

The Inclusion of Life Skills in English Textbooks in Jordan

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Abstract

This study aimed at analyzing Action Pack English textbooks' texts based on the availability of life skills for 5th, 6th and 7th grades and to determine the frequencies and percentages of the life skills present in each text.

The sample of the study was English language textbooks for Action Pack series for the 5th, 6th, and 7th grades. The life skills which were analyzed are the following: Decision making, Problem solving, Creative thinking, Critical thinking, Effective communication, Interpersonal relationship skills, Self awareness, and Coping with emotions.

The findings of the study indicated that life skills are distributed in randomly way among the three English Action Pack textbooks, there is no strategy for distribution life skills, and the highest percentage was 55.8% which was for effective communication life skill in the 6th grade English book. Then problem solving life skill also got a percentage of 44 % in the 7th grade. Then the effective communication life skill comes next with a percentage of 43.7% in the 5th grade.

Rely on the results study recommended that, the need to develop appropriate criteria for the distribution of life skills in the classroom, which represents the study sample.

Key Words: Action Pack, Life Skills

1. Introduction

Before a decade the Ministry of education in Jordan introduced a new curriculum for English instruction based on four area of English language learning: access to information, appreciation of literature, social interaction and culture and language. The authors of the old textbook called for new textbooks to be written appropriate the new curriculum and its four domains or attempted to adapt them to the new curriculum. Many books were accordingly written for grades 3-12. (Assaly, 2014).

A new curriculum is designed in order to develop criteria for the four domains of English instruction. The aim of the new curriculum is to develop students thinking to a point at which they can function as independent and responsible learners, who will be able to use English effectively (Assaly, 2014). As a result, the teacher's role changed by using the new curriculum to that of a facilitator who provides opportunities for students to learn the language in a more responsible and challenging manner instead of a person who transferred knowledge to students. At the same time, the new curriculum views students as learners who are capable of comprehension, application, analysis, synthesis, and evaluation of the learning material, but not as only passive learners. (Assaly, 2014)

Therefore, teachers have always used textbooks in order to accomplish learning objectives in both the previous and the new curricula. It is necessary to analyze the content of textbooks to students' creative thinking in particular, and to assess the students' contribution to the educational system in general. However, materials evaluation is a relatively recent phenomenon in the area of language teaching. Materials are defined as "anything which can be used to facilitate the learning of a language" (Tomlinson, 2001).

Despite that textbooks can be influenced by other aspects of the instructional situation for instance: by students' preferences for one part over another, by the teacher's use of different approaches, or other environmental factors, the impact of these instructional materials on the other components is more significant as texts have the potential to change the purposes of the situation or alter the motivation of students.

However, it seems that all the components involved in the learning situations should be in constant interaction to reinforce the learning and teaching achievement. Hutchinson and Torres Litz, (2005) suggest:

"The textbook is an almost universal element of [English language] teaching. Every year millions of copies are sold, and numerous aid projects have been set up to produce them in [various] countries... No teaching-learning situation, it seems, is complete until it has its relevant textbook."

Evaluation in TESOL settings is a process of collecting, analyzing and interpreting information as Genesee (2001) states. This process enables us to make informed decisions through which student achievement will increase and educational programs will succeed.

Moreover, adolescents are considered as the most productive members of the society due to their physical and intellectual capacity. However, due to the lack of guidance, training and motivation most of the adolescents are unable to recognize and utilize their potentials in an appropriate way. Today societies are rapidly becoming more diversified both demographically and politically, so our adolescents faced multifaceted challenges. The societal demands imply for the key skills that young people need to acquire and they are - the quality of civic life, social cohesion and the proper inculcation of life skills, values and good thinking through an educational system. Education is the best tool for shaping the desired personality. Education ensures sustainable efforts to cover a large population of the country by following the strategy of integrating subject knowledge with life skills, values and other adolescents' related elements in the content. Different government and non-government agencies viz -Council of Board of Education has designed the text books according to the requirement of the time so as to transmit the enriched subject matter to all the adolescent students studying in schools. Education enriched with life skills aims to provide students with strategies to make healthy choices, promote mental well being and to develop the competence to face the realities of life. Life skills are one of the governing variables and factors responsible for the successful, healthy and balanced life along with the subject knowledge in a particular field. According to the World Health Organization (2000) "Life skills are the abilities for adaptive and positive behavior that enables individuals to deal effectively with the demands and challenges of everyday life." The analysis of the life skills field suggests that there is a core set of skills that are at the heart of skills-based initiatives for the promotion of well being of children and adolescents. The core set of skills given by WHO are: 1. Decision Making, 2. Problem Solving, 3. Creative thinking, 4. Critical thinking, 5. Effective Communication, 6. Interpersonal relationship skills, 7. Self awareness, 8. Empathy, 9. Coping with emotions, 10. Coping with stress

English Language Curricula in Jordan

The English course for basic and secondary level students in Jordan is Action Pack, it includes materials that are based on the General Guidelines and General and Specific Outcomes claims that "English language teaching should be interactively attempted and evaluated in light of the essential ethics of communicative language teaching." (Ministry of Education 2006, p.9). In accordance with the English Curricula Outcomes of the Jordanian Ministry of Education, Action Pack resources have approached these skills in an incorporated way in conditions of the tasks and activities for both students and teachers. Therefore, the outcomes appearing at the creation of each unit match with and are related to the honesty of these skills and interactivity among students and teachers (Al-Ghazo & Smadi, 2013).

As it leads students from the basic to the secondary stage, Action Pack series is a twelve-level course for Jordanian students. It is claimed that it is based on the most contemporary strategies of language instructing, combining topic - based approach with purposeful language performance, vigilant concentration to grammar and vocabulary and an inclusive skill syllabus. It is also claimed that it offers learners a clear and systematic approach to grammar with thorough practice, incorporated skills work with an exacting focus on reading and writing and the progress of critical thinking skills. Many global topic- based contents which are intended to demand to the educational needs and benefits of students in Jordan are provided by Action Pack.

Each module of the four modules which the student's book is divided to focuses on a particular theme which develops it in different ways. Each module begins with a two -page 'opener'. This gives the students the chance to presume and guess the module will be about. The opener includes a set of eight pictures taken from inside the module. The Opener also gives the titles of the three unites that make up the unit, as well as some questions to think about and argue. In this corner, the important lists of Outcomes are founded to show what the learners are able to do by the end of the unit. Knowing what to guess to study, as students, is an vital way of preparing to study the module in details.

In each module, there are also three units followed by one evaluation unit. Each major unit begins with a unit summary which appears in a pink panel that shows responsibilities and activities under six heading. These six titles are grammar, vocabulary, listening, reading, writing and speaking. There are a lot of drills at each one of the six heading. Each unit includes also either one or two 'Useful language' boxes. These are intended to help learners to organize for a speaking or writing duty. 'Useful language' boxes give examples of vocabulary and grammatical structures that are appropriate for the reason of the duty. A purple 'Task' box appears above the writing drills to ask students about what they are going to do. It also gives the students chances to perform what they have learned by functioning on a task. (Al-Ghazo & Smadi, 2013)

A 'Fact file' is contained in some units which gives extra informational about a exacting issue. The learners can use this information to sustain a listening assignment or a writing assignment, or to add to a group debate. In fact, teachers have a main position in guiding and serving their students about how to make greatest use of the fact file. Most units contain green 'Quote' box. This gives a little quotation, either from well-known writer, or from a specialist on an exacting subject. The quote contains an attractive scheme that is articulated in only a little word. It stands as a type of commentary on the issue. At the end of each unit there is an assignment. The projects give students chances to perform English in a less official background and promote collaboration and communication between learners.

Although it may need some research and other preparation, but homework can be done. 'Now go to ' or what is called literature mark that sustain Cultural side which builds students' information of general and global culture.

A significant part of the curriculum is the textbook, since it is broadly used in the schools. Teachers and students use textbooks as funds that offer the major foundation of information, supervision and structure because they offer communicative actions, vocabulary, reading, writing, speaking, and listening understanding, and cultural gambits. (Al-Ghazo & Smadi, 2013)

Life skills in English language textbooks

English plays a significant role in the daily life situations all over the world. It is an international language that is used in all aspects of life. It is the language of science, politics, economics, education, information and technology. Accordingly, it is necessary to learn English as it is essential for communication and development (Hamdona, 2007).

Keshta (2000) indicated that English is a universal language: the language of communication across countries in the international world of trade, business, air transportation and technology.

English as a foreign language is of a great interest among the international curriculum designers and particularly the Jordanian ones. Accordingly, it is necessary to learn it because of its importance for communication and development. It enables students to cope with the modern life and to be part of the modern world. Richards (2001) mentioned that whenever you teach a language, you also teach a complex system of cultural customs, values, and ways of thinking, feeling and acting.

It is expected that English textbooks should include variety of life skills that engage students into society and make them active members in the real life situations.

Moreover, there is a serious need to take into consideration the life skills factors such as social, societal, religious, political, and communicational factors when designing the syllabi. Ferch (2005) stated that most teachers still agree that the textbook has the greatest influence on daily instruction.

Because of the fact that it can be applied to test and examine any piece of writing or occurrence of recorded communication, it can be said that content analysis is used in large number of fields, ranging from marketing and mass media studies, to literature and rhetoric, ethnography and cultural studies, gender and age issues, sociology and political science, psychology and cognitive science. In addition, content analysis does reflect a good relationship with socio- and psycholinguistics, and is playing an important role in the development of artificial intelligence.

The following offers more possibilities for the uses of content analysis: First, it reveals international differences in communication content. Second, it detects the existence of propaganda. Third, it identifies the intentions and focusing or communication trends of an individual, group or institution. Fourth, it describes attitudinal and behavioral responses to communications. Fifth, it determines psychological or emotional state of persons or groups (Berelson, 1952)

Content analysis can introduce many great advantages to researchers who are using it. In particular: first, it looks directly at communication via texts or transcripts, and hence gets at the central aspect of social interaction. Second, it can allow for both quantitative and qualitative operations. Third, it can provide valuable historical/cultural insights over time through analysis of texts. Fourth, it allows closeness to text which can alternate between specific categories and relationships and also statistically analyzes the coded form of the text. Fifth, it can be used to interpret texts for purposes such as the development of expert systems (since knowledge and rules can both be coded in terms of explicit statements about the relationships among concepts). Sixth, it is an unobtrusive means of analyzing interactions. Seventh, it provides insights into complex models of human thought and hangs cage use.

1.1 Statement of the Problem

Considering the importance of communication, researchers have analyzed textbooks in different subjects. However English language textbooks in Jordanian public schools are not as analyzed as in the other subjects, though there are studies that analyzed English language textbook content in different countries (Al-Ayasirah, 2004; Al-Sewidi, 2000).

The main challenge students face when learning English in Jordan is how to communicate in English and how to use English in their daily life. Although the Ministry of education tried to include life skills in the English curricula still students are weak in English. The researcher analyzed the 5th, 6th, and 7th grade textbooks of Action Pack series to measure the distribution of these skills in the English textbooks and see if it is sufficient or not.

1.2 Significance of the study

Communicative skills are vital in all aspects of life, it help students to develop the ability of reasoning, syntheses, problem solving or higher mental processes necessary to becoming fully productive individuals. Thus, analysis of the textbook and the different types of exercises it contains will be valuable to decision – makers, curriculum designers, EFL supervisors and teachers as well.

Life-skills-education plays a vital role to increase the awareness among the adolescents about all social problems and to alleviate social evils from the society. The main objective of life- skills-education is to enable the learner to develop a concept of oneself as a person of worth and dignity. And meet out the challenging situations. In educational system along with the teacher, it is the text book which guides the students to the right path. At secondary level the formal education is divided in two groups-Social Science and Science. Social science subjects develop awareness of political, social, geographical economical, environmental knowledge among the students. On the other hand, the Science subjects develop the abilities like-problem solving, logic reasoning power and analytical attitude. Time to time, changes related to the teaching objective, its evaluation and monitoring is equally important to fulfill the need.

1.3 Purpose of the study

The purpose of the current study is to analyze Action Pack English textbooks' texts based on the availability of life skills for 5th, 6th and 7th grades and to determine the frequencies and percentages of the life skills present in each text.

1.4 Questions of the study

To achieve the purposes of the study, the following questions were answered:

1. What are the life skills included in the 5th, 6th, and 7th grade English text books of Action Pack?
2. What are the occurrences of the sub-categories of life skills included in the 5th, 6th, and 7th grade English text book of Action Pack?

1.5 Operational Definition of Terms

Life Skills: Life skills have been defined by the World Health Organization (WHO) as “abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life”.

They represent the psycho-social skills that determine valued behavior and include reflective skills such as problem-solving and critical thinking, to personal skills such as self-awareness, and to interpersonal skills.

Operationally, life skills in this study means the availability of life skills with the ten categories or types 1) Decision-making 2) Problem solving 3) Creative thinking 4) Critical thinking 5) Effective Communication 6) Interpersonal relationship skills 7) Self awareness 8) Empathy 9) Coping with emotions 10) Coping with stress) in the texts of text books of Action Pack series for 5th, 6th, and 7th grades.

Action Pack: It is a series of twelve books prescribed by the Jordanian Ministry of Education from first to twelve grade students. It consists of student's book, activity book, teacher's book and cassettes.

Operationally, in this study it means the student English text books of Action Pack series for 5th, 6th, and 7th grades which are taught to students in Jordanian schools in the Academic year 2014/2015.

1.6 Limitations of the study

This study is limited to the English textbooks "Action Pack series" for 5th, 6th, and 7th grades in basic education in Jordan which are currently instructed in Jordanian public schools in the academic year 2015/2016.

2. Review of Related Literature

Shawn (2014) conducted a study entitled "Look After Yourself, or Look After One Another? The study was an Analysis of Life Skills in Sport for Development and Peace HIV Prevention Curriculum. The purpose of this study was to conduct a critical discourse analysis, guided by the concept of bio pedagogies, of the Live Safe Play Safe (LSPS) manual that Right to Play (RTP) that has used to train facilitators for its HIV/AIDS prevention program. The findings demonstrate that discourses of risk, individualism, and deficiency constructed life skills in a way that aligned with neoliberal approaches to health promotion and development, emphasizing risk management and individual responsibility, while glossing over the broader social and political factors influencing HIV transmission.

Maass et al (2006) aimed at assessing the effectiveness of long-term 4-H participation on the development of life-skill competencies known to assist individuals with living a productive and rewarding life. Specific life skills targeted in this research include critical thinking, goal setting, communication, cooperation, conflict resolution, problem solving, decision-making and community service.

The sample for this study was Oklahoma 4-H Alumni who participated in the Oklahoma 4-H program from 1969 through 1998 and had participated in one or more of the 4-H related experiences, the questionnaire for this study included seven sections: 4-H experiences, aspects of 4-H, 4-H eligibility, other youth organizations, life skills development, and community involvement as adults and demographics.

The researcher found that the aspects of 4-H most influential in the Oklahoma 4-H program were 4-H trips, 4-H club meetings, and adult 4-H volunteers/leaders. Being included in making important decisions and being given the freedom to develop and use one's own skills were the most important opportunities identified by the respondents in this study.

Anderson (2005) aimed at evaluating the perceptions of students, teachers, and parents regarding the value of life skills and Lifelong Guidelines Program due to the increase in the number of children committing extreme acts of violence prompting many schools to adopt and implement character education programs. The life skills and Lifelong Guidelines program focuses on producing a caring community of responsible citizens for life.

The program was implemented in 2003 at a public elementary school in a small urban area in East Tennessee. Teachers and students participated in one-on-one interviews and parents completed open-ended surveys in order to gather data to the qualitative case study.

The findings from this study suggested that the life skills and Lifelong Guidelines program has a positive effect on schools participating in the study. The program helps learners at home and school. Teachers perceived the program to be a beneficial addition to the school's curriculum.

Several suggestions were given for improving the program including: further staff development, additional information being sent to parents, and meeting the goal of having consistent use and implementation of the program on a school-wide basis in order to produce a caring community of responsible citizens for life.

Smith et al (2005) intended to evaluate the development of leadership life skills in the participants in the Appalachian Regional Commission Youth Leadership Incubator Program. The researchers sought to develop the

leadership life skills of each participant while also implementing a program, designed by the youth, to foster economic development within their home counties. The participants consisted of youth (n=32), ages 12 to 17, from seven economically distressed counties in the Appalachian Region of Alabama. Repeated-measures analyses and paired samples t-tests indicated significant differences between pre-, post-, and follow-up scores when using hindsight shifts in the analyses. Participants improved their leadership life skill ability and maintained these skills at follow-up. The participants also maintained previous levels of involvement in community activities. The hindsight tests allowed for evaluation of a change that would not have been detected in the traditional pre-test/post-test/follow-up evaluation format. However, more needs to be done should evaluate the accuracy of the response shift.

Fitzpatrick et al (2005) intended to measure the long-term impact of Maine 4-H Youth Development programs by surveying recent 4-H graduates to determine if they had learned specific life skills. The researchers also sought to decide which of the life skills youth and volunteers think are the most and least important to learn.

The population for the study was the 4-H alumni--those who had graduated from high school between 1999 and 2003--and adult volunteers. Eighty percent of the 4-H alumni (n=48) interviewed had been involved with 4-H for more than 7 years, and 97 percent (n=58) lived in a farm, in the country, or in a small town. Thirty percent of the adult volunteers (n=13) had been involved with the 4-H program for more than 10 years, and 52 percent (n= 22) of the adult volunteers had been involved for 1 to 6 years. Seventy-five percent (n=32) of the adult volunteers live in a farm, in the country, or in a small town. The results of the qualitative study indicated that involvement in 4-H Youth Development Club programs helps youth learn and use specific life skills. Both recent 4-H Club program graduates and adult volunteers verified this hypothesis but their opinions regarding which skills were deemed most important differed greatly. The findings showed that both youth and adults involved in 4-H display a high degree of satisfaction with the program.

O'Hara, Bourner and Webber (2004) suggest a set of useful skills for members: Questioning skills – to help people to find their own solutions to their problems Active listening skills – to communicate to people that they are being understood; to help them work out their own solutions but not give solutions; to help them clarify their situation, the facts, their thoughts and their feelings; and to hear without judging or evaluating

- The ability to give and receive feedback – to help people learn and develop, to increase their self-esteem and to make them feel valued
- An understanding of the group process – to appreciate the difference between task and process and between helpful and sabotaging behaviors
- Creative problem-solving skills – to provide a range of tools to help the students when they are stuck
- The skill of reflection – to plan for future action and to help derive the learning from action

Loeser et al (2004) sought to develop means to evaluate youth programming for third to fifth graders that was accurate, useful, ethical, and feasible. The Life Skills Evaluation System Version for Youth Ages Eight to Eleven was used to assess the life skills learned during the youth camp. Based on Deen et al classification (2005), an instrument was composed of 31 indicators. They measure the following eight life skills: decision making, wise use of resources, communication, accepting differences, healthy lifestyle choices, and self-responsibility. Furthermore, the researchers found that developing effective ways to evaluate Extension programming for youth under age 11 is difficult. The Extension program sought to adapt an evaluation instrument designed for youth and adults sixth grade and older for use with younger audiences. Finally, the researchers continued to refine the instrument and the data collection process through further testing. They added that with careful planning and administration of a life skills evaluation system that is closely matched to program activities and cognitive skill level of youth, a feasible and reliable system, which measures program outcomes, can be developed for young audiences.

3. Design and Methodology

3.1. The population of the study

The population of the study consisted of all English text books of Action Pack series which are instructed in Jordan in the academic year 2015/2016 and distributed among 1st to 10th classes.

3.2. The sample of the study

The sample of the study consisted of all texts included in English text books "Action Back" series/ first semester of 5th, 6th, and 7th classes.

Table (1) shows the distribution of reading texts among the three books as follows:

Table (1): Distribution of reading texts and number of texts on 5th, 6th, and 7th classes

Class	Unit			Total
	Unit 1	Unit 2	Unit 3	
	Number of reading texts	Number of reading texts	Number of reading texts	
Fifth grade	1	1	2	4
Sixth grade	1	2	2	5
Seventh grade	2	2	2	6
Total	4	5	6	15

3.3. The instrument of the study

To achieve the study purposes, researcher developed a life skills list included in English language textbooks, for grades fifth, sixth and seventh grades in Jordan based on the educational literature in this context, life skills list consisted of (8) categories, while each category has number of sub- category.

The researcher developed life skills with the eight categories

1) Decision-making 2) Problem solving 3) Creative thinking 4) Critical thinking 5) Effective Communication 6) Interpersonal relationship skills 7) Self awareness 8) Coping with emotions, to analyze the texts in English textbooks Action Pack to judge the availability and distribution of life skills in these texts for each grade of 5th, 6th, and 7th.

3.4 Validity of the instrument

For verification purposes, instrument validity has been referred for examination by a number of professional experts and professors in Al Balqa Applied University and English teachers in order to ascertain thorough wording of the life skills list, accurate phraseology, and clear components, some skills and phrases have been amended for improving the degree of life skills list validity.

3.5 Reliability of the Instrument

The verification of the reliability of analysis by employing re-analysis of the content of books, by an experienced rater, reached after a period of three weeks, then the researcher asked a teacher at Al Tafila Directorate of Education, he holds bachelor's degree in English language, Higher Diploma in educational management, and has worked in the teaching of English language for more than ten years, having been trained for long enough, he has been requested to analyze the units in the first semester of three English textbooks of 5th, 6th, and 7th grades, in the light of the rules of analysis that has been agreed upon, the units that have been analyzed by him were all the units included in the first semester of all the three books, then the percentage of agreement between the number two times of Analysis was calculated namely: Abercrombie (referred to in (Cooper, 1974) using the Cooper equation which is:

$$\text{Ratio agreement} = \frac{\text{Number of agreed answers}}{\text{Number of agreed answers} + \text{number of answers is agreed}} \times 100\%$$

The proportion of finding agreement between the two analysts and ensure appropriate ratios agreement for the purposes of the reliability analysis and the results were as shown in Table (2), which shows agreement ratio among analysts on every book of the three books

Table (2): Percentages of agreement among analysts on every textbook of the study sample books

Grade	Ratios agreement		
	First analyst with himself	First analyst with the second analyst	Percentage
Fifth grade	90%	94%	92%
Sixth grade	88%	90%	89%
Seventh grade	91%	93%	92%

Table (2) shows that the percentages of the agreement rate between the analysts ranged from (89%-92%) for each book, which is high ratios indicate the availability of high degree of reliability in the analysis.

3.6 Analysis Procedures

3.6.1 Unit of Analysis

The unit of analysis used in this study was the sentence or expression which shows or indicates the specific life skill.

3.6.2 Categories of Analysis

Understanding the primary areas of the proposed life skills included in English books for the Basic stage in Jordan, and the sub-elements falls below it and belonging to it, and that was depending on the preparation of educational literature on life skills and on expert opinions and specialists in this area, after subjecting them to the processes of validity and reliability, it has represented the following areas: 1) Decision-making 2) Problem solving 3) Creative thinking 4) Critical thinking 5) Effective Communication 6) Interpersonal relationship skills 7) Self awareness 8) Coping with emotions.

3.6.3 Analysis method used

This study used content analysis method for the detection of life skills in English language textbooks for grades fifth, sixth and seventh in Jordan. And (Berelsan) as referred to in (To'eima, 1987, 22) defined content analysis as " a scientific research method: It aims to objective and systematic and quantitative description of the content apparent to the articles of Contact", and the content analysis beyond this quantitative description of phenomena survey and frequency rates and inventory, to qualitative analysis which shows that in the books of values, and trends or national interest, as well as Salem who was referred to in (To'eima, 1987), who defined content analysis that is "the methodology of the study and quantitative tool and a communication tool, And a tool to test specific hypotheses about contact material and a tool for forecasting, the importance of content analyses lies as being secured in the approach to the study of the phenomenon replace analysis in its dynamic.

3.7 Statistical analyses:

This research is descriptive in nature. It used the analytical approach design (content analysis and percentage frequency) for eight life skills:

1. Decision Making, 2. Problem Solving, 3. Creative thinking, 4. Critical thinking, 5. Effective Communication, 6. Interpersonal relationship skills, 7. Self awareness, 8. Coping with emotions.

The unit of analysis is the text. The researcher analyzed according to eight levels of life skills as follows:

Table (3): Life skills used to analyze the texts

Life skill	5 th Grade		6 th Grade		7 th Grade	
	Frequency	Percentage	Frequency	percentage	Frequency	Percentage
Decision making						
Problem Solving						
Creative thinking						
Critical thinking						
Effective communication						
Interpersonal relationship skills						
Self awareness						
Coping with emotions						

4. Findings, Discussion and Recommendations

The purpose of the current study is to analyze Action Pack English textbooks' texts based on the availability of life skills for 5th, 6th and 7th grades and to determine the frequencies and percentages of the life skills present in each text.

Results related to the first question: What are the life skills included in the 5th, 6th, and 7th grade English text books of Action Pack?

To answer this question the researcher analyzed the three books of Action Pack for 5th, 6th, and 7th grades. The results are shown in table (4)

Table (4): life skills included in the 5th, 6th, and 7th grade English text books of Action Pack

Grade/ frequency	Life Skill							
	Decision making	Problem solving	Creative thinking	Critical thinking	Effective communication	Interpersonal relationship skills	Self awareness	Coping with emotions
5 th grade	1	0	7	1	14	3	2	4
Percentage	3%	0%	21.8%	3%	43.7%	9%	6.2%	12%
6 th grade	12	0	2	1	29	5	2	1
Percentage	23.0%	0%	3.8%	1.9%	55.8%	9.6%	3.8%	1.9%
7 th grade	0	7	4	5	0	0	0	0
Percentage	0%	44%	25%	31%	0%	0%	0%	0%

Table (4) shows that, the distribution of the various life skills on the three classes were irregular and inaccurate, as the life skills must be learned by the student in the various stages of the study, due to various life skills offering the benefit of the student in order to help him in his daily life.

In fact, all the three books contained life skills but with different distribution, the level of students affects the choice of skills to be included although it is not accepted to delete some life skills even if these skills are already

included in the previous year. It is noted that recently there is a great attention paid to communication skills because it is necessary to engage students in real life situation.

In addition, the distribution of life skills in the three classes were random, where it is noted that some of the skills they exist and repeating great in Fifth, Sixth classes, but it was not mentioned at all in the seventh grade, such as (Effective communication).

Also, some life skills (such as problem solving) have never been mentioned in the fifth and sixth grades, however, they reported in the seventh grade by a large margin. This distribution not following any strategy, so it will not be good for students, therefore the ministry of education must focus on teach students these skills step by step, by drawing a good strategy.

Results and discussion related to the second question: What are the occurrences of the sub-categories of life skills included in the 5th, 6th, and 7th grade English text book of Action Pack?

To answer the second question the researcher analyzed the English text book of Action Pack for the 5th, 6th, and 7th grade in order to show the availability of the eight life skills, its frequency and percentages, results are shown in tables: 5, 6, 7, respectively.

Table (5): The distribution of life skills in the 5th grade English text book of Action Pack

N	Life skill	Frequency	Percentage
1	Decision making		
	Setting goals	1	3%
	Listing options before making a decision	1	3%
2	Problem Solving		
	Determining alternative solutions to problems	0	
	Conflict resolution.	0	0%
3	Creative thinking		
	Brainstorming	1	3%
	Combine some of the features of two different objects or ideas to see if you can create several more.	6	18.7%
4	Ask questions such as 'what if....?' Or 'supposing....?'	7	21.7%
	Critical thinking		
	Identifying relevant information.		
	Organizing thoughts to reflect logical thinking.	1	3%

	Having a deep understanding of issues.		
		1	3%
5	Effective communication		
	Effective verbal and non-verbal communication with others leads to ease in establishing relationships.	6	18.7%
	Expressing of feelings.	7	21.8%
	Giving and receiving feedback.	1	3%
		14	43.5%
6	Interpersonal relationship skills		
	Developing meaning of social life.	1	3%
	Appreciating of morals, values, rights and norms.	1	3%
	Contributing as a member of a team.	1	3%
		3	9%
7	Self awareness		
	Working cooperatively with others.		
	Demonstrating responsibility for personal actions and contributions to group activities.	2	6.2%
		2	6.2%
8	Coping with emotions		
	Students Say their feeling out loud: "I am feeling _____ right now."	4	12.5%
		4	12.5%

Table (5) shows that the highest percentage was for life skill (effective communication) which was (43.5%) then the next highest percentage was for (creative thinking) which was (21.7%), then the next life skill was (Coping with emotions) which was (12%), then the next life skill was (Interpersonal relationship skills) which was (9%), then the next life skill was (Self-awareness) which was (6.2%), then the next life skill was (Decision making and Critical thinking) which was (3%), while the lowest percentage was for problem solving when it was 0%. This is a bad indication to have 0% percentage for problem solving.

From table (5) we noted that those responsible for the design and development of books English for grades (Fifth, Sixth, and Seventh) do not care about the inclusion of life skills in the contents of these books. Since most life skills repeated and proportions are few and ineffectively to the student. For example, a student at this age need to learn how to solve the problems it faces, and in spite of that there is no skills for solving the

problem, and the skill of decision-making was a very few repeated and proportions are few, although the need for students to learn such a skill.

In addition, there was less attention paid to problem solving and creative thinking skills, although it is a very important skills for students, so these skills need to be focused more because students must be prepared to face newly global challenges in all aspects of life.

Table (6): The distribution of life skills in the 6th grade English text book

No	Life skill	Frequency	Percentage
1	Decision making		
	- Setting goals	10	19%
	- Listing options before making a decision	2	3.8%
		12	22.8%
2	Problem Solving		
	- Determining alternative solutions to problems	0	0%
	- Conflict resolution.	0	0%
		0	0%
3	Creative thinking		
	- Brainstorming		
	- Combine some of the features of two different objects or ideas to see if you can create several more.		
	- Ask questions such as 'what if....?' Or 'supposing....?'	2	3.8%
		2	3.8%
4	Critical thinking		
	- Identifying relevant information.	1	1.9%
	- Organizing thoughts to reflect logical thinking.		
	- Having a deep understanding of issues.		
		1	1.9%
5	Effective communication		
	- Effective verbal and non-verbal communication with others leads to ease	10	19%

	in establishing relationships.		
	- Expressing of feelings.	3	5.8%
	- Giving and receiving feedback.	16	30.7%
		29	55.5%
6	Interpersonal relationship skills		
	- Developing meaning of social life.	1	1.9%
	- Appreciating of morals, values, rights and norms.	4	7.6%
	- Contributing as a member of a team.	0	0%
		5	9.6%
7	Self awareness		
	- Working cooperatively with others.	0	0%
	- Demonstrating responsibility for personal actions and contributions to group activities.	2	3.8%
		2	3.8%
8	Coping with emotions		
	- Students Say their feeling out loud: "I am feeling _____ right now."	1	1.9%
		1	1.9%

Table (6) showed that the life skill effective communication has the highest percentage when it was 55.5%. Decision making comes next with a percentage of 22.8%. Unfortunately, again, problem solving got 0% percentage which indicates that Action Pack series lack this life skill. The other life skills got nearly similar percentages to each other ranging from 1.9% to 9.6%. It is clear that the focus was on communication.

This distribution shows us the lack of a good strategy based on the design and development of English language books, in the distribution of life skills and the extent mentioned in these books, and the occurrences of some life skills were not required level, in spite of its importance and the need of the student.

In addition, some of the life skills reported very few percentages, where is considered influential on the level of student learning life skills, besides, the inclusion of other vital life skills like creative thinking is very rare which is not accepted, our students need to be trained to use these life skills greatly. So what is required is to include life skills in the books of the English language is the biggest, so the student can take advantage of them.

Table (7): The distribution of life skills in the 7th grade English text book of Action Pack

N	Life skill	Frequency	Percentage
1	Decision making		
	- Setting goals	0	0%
	- Listing options before making a decision	0	0%
		0	0%
2	Problem Solving		
	- Determining alternative solutions to problems	6	37.5%
	- Conflict resolution.	1	6.3%
		7	44%
3	Creative thinking		
	- Brainstorming	4	25%
	- Combine some of the features of two different objects or ideas to see if you can create several more.	0	0%
	Ask questions such as 'what if....? Or 'supposing....?'	0	0%
		4	25%
4	Critical thinking		
	- Identifying relevant information.	4	25%
	- Organizing thoughts to reflect logical thinking.	0	
	- Having a deep understanding of issues.	1	6 %
		5	31 %
5	Effective communication		
	- Effective verbal and non-verbal communication with others leads to ease in establishing relationships.	0	0%
	- Expressing of feelings.	0	0%
	- Giving and receiving feedback.	0	0%

		0	0%
6	Interpersonal relationship skills		
	- Developing meaning of social life.	0	0%
	- Appreciating of morals, values, rights and norms.	0	0%
	- Contributing as a member of a team.	0	0%
		0	0%
7	Self-awareness		
	- Working cooperatively with others.	0	0%
	- Demonstrating responsibility for personal actions and contributions to group activities.	0	0%
		0	0%
8	Coping with emotions		
	- Students Say their feeling out loud: "I am feeling _____ right now."	0	0%
		0	0%

Table (7) showed that the highest percentage of the life skills included in 7th grade English book of Action Pack is 44% which was for "problem solving" life skill. Critical thinking life skill comes next with a percentage of 31%, and then comes the "creative thinking life skill with the percentage of 25%. Unfortunately, the rest of the life skills got 0%, which means that 7th grade English text book need more revision to include more life skills, although it is the only book among the three books in this study which concentrate on creative thinking and critical thinking.

In addition, some of the life skills not reported, where is considered influential on the level of student learning life skills, such as (Coping with emotions) besides, the inclusion of other vital life skills like self-awareness is very rare which is not accepted, our students need to be trained to use these life skills greatly. So what is required is to include life skills in the books of the English language is the biggest, so the student can take advantage of them.

4.1 Discussion

The study finding that distribution of life skills in the three classes came low and random levels, and do not achieve the desired interest.

The study due this result to there is no appropriate strategy used to include life skills in written English in three classes. In fact, Action Pack series include some of these skills in the English textbooks, but still there is a gap.

Although, life skills are essential in the whole educational process especially among students at lower stages. Students need life skills throughout their lives, so, it is of a great importance to train them on using these skills, and to include these skills in their textbooks.

Also the study realized that not all the life skills are included, and in not with the same percentages.

It must be emphasized that student development and support units in Action Pack series should implement life skills to improve on the success and academic and social development of students.

4.2 Recommendations

1. The need to develop appropriate criteria for the distribution of life skills in the classroom, which represents the study sample.
2. The need to include life skills in English language books more effectively.
3. The need to conduct seminars and training workshops, parents, students and teachers, shows how important life skills in everyday life.

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