the textbooks that help students to acquire the ability to solve different kinds of non-familiar problems either in a conventional or innovative way. Therefore, the current textbooks need to add tasks and activities that integrate skills such as compiling evidence, finding solutions to open-ended questions, solving problems with no concrete solutions, and thinking outside the box.

Communication and Collaboration Skills

The researcher found that the targeted textbooks incorporate these skills less than moderate in their pedagogical activities. Clearly, it seems that communication is connected to collaboration exercises as it requires the students to share their ideas and perspectives via a verbal or non-verbal format either to their teammates or to the rest of the class. In addition, the textbooks integrate a few listening exercises in each unit in which the students are requested to listen to a recording and answer questions in relation to what they hear. However, only a few exercises provide students with a chance to present their work to their peers. Therefore, the extent of inclusion of these skills can be increased as it is

essential for students to exchange knowledge, ideas, values and to present solo or group projects. As for collaboration tasks, students are precisely asked to work in pairs or teams as to develop the ability to work with others from different backgrounds. The researcher finds collaboration skills to have a major impact on students' lives, as they will have to collaborate with others in their future jobs. According to Vygotsky's social constructivism theory, learning is considered a factor of intellectual growth, where the intellectual activity of the individual cannot be separated from the intellectual activity of the group to which he or she belongs. Vygotsky affirms the importance of social context for learning, as cognitive development stems from social interactions and from guided learning within the zone of proximal development. Social constructivism focuses on the role of society in building the knowledge of the individual (Vygotsky, 1978).

Information, Media, and ICT Literacy Skills

The researcher found that information, media, and ICT skills were the least frequent skills integrated in the content of the textbooks with sequent percentages of 0.4%, 0.2%, and 0.2% in the 11th grade TB, and sequent percentages of zero% in the 12th grade TB. The results clearly indicate that these skills are noticeably absent in the targeted textbooks. Consequently, it is practical for teachers to try and integrate these skills in classroom activities and assign projects as homework. Nevertheless, promoting ICT skills is limited to listening exercises as the teacher utilizes a technological device such as a tape recorder to complete tasks accordingly. Thus, curriculum developers must fuse tasks and activities that enable the students to surf the internet for information, and to become familiar with the most updated technological advancements such as phones, tablets, and laptops. Furthermore, teachers can attend workshops, training courses, or share experiences as to be up to date with the latest technology advancements.

Life and Career Skills

The researcher found that life skills have low percentages of integration in the content of the targeted textbooks with a total percentage of 19.1% in the 11th grade TB and 29.2% in the 12th grade TB. The low percentages are a bit shocking because students nowadays need to be equipped with life skills that will prepare them to the real-life needs and work fields. Results from the document analysis verified zero integration of the following life skills indicators: balance tactical and strategic goals, explore one's own learning and opportunities to gain expertise, demonstrate initiative to advance skill levels towards a professional level, apply scientific tools, theories, and methodologies to understand social issues of other cultures, resort to ethical and professional standards in evaluating one's work and the work of others, consider ethical standards when implementing a project or an idea. As a result, it is important to expose students to tasks, projects, and contexts that encourage them to be open-minded, willing to take risks and easily adapt to life's complications. Certainly, the curricula must foster 21st century life skills in a more balanced way as to arm students with the confidence they need to succeed in today's competitive workforce, and to add adequate content in the textbooks in relation to the aforementioned missing life skills indicators. Furthermore, the document analysis revealed that there is no integration in cross-cultural social skills, as students are not taught to use scientific tools, theories, or methodologies to understand the social issues of other cultures. As a result, it is vital for teachers to provide tasks that instruct students to look up information about different countries with diverse cultural perspectives as to compare them to other international cultures. Indeed, cross-cultural social skills are in high demand since modern technology granted the way for globalization. Thus, it is vital to equip students with competencies such as an open-minded attitude and the awareness of other cultures so as to interact effectively and respectfully with people from different social and cultural backgrounds.

When the above findings are discussed in light of the social constructivism learning approach, it becomes clear that 11th and 12th grade English teachers should provide a constructivist pedagogic setting that aids in the development and maintenance of a culture of inquiry in the classroom, with a strong interface between students' everyday knowledge and school knowledge. Furthermore, teachers and the content of the targeted textbooks should focus on developing students' career-related abilities, needs, values, and interests in order to prepare them for eventual employment. Teachers should encourage their students to generate their own questions, experiment with new ideas, develop and test their own theories. As a result, rather than minimizing or avoiding students' errors, teachers should encourage them and provide constructive feedback. Teachers can present students with local or global real-world issues, encourage them to work in groups to brainstorm practical solutions, and guide and support them with confidence-building praise and advice as they engage in dilemmas, exciting activities, and challenges embedded in real-world situations. As a result, school learning should take place in a meaningful context and should not be separated from the learning and knowledge that students develop in real-world situations, and experiences outside of the classroom should be related to those that the students face inside the classroom. In this manner, students will be able to master concepts and ideas they cannot understand on their own with the help of teachers, parents, peers, and the culture that surrounds them. Furthermore, when the aforementioned findings of life and career skills are discussed in relation to the connectivism theory, the findings show that the targeted textbooks do not incorporate technology within the realm of knowing and do not guide students to look beyond their own understanding to connect information. The researcher believes that teachers should prescribe to the idea that students' minds require less clutter so that new life-related problems can be solved since knowledge is at one's fingertips. Therefore, textbooks' content and teachers should help students to combine thoughts, theories, and general information in a useful manner.

In relation to the results of the study's first question, other researchers have also analyzed and investigated the extent to which textbooks integrate 21st century skills. Rinekso (2021), Ait Bouzid (2016) and Khaldi and Kishek (2020) study results reflected this study's results by showing the inadequate and insufficient attention of integrating most of the 21st century skills in the textbooks. Moreover, Rakhmawati and Priyana (2019), Al-Rubaie and Al-Saadi (2021), and Al-mughrabi (2021) study results reflected this study's results by revealing that even though there were skills integrated in the textbook, but the percentage of availability was not done equally or systematically. The results of this study and the aforementioned studies show that the education systems have failed to integrate 21st century skills in subjects' curricula in a systematic, consistent, and effective manner. Congruently, the results of this study are critical as they focus specifically on the Palestinian English curriculum *English for Palestine* grade 11th and 12th students' textbook.

Goals of the English Curriculum National Team

The inclusion of 21st century skills in the curricula of *English for Palestine* has received a lot of consideration in recent years due to its competent role in preparing students to keep pace with this rapidly changing world. The English Curriculum National Team (ECNT) stated that the current curriculum promotes the new basic academic and success skills that are needed for the 21st Century, such as high order thinking skills, basic academic skills, work and career preparation, and basic research skills (Palestinian National Authority, 2015). In addition, the ECNT proposed general goals for Teaching English as a Foreign Language in Palestinian schools in grades one to twelve. One of the goals is to equip students with the requisite linguistic, basic academic, study and research skills that are needed for pursuing a university education in their fields of study. Another goal focuses on developing students' communicative skills in order to acquire, record, and use information from aural and written texts using traditional and non-

traditional (i.e., electronic) sources. The contradiction resides between the goals proposed by ECNT and the results of this study. The outcome of this study exhibits the contradiction between what the ECNT stated about “promoting new basic academic and success skills that are needed for the 21st century” and the sketchy reality of the curricula of English for Palestine. Therefore, modifications should be applied on the targeted textbooks as to coincide more with the ECNT goals. The study's findings confirm that the targeted textbooks continue to fall short in terms of adequately incorporating life and career skills, as well as information, media, and technology skills, which are required for students to succeed in their higher education and future careers. To achieve better results, the targeted textbooks should include activities and exercises that promote the following skills to a greater extent: flexibility and adaptability, initiative and self-direction, social and cross-cultural, productivity and accountability, creativity, information, media, and ICT literacy, resulting in long life learning and preparing students for their upcoming life challenges. Students should be equipped with skills and knowledge to prepare them for real-world needs, where activities, concepts, and skills learned in the classroom give students a competitive advantage in the workforce. As the world moves toward a new educational structure that keeps learners current with ever-changing workforces and digital advancements, the Palestinian educational system in general, and English curricula in particular, must do the same.

Emphasis on 21st Century Skills in English Classes

Discussion of the Findings Related to the Second Research Question: How often are the 21st century skills emphasized in the English classes of grades eleven and twelve?

Main findings of the second question were obtained through collecting data by implementing a classroom observation checklist with a specific rating scale. The purpose of carrying out classroom observations was to evaluate how often the 21st century skills are emphasized in the English classes of grades eleven

and twelve. A classroom observation checklist was used as a general framework for observing eleventh and twelfth grade classes. The results revealed that the most reoccurring skill is communication as the students were provided with sufficient opportunities to exhibit originality and inventiveness in ideas, elaborate, evaluate, and communicate their ideas, and be open to new perspectives. Besides, the results show that even though the students were exposed to dealing with teachers' praise and feedback, they were not receiving any feedback, criticism, or praise from their classmates. Hence, students minimally obtain flexibility and adaptability skills without effectively exercising willingness in making necessary compromises to accomplish a common goal. Moreover, the students were not provided with appropriate guidance on how to acquire self-direction skills or explore opportunities to gain expertise. Nonetheless, the results show that the teachers utilize open class discussion as a useful technique to let students create and share their ideas; but none of the teachers instructed the students to work in groups or even motivated them to use different idea-creation techniques. Finally, students were given few chances to work in pairs to communicate and collaborate, however, in neither of the classes were students asked to work in groups to complete tasks or even to do a group discussion.

Results show that only one teacher used digital technology during her class but none of the students in all fifteen classes observed were provided with opportunities to use digital technology. Besides, the students were asked only in one of the classes to research information from the internet about a certain topic as homework. To conclude, the students were scarcely exposed in classes to activities, tasks, or projects that help them gain information, media, and technology skills. So when referring back to the connectivism theory (Siemens, 2004), it becomes evident that the English teachers need to accept that technology is a major part of the learning process especially when it comes to decision-making, problem-solving, and making sense of information. Clearly, neither the English for Palestine textbooks nor the English classes provide adequate resources,

contexts, tasks, or activities for eleventh and twelfth grade students in terms of digital technology use. This would have a negative impact on students' ability to acquire information, media, and ICT literacy skills that are required in the twenty-first century. When revising and editing the English for Palestine Curriculum, the Palestinian Curriculum Development Center must consider the principles of the connectivism theory, as the connectivism theory promotes skills related to technology and the digital revolution in the twenty-first century. Thus, integrating digital technology in English language teaching and learning can lead to better outcomes and provide access for both teachers and students to a wider range of resources, authentic materials, and more interactive learning environments (Lubis, 2018). The researcher promotes that teachers should use the connectivism theory in classroom as to provide students with opportunities for digital learning such as online courses, webinars, social networks, and blogs.

The researcher realized that even though the targeted textbooks are filled with activities that require the students to collaborate and work in groups to complete tasks effectively. However, it was shocking that in none of the observed English classes were the students instructed to work in groups. Therefore, the researcher suggests that the English teachers can use cooperative learning exercises where less competent learners can develop with the help of more skillful classmates. As referring to the Social Constructivism learning approach (Vygotsky, 1978) views interaction with peers as an effective way to develop skills and knowledge. Furthermore, the researcher discovered that the type of questions asked by the teachers in the observed classrooms were unlikely to integrate creative and innovative skills because they were extremely limited to the knowledge provided in the units. As a result, the challenge for educators is to shift away from dominant thinking tasks like recall assignments (memorizing answers, rules, and techniques) and toward a more creative approach that allows students to deal with new authentic situations in effective ways. The researcher believes that the Palestinian English language curriculum and teaching strategies suppress

creativity, imagination, and innovation because they are unwilling to abandon rote memorization and spoon feeding.

Concerning the results of the study's second question, other researchers have also analyzed and investigated the extent to how often 21st-century skills are emphasized and implemented in classes. Sabbah et al. (2020), Fisser and Thijs (2015) and Padmadewi et al. (2020) study results reflected this study's results by revealing that not all 21st century skills were implemented adequately in classroom practices. As English teachers implement certain skills that they have confidence in teaching but lack complete focus on teaching other skills such as life skills and ICT skills. The results of this study and the aforementioned studies illustrate the necessity of changing schools' curriculums to efficiently guide teachers and students on a path toward successful formation and integration of 21st century skills.

The researcher provides English teachers with ideas on how to integrate 21st century skills in classroom practices. First of all, technology literacy skills are generally taught in computer classes in schools that focus on teaching students Microsoft Office or Google Applications. Therefore, English language teachers can include lessons on technology literacy by asking the computer teacher to connect the skills they are teaching in English classes with what students had already learned or can learn how to apply in computer classes. For example, teachers can ask students to work in groups to create a presentation in the computer class and then present it in the English class. In addition, teachers can ask students to create their emails, and then send an email to each other in the computer class. After that, students must print and read their emails aloud in the English class so as to practice good communication skills. Additionally, teachers can ask students to use a word processing application to create a special flyer about any of the 21st Century skill that was taught in the English class. Teachers must try their best to keep students initiated to acquire self-direction skills by considering the following tips: Tie your lessons to the end goal and inspire students to create their goals

based on the lesson's objectives, incorporate group work in class and outside of class, let students work independently and be responsible of their own work, find ways to help students stay productive and encourage them to discover lesson connections with real-life situations and challenges.

Moving on to social skills, teachers must teach students how to effectively interact with others, particularly when working with a diverse group of students or people. Teachers must ensure that their students not only have good communication skills, but also know how to empathize with and respect others from different social or cultural backgrounds. Furthermore, some ideas for teachers to focus on teaching information literacy skills. Teachers need to motivate students to think about the importance of news and information literacy by presenting and discussing the following topics: Different types of reliable and unreliable news, how to detect fake news, how fake news spreads faster than fact, and the possible effects that misinformation has on people's trust in news sources. Lastly, the teachers can present real-world examples that go along with each topic to trigger discussion in the classroom and to teach students how to spot fake news and false information on the web.

The Relation Between Textbooks' Analysis and Classroom Observations

In the 21st century, the goals of the English textbooks' syllabus and the English language teachers' practices should collaborate in an effort to be the facilitators of students' learning and the creators of productive classroom environments. Students will only be able to develop the set of skills required for higher education and the workplace if the textbooks' syllabus and teachers' practices complement each other. The results of this study clearly demonstrate a relation between the outcomes of the targeted textbooks' analysis and the classroom observations in terms of acquiring students with 21st century skills. The findings of this study indicate that the teachers' practices and the targeted textbooks' syllabus do not correspond together. First, while the textbooks

emphasize group and pair collaboration as the common thread for all student learning, group collaboration was scarce in all the observed classes. Second, even though problem-solving and critical thinking skills were demonstrated in the textbooks analysis through typical English language exercises such as find the correct word, fill in the blanks, match the vocabulary words with their definitions, complete grammar rules, and match titles with the corresponding paragraphs; the observed teachers did not focus on other tasks or activities that were not already focused upon in the textbooks such as motivating students to integrate other problem solving and critical skills such as compiling evidence, finding solutions to open-ended questions, solving problems with no concrete solutions, and thinking outside the box. Finally, the targeted textbooks' syllabus does not develop the technological knowledge that the students require in the twenty-first century. As a result, a good, experienced English teacher must embrace new teaching strategies and methods that are more relevant to what students will encounter in the twenty-first century and ensure that they are equipped with the skills required for future success.

As a result, an experienced English teacher must fill in the gaps in the syllabus of English textbooks and integrate other skills not already covered in the textbooks by using a variety of teaching methods, preparing a variety of media for use in teaching and learning, and going beyond the instructional materials that are limited to the syllabus of the textbooks. Furthermore, teachers must be exposed to the fundamentals of learning and teaching 21st century skills, as well as effective pedagogical practices, in order to provide students with the knowledge and skills they need to succeed in the twenty-first century.

Limitations of the Study

The study was limited to the analysis of the content of the secondary stage English student's textbook entitled *English for Palestine* in the light of the 21st century skills. Thus, the findings of the study cannot be generalized to other

textbooks included in the *English for Palestine* series or to other English foreign language textbooks. The results of the second question of the study could not be generalized since the classroom observations took place only in four private schools in Ramallah city due to time restraints.

Conclusion

Technological advancement in this era has been challenging the way we live, learn and work. Students' success in the 21st century requires more than just knowledge and basic skills, they need 21st century skills such as information, media, and technology literacy skills, creativity and innovation, critical thinking and problem-solving, collaboration, and communication, and life skills. The qualitative results of the study revealed that *English for Palestine* grade eleventh and twelfth students' textbook tends to marginalize the integration of 21st century skills within its content as it incorporates the skills in a nonsystematic and inadequate manner. Nevertheless, the three main skills are presented in the targeted textbooks with varying frequencies. Therefore, the educational policy should encourage acquiring 21st century skills by updating the curriculum and providing teachers with the required training. The study found the need to enrich the textbooks by incorporating other stimulating materials and activities to enhance classroom learning. The results of the study show that not all the goals and skills of the English language curriculum for grades eleven and twelve are embedded in the textbooks. In that matter, harmonizing the goals embedded in the textbooks with those of the English Palestinian curricula is a crucial step to pursue as it helps students to achieve practical and realistic expectations. To arouse positive change in the secondary-level English curriculum in Palestine, there are a few crucial steps to consider. First, curriculum developers should promote an appropriate criterion for the distribution of 21st century skills to integrate them into the textbooks effectively. In addition, to enrich the textbooks with relevant and interesting tasks,

materials, and projects that are crucial factors in helping students to improve their skills. Second, English language teachers should not marginalize these skills in classrooms and structure exams based on these skills and not just conventional English language skills. Further, teachers should intrigue, motivate, and engage students to perform projects and activities in a challenging way. Moreover, teachers should engage students in the learning process and apply cooperative learning methods. Lastly, the need to conduct seminars and training workshops for teachers, students, parents, and curriculum developers. It is highly recommended to provide teachers with in-service workshops to equip them with the ability to use and integrate the needed skills in their teaching practices. This chapter included a discussion of the findings of the research questions, limitations of the study, and recommendations for future research. The main discussion touched on the variance that occurred in the distribution of the 21st century skills in the targeted textbooks. The researcher affirms that it is for the best if the Palestinian English syllabus can focus on keeping the students up to date with the ever-changing technology and the demands of society.

Recommendations for Future Research

Future research could be conducted and extended into other textbooks included in the series of *English for Palestine* to evaluate the existence of 21st century skills. Moreover, future research could focus on enriching *English for Palestine* Secondary Stage curriculum with 21st century skills to accomplish a more balanced distribution of the skills. Further research could conduct open-ended interviews with English language teachers to investigate the factors leading English language teachers to completely ignore the teaching of information, media, and technology literacy skills in their practices. Lastly, the researcher recommends that this study should be conducted again by applying additional classroom observations in public and private schools as this could provide more substantial findings and may support the study's results.

References

- Ait Bouzid, Hassan. (2016). Boosting 21st Century Skills through Moroccan ELT Textbooks. *Journal of English Language Teaching and Linguistics*, 1(2), 97-108. doi: [10.21462/jeltl.v1i2.24](https://doi.org/10.21462/jeltl.v1i2.24)
- Akpan, Igwe, Mpamah, & Okoro. (2022). Social Constructivism: Implications on Teaching and Learning. *British Journal of Education*, 8(5), 49-56. Retrieved from <https://www.eajournals.org/wp-content/uploads/Social-Constructivism.pdf>
- Aljarrah, K., & Khataybeh, A. (2021). Representing teaching staff in Jordanian Universities for the 21st Century skills. *Pegem Journal of Education and Instruction*, 11(30), 17-25.
Retrieved from <https://eric.ed.gov/?id=EJ1305003>
- Al-Mughrabi, Ayat. (2021). Inclusion of 21st Century Skills in Biology Textbook for the ninth grade. *Elementary Education Online*, 20(5), 1959-1969.
doi: [10.17051/ilkonline.2021.05.215](https://doi.org/10.17051/ilkonline.2021.05.215)
- Al Masri, A., Smadi, M., Aqel, A., & Hamed, W. (2016). The Inclusion of Life Skills in English Textbooks in Jordan. *Journal of Education and Practice*, 7(16), 81-96. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1108662.pdf>
- Al-Rubaie, S. H., & Al-Saadi, Y., F. (2021). The extent to which the 6th grade science textbook includes 21st century skills. *Turkish Journal of Computer and Mathematics Education*, 12(11), 358-368. Retrieved from <https://www.turcomat.org/index.php/turkbilmat/article/download/5886/4906/10885>

Battelle for Kids. (2019). Framework for 21st Century Learning Definitions.

Retrieved from

https://static1.squarespace.com/static/5c34fa15697a9852b1ed24c9/t/5ca418f7971a185f75d40f76/1554258167706/P21_Framework_DefinitionsBFK.pdf

Baxter, Steve. (2015b). ENGLISH FOR PALESTINE LEVEL 12 PUPIL'S BOOK.

Macmillan Education. Retrieved from

<https://www.thanaweya.edu.ps/public/uploads/c12/12s/en12s.pdf>

Baxter, Steve. (2015b). ENGLISH FOR PALESTINE LEVEL 11 PUPIL'S BOOK.

Macmillan Education. Retrieved from

http://www.englishforpalestine.com/wpcontent/uploads/2015/06/9780230415836_text.pdf

Braun, V., & Clarke, V. (2006) Using thematic analysis in psychology. *Qualitative*

Research in Psychology, 3 (2), 77-101. ISSN 1478-0887. Retrieved from

https://www.researchgate.net/publication/235356393_Using_thematic_analysis_in_psychology

Brown, H. D. (2007). *Principles of Language Learning and Teaching* (5th Ed.). NY:

Pearson Longman. Retrieved from

http://angol.uni-miskolc.hu/wp-content/media/2016/10/Principles_of_language_learning.pdf

Cambridge Dictionary. (2023). *EFL definition: 1. abbreviation for English as a*

Foreign Language: the teaching of English to students whose first. . .

Learn more. Retrieved from

<https://dictionary.cambridge.org/dictionary/english/efl>

- Corbett, F., & Spinello, E. (2020, January 1). Connectivism and leadership: harnessing a learning theory for the digital age to redefine leadership in the twenty-first century. *Heliyon*, 6(1), 1-9. Retrieved from <https://www.sciencedirect.com/science/article/pii/S2405844020300955>
- Duke, B., Harper, G., & Johnston, M. (2013). Connectivism as a digital age learning theory. *The International HETL Review, Special Issue*, 4-13. Retrieved from <https://www.hetl.org/wpcontent/uploads/2013/09/HETLReview2013SpecialIssueArticle1.pdf>
- Ferch, T. (2005). Goal One, Communication Standards for Learning Spanish and Level One Spanish Textbook Activities: A Content Analysis. Unpublished doctoral of Philosophy Dissertation, The Graduate Faculty of The University of Akron. Retrieved on April 15, 2022, from http://www.ohiolink.edu/etd/send-pdf.cgi?acc_num=akron1123082750
- Fisser, P., & Thijs, A. (2015, March). *Integration of 21st Century skills into the curriculum of primary and secondary education*. A paper presented for Society for Information Technology & Teacher Education International Conference. Las Vegas, NV, United States. Retrieved from https://www.researchgate.net/publication/293784434_Integration_of_21st_century_skills_into_the_curriculum_of_primary_and_secondary_education
- Hamdona, Yousif Omar. (2007). Life Skills Latent in the Content of English for Palestine – Grade Six Textbook. Unpublished Master’s Thesis, The Islamic University, Gaza, Palestine. Retrieved from <http://hdl.handle.net/20.500.12358/19700>

- Haryani, E., Cobern, W. W., Pleasants, B. A-S., & Fetters, M. K. (2021). Analysis of Teachers' Resources for Integrating the Skills of Creativity and Innovation, Critical Thinking and Problem Solving, Collaboration, and Communication in Science Classroom. *JPII*, 10 (1), 92-102. DOI: 10.15294/jpii.v10i1.27084
- Hidayati, T. (2016). Integrating ICT in English Language and Teaching and Learning in Indonesia. *JEELS*, 3 (1), 38-61. Retrieved from <https://jurnal.iainkediri.ac.id/index.php/jeels/article/view/173/165>
- Khaldi, M., & Kishek, W. (2020). The New Palestinian Science and Math Curricula in Light of the 21st Century Skills: A Critical and Enlightening Study. *International Journal for Research in Education*, 44(3), 269-293. Retrieved from <https://scholarworks.uaeu.ac.ae/ijre/vol44/iss3/8/>
- Kropf, D. (2013). Connectivism: 21st century's new learning theory. *European Journal of Open, Distance and e-Learning*, 16(2), 13-24. Retrieved from https://www.researchgate.net/publication/325746983_Kropf_D_2013_Connectivism_21st_century's_new_learning_theory
- Kurt, D. S. (2020, July 11). *Vygotsky's Zone of Proximal Development and Scaffolding - Educational Technology*. Educational Technology. Retrieved January 30, 2023, from <https://educationaltechnology.net/vygotskys-zone-of-proximal-development-and-scaffolding/>
- Lauridsen, D. (2003). What Are Teachers' Perceptions of the Curriculum Development Process? Unpublished doctoral of Philosophy Dissertation, Ohio State University. Retrieved on April 15, 2022 from https://etd.ohiolink.edu/apexprod/rws_etd/send_file/send?accession=osu1054575263&disposition=attachment

- Lubis, H. (2018). ICT Integration in 21st- Century Indonesian English Language Teaching: Myths and Realities. *Jurnal Cakrawala Pendidikan*, 37(1), 11-21. Retrieved from <https://journal.uny.ac.id/index.php/cp/article/view/16738/pdf>
- Luciana, N. L., Padmadewi, N. N., Artini, L. P., & Budiarta, L. G. (2020). Teachers' Readiness in Inserting the 21st -Century Skills in the Lesson Plan in Teaching English. *Jurnal Pendidikan dan Pengajaran*, 53(2), 168-183. ISSN: 2549-2608. Retrieved from <https://www.semanticscholar.org/paper/Teachers'-Readiness-in-Inserting-the-21st-Century-Luciana/c8e187e379763a700a4b3fac6d0f232075afa8b1>
- Mackey, J. and Evans, T. (2011). Interconnecting networks of practice for professional learning. *In The International Review of Research in Open and Distance Learning*, 12(3), 1-18. Retrieved from <http://www.irrodl.org/index.php/irrodl/article/view/873>
- Main, Paul. (2023, January 25). *The Zone Of Proximal Development: A Teacher's Guide*. Structural Learning. Retrieved from <https://www.structural-learning.com/post/the-zone-of-proximal-development-a-teachers-guide>
- Mallillin, L. L., Mallillin, D., Cabaluna, J., & Mallillin, J., & Cuntapay, E. (2021). Innovation and Integration of 4Cs in the Quality of Teaching: Basis for Educational System in the 21 st Century. *East African Scholars J Edu Humanit Lit*, 4(9), 344-354. Retrieved from https://www.researchgate.net/publication/354599283_Innovation_and_Integration_of_4Cs_in_the_Quality_of_Teaching_Basis_for_Educational_System_in_the_21st_Century
- McLeod, S. A. (2018). *Lev Vygotsky*. Simply Psychology. Retrieved from www.simplypsychology.org/vygotsky.html

Ministry of Education. (2015). "The Palestinian Curriculum Development Centre".

Ministry of Education and Higher Education. Palestine.

<http://www.englishforpalestine.com/wp-content/uploads/2016/01/English-for-Palestine-Curriculum-Document-19.01.2016.pdf>

Mohamed Zain, A., Ab Wahab, N., Abdullah, H., Ismail Adnan, J. N., & Mohamad

Nazri, N. D. (2020). Integrating 21st Century Skills in an English Language Summer Camp for Upper Secondary School Students: Universiti Sains Islam Malaysia's Experience. *International Journal of Language Education and Applied Linguistics*, 10(1), 49–62. Retrieved from

<https://doi.org/10.15282/ijleal.v10.3962>

Norahmi, M. (2017). 21st Century Teachers: The Students' Perspectives. *Journal on English as a Foreign Language (JEFL)*, 7(1), 77-96.

<https://doi.org/10.23971/jefl.v7i1.538>

Oktafianto, W., & Sulhadi, H. (2019). Physics Textbook Analysis Based On 21st Century Skills. *Unnes Physics Education Journal*, 3(2), 72-77. Retrieved

from <https://journal.unnes.ac.id/nju/index.php/pc/article/view/20627>

Padmadewi, Ni & Artini, Luh & Utami, Luh. (2020). Teacher Readiness in Promoting 21st Century Skills in Teaching English as a Foreign Language at Primary Schools. *SOSHUM: Journal of Social Sciences and Humanities*, 10(3), 271-283. Doi: 10. 271-283. 10.31940/soshum. v10i3.1976

English for Palestine (2016). Retrieved from

<http://www.englishforpalestine.com/wp-content/uploads/2016/01/English-for-Palestine-Curriculum-Document-19.01.2016.pdf>

Partnership for 21st Century Learning (2015 b). *P21 Framework Definitions*.

Online: <http://www.p21.org>.

Partnership for 21st Century Skills. (2015). *P21 Framework for 21st Century*

Learning, Tucson: AZ. Retrieved from

<https://files.eric.ed.gov/fulltext/ED519462.pdf>

Partnership for 21st Century Skills (2008). *21st Century Skills Map: Science*.

Online: www.eric.ed.gov.

Partnership for 21st Century Skills (2015 a). *Framework for 21st century learning*.

Online: <http://www.p21.org/>

Rakhmawati, D., & Priyana, J. (2019). A Study on 21st Century Skills Integration in the English Textbook for Senior High School. *Journal of English Educators Society*, 4(1), 9-16. Doi: [10.21070/jees.v4i1.1873](https://doi.org/10.21070/jees.v4i1.1873)

Ramadan, M., & Ali, K. (2019, December). *The Degree to Which the Fourth Grade Science Book Contains the 21st Century Skills and the Mastery of them for the Science Teachers in Schools of Ramallah and Al-Bireh Governorate*. A paper presented for the Rethinking the Curriculum in Lebanon and the Arab World: Reconciling Ideologies and Pedagogies. Lebanese American University: Lebanon.

Richards, J. C., & Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching*. (2nd Ed). Cambridge: CUP. Retrieved on April 15, 2022 from https://ia601204.us.archive.org/6/items/ApproachesAndMethodsInLanguageTeaching2ndEditionCambridgeLanguageTeachingLibrary_201610/_Approaches_and_Methods_in_Language_Teaching_2nd_Edition_Cambridge_Language_Teaching_Library_.pdf

- Rinesko, Aji Budi. (2021). The Representation of 21st Century Skills in an Indonesian EFL Textbook. *LLT Journal*, 24(1), 191-211. Doi: 10.24071/llt.v24i1.2655
- Rusdin, N. M. (2018). Teachers' Readiness in Implementing 21st Century Learning. *International Journal of Academic Research in Business and Social Sciences*, 8(4), 1271–1284. Retrieved from <https://doi.org/10.6007/ijarbss/v8-i4/4270>
- Sabbah, Yousef & Hadzilacos, Thanasis & Najdi, Randa. (2020). e-Learning and ICT in Education at Palestinian Schools: Towards 21st Century Skills. *Palestinian Journal for Open Learning & e-Learning*, (14), 1-18. Retrieved from https://www.researchgate.net/publication/342097922_eLearning_and_ICT_in_Education_at_Palestinian_Schools_Towards_21st_Century_Skills
- Sabhi, N. (2016). Content analysis of 21st century skills in developed science course for intermediate schools in Saudi Arabia (in Arabic). *The Educational Sciences Journal*, 1(1), 9-44. Retrieved from <http://search.shamaa.org/FullRecord?ID=239748>
- Santos, J. (2017). 21st Century Learning Skills: A Challenge in Every Classroom. *International Journal of Emerging Multidisciplinary Research*, 1 (1), 31-35. <https://doi.org/10.22662/IJEMR.2017.1.1.031>
- Savickas, M. L., Nota, L., Rossier, J., Dauwalder, J. P., Duarte, M. E., Guichard, J., Soresi, S., Van Esbroeck, R., & van Vianen, A. E. (2009, December). Life designing: A paradigm for career construction in the 21st century. *Journal of Vocational Behavior*, 75(3), 239–250. Retrieved from <https://doi.org/10.1016/j.jvb.2009.04.004>

- Siemens, G. (2004). Connectivism: A Learning Theory for the Digital Age. *International Journal of Instructional Technology and Distance Learning*, 2. Retrieved from https://www.itdl.org/Journal/Jan_05/article01.htm
- Vygotsky, L.S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press. Retrieved from <http://ouleft.org/wp-content/uploads/Vygotsky-Mind-in-Society.pdf>
- White, M.D., & Marsh, E.E. (2006). Content analysis: A flexible methodology. *Library trends*, 55(1), 22-45.
- Wongdaeng, M., & Hajihama, S. (2018). Perceptions of Project-Based Learning on Promoting 21st Century Skills and Learning Motivation in a Thai EFL setting. *Journal of Studies in the English Language*, 13(2), 158-190. Retrieved from <https://so04.tci-thaijo.org/index.php/jssel/article/view/113931>
- World Bank Group. (2018, November 28). *Expectations and Aspirations: A New Framework for Education in the Middle East and North Africa*. World Bank. Retrieved from <https://www.worldbank.org/en/region/mena/publication/expectations-and-aspirations-a-new-framework-for-education-in-the-middle-east-and-north-africa>

Appendices

Appendix A



***An Analytical Study of the 21st Century Skills Included in the English
Textbooks for the Eleventh and Twelfth Grades in Palestine***

Content Analysis Card

Dear Mr./ Mrs./Ms.:

Subject: Refereeing content analysis card

The researcher is carrying out MA research as to examine the 21st century skills that are integrated in the current content of *English for Palestine* - grade eleven and twelve student's textbooks. The researcher developed a model based on the 21st century skills that were referred to by the modern conceptual framework "Partnership for 21st Century Learning" (P21) that was developed in 2019.

You are kindly invited to referee the list by adding, deleting, or modifying the indicators of the 21st century sub skills in the light of their significance and suitability to the Palestinian content.

Thank you for your collaboration.

The researcher
Irene Nadim Hen

A. Learning and Innovation Skills

No.	1. Creativity and Innovation Skills	Available	Not Available
1.	Use a wide range of idea-creation techniques.		
2.	Demonstrate originality and inventiveness in ideas.		
3.	Elaborate, refine, analyze, and evaluate their own ideas.		
4.	Be open and responsive to new and diverse perspectives.		
5.	Adopt new ideas and perspectives.		

No.	2. Critical thinking and problem-solving skills	Available	Not Available
1.	Use various types of reasoning (inductive, deductive, etc.)		
2.	Analyze and evaluate evidence and alternative point of view effectively.		
3.	Synthesize and make connections between information and arguments.		
4.	Analysis, and reflect critically on learning experiences and processes.		
5.	Interpret information and draw conclusions.		
6.	Solve different kinds of non-familiar problems in both conventional and innovative ways.		
7.	Identify and ask significant questions that clarify various points of view and lead to better solutions.		

No.	3. Communication and collaboration skills	Available	Not Available
1.	Articulate and communicate new ideas effectively using oral, written, and nonverbal communication skills in diverse environments (including multi-lingual).		
2.	Listen effectively to decipher deep meanings in texts and narrations of others.		
3.	Use communication for a range of purposes (e.g., to inform, instruct, motivate, and persuade).		
4.	Collaborate with others, demonstrate ability to work effectively and respectfully with diverse teams.		
5.	Value the individual contributions made by each team member.		

B. Information, Media, and Technology Skills

No.	1.Information Literacy Skills	Available	Not Available
1.	Assess the validity, credibility, and effectiveness of information available in the various sources of information (magazines, books, websites, and electronic databases).		
2.	Identifies appropriate sources of information and databases.		
3.	Chooses information that is useful to serve a goal or an idea and uses it creatively.		
4.	Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information.		

No.	2. Media Literacy Skills	Available	Not Available
1.	Understand both how and why media messages are constructed.		
2.	Examine how individuals interpret messages differently.		
3.	Examine how media can influence beliefs and behaviors.		
4.	Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media.		
5.	Utilize media creation tools.		
6.	Utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments.		

No.	3. ICT (Information, Communication, and Technology) Literacy	Available	Not Available
1.	Use digital technologies (computers, PDAs, media players, GPS, etc.).		
2.	Research, organize, evaluate, and communicate information.		
3.	Use communication/networking tools and social networks appropriately.		
4.	Access, manage, integrate, evaluate, and create information successfully.		
5.	Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies.		

C. Life and Career Skills

No.	1. Flexibility and adaptability skills	Available	Not Available
1.	Adapt to varied roles, job responsibilities, schedules, and contexts.		
2.	Work effectively in a climate of ambiguity and changing priorities.		
3.	Incorporate feedback effectively.		
4.	Deal positively with praise, setbacks, and criticism.		
5.	Understand, negotiate, and balance diverse views and beliefs to reach solutions.		
6.	Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.		

No.	2. Initiative and self-direction skills	Available	Not Available
1.	Balance tactical (short-term) and strategic (long-term) goals.		
2.	Utilize time and manage workload efficiently		
3.	Monitor, define, prioritize, and complete tasks without direct oversight.		
4.	Explore and expand one's own learning and opportunities to gain expertise (Self-Directed).		
5.	Demonstrate initiative to advance skill levels towards a professional level.		
6.	Reflect critically on past experiences to inform future progress.		

No.	3. Social and Cross - Cultural Skills	Available	Not Available
1.	Applies scientific tools, theories, and methodologies to understand social issues and the problems of other cultures.		
2.	Show empathy (the ability to perceive and appreciate cultural differences).		
3.	Work effectively with people from a range of social and cultural backgrounds.		
4.	Respond open-mindedly to different ideas, viewpoints, and values accordance to the culture difference.		

No.	4. Productivity and Accountability Skills	Available	Available
1.	Sets and meets goals, even in the face of obstacles and competing pressures.		
2.	Prioritize, plan, and manage work to achieve the intended result.		
3.	Shares the product of his work with others.		
4.	Resorts to ethical and professional standards in evaluating his work himself, or evaluating it by others.		

No.	5. Leadership and Responsibility Skills	Available	Available
1.	Takes responsibility of one's own goals and show work of high quality.		
2.	Considers ethical standards when implementing a project or an idea.		

Thank you again for refereeing the Content Analysis Card.

Appendix B



An Analytical Study of the 21st Century Skills Included in the English Textbooks for the Eleventh and Twelfth Grades in Palestine

Classroom Observation Checklist

Name of School:

Class/Section:

Date:

5. Always 4. Often 3. Sometimes 2 Rarely 1. Never

A. Learning and Innovation Skills

No.	1. Creativity and Innovation Skills	Always	Often	Sometimes	Rarely	Never
1.	Use a wide range of idea-creation techniques.					
2.	Demonstrate originality and inventiveness in ideas.					
3.	Elaborate, refine, analyze, and evaluate their own ideas.					
4.	Be open and responsive to new and diverse perspectives.					
5.	Adopt new ideas and perspectives.					
	2. Critical thinking and problem-solving skills					
1.	Use various types of reasoning (inductive, deductive, etc.)					

2.	Analyze and evaluate evidence and alternative point of view effectively.					
3.	Synthesize and make connections between information and arguments.					
4.	Analysis, and reflect critically on learning experiences and processes.					
5.	Interpret information and draw conclusions.					
6.	Solve different kinds of non-familiar problems in both conventional and innovative ways.					
7.	Identify and ask significant questions that clarify various points of view and lead to better solutions.					
	3. Communication and collaboration skills					
1.	Articulate and communicate new ideas effectively using oral, written, and nonverbal communication skills in diverse environments (including multi-lingual).					
2.	Listen effectively to decipher deep meanings in texts and narrations of others.					
3.	Use communication for a range of purposes (e.g., to inform, instruct, motivate, and persuade).					
4.	Collaborate with others, demonstrate ability to work effectively and respectfully with diverse teams.					
5.	Value the individual contributions made by each team member.					

B. Information, Media, and Technology Skills

No.	1.Information Literacy Skills	Always	Often	Sometimes	Rarely	Never
1.	Assess the validity, credibility, and effectiveness of information available in the various sources of information (magazines, books, websites, and electronic databases).					
2.	Identifies appropriate sources of information and databases.					
3.	Chooses information that is useful to serve a goal or an idea and uses it creatively.					
4.	Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information.					
	2. Media Literacy Skills					
1.	Understand both how and why media messages are constructed.					
2.	Examine how individuals interpret messages differently.					
3.	Examine how media can influence beliefs and behaviors.					
4.	Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media.					
5.	Utilize media creation tools.					
6.	Utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments.					
	3. ICT (Information, Communication, and Technology) Literacy					
1.	Use digital technologies (computers, PDAs, media players, GPS, etc.).					
2.	Research, organize, evaluate, and communicate information.					
3.	Use communication/networking tools and social networks appropriately.					
4.	Access, manage, integrate, evaluate, and create information successfully.					
5.	Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies.					

C. Life and Career Skills

No.	1.Flexibility and adaptability skills	Always	Often	Sometimes	Rarely	Never
1.	Adapt to varied roles, job responsibilities, schedules, and contexts.					
2.	Work effectively in a climate of ambiguity and changing priorities.					
3.	Incorporate feedback effectively.					
4.	Deal positively with praise, setbacks, and criticism.					
5.	Understand, negotiate, and balance diverse views and beliefs to reach solutions.					
6.	Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.					
	2.Initiative and self-direction skills					
1.	Balance tactical (short-term) and strategic (long-term) goals.					
2.	Utilize time and manage workload efficiently					
3.	Monitor, define, prioritize, and complete tasks without direct oversight.					
4.	Explore and expand one's own learning and opportunities to gain expertise (Self-Directed).					
5.	Demonstrate initiative to advance skill levels towards a professional level.					
6.	Reflect critically on past experiences to inform future progress.					
	3. Social and Cross - Cultural Skills					
1.	Applies scientific tools, theories, and methodologies					

	to understand social issues and the problems of other cultures.					
2.	Show empathy (the ability to perceive and appreciate cultural differences).					
3.	Work effectively with people from a range of social and cultural backgrounds.					
4.	Respond open-mindedly to different ideas, viewpoints, and values accordance to the culture difference.					
	4. Productivity and Accountability Skills					
1.	Sets and meets goals, even in the face of obstacles and competing pressures.					
2.	Prioritize, plan, and manage work to achieve the intended result.					
3.	Shares the product of his work with others.					
4.	Resorts to ethical and professional standards in evaluating his work himself, or evaluating it by others.					
	5. Leadership and Responsibility Skills					
1.	Takes responsibility of one's own goals and show work of high quality.					
2.	Considers ethical standards when implementing a project or an idea.					

The Researcher

Irene Nadim Hen

Appendix C

Permission from the Schools' Principals

إلى من يهمة الأمر..
تحية طيبة و بعد،،،

الموضوع: تسهيل مهمة

نهدىكم أطيب التحيات، وبالإشارة للموضوع أعلاه، لا مانع من تنفيذ الطالبة (أيرين نديم حن) من جامعة بيرزيت -كلية الدراسات العليا / برنامج ماجستير تربية دراستها بعنوان (تحليل لمهارات القرن الحادي والعشرين في محتوى كتاب اللغة الإنجليزية لطلبة الصفين الحادي عشر والثاني عشر) كمتطلب لإنهاء مساق الرسالة (860) في جامعتكم، بما لا يؤثر على سير العملية التعليمية.

مع الإحترام،،،




إلى من يهمة الأمر..
تحية طيبة و بعد،،،

الموضوع: تسهيل مهمة

نهدىكم أطيب التحيات، وبالإشارة للموضوع أعلاه، لا مانع من تنفيذ الطالبة (أيرين نديم حن) من جامعة بيرزيت -كلية الدراسات العليا / برنامج ماجستير تربية دراستها بعنوان (تحليل لمهارات القرن الحادي والعشرين في محتوى كتاب اللغة الإنجليزية لطلبة الصفين الحادي عشر والثاني عشر) كمتطلب لإنهاء مساق الرسالة (860) في جامعتكم، بما لا يؤثر على سير العملية التعليمية.

مع الإحترام،،،




إلى من يهمه الأمر..

تحية طيبة و بعد،،،

الموضوع: تسهيل مهمة

نهدىكم أطيب التحيات، وبالإشارة للموضوع أعلاه، لا مانع من تنفيذ الطالبة (أيرين نديم حن) من جامعة بيرزيت - كلية الدراسات العليا / برنامج ماجستير تربية دراستها بعنوان (تحليل لمهارات القرن الحادي والعشرين في محتوى كتاب اللغة الإنجليزية لطلبة الصفين الحادي عشر والثاني عشر) كمتطلب لإنهاء مساق الرسالة (860) في جامعتكم، بما لا يؤثر على سير العملية التعليمية.

مع الإحترام،،،



BIRZEIT UNIVERSITY

Faculty of Education, Department of Curriculum and Instruction, Birzeit, Palestine Tel: 298-2124, Fax: 2982121

September 26th, 2022

To Whom It May Concern

Reference: Assistance in Conducting a Research Study

Ms. Irene Hen is conducting a research study titled "An Analysis of the 21st Century Skills in the English for Palestine Grade 11th and 12th Textbooks". This study is a requirement for the completion of her Master of Education degree in Education with a concentration on Teaching English as a Foreign Language. In addition to analyzing the textbooks, Irene is required to observe some English classes. We kindly request from you allowing her to observe some grade 11th and grade 12th English classes at your school. Should you have any questions or need further information, please let us know. Thank you very much for your cooperation.

Most Truly

Anwar Abdel Razeq

Dr. Anwar Abdel Razeq
MA Programs Director
Birzeit University
Cell: 0597339142
aaabdelrazeq@birzeit.edu



Appendix D

Examples of English Classroom Observation Notes

Saint George School /Al-Tira, Ramallah

Class: Eleventh Grade

Section: Literary & Scientific

Date: October

11th, 2022

The teacher asked the students if they had prepared at home for the new lesson titled "Take Care", and then students were asked to provide other definitions for the title. Students answered as follows: "Be Aware!", "Watch out!", and "Be Careful!". Next, the teacher asked, "When do we have to be careful?", students answered that they must be careful when there are involved or near accidents, electrical faults, gas leaks, and fire; or when they are using sharp knives, matches, candles and the oven". Moreover, the teacher explained that we must be careful and try to avoid accidents from occurring for example: "place portable heaters away from curtains and furniture as fire spreads quickly, and we can even use blunt knives instead of sharp ones". Then, the teacher asked students what the meaning of the word blunt is, and a student said: "It's the opposite of the word sharp". After that, the teacher wrote on the board the four parts of text A: (Fire safety, Cooking, DIY, and garden safety). The teacher asked students what DIY stands for, and a student answered: "That it is an abbreviation for (Do It Yourself)".

Additionally, the teacher asked a student to read the first part of text A "Fire Safety", then the teacher explained the paragraph and asked students to think of ways to prevent fire from starting at home. One student said that we can install fire alarms at home for safety, and not just at home, but also everywhere in schools such as classrooms, labs, and hallways. Additionally, the teacher asked students if they would install fire alarms in their homes in the future, and if so, why. Some students answered no because they do not see it as useful, as they do not have fire alarms at home. However, most of the students said that it is better to have fire alarms than to regret later when accidents do take place.

Moving on to the next part of Text A "Cooking", before reading, the teacher asked the students to think of why the kitchen is the place where most serious hazards take place. Students answered as follows: "Because of the gas leak", "A fire can start suddenly and spread fast", "faults and damage could occur in electrical devices and people try to fix them without bringing a technician", "hot water and beverages", and "using sharp knives while cooking". After that, the teacher praised their answers and asked a student to read the "Cooking" part. Afterward, the teacher explained the meaning of the paragraph and chose another student to read the final part "DIY and garden safety". Next, the teacher explained that DIY, means that people should ask for a professional to fix things that could

be dangerous such as a gas leak or an electrical fault and not to try things by themselves.

The teacher read question two on page 24 in the pupils' book, and asked students to answer right away as it was homework. Then students were chosen, and answers were shared with the rest of the class, and the teacher wrote the answers on the board. After that, she asked students to brainstorm about other tips not mentioned in the book. Only a very few answered as it was a challenge for them to come up with new ideas. One of the students participated and said, "we can secure the drawer that has the kitchen knives, that way children won't be able to play with them" and another one said, "Don't use electrical products for other purposes as it might start a fire or cause an electrical fault", and another said: "Keep water away from electrical products". Lastly, the teacher did a quick revision of the main point of Text A before the class ended.

Saint Joseph School / Ramallah

Class: Twelve Grade
2022

Section: Literary

Date: November 10th,

In this class, the teacher asked students to open their pupil's book on page forty-one, referring to question four point four, the teacher read the following statement "New communications technology plays an important part in economic development", and explained that the answer was "True" and not "False" as previously answered. The teacher said that according to her opinion the correct answer should be "False", however, since Tawjihi examination considered it as a true statement and used it to generate a new type of question. Then the teacher wrote the question and its answer on the board and asked pupils to write it down on their copy notebooks. The question written on the board by the teacher was "Why new communication technology played an important part in economic development?", and the answer was, 1. It improved the economy in poorer countries 2. It broke the border 3. People can work from home. After that, the teacher told her students that the answer to the above question can only be elicited after reading the article on page forty.

Moving on, the teacher did a quick revision of the modal verbs of possibility. The teacher asked if students could mention the key words for the 50% possibility, and the students answered as follows: "May, might, could". In addition, they were asked about the key words for the 100% possibility, and answered as follows, "Will, next, sure, definitely, obviously, no doubt". Moreover, the teacher asked the students to provide the negation form of the modal verbs of the 50%, and the students answered as follows: "May not, might not", and one of the students said that the modal verb *Could* should not be used with the negation form as it doesn't give the required meaning. The teacher praised their answers and continued with explaining the modal verb *will* and its percentages by referring to the following explanations mentioned on the worksheet that was given to the students.

Furthermore, the teacher asked a student to read the other uses of the modal verb *will* from the worksheet. The teacher explained the other uses on the board and provided a sentence on each point as follows:

1. Announcement: e.g. The flight will be at 8:00 p.m.
2. Predict: e.g. The researchers predict that Corona virus will have a definite cure.
3. Instant decision: e.g. I will go to bed because I couldn't find something nice to watch.
4. To offer help: e.g. Don't worry. I will help you with the cleaning.

Will			
modals	negation	usage	percentage
will	Won't	تستخدم عندما تكون متأكد من حدث في المستقبل بنسبة 100%	100%

ملاحظة:

* تصريف كلمة Probably بعد will لكي نجعلها أقل تأكيداً.
 * تصريف كلمة probably قبل won't لكي تصبح أقل تأكيداً.
 * كلمة probably تعني (من المحتمل).

modals	percentage
will	100%
Won't	100%

modals	percentage
Will probably	75%
Probably won't	75%

استخدامات will الأخرى:

* الإعلان أو إعطاء معلومات جديدة للعلماء عن حدث في المستقبل.
 e.g. The next flight to arrive will be the 732 from London.

* تنبؤ أو التوقع بدقة ان شيء أكيد سيحدث.
 e.g. Researchers predict that the figures will continue to rise in future.

* لعرض الخدمات.
 e.g. Don't worry . I will help you solve the problem.

* التحدث عن شيء قررت ان تفعله الآن (قررت سريع و تنفيذ أكيد).
 e.g. There is nothing on TV, so I think I will go to bed

Complete the sentences with suitable modal verbs from the box:

may - will - won't - could

1. Don't worry, I'm sure you will win the competition. You are the best candidate.
2. If we run, we could catch the bus. At least we can try.
3. You obviously won't get the job if you don't apply for it.
4. We can't make any plans yet because he may not come.

After that, the teacher explained the different uses of the present continuous tense and going to (do). First, she explained that both forms can be used to talk about the future, then she drew a table on the board and filled it with the following information:

Going to (do)	Present Continuous
<p>-Rule: be (am, is, are) + going to +infinitive</p> <p>-Planning (intentions), you do not have your plans written down nor have told anyone about it. It puts an extra emphasis on the idea of intentions.</p> <p>-e.g. I'm going to study this evening.</p> <p>- It is used to talk about events that are outside people's control.</p> <p>-e.g. The clouds are black. It is going to rain.</p> <p>(There is evidence that it is going to rain as you can see the black clouds).</p>	<p>-Rule: be+ verb -ing</p> <p>- Fixed plans and Personal arrangements. You have told someone about them or have plans written down (such as a ticket).</p> <p>- e.g. I am traveling tomorrow. I have already bought the ticket.</p>

Additionally, the teacher asked the student to answer the following fill in the blank before writing the answer on the board.

The clouds are black. It _____ rain.

One of the students answered, “*Will*, because the sentence is about prediction. Another student answered “*Is going to*, as there is evidence. The teacher explained that the correct answer is “is going to” as you can see the clouds color which is proof that it is going to rain.

Moving on, the teacher asked the students to open page forty-two and asked a student to read the examples of question one. After reading, the teacher clarified that the following three modal verbs *may*, *might*, *could* have the same meaning as they are used to talk about the probability of things and events taking place. Also, the teacher reminded them that the modal verb *could* must not be used with the negation form when talking about possibilities and that the negative form of *will* is *won't*. Then the teacher chose students to read and complete the grammar rules of question one. Lastly, the teacher asked students to answer question two. Each student read and answered a point, and students wrote the answers on their books. Then before class ended the teacher told her students that they will continue the grammar worksheet for the modal verbs next class.

Latin Patriarchate School – Al Ahliyya College / Ramallah

Class: Eleventh Grade Section: Literary Date: November 10th, 2022

In this class, the teacher asked the students "What do I mean by a step-on tour guide?", and the students answered as follows: “They work as tour guides”, “They give tourists different information compared to a regular tour guide”, “They provide tourists with information that is beneath the surface”. The teacher praised their answers and said that "A step-on tour guide is someone who lives in the area, and is familiar with the culture, history, traditions, and challenges of everyday life of the local people". Then, the teacher explained to them that the internet has all the historical information that tourists need about the places they want to visit. That matter, the teacher opened Wikipedia on the touchscreen display and showed them all the information that is available about a village named “About” in Palestine. Therefore, the teacher said that a step-on tour guide gives tourists information that is not found on the internet and offers a lifetime experience that allows them to interact with the local people. In addition, the teacher asked, “What is eco-tourism and why do tourists need to know about eco-tourism?”. Two students answered as follows; “Tourists need to know about eco-tourism to protect historical and religious places from the negative impact of tourism such as the writing on the walls”, and “To avoid any harm that possibly could be done to tourist’s sites”.

Moreover, the teacher asked the students what harm they have done to their class as to relate it with the meaning of eco-tourism, and students mentioned their writings on the walls, desks, chairs, and doors. Then, the teacher asked the students to open their pupil’s textbook to page forty-one and were given three minutes to answer question four. After the three minutes were over, the teacher

read and explained the question and chose a student to write the answers of his classmates on the board. Different students were chosen to answer the points of question four. After that, the teacher chose a student to read question five which was then explained by the teacher. Students were given three minutes to answer the question solo. Then different students were chosen to answer the points of question five, and the teacher made sure not to choose the same student to answer twice. The teacher asked the students a question concerning point three of question five, the question was, "What is the negative impact of tourism?". Three students answered as follows: "Damage", "Vandalism", and "Stealing". Furthermore, the teacher asked them, "What is the positive impact of tourism?", and two students answered as follows: "It benefits the country's economy", "It saves the environment". In that matter, the teacher asked them "If you go to Deir Hajla in Jericho, how can you keep the environment clean?", and the students answered as follows: "We have to clean after ourselves", "We can walk instead of using transportation", "We must not throw trash on the ground", "We must not damage trees, bushes, and chairs", "We must not pick wildflowers". The teacher praised their answers. In addition, the teacher asked the students a question regarding point five of question five, the question was, "What is the opposite of the word *previous*?" and a student answered, "Next". Moving on, the teacher asked them to open page 43, and a student was asked to read the examples of question one. The teacher asked, "What does the word *well* in the phrase *well-known* mean, and a student answered "Very". The teacher explained that the form of the word that follows *well* must be in the past participle form. Then the teacher asked them, "What does *well-educated* mean?", and a student answered, "It means very educated". Finally, the teacher asked them, "What does it mean to describe the tourists as *well-informed*?" and a student answered, "It means that tourists have lots of information about the places they visit". Lastly, the teacher informed students to answer the questions on page 42 as homework for the next class.

The Arab Evangelical Episcopal School / Al-Tira, Ramallah

Class: Twelve Grade
3, 2022

Section: Literary

Date: October

In this class, the teacher started with unit four "The Shrinking World" on page 38 in the pupil's book. First, the teacher facilitated a class discussion by referring to question one on page 38, as she asked the students to try and guess the meaning of the word "Shrinking" in the unit's title. A few students raised their hands and one of the students answered: "It means to become smaller". Then the teacher asked what the unit's title suggested, and in what ways it might be true. One of the student's answered: "It is due to technology, people are all connected", another student answered: "Easy access to information and sharing of information", and another said: "It is due to social networks such as Facebook, WhatsApp, Twitter, and Snapchat. The teacher praised the students for their

answers and explained furthermore that the term “Shrinking World” suggests that due to the rapid rate of globalization and *the process of technological advancement*, *the world is getting smaller and smaller every day*, as we are now more connected to people on the other side of the world than ever before. Next, the teacher moved on to reading and discussing texts A and B under the title “Communication Today”. The teacher asked a certain student to read “Text A”. After that, the teacher and the students discussed the potential dangers of the online world, such as addiction to technology and social media, cyberbullying, and being catfished. As for the addiction to technology, most of the students agreed that it is very hard to turn off their mobile and just focus on exams and homework. A few students mentioned how they spend their time recording short video clips for TikTok and posting them on their accounts for their friends and followers to see. Also, they discussed how people can get catfished on social networking, as it is a deceptive activity in which a person creates a fake identity to target specific victims that may be used for financial gain or cyberbullying. After that, students talked about the amount of time they consume while playing online games such as Fortnite, and PUBG and chatting in English with players from all over the world. Lastly, the teacher clarified how the age gap between kids and their parents has a major effect on the usage of technology. One of the students said that his mother is always wanting to learn how to use Facebook and to make an account, and another one said that his grandfather only uses his iPhone to dial and answer phone calls. Most of the students expressed how their parents and grandparents do not know how to use social networks and require constant guidance. Furthermore, the teacher chose another student to read “Text B”, then the teacher talked about the importance of conducting studies in the field of technology and social media, and how the results of those studies can provide data and statistics that assist in clarifying the effect of the online world on today's societies. Next, the teacher explained how important it is for young people to be able to tell the difference between the online and the real world. Finally, the teacher discussed the difference between using the formal and informal English language. A few students commented on how they use broken language to chat with their friends and online players. Moreover, the teacher clarified that students need to use the formal English language when they apply for jobs or to universities. Before the class ended, the teacher assigned homework, (students must answer question three on page 39 for the next class).

Appendix E

Indicators of the 21st Century Skills

Learning and Innovation Skills

Creativity and Innovation Skills: For creativity skills, learners use a wide range of idea-creation techniques; create, elaborate, refine, analyze, and evaluate new ideas; develop, implement, and communicate new ideas effectively; be open and responsive to new and diverse perspectives; demonstrate originality and inventiveness in work; adopt new ideas. As for innovation skills, learners act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur (Battelle for Kids, 2019, p. 4).

Critical Thinking and Problem-Solving Skills: For critical thinking skills, learners use various types of reasoning; use systems thinking; make judgments and decisions; analyze and evaluate evidence, arguments, claims, and beliefs; analyze and evaluate major alternative points of view; synthesize and make connections between information and arguments; interpret information and draw conclusions; and reflect critically on learning experiences and processes. As for problem-solving, learners can solve different kinds of unfamiliar problems in both conventional and innovative ways; and to identify and ask significant questions that clarify various points of view that lead to better solutions (Battelle for Kids, 2019, p. 4).

Communication and Collaboration Skills: For communication skills, learners articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills; listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions; use communication for a range of purposes; communicate effectively in diverse environments; collaborate with others; demonstrate ability to work effectively and respectfully with diverse teams; exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal; assume shared responsibility for collaborative work; and value the individual contributions made by each team member (Battelle for Kids, 2019, p. 5).

Information Literacy, Media Literacy, and Technology Skills

Information Literacy Skills: Learners need to access information efficiently and effectively; evaluate information critically and competently; use information accurately and creatively for the issue or problem at hand; manage the flow of information from a wide variety of sources; and apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information (Battelle for Kids, 2019, p. 5).

Media Literacy Skills: Learners have to understand both how and why media messages are constructed, and for what purposes; examine how individuals interpret messages differently; how values and points of view are included or excluded; how media can influence beliefs and behaviors; apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media; understand and utilize the most appropriate media creation tools, characteristics, and conventions; and effectively utilize appropriate expressions and interpretations in diverse, multi-cultural environments (Battelle for Kids, 2019, p. 5).

ICT (Information, Communication, and Technology) Literacy Skills: Learners can apply technology effectively as a tool to research, organize, evaluate, and communicate information; use digital technologies (computers, PDAs, media players, GPS, etc.); use communication/networking tools and social networks appropriately to access, manage, integrate, evaluate, and create information; and to apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies (Battelle for Kids, 2019, pp. 5-6).

Life and Career Skills

Flexibility and Adaptability Skills: Learners must adapt to varied roles, job responsibilities, schedules, and contexts; work effectively in a climate of ambiguity and changing priorities; incorporate feedback effectively; deal positively with praise, setbacks, and criticism; understand, negotiate, and balance diverse views and beliefs to reach solutions, particularly in multi-cultural environments (Battelle for Kids, 2019, p. 6).

Initiative and Self-Direction Skills: Learners have to set goals with tangible and intangible success criteria; balance tactical (short-term) and strategic (long-term) goals; utilize time and manage workload efficiently; monitor, define, prioritize, and complete tasks

without direct oversight; be self-directed learners; explore and expand one's own learning and opportunities to gain expertise; demonstrate initiative to advance skill levels towards a professional level; demonstrate commitment to learning as a lifelong process; and reflect critically on past experiences as to inform future progress (Battelle for Kids, 2019, p. 6).

Social and Cross-Cultural Skills: Learners must interact effectively with others in a respectable and professional manner; respect cultural differences and work effectively with people from a range of social and cultural backgrounds; respond open-mindedly to different ideas and values; and leverage social and cultural differences to create new ideas and increase both innovation and quality of work (Battelle for Kids, 2019, pp. 6-7).

Productivity and Accountability Skills: Learners must set and meet goals even in the face of obstacles and competing pressures; and prioritize, plan, and manage work to achieve the intended result (Battelle for Kids, 2019, p. 7).

Leadership and Responsibility Skills: Learners must use interpersonal and problem-solving skills to influence and guide others toward a goal; leverage strengths of others to accomplish a common goal; inspire others to reach their very best via example and selflessness; demonstrate integrity and ethical behavior in using influence and power; and act responsibly with the interests of others in mind (Battelle for Kids, 2019, p. 8).

Appendix F

Results of the Classroom Observation Checklist

5. Always 4. Often 3. Sometimes 2 Rarely 1. Never

A. Learning and Innovation Skills

No.	3. Creativity and Innovation Skills	Always	Often	Sometimes	Rarely	Never
1.	Use a wide range of idea-creation techniques.			✓		
2.	Demonstrate originality and inventiveness in ideas.	✓				
3.	Elaborate, refine, analyze, and evaluate their own ideas.			✓		
4.	Be open and responsive to new and diverse perspectives.	✓				
5.	Adopt new ideas and perspectives.					✓
	4. Critical thinking and problem-solving skills					
1.	Use various types of reasoning (inductive, deductive, etc.)			✓		
2.	Analyze and evaluate evidence and alternative point of view effectively.			✓		
3.	Synthesize and make connections between information and arguments.					✓
4.	Analysis, and reflect critically on learning experiences and processes.			✓		
5.	Interpret information and draw conclusions.				✓	
6.	Solve different kinds of non-familiar problems in both conventional and innovative ways.					✓
7.	Identify and ask significant questions that clarify various points of view and lead to better solutions.				✓	
	3. Communication and collaboration skills					

1.	Articulate and communicate new ideas effectively using oral, written, and nonverbal communication skills in diverse environments (including multi-lingual).	✓				
2.	Listen effectively to decipher deep meanings in texts and narrations of others.	✓				
3.	Use communication for a range of purposes (e.g., to inform, instruct, motivate, and persuade).	✓				
4.	Collaborate with others, demonstrate ability to work effectively and respectfully with diverse teams.				✓	
5.	Value the individual contributions made by each team member.				✓	
Total		5	0	5	4	3

B. Information, Media, and Technology Skills

No.	1.Information Literacy Skills	Always	Often	Sometimes	Rarely	Never
1.	Assess the validity, credibility, and effectiveness of information available in the various sources of information (magazines, books, websites, and electronic databases).					✓
2.	Identifies appropriate sources of information and databases.					✓
3.	Chooses information that is useful to serve a goal or an idea and uses it creatively.					✓
4.	Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information.					✓
2. Media Literacy Skills						
1.	Understand both how and why media messages are constructed.					✓
2.	Examine how individuals interpret messages differently.					✓
3.	Examine how media can influence beliefs and behaviors.					✓

4.	Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media.					✓
5.	Utilize media creation tools.					✓
6.	Utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments.					✓
	3. ICT (Information, Communication, and Technology) Literacy					
1.	Use digital technologies (computers, PDAs, media players, GPS, etc.).				✓	
2.	Research, organize, evaluate, and communicate information.				✓	
3.	Use communication/networking tools and social networks appropriately.					✓
4.	Access, manage, integrate, evaluate, and create information successfully.					✓
5.	Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies.					✓
	Total				2	13

C. Life and Career Skills

No.	1.Flexibility and adaptability skills	Always	Often	Sometimes	Rarely	Never
1.	Adapt to varied roles, job responsibilities, schedules, and contexts.				✓	
2.	Work effectively in a climate of ambiguity and changing priorities.					✓
3.	Incorporate feedback effectively.	✓				
4.	Deal positively with praise, setbacks, and criticism.		✓			
5.	Understand, negotiate, and balance diverse views and beliefs to reach solutions.				✓	

6.	Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.				✓	
	2. Initiative and self-direction skills					
1.	Balance tactical (short-term) and strategic (long-term) goals.					✓
2.	Utilize time and manage workload efficiently				✓	
3.	Monitor, define, prioritize, and complete tasks without direct oversight.			✓		
4.	Explore and expand one's own learning and opportunities to gain expertise (Self-Directed).					✓
5.	Demonstrate initiative to advance skill levels towards a professional level.					✓
6.	Reflect critically on past experiences to inform future progress.				✓	
	3. Social and Cross - Cultural Skills					
1.	Applies scientific tools, theories, and methodologies to understand social issues and the problems of other cultures.				✓	
2.	Show empathy (the ability to perceive and appreciate cultural differences).					✓
3.	Work effectively with people from a range of social and cultural backgrounds.				✓	
4.	Respond open-mindedly to different ideas, viewpoints, and values accordance to the culture difference.					✓

	4. Productivity and Accountability Skills					
1.	Sets and meets goals, even in the face of obstacles and competing pressures.				✓	
2.	Prioritize, plan, and manage work to achieve the intended result.			✓		
3.	Shares the product of his work with others.				✓	
4.	Resorts to ethical and professional standards in evaluating his work himself, or evaluating it by others.					✓
	5. Leadership and Responsibility Skills					
1.	Takes responsibility of one's own goals and show work of high quality.					✓
2.	Considers ethical standards when implementing a project or an idea.					✓
	Total	1	2	2	8	10