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**An Evaluation of Incorporating the 21<sup>st</sup> Century Skills in 12<sup>th</sup> Grade English for Palestine**

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## Abstract

Recent research shows that the 21<sup>st</sup> century skills have emerged as an essential learning trend in education worldwide. Emanating from the fact that these skills are becoming the de facto requirement for learners to meet the need for the workforce, this paper investigates to what extent these skills are incorporated within the Palestinian curriculum of the 12<sup>th</sup> Grade. It follows the interpretivist research paradigm where data collected from questionnaires is analyzed and interpreted to examine the incorporation of 21<sup>st</sup> century skills in the teaching and learning practices. The study population consists of (40) EFL teachers serving at governmental high schools in Palestine. The data analyzed from the questionnaire reveals that English for Palestine 12 integrates 21<sup>st</sup> century skills with various frequencies and intensities. Collaboration skill is highly ranked as one of the most frequent skill with a mean of (2.281) followed by critical thinking, communication, problem solving, creativity and Innovation. The data also concludes that Information and Communication Technology (ICT) skills are the least integrated skills within the textbook. The reason behind the lack of application of these skills in classroom activities and assessment is mainly due to the structure and nature of the final national examination (Tawjihi). Furthermore, teachers tend to agree that the size and time constraints of the classes form an obstacle for skills implementation. Finally, the study shows that the participants have not received the proper training to integrate these skills in the educational process.

**Keywords:** *EFL, 21<sup>st</sup> Century skills, EFL curriculum, pedagogy, skills incorporation*

## Arabic Abstract

### ملخص الدراسة

تظهر الأبحاث الحديثة أن مهارات القرن الحادي والعشرين قد ظهرت كإتجاه تعليمي أساسي في التعليم في جميع أنحاء العالم. انطلاقاً من حقيقة أن هذه المهارات أصبحت مطلباً فعلياً للمتعلمين لتلبية الحاجة إلى القوى العاملة ، تبحث هذه الورقة إلى أي مدى يتم دمج هذه المهارات في المناهج الفلسطينية للصف الثاني عشر؟ إن هذه الدراسة تتبع نموذج البحث التفسري حيث يتم تحليل البيانات التي تم جمعها من الاستبيانات وتفسيرها لفحص مدى دمج مهارات القرن الحادي والعشرين ضمن ممارسات التدريس والتعلم. يتكون حجم الدراسة (العينة ) من (40) معلماً ومعلمة من معلمي اللغة الإنجليزية ( كلغة أجنبية ) يدرسون في المدارس الثانوية الحكومية في فلسطين. تُظهر البيانات التي تم تحليلها من الاستبانة أن مادة كتاب التوجيهي الانجليزي تدمج مهارات القرن الحادي والعشرين بدرجات وكثافة متفاوتة. تحتل مهارة التعاون مرتبة عالية كواحدة من أكثر المهارات شيوعاً بمتوسط (2.281) يليها التفكير النقدي والتواصل وحل المشكلات والإبداع والابتكار. وتخلص النتائج أيضاً إلى أن مهارات تكنولوجيا المعلومات والاتصالات هي أقل المهارات تكاملاً في الكتاب المدرسي. يعود سبب عدم تطبيق هذه المهارات في الأنشطة الصفية والتقييم بشكل أساسي إلى بنية وطبيعة امتحان الثانوية العامة (التوجيهي). علاوة على ذلك ، يميل المعلمون إلى الاتفاق على أن حجم وقيود الفصول الدراسية تشكل عقبة أمام تنفيذ المهارات. وأخيراً أظهرت الدراسة أن المشاركين لم يتلقوا التدريب المناسب لدمج هذه المهارات في العملية التعليمية.

## **Declaration**

I certify that this thesis, submitted for the Master Degree in Applied Linguistics, is the result of my own research, and it has not been submitted for a higher degree to any other university.

## Dedication

*To the memory of my mother, I dedicate this humble work.*

## Acknowledgement

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# Chapter One

## 1.1 Introduction

Twenty-first-century skills are considered as relatively a new trend in the field of education. The incorporation of these skills and competencies have been evident in designing teaching materials, like textbooks where learners are exposed to certain activities that activate acquiring these skills inductively and deductively. This incorporation can be attributed to the fact that 21<sup>st</sup> learners need to meet the need of a rapidly changing world. That is, they need to be critical thinkers, problem-solvers, collaborative, innovative and communicative. Further, this trend entails that learners need to take the lead and be autonomous in their learning experiences during school years and later in their lives.

Nowadays, educational institutions acknowledge the importance the 21<sup>st</sup> century skills. Accordingly, it is obvious that integrating them the EFL classrooms is an essential step to prepare learners who possess the 21<sup>st</sup> skills. This requires changes in the Palestinian curricula to meet the demands the needs 21<sup>st</sup> skills. This means that we educational institutions need to pay attention to critical thinking, innovation and creativity, digital literacy, inquiry skills, collaboration, and local and global engagement. This means that learners should be exposed to deep learning. Educational institutions should make sure that learning has connections to learners' real-life needs. Therefore, there should be changes in the curricula to be more engaging and relevant and genuinely meet the needs of 21<sup>st</sup>-century learners. This is following that has been stated by (Cator, 2010) when he deemed that teaching 21<sup>st</sup> century skills may aid teachers and decision-makers to find more creative ways to develop the quality of teaching and learning in ways that involve learners. Recently, few studies focused on the significance of meeting the 21<sup>st</sup> century skills to guarantee the quality of the teaching and learning process. Some studies

have used 21<sup>st</sup> century skills to evaluate their courses and textbooks. This study looks at the extent to the EFL Palestine textbook (English for Palestine, 12<sup>th</sup> Grade) incorporate the competencies and meet the 21<sup>st</sup> century skills. Most educational institutions are moving toward 21<sup>st</sup> century skills, and this necessitates such evaluation. Evaluation assists decision makers to make appropriate decisions. Therefore, practical steps should be taken to ensure progress in the educational process. This can be achieved by tremendous efforts and keen preparation and evaluation in the educational process to create constructive change. According to Cator, (2010) in order to create this transformation and to meet the 21<sup>st</sup> century skills, educators need to create learning tasks that are engaging, motivating, enjoyable and meaningful.

There are a number of the context-based dimensions that appear important to shed light on in a try to understand the nature of EFL textbooks in Palestine. These include the nature of teaching materials like textbooks, the EFL teaching philosophy, and a visualization of the 21st-century needs.

### **1.1.1 The Nature of Textbooks**

Textbooks in a learning environment like Palestine constitute the only method of teaching and learning in schools, especially for senior-level students. In this sense, learning materials are crucial within a classroom setting throughout the scholastic education. Most ELT researchers and educationalists believe that textbooks are the main source used for the teaching process (Byrd, 2001). Besides, it seems that textbooks define, determine and direct the structure of the classroom as well as the flow of delivery. In this regard, teachers are well-aware of the content of the class and what is expected to be presented and taught, which places textbooks in the centre of the pedagogical experience (Brown, 2000). According to (J.C. Richards, 2001). teaching materials are also used as a pre-learning activity as they can be flexible in terms of syllabi for the teaching and learning process. From the students' perspective, textbooks provide an ideal source of information to complement what they learned from teachers during class (J.C. Richards,

2001). Therefore, textbooks play a major role in the learning process of schools, equally benefiting students and teachers.

Regarding the functionality of teaching materials in ELT, mainly textbooks, Richard (2001) and other researches state that there are two main purposes. On the one hand, textbooks are designed to provide useful materials for both teachers and learners alike, so teachers utilise textbooks to assist them to achieve the intended learning outcomes (ILOs). On the other hand, textbooks respond to the challenges of the curriculum system. For instance, the release of a new textbook is accompanied by several complementary materials by independent publishers to elaborate on the textbook content. ELT textbooks designers state that in the absence of technological development, textbooks would have been the only learning resource used in language learning. This belief arises from the fact that the textbooks provide sufficient activities that can be integrated into the learning and teaching processes (Peetsma, and Geijsel, 2011).

### **1.1.2 EFL Teaching Philosophy**

It is clear that EFL teachers' background and pedagogical roles, as well as the assessment criteria adopted in the Palestinian context, are determinant factors in understanding the nature of EFL teaching in Palestine. The majority of EFL teachers in the Palestinian public schools are non-native Palestinian speakers of English who were not trained in special academic institutions that provide them with pedagogical training in teaching as a career. Instead, Local universities are the main destination for EFL teachers. These universities pay little attention to the English language learning-teaching process in classroom practice, and more attention is given to content or subject matter. Revising the nature and structure of the EFL graduate degrees offered by the local universities can reveal that the EFL programs pay little attention to the contemporary updates like the 21<sup>st</sup> century competencies and ways for incorporating these into the national curriculum.

Based on the above, when it comes to the teachers' duties and responsibilities, there seems to be a sort of mismatch between what these teachers have to meet in their teaching practice and what they studied in their previous education. According to my humble experience in teaching EFL in Palestinian public schools which lasted for around ten years, EFL teachers have to:

- Promoting learning situations
- Motivating the learners
- Teaching English in relatively large class size (around 45 learners per class)
- Keeping good classroom management
- Preparing assignments and correct exams

These roles centre mainly on the fact that Palestinian teachers are most likely to adopt traditional ways of teaching where they come in the centre, and their learners are passive recipients of the knowledge. Traditional method of teaching is when a teacher directs students to learn through memorization and recitation techniques thereby not developing their critical thinking problem solving and decision-making skills (Sunal et al 1994). This leads to highlight the assessment criteria adopted in the Palestinian schools. That is, testing is the main criterion of assessment. Teachers have to cover the textbooks required units per semester, and they assess the progress of their learners via different sets of exams. As a result, it is likely to have a negative exam washback effect. According to McKinley and Thompson (2018), negative washback happens when there may be a gap between the educational goals and the focus of assessment (McKinley & Thompson, 2018). In the Palestinian educational context where the assessment is mainly exam-oriented, this effect may lead to the abandonment of instructional goals in favour of test preparation. It seems vital to point out that textbooks might be one of the main factors that lead to negative washback effects. That is, the nature of the educational hierarchy that English for Palestine textbook can direct teachers to avoid the communicative nature of the language and focus more on testing students' epistemological dimensions. As a result, components that are

related to the 21<sup>st</sup> century skills are very likely to be neglected due to the assessment criteria.

### **1.1.3 Education and 21<sup>st</sup> Century Market Needs**

In today's innovative era, socio-economic factors impact any educational context which tends to rely heavily on flexibility and problem-solving abilities. The market now seeks individuals who can think independently, yet work cooperatively, while the routine work is diminishing. This is not only at the individual level but also at the level of context as a whole. There is also some discussion about whether 21<sup>st</sup> century skills are new skills. Arguably, the skills themselves are not new, but the importance that is attributed to them is relatively new, and because of this emphasis, there is a demand for a new way of approaching them in a more structured and purposeful way (Arther, 2014). The novelty lies in the application of the skills. Standard solutions do not longer meet the requirements of the rapidly changing context of the 21<sup>st</sup> century society. Complex questions and social issues demand creative and innovative solutions and interdisciplinary collaboration, often on a global scale. This requires a different way of problem-solving than before. 21<sup>st</sup> century students must be able to think 'outside the box' to see new relations and to determine which solution fits best in a specific context.

Moreover, the inception of the new media platforms such as social media has reshaped the way we exchange information and open the doors for a new generation of information communication. With the increasing use of the Internet and technological advancements, the educational process is moving towards being dependent on developments far beyond our borders. According to Fisser (2016). schools and universities must incorporate this change into their curriculum so that students will be able to better contribute to the world.

Therefore, the educational paradigm now demands to introduce and to integrate what is known as 21<sup>st</sup> century skills or competencies. Updating the curriculum is seen as an initial step

for preparing students for the ever-increasing demand of the 21<sup>st</sup> century and the skills today's market requires. Therefore, EFL textbooks need to prepare students for the relevant 21<sup>st</sup> century skills that will enable them to thrive in a global community of English language speakers.

21st-century skills encompass a set of skills that scholars and employer believe to be central to today's job market. These skills consist of collaboration, creativity, critical thinking and communication.

## **1.2 Statement of the Problem**

Palestinian English textbooks are structured around learning objectives such as grammar, vocabulary, reading, writing and listening. While these skills provide students with the fundamental knowledge needed to acquire a new language, the need for 21<sup>st</sup> century competencies is an essential aspect of the learning objectives. Through these skills, the learning outcome of English for Palestine will be diverse as well as up to date with the current state of globalization.

The current status of the textbook does not necessarily account for the flexibility and changeability of the contemporary world. These skills have become an essential learning trend in the world. The advancement of technology and communication require curriculum designer to adopt 21<sup>st</sup> century skills into these textbooks so that learners will be equipped with the right tools to tackle today's challenges. The results of integrating these skills into textbooks will be evident in learners' ability in acquiring a new language as well as all aspects of their personal and professional lives.

Therefore, this study focuses on investigating the 21<sup>st</sup> century skills in the 12<sup>th</sup> grade English textbooks and analyze the teaching and learning experience of these skills among Palestinian EFL teachers. The study aims to evaluate these skills and the number of occurrences of each one in a standard 12<sup>th</sup> grade English textbook. The main skills that will be addressed and analysed here are critical thinking, problem-solving, communication, collaboration, creativity

and innovation, information and communication technology (ICT), media literacy initiative and self-direction, flexibility and adaptability. These skills are evaluated based on task components, namely goals, input, quotes and points to ponder. Another aim of the study will be to evaluate the teachers' actions in incorporating these skills in their learning objectives and assessment criteria. The study will provide recommendations on how to assist teachers to be able to include and implement these skills within the classroom.

### **1.3 Objectives of the study**

In light of the scope and interest of this study, it aims to

- 1- Identify whether (English for Palestine text books) incorporate the 21<sup>st</sup> century competencies along with the language skills or not.
- 2- To examine if the EFL Tawjihi teachers received any training to incorporate the 21<sup>st</sup> century competencies into their pedagogical practices?
- 3- Examine whether the EFL Tawjihi teachers include the 21<sup>st</sup> century skills in their teaching practices

### **1.4 Research Questions**

The study mainly aims to answer the following questions:

1. To what extent is the EFL Palestinian textbook, adopted for the high school (Tawjihi) students, incorporate the 21<sup>st</sup> century competencies?
2. What type of training did the EFL Tawjihi teachers receive to incorporate the 21<sup>st</sup> century competencies into their pedagogical practices?
3. To what extent do the EFL Tawjihi teachers include the 21<sup>st</sup> century skills in their teaching practices?

## **1.5 Significance of the study**

The importance of inclusion of 21<sup>st</sup> century competencies has become an integrated part of learning objectives in schools and universities worldwide. English for Palestine 12 curriculum can benefit from the use of these skills. As the study aims to examine the incorporation of these skills, it will evaluate teachers' perception and experience concerning these skills. Through this study, teachers will be more aware of these skills as well as incorporate them into their daily teaching methods. Once these skills are evaluated and recommended, teachers will be able to include them in their assessment criteria which ultimately help students to acquire skills that are relevant to their academic and professional lives. According to Voogt and Robin (2010), the use of 21<sup>st</sup> skills can have a noticeable significance in learning a new language as they provide students with more relevant and engaging pedagogical activities.

## **Conclusion**

This section of the study outlines urges of adopting a new criterion of incorporating a non-EFL components like the 21<sup>st</sup> century skills into the scope of teaching and learning the second language. It also sheds light on the nature of the educational context that might pave the way for nurturing the application and incorporating of these skills into the EFL pedagogy. Finally, this chapter outlines other dimensions of this study namely statement of the problem, research objectives, research questions and the significance of the study.

## Chapter Two

### Literature Review

This chapter will firstly present the definition of 21<sup>st</sup> century skills taxonomy and look at each one individually. Then, it will offer a theoretical framework to highlight the importance of these skills in the field of English language teaching and learning. Finally, this chapter outlines several previous studies that shed light on the incorporation and evaluation of the 21<sup>st</sup> century skills and competencies in the EFL textbooks.

#### 2.1 The Taxonomy of 21st-Century Skills

According to Trilling and Fadel (2009), 21<sup>st</sup> century skills consists of 12 main abilities that are critical to the advancement of students' professional and academic future. Scholars tend to agree on essential 12 skills as 21<sup>st</sup> century which includes critical thinking, collaboration, information literacy, media literacy, creativity, flexibility, leadership, productivity, technology literacy, communication, initiative and finally social skills. These skills are designed to help individual, specifically students, to adapt and cope with the flexible and changeable markets. Each of these skills has a unique role to play in a globalized and advanced internet era (Farrah, 2020).

##### *Critical thinking*

According to Farrah (2020), critical thinking can be seen as one of the most important sets of 21<sup>st</sup> century skills. It is defined as a reasonable judgment involving the use of logic and well-thought-out reasoning. This particular skill requires a method thinking rather than habitual reasoning in which an individual does not simply accept an argument or a conclusion but instead question the logic behind them (Pisano, 2012). In her book, (Cottrell, 2017) argues that critical thinking can

improve students' abilities to spot alternative interpretation of issues, stories and cases. It also sharpens the formation of opinions on different issues and problems. She defines critical thinking as a cognitive activity in which an individual uses the mind effectively and neutrally. It is, therefore, a tool used to skepticism and doubts constructively for better decision making. Critical thinking is associated with reasoning and the capacity to think rationally and independently (Cottrell, 2017). The integration of critical thinking requires more than simple engagement. According to (Snyder & Snyder, 2008), critical thinking, as well as problem-solving exercises, demand students' discovery of information. The study also showed that students who use heuristic techniques tend to score higher on the test than those who are taught using conventional methods. The heuristic method in critical thinking encourages students to learn, discover and understand problems and exercises on their own rather than a predetermined pathway to the solution (Snyder & Snyder, 2008).

### ***Information and Communication Technology***

According to the American Library Association, information, media and technology literacies are skill sets that allow the individual to recognize the needed information and be able to evaluate and use that information effectively. Digital literacy is particularly related to the effective use of Information and Communication Technology (ICT). It includes a combination of various ICT skills as well as computational abilities and media and information literacy. The basic ICT skills include the knowledge of basic computer functions and software, the familiarity with different hardware, the ability to use certain standard software on a computer or mobile devices. It also includes the ability to use the internet and knowledge of online security and privacy. Digital literacy is associated with computational thinking which is defined as the ability to use digital processes to identify, analyze and solve certain problems while using ICT tools (Sysoyev, Evstigneeva, & Evstigneev, 2015). Media literacy, on the other hand, demands

stipulate the skills and attitude necessary effective use of media platforms. Moreover, it is about creating content, participate in social networks and to reflect on your own opinions and point of views (Fisser & Thijs, 2015).

ICT is often regarded as a method of increased motivation and linked with learner autonomy. Autonomy is defined as the student's ability to be in control and charge of his or her learning (Ghasemi & Hashemi, 2011). ICT allows the students to take the entirety of their decision-making process, including determining targets and objectives, assessing one's progress and the selection of materials and content. ICT thus allows for learning autonomy and provide freedom and flexibility to progress at one's own pace and convenience (Keengwe, Onchwari, & Onchwari, 2009).

### ***Leadership***

The majority of scholars and specialists like Jonathan P. Doh and Avolio agree that leadership is a skill that can be taught and learned. It is essentially an individual who can inspire others and the ability to function well under pressure. This skill involves the ability to generate ideas as well as communicating these ideas to others in an engaging and inspiring way (Ward, 2019).

### ***Creativity***

There is a demand of the need for a more creative solution in all walks of life, including companies, governments and schools. Creativity skills are concerned with the invention of new ideas and methods to analyse, elaborate and expand upon them. More specifically, this particular skill demands an apparent entrepreneurial attitude as well as the ability to think outside the box. This skill also requires the ability to see new relations and connections and brainstorming. It highly depends on taking a risk, make errors and see this as a learning experience (Voogt & Roblin, 2010).

Traditionally, creativity in second language teaching focuses on the use of creative text such as poetry, songs and literature (Jones & Richards, 2016). Creativity, however, is more complicated than the above simple definition, as Chastain (1975) argued that the main objective of creativity is to motivate and interest the learner. According to (Jack C. Richards, 2013), language exercises that can be qualified as creative tasks are those exercises that allow for student-centred and interaction-based ones. Furthermore, the open-ended questions allow for student autonomy and thus foster creative thinking and behaviour on the part of the learner.

### ***Problem-solving skills***

These skills require recognizing problems and set the solution criteria. These skills focus more on the solution rather than the solution itself. It requires, identifies, analyzes and defines the problem, to know the strategies and techniques needed to deal with unfamiliar problems. Furthermore, problem-solving skills deals with recognizing patterns and building models that lead to the most suitable solution (Voogt & Roblin, 2010).

### ***Communication***

This skill relates to an effective and efficient method of transferring and receiving messages. More specifically, it requires a goal-oriented exchange of information within its entire media, including speaking, listening and recognizing the core message. It also demands to handle various communication situations such as interviews, presentations, debates and knowing the social conventions. In addition, communication involves different media such as texts, images and videos as well as using various strategies to cope with each situation (Voogt & Roblin, 2010).

### ***Collaboration***

Collaboration relates to the ability of effectively working with others and being part of a team. It is concerned with understanding a common goal within a team while complementing and supporting others. An individual with collaborative skills can recognize different roles for him or herself and others, can ask, give and receive help, as well as the possession of positive and open attitude. This requires the individual to be respectful of others and their ideas, create a respectful work environment and recognize and appreciate differences. Through the ability to negotiate and agreements, a collaborative and team member can reach, along with other team members, the defined goals and objectives set and agreed upon by everyone involved (Voogt & Roblin, 2010).

### ***Social and Cultural skills***

Social skills deal with the ability to learn, work and live with people with different ethical, cultural and social backgrounds. It manifests an individual's ability to communicate and interact with different social settings while respecting others visions, behaviours and social conducts. It also deals with the one's capacity to recognize one's own feelings and constructively express them as well as showing empathy and concern for others. It involves the individual's awareness of collective responsibilities as a citizen in a society (Fisser, 2016).

### ***Self-regulation***

This skill relates to the ability to achieve goal-oriented and appropriate behaviour. More specifically, it requires the ability to set realistic goals and priorities, to carry out goal-oriented activities (concentration, self-motivation to perform a task, independence) and monitor the process of these activities (planning, time management), the ability to reflect on the actions and the performance of the task, the ability to provide feedback on your behaviour and use this feedback to make adequate follow-up choices, to be aware of the development of own

competence, to take responsibility for your actions and choices, and to see the consequences of your actions on the environment, also in the long term (Voogt & Roblin, 2010).

## **2.2 The Importance of 21<sup>st</sup> Century Skills**

Vooget & Roblin (2010) have discussed at length the importance of 21<sup>st</sup> century skills in the educational system. In their discussion paper published by the Netherland Ministry of Education, they discussed the framework on the common issues related to these skills across different countries and evaluation criteria. The need for integrating 21st-century skills is mostly attributed to the changes occurring in the world today in society and more specifically, to the advanced development in technology across the board. This will affect not just the way people live but the way they learn and interact with one another. The authors argue that the change of today's society from industrial to information and communication technology was the main reason for the need for 21<sup>st</sup> century skills. In the industrial society, the main focus of education was designed to contribute to the development of factual and procedural knowledge. In the information era, however, education has to account for the development in the internet and technological advancement. Other frameworks also emphasize on the economy and labour market caused by globalization and internationalization as one of the most important forces for the need of the 21st-century skills (Anderson, 2008). This change in societal structure entails a change in the individuals to be more flexible and have a more adaptable outlook in a continuously changing world (Aceto, Doni, & Marzotto, 2010). Different frameworks have addressed the importance of 21st-century skills based on the recent changes in technology, as shown in figure (1) below.

P21	En Gauge	ATCS	European Union	OECD
<p>Economic, technological, informational, demographic and political forces are transforming the way people live and work.</p> <p>Schools must bridge the gap between how students live and learn</p> <p>All students must have equal access to the new technological world, regardless of their economical background.</p> <p>Scientific insights of educational research must be incorporated into teaching and learning in a broad scale.</p>	<p>Given the rapid rate of change, the vast amount of information to be managed, and the influence of technology on life in general, students need to apply current skill sets, as well as develop new skill sets to cope with a changing society.</p> <p>True equity will require high levels of technology proficiency to ensure broader, more meaningful, and increasingly innovative uses of technology by all segments of the population</p> <p>Advances in the cognitive sciences show that learning increases significantly when students are engaged in academic study through authentic, real-world experiences.</p>	<p>Developments in advanced economies.</p> <p>Information and communication technology is transforming the nature of how work is conducted and the meaning of social relationships.</p> <p>Decentralized decision-making, information sharing, teamwork and innovation are key in today's society.</p>	<p>The need for economic competitiveness:</p> <ul style="list-style-type: none"> <li>- Internationalisation/globalisation;</li> <li>- The rapid pace of change, and the continuous roll-out of new technologies.</li> </ul> <p>The need to keep specific job-related skills up-to-date, but also possess the generic competences that will enable individuals to adapt to change.</p>	<p>Competences need to be appropriate for a world where:</p> <ul style="list-style-type: none"> <li>- Technology is changing rapidly and continuously, and learning to deal with it requires adaptability.</li> <li>- Societies are becoming more diverse and compartmentalized.</li> <li>- Globalization is creating new forms of interdependence.</li> </ul> <p>key competences must:</p> <ul style="list-style-type: none"> <li>- Contribute to valued outcomes for societies and individuals;</li> <li>- Help individuals meet important demands in a wide variety of contexts; and</li> <li>- Be important not just for specialists but for all individuals</li> </ul>

**Figure1** : Different frameworks for the importance of 21st-century skills based on the recent changes in technology

### **2.3 Previous Studies**

The integration of Common Core State Standards (CCSS) and 21<sup>st</sup> century skills in language textbooks can have a positive effect on students and teachers as well as preparing young learners for their future careers. The education system globally today focuses on a standardized test that does not give students any room for creativity or engagement. Through a based portfolio system, students can show their conceptual retention while at the same time producing tangible value outcome (Alismail & McGuire, 2015). According to Alismail et al., our education system needs an urgent shift to ensure that students can succeed as innovators of the future. Their research article explores 21<sup>st</sup> century skill and ways to enhance these skills through curriculum design. It also shed light on how an educator can combine students' current knowledge with authentic experiences that motivate them as well as allowing them to use the latest technologies. The research concluded that integrating 21<sup>st</sup> century skills in the classroom had a positive impact on students social and communication skills. It also showed that the students who were exposed to 21<sup>st</sup> century skills are better at organizing ideas, express opinions, preparing projects and better communicator overall (Alismail & McGuire, 2015).

According to (Thompson, 2011), critical thinking is considered to be one of the most valuable 21<sup>st</sup> century skills. Integrating critical thinking has been a learning goal for all educators across all disciplines, and yet it has not been fully utilized. (Thompson, 2011) defines critical thinking as a philosophical shift from output to process as well as learning how to think. It also requires a shift from the isolation of subjects to subject integration through an interdisciplinary approach. The research paper reviews traditional and contemporary theories regarding critical thinking and explore the nature of this particular skill. Their research is supported by pedagogical practices that used to motivate students to participate in critical thinking processes. His paper concluded that teachers might closely evaluate a certain method of implementing curricula or interpret educational standards and agree upon the applicability of critical thinking. Teachers, in that case, should adopt a diverse mix of teacher-centred and student-centred

learning, focus on the method of learning rather than the outcome. He also recommended a deeper understanding of what is needed rather than what is convenient. With this approach, students are more likely to develop critical thinking skills to be able to contribute to a dynamic global community (Thompson, 2011).

Ghamrawi et al. (2009) conducted a study to determine whether the 21st-century competencies were integrated into public schools in Beirut. The study investigated Lebanese public schools against the requirement of 21<sup>st</sup> century skills through teachers learning manuals and textbooks. The survey investigated the use of the twelve 21<sup>st</sup> century skills mentioned above for 667 schools in all middle and secondary levels. The data showed that public schools in this particular framework a noticeable gap between the function of schools compared to how they are supposed to implement certain skills within the classroom. In the light of the 21<sup>st</sup> century demands, Lebanese public schools are still behind in the integration of the 21<sup>st</sup> century skills and quite far behind in implementing these skills into the curriculum. The authors recommended a complete curriculum design that integrates 21<sup>st</sup> century skills if the student can thrive in the globalized world (Ghamrawi, Shal, & Chamrawi, 2009).

Textbooks national debate nowadays is centred on the future of education, and the question addressed is what knowledge and skills do students need to be prepared for a rapidly changing society. According to (Fisser & Thijs, 2015), these skills are categorized as 21<sup>st</sup>-century skills. In his research paper, he conceptualized these skills based on recent and current literature and resulted in a conceptual framework consisting of 8 main skills. His research revealed that literature emphasized on the importance of these skills, but little is known about effective implementation practices and achievable outcomes in schools across the world. The study focused on primary and secondary schools in the Netherlands, where an examination of the curriculum was carried out and presented. His work concluded that current curriculum offers schools and teachers the possibility of integrating 21<sup>st</sup> century skills into their educational

framework, but little direction and incentives were provided. Through surveys and questionnaires, the authors concluded that teachers of primary schools are aware of the 21<sup>st</sup> century skills and support, implementing them into their curriculum. However, the case study showed that teachers lack focus and structure to be able to introduce and teach these skills in the classrooms. In practice, it is often more complex than expected to develop classroom activities that reflect the 21st-century skills adequately (Fisser & Thijs, 2015).

Rakhmawati and Priyana (2019) studied the incorporation of 21st-century skills in English textbooks in Indonesia. They gather data using checklists and later analyzed the results by measuring the number of occurrences of each skill under study as well as identifying the strategies used in its integration. The result revealed that 11 skills occurred throughout the textbooks, including critical thinking, problem-solving, communication and so forth. These skills were integrated using Nunan's tasks components through the use of goals, input, procedures, teacher role, learner role, setting as well as strategies such as notes, quotes, and points to ponder. The authors provided detailed recommendations to raise awareness for textbook publishers and designers to better integrate these skills into the curriculum through the use of technological materials. Furthermore, the study also provided recommendations to help teachers implement 21st-century skills into their teaching manuals and strategies.

## **Conclusion**

As stated in this chapter, it appears that defining the 21<sup>st</sup> century skills forms a first step in building the required theoretical framework of this study. This framework plays an important role on linking the field of SLT to such trendy skills and competences that EFL/ESL learners as well as teachers nowadays need in order to be effective practitioners of the educational process. Probing the previous studies conducted on this research topic can inform and guide the process of implementing this toolkit thoughtfully.

## **Chapter Three**

### **Methodology**

#### **3.1 Research Design**

This chapter introduces the research plan, methods and procedures. It outlines the research questions and describes the participants and the methodological approach and closes with referring to some research issues and limitations.

#### **3.2 Methodological Approach**

This study attempts to answer the research questions that are mainly centred on exploring the incorporation of 21st-century competencies and skills in the English for Palestine 12 textbook. The nature of this investigation entails integrating different research tools to collect data related to this study. Therefore, the study is qualitative research. According to Richards (2003), this type of research “demands rigour, precision, systematic and careful attention to details” (p.6). Thomas (2009) suggests that qualitative research is interested in people and the way they form ideas about the world. Also,

This research will investigate availability as well as the applicability of the 21st-century skills in Palestinian EFL textbook. It seek first to examine whether the English for Palestine 12 textbook incorporates these competences or not, and second probe how Palestinian EFL teachers perceive putting 21st-century competencies into the pedagogical course of action.

#### **3.3 Participants**

As this research focuses on analysing the English for Palestine 12 textbook and exploring the EFL Tawjihi teachers’ perception of the applicability of the 21st century toolkit, these, therefore, shape the study population. The participants are 20 EFL teachers who are currently

teaching Tawjihi students. The sampling procedures will initiate with choosing one of the educational directorates in Palestine and then checking with the officials in the Educational Department, the availability of teachers. I chose Directorate of Education of Hebron City as well as the EFL textbook adopted by the MOE to be the source of my research population, mainly for two reasons. Firstly, Hebron Directorate of Education is probably the largest one in the West Bank. Secondly, the school distribution in that Directorate is rather central where schools come in clusters. This, in return, offered fast accessibility to the teachers.

### **3.4 Research Tools**

The data collection will be conducted using two research tools. They are document analysis and questionnaires. The use of the two methods could help seeing things from different angles (Allwright, 2005). In this research, the questionnaire covers large numbers of participants which might help to generalize some findings. However, the document analysis of the English for Palestine 12 textbook seeks to produce in-depth information and details about the availability of the 21<sup>st</sup> century skills. As this research is mainly qualitative, I will depend more on the document analysis to elicit rich data and gain a deep understanding of the issue.

The questionnaires seek to offer basic information about the participants' educational background and their experience of incorporating the 21<sup>st</sup> century competencies into their pedagogical practices, helping to form a preliminary picture of the situation (Dornyei & Taguchi, 2010). According to (Bowen, 2009) document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around on the topic. Analysing documents incorporates coding content into themes.

According to (O'Leary, 2017) and (Cohen, Manion, & Morrison, 2011), a checklist can also be used to grade or assess document. There are two primary types of documents:

- Public Records: The official, ongoing records of an organization's activities. Examples

include text contents, activities, policy manuals, student handbooks, strategic plans, and syllabi.

- Physical Evidence: physical objects found within the document setting (often called artefacts). Examples include flyers, posters, agendas, handbooks, and training materials.

In this study, a checklist will be designed based on the taxonomy work of Trilling and Fadel (2009) and Ravitz et al. (2012) where they proposed 12 competencies students need to acquire through their educational experience. For the document analysis, six of these competencies will be used to assess the availability of the 21st-century skills in English for Palestine 12 textbook (Ravitz, Hixson, English, & Megendoller, 2012). These are:

- Critical thinking skills
- Creativity and innovation skills
- Collaborations skills
- Self-direction skills
- Local connection skills

### **3.5 Data Collection Design and Procedures**

The questionnaires will come in two parts; Questionnaire 1 and Questionnaire 2. The main function of Questionnaire 1 is to collect basic data about the participants, for example, personal and academic information. On the other hand, Questionnaire 2 will seek drawing more in-depth data about the 21<sup>st</sup> century skills within the Palestinian EFL textbook for Tawjihi students. These include specific response to questions (open-format questions and closed-format questions) about the content knowledge of these skills and pedagogical skills. Concerning the document analysis, twelve chapters from English for Palestine 12 textbook will go through a detailed analysis that will cover the main elements of the textual contents. According to O'Leary (2014), before actual document analysis takes place, a detailed planning process should be

considered in order to ensure reliable results. He outlines an 8-step planning process that should take place not just in document analysis, but all textual analysis. These steps are:

1. Create a list of texts to explore (e.g., population, samples, respondents, participants).
2. Consider how texts will be accessed with attention to linguistic or cultural barriers.
3. Acknowledge and address biases.
4. Develop appropriate skills for research.
5. Consider strategies for ensuring credibility.
6. Know the data one is searching for.
7. Consider ethical issues (e.g., confidential documents).
8. Have a backup plan.

Following this step will ensure to obtain a trustworthy, comprehensive data that will serve the objectives of this study. i.e., investigating the availability and incorporation of the 21st-century competencies within the English for Palestine 12 textbook.

### **3.6 Data Analysis**

The data will be collected from questionnaires will be presented and analyzed using Excel and SPSS. Thomas (2017) suggests that constant comparison is one practical procedure for analysing data (Thomas, 2017). This means that researcher needs to find, through comparison, any emerging theme from the gathered data. After conducting the document analysis, the researcher will re-examine and compare these themes with the numerical findings from the questionnaire when necessary.

### **3.7 Limitations of the study**

The study has a twofold limitation, Firstly, even though the researcher is trying not to

indicate any subjective conclusions, discussing the findings will be predictably influenced by his/her interpretations. This might be attributed to the fact that I am originally a practitioner of teaching in the context of the study. However, all measures will be taken to ensure that the participants' voices are heard, and their attitudes and views are faithfully and professionally presented throughout this research. Secondly, data for this study were collected from one area (Hebron Directorate of Education) in Palestine rather than from a nationwide range. This also might be seen as a limitation. However, Palestine is a small country adopting the same educational policy nationwide, and teachers of state schools share the same cultural and linguistic background.

## **Conclusion**

The research methodology of this study has been carefully selected and designed to meet the objectives of this research and to answer its questions. It defines the research plan, methods and procedures. Finally, this section offers technical explanations concerning the research questions, the participants, the methodological approach and research limitations.

## **Chapter four**

### **Findings and Discussion**

#### **4.1 Introduction**

This section seeks to analyze the data collected primarily from the questionnaire and the document analysis. The research approaches the integration of the 21st-century skills into the Palestinian English curriculum of grade 12 from several central angles. First, it initiates with shedding lights on the 21<sup>st</sup>-century skills necessary incorporation skills within the English for Palestine 12 textbook. Then, it shows the results of the gathered data, described in the Research Design section. The research also focuses mainly on teachers' perception of the 21<sup>st</sup> century skills integrated into the textbook of English for Palestine 12 as well as the application of these skills within the classroom activities. Studying the data has revealed two main themes. They are: 1- teachers tend to agree that the three most integrated skills are (collaboration, critical thinking and communication), and 2 - the main reason that teachers do not apply these skills within the class activities is that it is not part of the assessment of the Tawjhi National Examination. Finally, these themes and the sub-themes are to be underpinned by numerical findings from the questionnaires where interpretive explanations and description will follow.

#### **4.2 Summary of Findings**

Table (1) below shows the general teachers' perception of the 21<sup>st</sup> century competencies. It reveals that collaboration skills come in the top with (2.281 mean). This means that the vast majority of the study participants agree that collaboration is the most frequent skill in the text, whilst ICT is the least frequent one with (3.336 mean). It is worth mentioning that after conducting document analysis for English for Palestine 12, it appears that collaboration skills and sub-skills are implemented within the curriculum using a wide variety of activities such as

work in pair and work in small groups. In the same way, the other skills (critical thinking and communication) share the same features with collaboration skills in terms of frequency and incorporation with 2.315 for critical thinking and 2.545 for the communication. Appendices show more authentic examples of these skills in English for Palestine 12 textbook.

<b>Ranking</b>	<b>Skill</b>	<b>Mean</b>
1	Collaboration	2.281
2	Critical Thinking	2.315
3	Communication	2.545
4	Problem Solving	3.031
5	Creativity and Innovation	3.268
6	Information and Communication Technology (ICT)	3.335

*Table 1:* Ranking of teacher’s perception of the 21<sup>st</sup>-century skills in English for Palestine 12 textbook(Based on the mean values(Based on the mean values)

According to attributes behind the lack of applying the 21<sup>st</sup> century skills in the teaching practices, Table (2) shows that assessment factor comes in the centre where teachers express that they tend not to apply these skills as it is not part of the official assessment with (3.531 means). In addition, professional training has the lowest impact of the integration of the skills with (1.599 mean).

<b>Ranking</b>	<b>Reason</b>	<b>Mean</b>
1	It is not part of the assessment (The Tawjihi National Examination)	3.531
2	My class contains a high number of students (30 +)	3.217
3	There are time constraints within which I need to cover the required materials for exams.	2.784
4	Students seem to have little interest in these skills	2.476
5	I have received enough training on incorporating these skills in my teaching practices.	1.599

*Table 2:* Ranking of teacher’s reasons for the lack of the application of the 21<sup>st</sup>-century skills during class(Based on the mean values)

## 4.3 Detailed Data Analysis

### 4.3.1 Data Analysis Overview

The questionnaire was distributed to 40 high schools across different districts in the West Bank. Some of the questionnaires were hand-delivered to some teachers, and the rest were sent via emails as a Google document survey. The data then was gathered and imported in both MS Excel and SPSS software for a detailed data analysis.

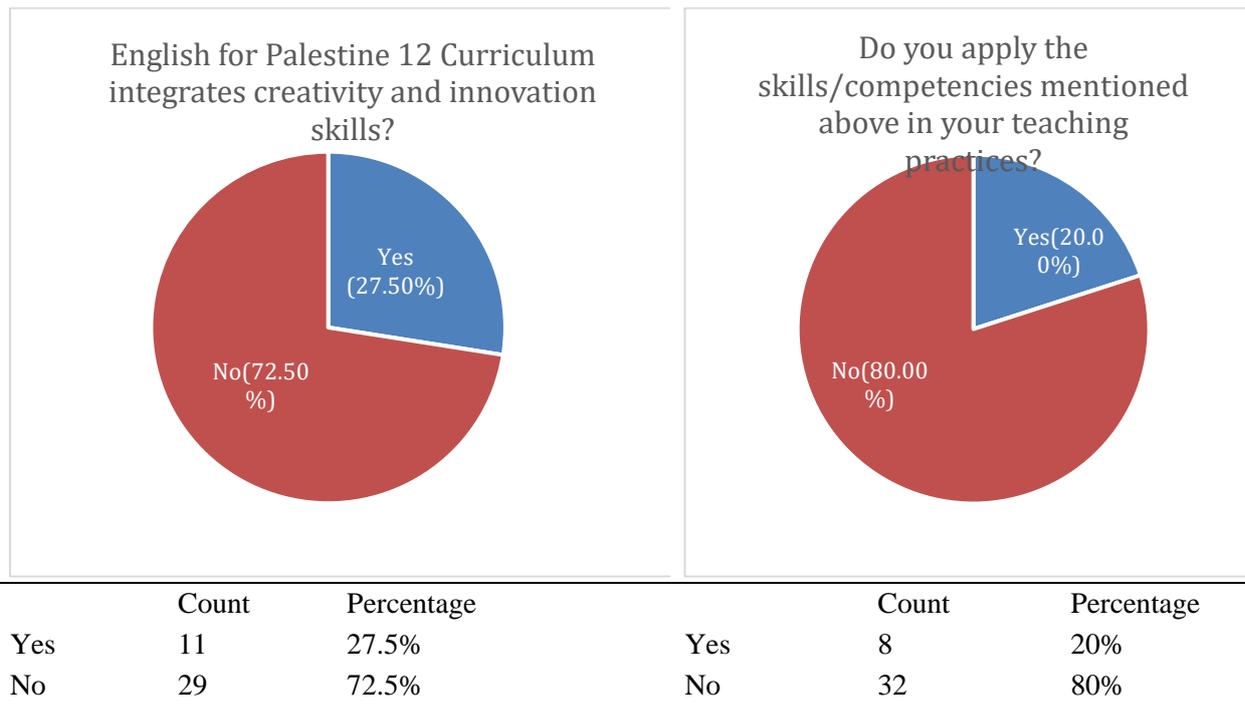
The data was computed to generate three main statistical components: percentages, mean or average and standard deviation (SD). The percentage was a straightforward calculation process where the targeted variable was divided over the entire dataset count. The mean for each skill element was calculated by adding the corresponding number for each answer (1=strongly agree, 2= agree, 3= disagree and 4=strongly disagree) then dividing the sum over the number of responses. For example, the mean of question 2.1 in the creativity and innovation skill was found to be 3.25. This means that the majority of the teachers *disagree* on the fact that the textbook allows students to use idea creation techniques such as brainstorming or concept mapping. The same logic applies to all of section 2 questions for each skill.

The mean values for section 3 were calculated similarly. However, the corresponding numbers to each response were assigned differently (1= never, 2=sometimes, 3=often, 4= always). When the mean is 2.2, for example, then teachers agree that their lack of implementation is *sometimes* due to that particular reason.

The third statistical measure was the standard deviation. This variable is widely used to test how spread out the data is from the mean. A small value for a standard deviation implies a more

substantial value consistency. For almost all of the data, the standard deviation ranges from 0.4 - 0.9, which indicates a high degree of consistency, reliability and accuracy.

### 4.3.2 Creativity and Innovation



**Figure 2:** Teacher initial perception of the integration and application of Creativity and Innovation skills

Creativity is a competency that is defined as a cluster of skills used to produce and fashion ideas that are both valuable and new (Xerri & Vassallo, 2016). Thus, activity in an English language textbook can be considered a creativity and innovation task only if it is new and useful to both students and teachers (Lubart, 1995). Creativity exercises must contain four main elements or characteristics which are expectancy, simplicity, unconventionality, and open-ended-ness (Xerri & Vassallo, 2016). Through the questionnaire, the study aims to evaluate the presence of creativity and innovation skills as defined above. This section was centred around teachers’

perception on this skill integration in the textbook, and the result of these responses was analyzed for a final conclusion.

The table above shows the percentage of the study participants who weighed their opinion on both the integration and application of creativity and innovation skills. In terms of the incorporation of creativity and innovation skills, 72.5% of the teachers who responded to the questionnaires agree that English for Palestine 12 textbook does not include these skills in its content. While no further information was provided by the participants regarding the attributes behind the lack of this skill in the textbook, the document analysis shows that the textbook limits the solutions to most exercises to the content and context of each unit which in turn minimizes the students' ability to improve upon this particular skill. Consequently, teachers are not likely to assign any neither classroom activities nor homework exercises to this skill. The second pie chart shows that participating teachers do not include creativity and innovation skills in their teaching or assessment practices.

No	Item/ Category	Mea n	S.D.
2.1	English for Palestine 12 allows students to use idea creation techniques such as brainstorming or concept mapping.	3.25	0.92 6
2.2	English for Palestine 12 allows students to test out different ideas and work to improve them.	3.125	0.85 2
2.3	English for Palestine 12 allows students to generate their own ideas about how to confront a problem or question.	3.3	0.88 2
2.4	English for Palestine 12 allows students to create an original product or performance to express their ideas.	3.4	0.92 8

**Table 3:** Creativity and Innovation section 2 data analysis

In addition, section 2 of the questionnaire was designed to address, in more detailed, the appraisal of each skill within the textbook. For creativity and innovations, teachers across the

board agree that the textbook does not allow for the use of idea creation techniques such as brainstorming and concept mapping with a mean of (3.25 = disagree). Other elements of this skill were also weighted negatively by questionnaire responses. Participants tend to agree that the textbook does not allow the students to generate and test different original ideas, nor does it allow the students to improve and articulate their ideas. Table 2 shows the mean and standard deviation of each of the skill elements and the results of the questionnaire data analysis.

The application of creativity and innovation skill does have its own limitations. There is a number of reasons that limit teachers to integrate these skills into their workload. One main reason is the utilitarian, lock-step and overly standardized view of education (Xerri & Vassallo, 2016). Excessive testing is considered to be a significant role in the lack of creativity in students skillset, and as the education system is designed to prepare learners to the workforce, it eliminates the need for creative thinking and focuses instead on a predetermine knowledge and facts. Moreover, the teachers' reliance on plannable mini-episode of classroom education is another obstacle to the application of these skills within the daily classroom activities. Teachers tend to obey the conventional teaching methods as the entirety of the education system limits the space for unconventional methods (Pugliese, 2016).

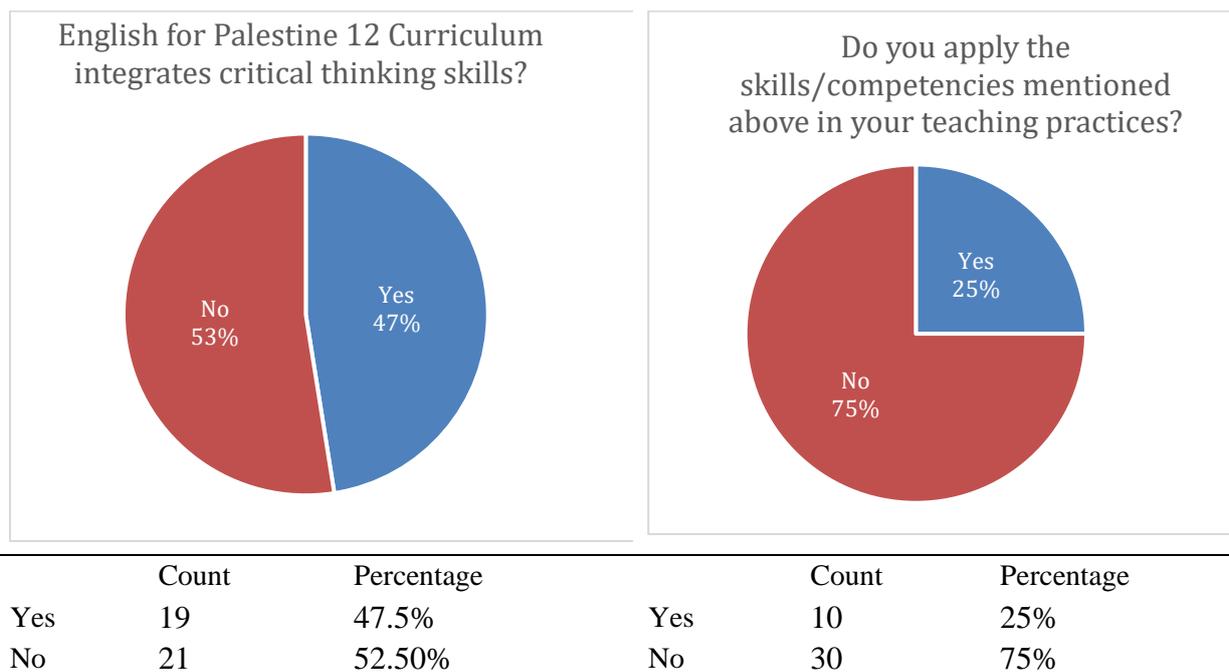
Teachers were asked to further explain the reasons behind the exclusion of implementing the 21<sup>st</sup> century skills in the daily classroom activities as well as assessment within the 12<sup>th</sup> grade English classes. The questionnaire listed five main reasons ranging from the national examination to the available teacher training. For this particular skill, teachers acknowledge that the structure of the 12th-grade national examination does not include these competencies leaving teachers to marginalize these skills throughout the semester. Table 2 presents the mean and standard

deviation for the reasons ranked by questionnaire participants for the deficiency of implementation.

N	Item/ Category	Mean	S.D.
3.1	It is not part of the assessment ((The Tawjihi National Examination)	3.343	0.865
3.2	There are time constraints within which I need to cover the required materials for exams.	3.312	0.780
3.3	My class contains a high number of students (30 +)	3.343	0.701
3.4	Students seem to have little interest in these skills	3.187	0.821
3.5	I have received enough training on incorporating these skills in my teaching practices.	1.812	0.896

**Table 4:** Creativity and Innovation section 3 data analysis

### 4.3.3 Critical Thinking



**Figure 3:** Teacher initial perception of the integration and application of critical thinking skills

Critical thinking is a skill defined as intellectually and skillfully conceptualizing, apply, analyze and evaluate information gathered from different sources (Popil, 2011). According to (Snyder & Snyder, 2008), critical thinking is a metacognition skill where an individual became aware of thinking or instead thinking about thinking. Shakirova (2007) argues that having knowledge or information is insufficient for problem-solving and decision making. Learners must think critically in order to effectively use the current information by the use of their critical thinking skills. Critical thinking exercises do not require the heavy use of memory and instead stimulate thinking itself. These exercises, therefore, require students to analyze, synthesize and evaluate information in order to complete a task. It requires students to use high-order thinking skills to improve upon critical thinking (Scriven & Paul, 2008).

The same data analysis and processes were used again for critical thinking skills. The first section of the survey targeted teachers' perception of the integration of critical thinking skills in the English for Palestine 12. Unlike creativity and innovation, more teachers tend to agree that the textbook does integrate, to some extent, critical thinking competencies. Nearly half of the participants agree that the textbook does include critical thinking skills in each unit. As the document analysis suggests, this particular skill is embodied within joint language exercises in which students must critically evaluate all available options. However, 75% of the teachers do not include this skill in their teaching techniques as they provide the students with the answer formula beforehand. This ultimately submerges these skills and minimizes the students' ability to enforce it during the classes.

<b>No</b>	<b>Item/Category</b>	<b>Mean</b>	<b>S.D.</b>
2.1	English for Palestine 12 allows the students to draw a final conclusion based on the given data and other relevant information.	2.350	0.833 6

2.2	English for Palestine 12 allows the students to objectively interpret and summarize the information read and taught previously.	2.350	0.430 2
2.3	English for Palestine 12 helps students develop persuasive arguments based on evidence and logical reasoning.	2.550	0.904 4
2.4	English for Palestine 12 allows for information comparison from a various source before completing the task or assignment.	2.175	0.675 1
2.5	English for Palestine 12 allows the student to formulate personal analysis, arguments and solutions	2.150	0.833 6

**Table 5:** *Critical thinking questionnaires data analysis*

To connect critical thinking skills to content, the objective of exercises should focus on the process of learning. Notably, these exercises must ask the simple question how will students get and analyze the information for an answer? Conventional education methods concentrate on memorization and lack the focus on thinking itself. Research had shown that this method does not lead to long-term learning or the ability to apply acquired knowledge. Therefore, classroom activities, including exams, quizzes and assignments, must focus on thinking rather than memorization (Ennis, 1993).

Further detailed questions were incorporated within section 2 of the questionnaire targeted to understand how does the textbook integrate these skills and how are the students benefiting from integration. Critical thinking demands the student to draw a final conclusion based on given data and relevant information. The average answers to this particular question received a 2.35 mean which implies that, on average, teachers agree with that statement. They also agree on other elements of the textbook integration of critical thinking such as objective interpretation, summarization, generating persuasive arguments, etc.. This particular skill has gotten more agreed responses than the previous skill which concludes the teachers' compliance of the integration of critical thinking within the textbook.

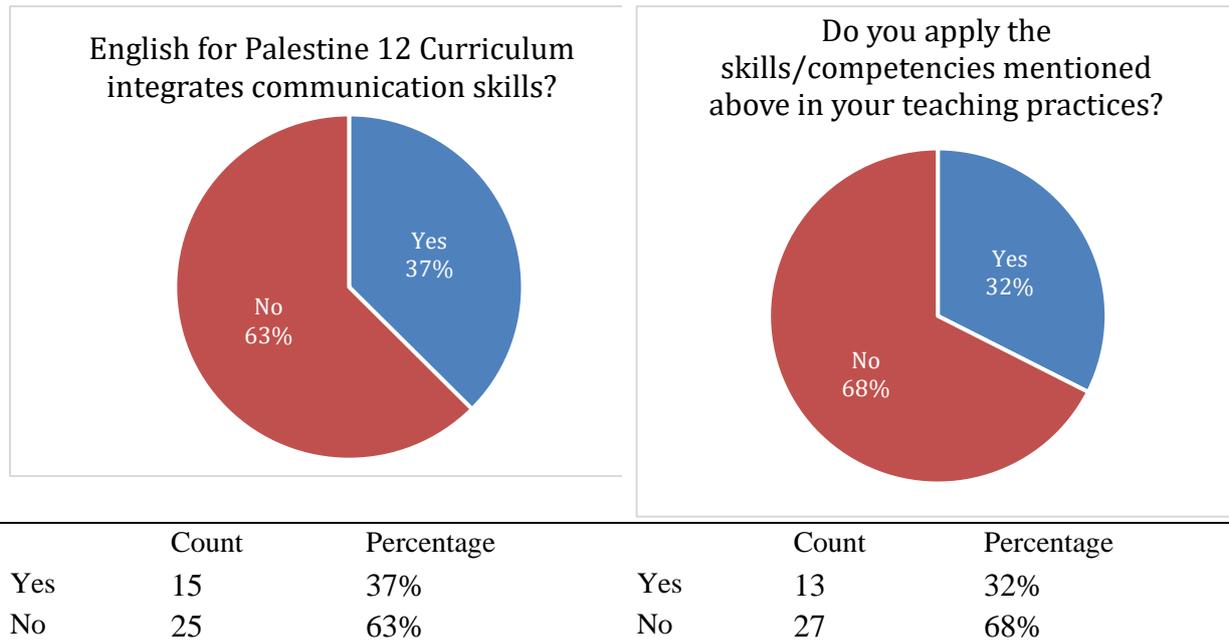
(Landsman & Gorski, 2007) argue that the current educational system focuses on test scores which ultimately undermine the instructor’s ability to integrate critical thinking skills in the classroom. Critical thinking is not an innate ability and thus require constant practice for it to be fully developed in students. That particular aspect requires a deep understanding of critical thinking in teachers so they can improve this skill in students (Lundquist, 1999). Teachers’ training is considered to be the second obstacles in the development of critical thinking skills within the classroom.

Despite the agreement upon the integration of this skill, teachers still disparage using critical thinking in their daily classes. Table 4 shows the Tawjihi examination was yet ranked number one on the list of reasons with a mean of 3.633, followed by time constraints and the number of students.

<b>N o</b>	<b>Item/Category</b>	<b>Mean</b>	<b>S.D.</b>
3. 1	It is not part of the assessment ((The Tawjihi National Examination)	3.633	0.668
3. 2	There are time constraints within which I need to cover the required materials for exams.	2.233	0.430
3. 3	My class contains a high number of students (30 +)	3.400	0.770
3. 4	Students seem to have little interest in these skills	2.633	0.614
3. 5	I have received enough training on incorporating these skills in my teaching practices.	1.500	0.629

*Table 6: Critical thinking section 3 data analysis*

#### 4.3.4 Communication



*Figure 4: Teacher initial perception of the integration and application of communication skills*

Communication skills are likely to be found in speaking and writing exercises where students perform verbal and non-verbal tasks. This skill requires learners to effectively and efficiently present their ideas. It demands a goal-oriented exchange of information using various mediums including speaking, listening and writing. It also demands familiarity of diverse communication situation a learner might encounter in their daily lives (Fisser & Thijs, 2015). Communication skills are doubly essential skills in today's world only because it helps students to express their ideas and opinions in a way that is clear and convincing to others.

Communication is yet another skill in which teachers acknowledge its absence in the textbook as well as classroom application. As figure 3 suggests, around 63% of the teachers recognize that the textbook lacks the integration of this skill. Furthermore, only 32% of teachers integrate this skill into their teaching strategies and assessment. The document analysis supports these results as English for Palestine 12 integrates these skills within a small number of exercises.

Communication can also be seen in some of the collaboration exercises as it forces the students to present their ideas to their peers and teammates. Nevertheless, this particular skill can be improved immensely in the textbook, as it is considered one of the most essential skill set.

In educational processes, communication includes establishing a connection or a relationship between two or more people, issues and thoughts. The definition implies understanding and sharing of thoughts between stakeholders. Thus, exchange of knowledge, cultures and values are the main elements of communications skills (R. Sharifirad, Rezaeian, Jazini, & S. Etemadi, 2012). In the Second language classroom, the uses of communication skills involve the use of ideas and exchange these ideas with others via a verbal or non-verbal format. The element of this skill was broken down in section 2. This section aimed to examine the extent of this particular skill integration within the textbook. The elements include presentation method and delivery, the use of media and other written formats, answering questions in front of the audience and finally the ability to analyze data for multimedia presentations. The mean results of these questions range from 2.175- 2.85 except for questions 2.4. Teachers tend to agree to some degree that the students have the chance to include this skill in daily classroom activities. However, the questionnaire results show that the textbook does not allow the students to answer questions in front of an audience with a mean of 3.0. This was explained in section 3 where the number of students (above 40 in some schools) is viewed as an obstacle for the implementation of this particular element

<b>No</b>	<b>Item/Category</b>	<b>Mean</b>	<b>S.D.</b>
2.1	English for Palestine 12 allows the students to prepare and deliver an oral presentation to the class	2.425	1.0099
2.2	English for Palestine 12 allows students to decide the presentation method used to present their work	2.275	0.9868

2.3	English for Palestine 12 allows students to convey their ideas using media other than written formate (e.g., posters, video, blogs, pictures, flashcards, realia, etc.)	2.175	0.957 8
2.4	English for Palestine 12 allows students to answer questions in front of an audience	3.000	0.751 1
2.5	English for Palestine 12 allows students to analyze data for use in written or oral presentations (e.g., creating charts, tables or graphs)	2.850	0.662 2

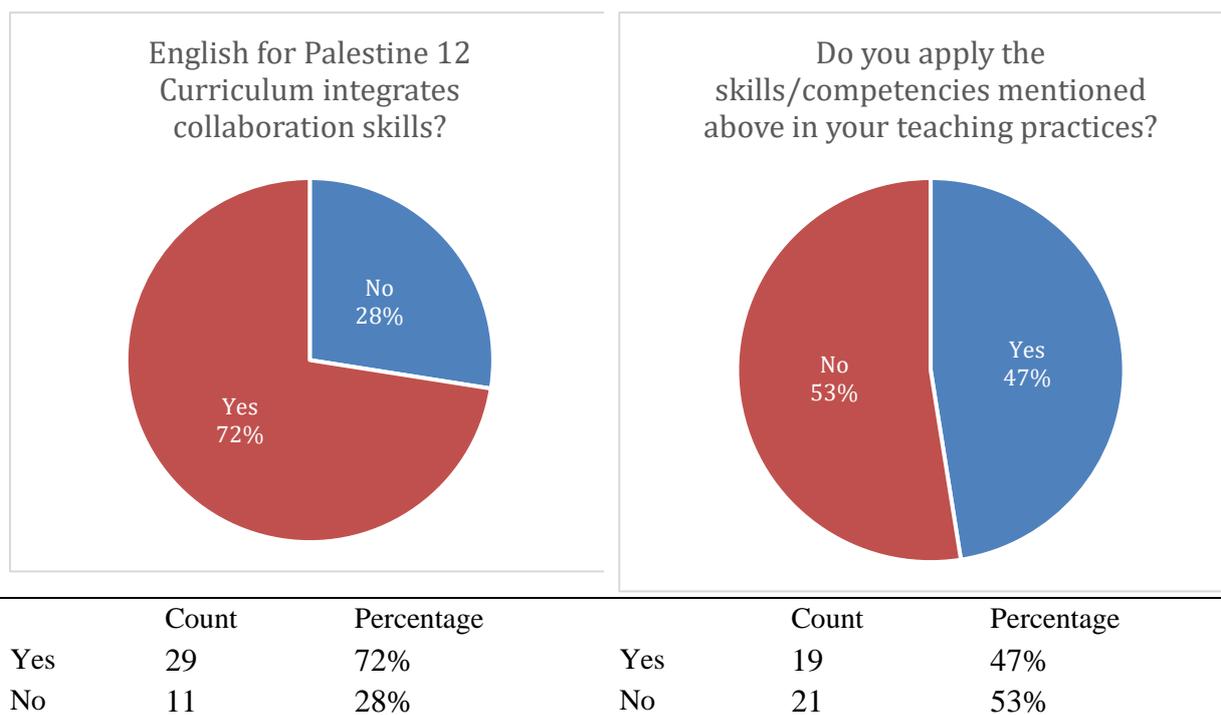
*Table 7: Communication section2 data analysis*

Research tends to agree that the biggest obstacle to applying communication skills in the classroom is the teachers' knowledge of this skill (Ghasemi & Hashemi, 2011). Teachers training is an essential aspect of successfully implement this skill in the classroom and where students can improve upon this skill. The questionnaire distributed for this study aimed to also to look at the reasons behind the lack of implementation. The table below shows the results of this section of the survey. Again, the Tawjihi examination and space and time constraints were highly ranked in the reasons behind the lack of implementation.

No	Item	Mean	S.D.
3.1	It is not part of the assessment ((The Tawjihi National Examination)	3.630	0.565
3.2	There are time constraints within which I need to cover the required materials for exams.	2.667	0.961
3.3	My class contains high number of students (30 +)	3.148	0.769
3.4	Students seem to have little interest in these skills	2.111	0.698
3.5	I have received enough training on incorporating these skills in my teaching practices.	1.481	0.752

*Table 8: Communication section 3 data analysis*

#### **4.3.5 Collaboration**



**Figure 5:** Teacher initial perception of the integration and application of collaboration skills

Collaboration skills are teamwork exercises where students are clearly asked to work in pairs or team to finish a task. The objective of these exercises is to help the students to develop the ability to work with people whom different knowledge and opinions to accomplish a task (Kleinsmann, Deken, Dong, & Lauche, 2012). This skill involves the evaluation of the individual contribution, and therefore students are graded based on their input to the final solution (Gut, 2011). (Kleinsmann et al., 2012) argue that collaboration skills can have a significant impact on students' lives as they will always work with others in the market place.

The table above reveals the percentage of the collaboration skills integration and application in the textbook of English for Palestine 12. It shows a high proportion of (72%) from the study population agrees that the Palestinian curriculum incorporates collaboration in its pedagogical activities. However, applying this skillset appears to be relatively below average with 19 teachers (47%) who responded Yes to the application question compared to (53%) who state that they avoid applying this skill.

Exercises that can be qualified as collaboration skills are easy to spot. These exercises clearly state the need to work with a classmate or a group. The integration of the collaboration skills reveals a consistency in teachers' responses. In the table (4), 72% of teachers state that English for Palestine 12 curriculum does integrate the collaboration skills within its material. In the same way, the overall responses of the participating teachers when they were asked about the integration fell between (strongly agree = 1.475 & 1.950) and (agree = 2.625 & 2.725) as shown in table (7). For example, in-pairs and group work has come with the highest rate with (1.475 mean) stating that the majority of teachers strongly agree that the textbook of English for Palestine allows for collaborative work in the classroom.

<b>N o</b>	<b>Item/Category</b>	<b>Mean</b>	<b>S.D.</b>
2.1	English for Palestine 12 allows students to work in pairs or small groups to complete a task together.	1.475	0.678 9
2.2	English for Palestine 12 allows students to give feedback to peers or assess each other' work (peer-assessment)	2.625	0.978 9
2.3	English for Palestine 12 allows students to set goals & create a plan for their group.	1.950	0.814 9
2.4	English for Palestine 12 allows students to present our group work to the class, teacher or others.	2.725	0.816 1
2.5	English for Palestine 12 allows for students to incorporate feedback on group tasks or.	2.625	0.978 9

**Table 9:** Collaboration section 2 data analysis

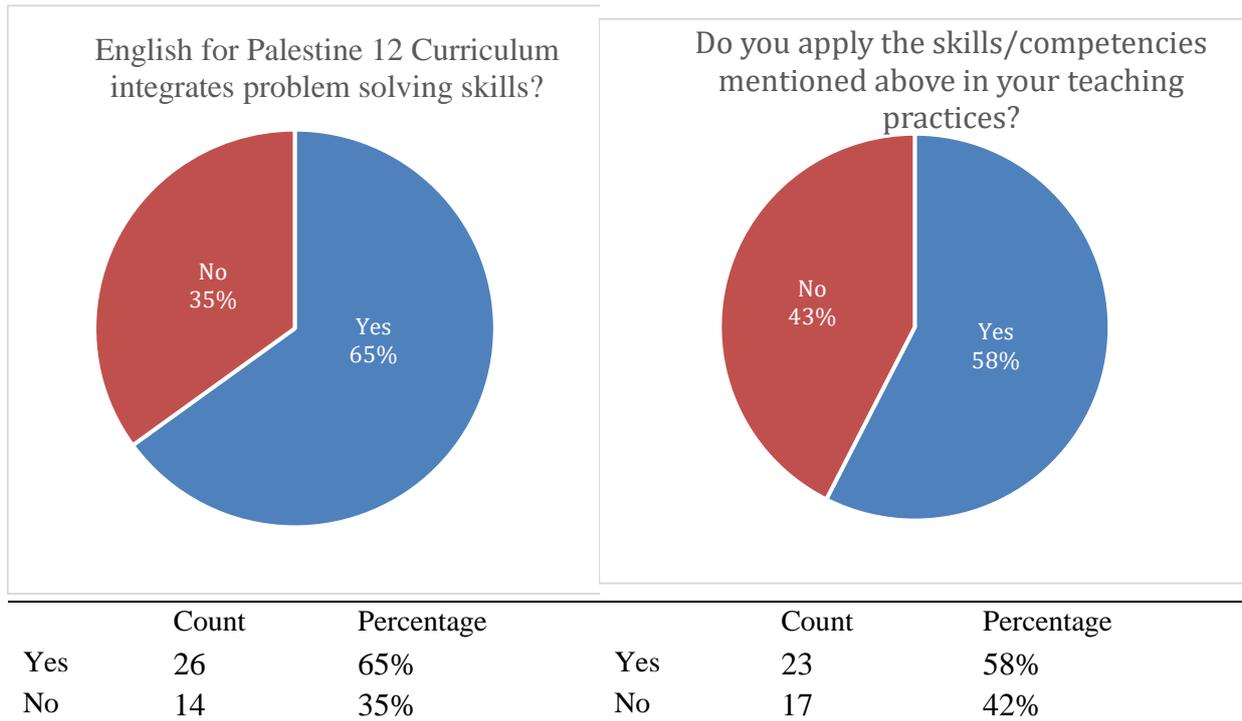
The data analysis develops, so far, that assessment becomes a trend for the attribution behind application avoidance and hindrance. This is fairly evident in the table (3) which reveals that the lack of implementing the collaboration skills in teaching practices is the fact that it is not part of the formal assessment with (3.526 mean). In addition, other factors show a substantial

contribution to the avoidance and hindrance of the collaboration skills in the teaching practices for the study pollution. For example, the overcrowded classrooms come in second place with (3.316 mean), and time constraints come after with (3.053 mean). Furthermore, professional training on collaboration was insufficient. The majority of teachers responded with (never) to the item related to receiving enough training on incorporating these skills in teaching practices with (1.950 means). Collating these findings leads to the fact that there appears to be a sort of consistency in teachers' responses when it relates to the attributes behind the lack of the application of this skill into the pedagogical practices.

<b>N o</b>	<b>Item/ Category</b>	<b>Mean</b>	<b>S.D.</b>
3.1	It is not part of the assessment ((The Tawjihi National Examination)	3.526	0.696
3.2	There are time constraints within which I need to cover the required materials for exams.	3.053	0.621
3.3	My class contains high number of students (30 +)	3.316	0.821
3.4	Students seem to have little interest in these skills	2.474	0.772
3.5	I have received enough training on incorporating these skills in my teaching practices.	1.526	0.697

*Table 10: Collaboration section 3 data analysis*

### 4.3.6 Problem Solving



**Figure 6:** Teacher initial perception of the integration and application of problem-solving skills

Problem-solving is a learned skill set that must be continuously integrated with the classroom where the students are engaged in activities that allows them to practice this skill. The attention must be shifted from the content to the application of knowledge and the process of learning and assessment (Norman, 1988). To that end, students can use their knowledge, ideas, and experiences to objectively and effectively come up with an answer. This implies the need for the emphases on thinking itself rather than memorization (Richard & Elder, 2006). To link thinking to content, the curriculum must direct the student’s attention on the process of thinking and develop their ability to use the proper knowledge and expertise to arrive at a conclusion (Popil, 2011). Problem-solving skills come in the centre of educational research with much attention being paid to the actual integration and application into the teaching-learning process (Voogt & Roblin, 2010). However, Palestinian teachers’ perception of problem-solving skills tends to be less comprehensive compared with other skills like collaboration. Around one-third of the

participating teachers in this study state that English for Palestine 12 does not integrate or contain problem-solving skills with 35% answer (No) for the integration question as shown in table (5) above. On the other hand, 23 teachers of the 40 participants (58%) mentioned that they apply the skill set of problem-solving in their teaching practices. Having this stated, around (42%), which is relatively high percentages, of teachers stated that they avoid or tend not to apply these skills in the EFL classrooms.

No	Item/Category	Mean	S.D.
2.1	English for Palestine 12 allows students to think outside the box for creative and innovative solutions to problems.	2.500	0.751 1
2.2	English for Palestine 12 allows students to compile shreds of evidence and reasons needed for problems solutions.	3.025	0.861 9
2.3	English for Palestine 12 allows students to invent a solution to a tricky, open-ended question or problem.	3.275	0.933 4
2.4	English for Palestine 12 allows students to try to solve complex problems or answer questions that have no definite solution.	3.325	0.859 0

*Table 11: Problem Solving section 2 data analysis*

Table 11 shows clearly that most of the responses on the integration of problem-solving skills fall in the disagree category with (3.208 mean average). The majority of teachers responded with (disagree) to items asking about the integration of skills such as compiling evidence (3.025 mean), the solution to open-ended questions (3.275 mean), and solving problems that have no concrete solutions with (3.325). On the other hand, the only skill of which teachers responded with (agree) is thinking outside the box with (2.500 mean).

No	Item	Mean	S.D.
3.1	It is not part of the assessment ((The Tawjihi National Examination)	3.556	0.615
3.2	There are time constraints within which I need to cover the required materials for exams.	3.111	0.582

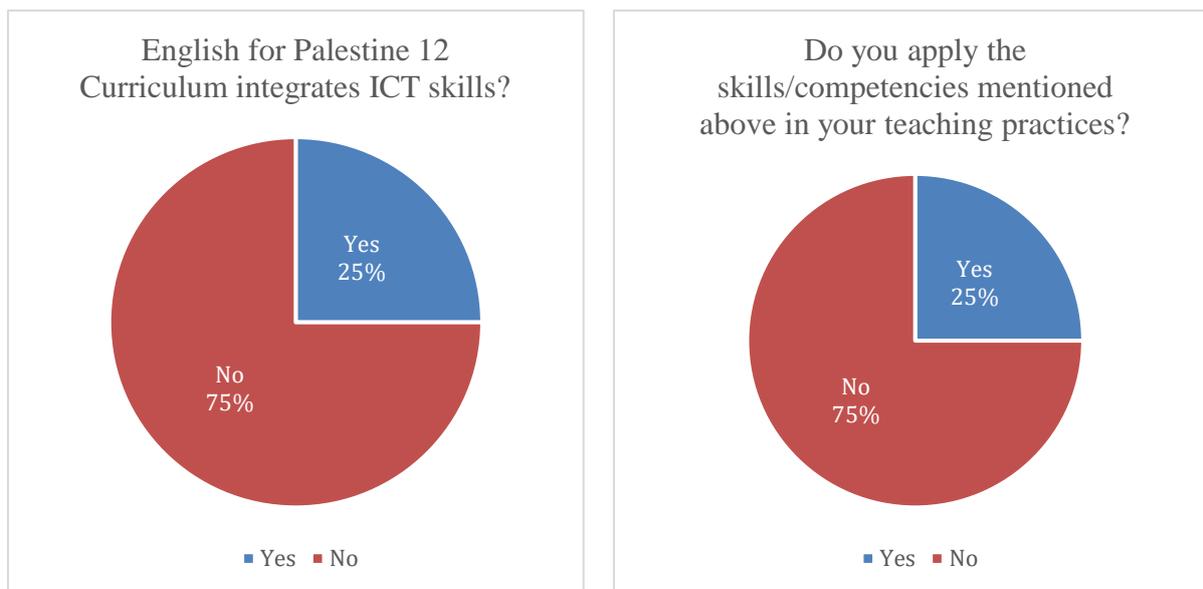
3.3	My class contains high number of students (30 +)	3.167	0.514
3.4	Students seem to have little interest in these skills	2.389	0.697
3.5	I have received enough training on incorporating these skills in my teaching practices.	1.444	0.783

*Table 12: Problem Solving section 3 data analysis*

Landsman and Gorski (2007) argue that the current education system in EFL classrooms lacks the implementation of problem-solving skills. They believe that a standardized test act as the main hindrance to the use and application of problem-solving skills despite the fact that these exams ask students to solve problems. This is mainly due to the heavy reliance on memorization and leaves almost no room for student's own interpretation. Furthermore, (Snyman & de Kock, 1991) suggest that teachers training is crucial for the development of these skills within the classroom. This theory was supported by this study's questionnaire responses.

Table 12 reveals that the lack of implementing the problem-solving skills in teaching practices is the fact that it is not part of the formal assessment with (3.526 mean). In addition, other factors show a substantial contribution to the avoidance and hindrance of the collaboration skills in the teaching practices for the study pollution. For example, the overcrowded classrooms come in second place with (3.316 mean), and time constraints come after with (3.053 mean). Furthermore, professional training on collaboration was insufficient. The majority of teachers responded with (never) to the item related to receiving enough training on incorporating these skills in teaching practices with (1.950 mean). Collating these findings leads to the fact that there appears to be a sort of consistency in teachers' responses when it relates to the attributes behind the lack of the application of this skill into the pedagogical practices.

#### **4.3.7 Information and Communication Technology (ICT)**



	Count	Percentage		Count	Percentage
Yes	10	25%	Yes	10	25%
No	30	75%	No	30	75%

**Figure 7:** Teacher initial perception of the integration and application of ICT skills

Information and Communication Technologies (ICT) is a term used to points toward any communication devices or application that can be used in the educational processes. These devices can be categorized as software (application, websites, software, etc.) or hardware (radio, television, phones, laptops, etc.) (Kumar, 2008). When such technologies are used during the educational processes, then evaluator can qualify that process as ICT skill development processes. These devices and platforms can help students learn on their own pace and with their own methods as well as online collaborative learning through the World Wide Web. ICT skills are now the norm of both educational and professional worlds. Literacy now is now defined as the lack of the use of ICT devices and platforms (Tondeur, Van Braak, & Valcke, 2006).

The questionnaires responses highly suggest that ICT skills were the least frequent skills in the textbook. Thirty of the responses gathered agree that the textbook does not integrate ICT skills within its content. This was the highest percentage in term of the deficiencies of integration of

the 21<sup>st</sup> century skills. Subsequently, the application of these skills is one of the lowest. It is logical for teachers to marginalize this skill as it is poorly integrated within the textbook.

No	Item/Category	Mean	SD
2.1	English for Palestine 12 allows the students to use technology or the Internet for self-instruction (e.g., videos, tutorials, self-instructional websites, etc.)	3.450	0.6775
2.2	English for Palestine 12 allows the students to use technology to analyze information (e.g., databases, spreadsheets, graphic programs, etc.)	3.575	0.5006
2.3	English for Palestine 12 allows the students to choose appropriate technology tools or resources for completing a task	3.500	0.5991
2.4	English for Palestine 12 allows the students to use technology in order to share information (e.g., multi-media presentations using sound or video, presentation software, blogs, podcasts, etc.)	3.700	0.4641
2.5	English for Palestine 12 allows the students to use technology to keep up to date with work on extended tasks or assignments.	3.075	0.7642
2.6	English for Palestine 12 allows the students to evaluate the credibility and relevance of online resources	3.025	0.802
2.7	English for Palestine 12 allows the students to use technology for teamwork or collaboration (e.g., shared workspaces, email exchanges, giving and receiving feedback, etc.)	3.025	0.862

**Table 13:** *Information and Communication Technology (ICT) section 2 data analysis*

ICT skills have more diverse integration processes and a profound effect on students' development (citation). The questionnaires, therefore, emphasizes the components of this skill and further detailed method of integration and applications. The ICT skill component includes the abilities to use the internet, the most recent technological advancements (phones, tablets, laptops) as well as surfing the world web for information. Most of these skill components have a mean value between 3.7-3.025 which indicates the teachers' disagreement on the presence of these skills in the textbook.

No	Item	Mean	SD
3.1	It is not part of the assessment ((The Tawjihi National Examination)	3.500	0.731
3.2	There are time constraints within which I need to cover the required materials for exams.	2.333	0.711
3.3	My class contains a high number of students (30 +)	2.933	0.691

3.4	Students seem to have little interest in these skills	2.067	0.827
3.5	I have received enough training on incorporating these skills in my teaching practices.	1.833	1.085

*Table 14: Information and Communication Technology (ICT) section 3 data analysis*

There are many obstacles standing in the way of integrating ICT skills with EFL classrooms. The ICT infrastructure is considered one of the main hindrances to the integration. This is mainly due to the cost of building the proper space to host computer labs and secure internet connection. Furthermore, the use of English as the primary language in almost all software and websites makes the use of this platform difficult for some students. In addition, ICT skills demand the teachers be continuously up to date with the latest technology and updates. This can place a considerable time and financial burden on both the teachers and the educational institute (Kumar, 2008).

For this study, the questionnaire aims to understand the reasons teachers of English for Palestine 14 deficiency in this particular skill. As for the teachers' reasons behind their shortfall in applying this skill within the classroom, the national examination was the main reason behind it, as shown in table 12. Despite the fact that this skill is noticeably absent in the textbook, teachers tend to agree that the time constraints for each class as well as the high number of students prevent them from effectively apply and implement this skill in the classroom. It is evident from the survey as well that the teachers have almost no prior training from the ministry of education, leaving them to exclude this skill all together in their teaching practices and assessment.

#### **4.4 Document Analysis**

This section addresses the document analysis of the English for Palestine 12 textbook. It aims to objectively examine the actual presence of the following skills in the textbook.

## **Critical thinking**

The integration of critical thinking skills is apparent throughout the textbook. These skills are intertwined with primary language exercises such as vocabulary and sentence completion. These tasks ask the students to place the right answer in the sentence where critical thinking is needed to complete them. Furthermore, some exercises ask for the correct form of a verb where students must critically evaluate the reasons behind their answers.

Exercises that require the students to discuss particular text or picture can also be categorized under critical thinking. The students, in these exercises, exert a mental effort to come up with answers that rely heavily on their background. Such questions help the students to imagine specific scenarios and critically seek an answer that is hidden within the text (Richard & Elder, 2006).

Unit 1, page 6: *Look at the picture and quotation. Then discuss the questions below: “Life begins at the end of your comfort zone.”*

*What do you think the phrase ‘comfort zone’ might mean?*

*Why do you think people are often advised to move outside their comfort zones?*

Unit 1, page 7: *Read the rest of the text. Then complete the tasks below*

Unit 1 page 8: *Discuss these questions in pairs*

## **Problem Solving:**

Standard English language exercises such as grammar and verb variation tend to naturally activate problem-solving skills in students. That is because exercises such as complete the sentence or pick the right word require the students to carefully examine their options and find the most suitable answers. Problem-solving skills are also readily apparent in matching exercises and multiple-choice questions. Here, the students evaluate all options and then logically decide on the right answer for the question. It is evident that problem-solving exercises also require the students to use their critical thinking skills thus, the students usually mobilize both skills in these exercises.

Example:

Unit 1 page 7: *complete the sentences with the phrase from the text (3 words maximum)*

Unit 1 page 7: *Match the pronoun with the nouns or nouns phrases that they refer to*

Unit 1 page 8: *complete the grammar rule*

Unit 1 page 9: *circle the correct option to complete the sentences*

### **Communication:**

By definition, communication skills are exercises that allow the students to present their views, opinions and work to their peers using multiple forms. English for Palestine 12 uses a small number of exercises where the students have the chance to present their work to their peers. Discussion exercises are considered the simplest form of communication skills enhancement. When the students are divided into a small group, a discussion of a specific text among themselves can improve their communication skills. In other forms, students are asked to present their work in pairs, small group or the entire classroom. Some exercises use communication skills in a subtle form where students' work is present in a written format to their group member for further discussion and evaluation. Moreover, listening exercises are a form of communication

skills. The textbook integrates a few exercises in each unit where the students are asked to listen to a recording and then answer questions based on what they heard.

Example

Unit 1 page 10: *write the full questions. Then ask and answer them with a partner*

Unit 1 page 13: *now write your own application using the information you discussed in activity*

*1. When you have finished, show it to your partner.*

Unit 1 page 11: *listen to a student talking about her future. Then answer the questions.*

Unit 1 page 11: *listen again and complete the notes.*

### **Collaboration**

This particular skill is the most defined skills in the textbook. Nearly most exercises implemented in the textbook is centred around this particular skill. Exercises, where students are asked to work in pairs or groups, are apparent throughout each unit. Collaboration exercises are designed to help the students improve their teamwork abilities as well as increase their willingness to learn about other perspectives to widen their own (Kessler, Bikowski, & Boggs, 2012).

Examples:

Unit 1 page 4: *look at the picture. Then discuss the question in pairs or small group.*

Unit 1 page 5: *work in pairs or small group. Discuss which of these societies you might be interested in joining and why*

Unit 1 page 6: *look at the picture and quotation. Then discuss the questions below in pairs or small group.*

Unit 1 page 7: *discuss this question in pairs.*

### **Creativity and Innovation**

Creativity and Innovation are down-weighted skills in the textbook. Exercises that help the students to come up with an original set of ideas and solutions are inadequate (El-Murad & West, 2004). Exercises that can be marginally identified as creative and innovative are somewhat limited to the knowledge provided in the unit. The students, therefore, are asked to only evaluate their answers based on what was learned prior to the exercise. The deficiency of these particular skills can be attributed to the narrow space in the content of the unit and thus the students are obligated to look within the context to answer these exercises.

Examples:

Unit 1 page 16: *Write your own application using the information you discussed in activity 1.*

Unit 2 page 23: *think about what you would include in each paragraph and write some notes*

Unit 2 pages 23: *write the 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.*

### **Information and Communication Technology skills (ICT).**

ICT is any skill that allows the students to use existing technology to complete a task such as, emails, smartphones, laptops etc. This skill also allows students to employ multiple technological platforms to enhance their knowledge and technology uses (Brecko, Kampylis, & Uunie, 2014). Social media platforms and smartphone applications are the primary forms of ICT skill implementation used worldwide. English for Palestine 12 rarely refers to these technological advancements and rarely encourages the students to use them. While this particular skill is still under research and development in terms of implementation in various textbooks, English for

Palestine, to some extent, could have incorporated few exercises where the students are required to use one or two form of technology in their daily class activity. Nonetheless, some exercises can be considered as ICT skills as the teacher or the student must apply a technological device within the classroom to complete a task correctly. This is limited to the use of a tape recorder in the listening exercise in each unit.

## **Conclusion**

Based on what has been discussed in this section, the entire data analysis targets the extent of the integration of the 21st-century skills into the Palestinian English curriculum of 12<sup>th</sup> grade. It also highlights the teachers' perception of the 21<sup>st</sup> century skills actual integration into the textbook as well as the application of these skills within the classroom activities. After the prolonged coding and analysis of the collected data, some important themes have emerged. They are centered on the most integrated skills into the curriculum and the attributes, that teachers state, behind the lack of application of the 21<sup>st</sup> century skills into their pedagogical practices. Finally, these themes and the sub-themes have been underpinned by numerical findings from the questionnaires followed by interpretive explanations and description.

## **Chapter Five**

### **Conclusion and recommendation**

There is a new tendency in education to focus on more relevant skillset known as 21st-century skills. The current research in this field has shown the importance of 21st-century skills in students' abilities to succeed in the job market. The integration of these skills in schools has proven to have a positive impact on the students' professional and personal development. The 21st-century skills, according to the current literature, are critical thinking, problem-solving, communication, collaboration, creativity and innovation, information and communication technology (ICT), media literacy initiative and self-direction, flexibility and adaptability. The incorporation of these skills and competencies have been evident in designing teaching materials, like textbooks where learners are exposed to certain activities that activate these skills inductively and deductively. Furthermore, this trend entails that learners need to take the lead and be autonomous in their learning experiences during school years and later in their academic lives.

There is an urgency to teach and assess 21st-century skills in the 12<sup>th</sup> grade English for Palestine textbooks. This urgency is created as the world is moving toward a new educational system that advocates for stronger students' ability to adapt and thrive in today's world. Various international initiatives have been taken to promote 21st-century skills in secondary and tertiary institutions. Evaluation of the 21st-century skills in textbooks assists all stakeholders to identify the shortfall of these skills, innovate pathways for improvement and create the value of learning. The goal of this thesis is to evaluate the current English for Palestine textbook and offer decision-makers with adequate information that help them make informed decisions concerning the effectiveness of the assigned textbooks.

The quantitative and qualitative results of the study revealed that English for Palestine 12 tends to marginalize the integration of the 21st-century skills within its content. Nevertheless, six main competencies are present in the textbook with varying frequencies. The study has revealed that the most reoccurring skill is collaboration where the student is required to work with a partner or a team to complete the exercises. The document analysis has shown that collaboration was available throughout the entire textbook. The questionnaire responses also support that conclusion where the mean value of teacher perception of skill integration is 2.281 (agree). This particular skill has received the most agree responses compared to other skills. Literature in the field of education tends to agree that traditional English language exercises activate critical thinking skills in students. Indirectly, English for Palestine integrates this skill via language exercises such as grammar, vocabularies and tenses. More directly, the textbook incorporates few exercises centred around this skill alone. In term of teachers' perception, critical thinking was ranked second on the list with a mean of 2.315. The survey also revealed that other skills such as communication, problem-solving and creativity and innovation were less likely to be found in the textbook with a mean of 2.545, 3.031, 3.268, respectively. On the other hand, information and communication technology (ICT) skills are the least frequent skill set in the textbook. It was evident through the questionnaire and the document analysis that the ICT is poorly integrated into the textbook.

The study also shed light on the application of these skills in teaching practices and assessment. The questionnaire was designed to understand whether teachers include 21st-century competencies in their daily classroom and the reasons behind the lack of application. It was evident throughout the study that teachers deemphasize these skills in both their daily teaching practices and their assessment criteria. This was mainly due to the Tawjihi examination. As the teacher prepares the students throughout the semester for the final Tawjihi exam, the content of the exam, therefore, dictate the structure of the classroom activities. Furthermore, the number of

students in each classroom and the classroom period were a clear hindrance to the application of these competencies. Most classrooms consist of over 30 students and last for less than an hour. For 21<sup>st</sup>-century skills development, smaller size and longer timeframe would help teachers and students alike. Lastly, it was clear that teachers lack the proper training to carry out such exercises in the classroom. The questionnaire has shown that teachers have not received any prior training regarding the implementation of these skills in their teaching and assessment methods.

Document analysis was a qualitative approach to understand the integration of 21<sup>st</sup>-century skill in English for Palestine 12 textbook. This section of the study focused on assessing the presence and integration of these skills. It was evident that the textbook heavily integrates collaboration skills with exercise that starts with *work with a partner or work in a team*. These exercises were distributed throughout each unit and clearly marked the need to work with others. The questionnaire responses supported that conclusion as teachers across the board agree in the heavyweight of this skill in the textbook. Other skills such as problem-solving and critical thinking were infused with conventional English language exercise such as find the right word, fill in the blanks and matching titles with paragraphs. While a more direct and concrete exercise in these skills lacked behind, language exercise can be an efficient way to help students improve these two skillsets. The document analysis also revealed that other skills such as communication, creativity and innovation as well as information and communication technology were deficient in the textbook. The analysis shows that these skills require more time to incorporate within the classroom as the number of students is high. Nevertheless, a few exercises that can be identified as the above skills are found less frequently in the textbook.

Accordingly, steps should be taken to establish an improved environment in teaching and learning. Action can be delivered by excellent preparation and evaluation processes that would create constructive change. In order to create this change and to cope with the 21<sup>st</sup>-century skills,

there is a demand for learning tasks that are engaging, motivating, enjoyable and meaningful. Learners, therefore, should be exposed to curricula that foster literacy and 21<sup>st</sup>-century skills that give them the confidence to succeed.

It is, therefore, necessary to fully integrate the 21<sup>st</sup>-century skills into the 12<sup>th</sup> grade English curriculum to equip learners with the suitable skill sets needed for today's world. These changes require the textbook writers and publishers to theme the current textbooks with exercises centred on skills such as critical thinking, innovation and creativity, communication and ICTs. Learners should be exposed to practical learning that reflection and application lead to deep learning.

Students should be equipped with skills and knowledge to prepare them to the real-life needs where activities, concepts, and skills taught in classrooms are put to use in the work fields. Research suggests that companies prefer candidates with prior 21<sup>st</sup> century skills, mainly digital literacy, critical thinking, problem-solving, communication, and collaboration (Gaston et al., 2010). Thus, the development of engaged and relevant curricula that involve different genres is crucial to arm the students with a competitive advantage in the workforce.

To bring around a meaningfully change in the level of high school English course, there are few crucial steps to consider. Firstly, the textbook should integrate all of the 21<sup>st</sup>-century skills rather than focusing on the six skills found in the textbook. Furthermore, the existing skills must be redesigned so that both learners and teachers can adopt them within their time and social setting. Secondly, the Tawjihi examination should include these competencies in its structure as the survey revealed that the Tawjihi examination was the main reason for marginalizing these skills in classrooms. The writers of the Tawjihi examination should structure the exam around these skills and not just conventional English language exercises. Lastly, teachers should be trained to better understand these skills. Teachers' training is essential for these skills to be a

fundamental objective in their practices and assessment. As the world is moving toward a new educational structure that keeps learners up to date with the ever-changing workforces, the Palestinian educational system in general and the English courses must do the same.

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## Appendices

### General Participants Information

Item	Category	Count	Percentage
Gender	Male	25	62.50%
	Female	15	37.50%
Age Group	20-29	6	15%
	30-39	15	38%
	40-49	11	28%
	>50	8	20%
Teaching Experience	1to5	5	13%
	6to10	15	38%
	>10	20	50%
Educational Background	English country	0	0%
	EFL	36	90%
	Lingua Franca	4	10%
	other		
21st-century competencies part of your BA / MA ?	Yes	23	48%
	No	21	53%
Previous Training	Yes	23	58%
	no	17	43%
Which of the following 21st-century competencies have you received training on?	Creativity and Innovation	9	23%
	Critical Thinking	7	18%
	Communication	7	18%
	Collaboration	5	13%
	Problem Solving	7	18%
	ICT	5	13%

*Apx-Table 1: Detailed account of the participants basic information*

# Creativity and Innovation

Item/Category		Count	Percentage	Mean	SD
<b>English for Palestine 12 Curriculum integrates creativity and innovation skills?</b>	yes	11	27.50%	n/a	
	No	29	72.50%		
English for Palestine 12 allows students to use idea creation techniques such as brainstorming or concept mapping.	1. Strongly Agree	2	5%	3.25	0.926
	2. Agree	7	18%		
	3. Disagree	10	25%		
	4. Strongly disagree	21	53%		
English for Palestine 12 allows students to test out different ideas and work to improve them.	1. Strongly Agree	2	5%	3.125	0.852
	2. Agree	6	15%		
	3. Disagree	17	43%		
	4. Strongly disagree	15	38%		
English for Palestine 12 allows students to generate their own ideas about how to confront a problem or question	1. Strongly Agree	2	5%	3.3	0.882
	2. Agree	5	13%		
	3. Disagree	12	30%		
	4. Strongly disagree	21	53%		
English for Palestine 12 allows students to create an original product or performance to express their ideas..	1. Strongly Agree	3	8%	3.4	0.928
	2. Agree	3	8%		
	3. Disagree	9	23%		
	4. Strongly disagree	25	63%		
<b>Do you apply the skills/competencies mentioned above in your teaching practices?</b>	Yes	8	20.00%	n/a	
	No	32	80.00%		
<b>Reasons why?</b>					
It is not part of the assessment ((The Tawjihi National Examination)	1. Never	2	6%	3.343	0.865
	2. Sometimes	2	6%		
	3. Often	11	34%		
	4. Always	17	53%		
There are time constraints within which I need to cover the required materials for exams.	1. Never	1	3%	3.312	0.780
	2. Sometimes	3	9%		
	3. Often	13	41%		
	4. Always	15	47%		

My class contains high number of students (30 +)	1. Never	0	0%	3.343	0.700
	2.Sometimes	4	13%		
	3. Often	13	41%		
	4. Always	15	47%		
Students seem to have little interest in these skills	1. Never	1	3%	3.187	0.8206
	2.Sometimes	5	16%		
	3. Often	13	41%		
	4. Always	13	41%		
I have received enough training on incorporating these skills in my teaching practices.	1. Never	15	47%	1.812	0.895
	2.Sometimes	9	28%		
	3. Often	7	22%		
	4. Always	1	3%		

*Apx-Table 2: Detailed account of all the data gathered from the questionnaire for creativity and innovation*

## Critical Thinking

Item/Category	Answer Keys	Count	Percentage	Mean	SD
<b>English for Palestine 12 Curriculum integrates creativity and innovation skills?</b>	<b>yes</b>	<b>19</b>	<b>47.50%</b>	n/a	
	<b>No</b>	<b>21</b>	<b>52.50%</b>		
English for Palestine 12 allows the students to draw a final conclusion based on the given data and other relevant information	1. Strongly Agree	5	13%	2.35	0.833
	2. Agree	20	50%		
	3. Disagree	11	28%		
	4. Strongly disagree	4	10%		
English for Palestine 12 allows the students to objectively interpret and summarize the information read and taught previously	1. Strongly Agree	7	18%	2.35	0.921
	2. Agree	17	43%		
	3. Disagree	11	28%		
	4. Strongly disagree	5	13%		
English for Palestine 12 helps students develop persuasive arguments based on evidence and logical reasoning	1. Strongly Agree	3	8%	2.55	0.904
	2. Agree	20	50%		
	3. Disagree	9	23%		
	4. Strongly disagree	8	20%		
English for Palestine 12 allows for information comparison from various source before completing the task or assignment.	1. Strongly Agree	5	13%	2.175	0.675
	2. Agree	24	60%		
	3. Disagree	10	25%		
	4. Strongly disagree	1	3%		

English for Palestine 12 allows students to formulate personal analysis, arguments and solutions	1. Strongly Agree	8	20%	2.15	0.833
	2. Agree	21	53%		
	3. Disagree	8	20%		
	4. Strongly disagree	3	8%		
<b>Do you apply the skills/competencies mentioned above in your teaching practices?</b>	<b>Yes</b>	<b>10</b>	<b>25%</b>	n/a	
	<b>No</b>	<b>30</b>	<b>75%</b>		
<b>Reasons why?</b>					
It is not part of the assessment ((The Tawjihi National Examination))	1. Never	0	0%	3.633	0.669
	2. Sometime	3	10%		
	3. Often	5	17%		
	4. Always	22	73%		
There are time constraints within which I need to cover the required materials for exams.	1. Never	0	0%	2.233	0.430
	2. Sometime	23	77%		
	3. Often	7	23%		
	4. Always	0	0%		
My class contains high number of students (30 +)	1. Never	0	0%	3.400	0.770
	2. Sometime	5	17%		
	3. Often	8	27%		
	4. Always	17	57%		
Students seem to have little interest in these skills	1. Never	0	0%	2.633	0.615
	2. Sometime	13	43%		
	3. Often	15	50%		
	4. Always	2	7%		
I have received enough training on incorporating these skills in my teaching practices.	1. Never	17	57%	1.500	0.630
	2. Sometime	11	37%		
	3. Often	2	7%		
	4. Always	0	0%		

**Apx-Table 3:** Detailed account of all the data gathered from the questionnaire for critical thinking

## Communication

Item/Category	answer keys	Count	Percentage	Mean	S.D.
English for Palestine 12 Curriculum integrates creativity and innovation skills?	yes	15	37.50%	n/a	
	No	25	62.50%		
English for Palestine 12 allows students to prepare and deliver an oral presentation to the class	1. Strongly Agree	7	18%	2.425	1.010
	2. Agree	17	43%		
	3. Disagree	8	20%		
	4. Strongly disagree	8	20%		
English for Palestine 12 allows students to decide the presentation method used to present their work	1. Strongly Agree	9	23%	2.275	0.987
	2. Agree	17	43%		
	3. Disagree	8	20%		
	4. Strongly disagree	6	15%		
English for Palestine 12 allows students to convey their ideas using media other than a written format (e.g., posters, video, blogs, pictures, flashcards, realia, etc.)	1. Strongly Agree	10	25%	2.175	0.958
	2. Agree	18	45%		
	3. Disagree	7	18%		
	4. Strongly disagree	5	13%		
English for Palestine 12 allows students to answer questions in front of an audience	1. Strongly Agree	1	3%	3	0.751
	2. Agree	8	20%		
	3. Disagree	21	53%		
	4. Strongly disagree	10	25%		
English for Palestine 12 allows students to analyze data for use in written or oral presentations (e.g., creating charts, tables or graphs)	1. Strongly Agree	2	5%	2.85	0.662
	2. Agree	6	15%		
	3. Disagree	28	70%		
	4. Strongly disagree	4	10%		
Do you apply the skills/competencies mentioned above in your teaching practices?	Yes	13	32.50%	n/a	
	No	27	67.50%		

<b>Reasons why?</b>					
It is not part of the assessment (The Tawjihi National Examination)	1. Never	0	0%	3.630	0.565
	2.Sometimes	1	4%		
	3. Often	8	30%		
	4. Always	18	67%		
There are time constraints within which I need to cover the required materials for exams.	1. Never	5	19%	2.667	0.961
	2.Sometimes	3	11%		
	3. Often	15	56%		
	4. Always	4	15%		
My class contains high number of students (30 +)	1. Never	0	0%	3.148	0.770
	2.Sometimes	6	22%		
	3. Often	11	41%		
	4. Always	10	37%		
Students seem to have little interest in these skills	1. Never	4	15%	2.111	0.698
	2.Sometimes	17	63%		
	3. Often	5	19%		
	4. Always	1	4%		
I have received enough training on incorporating these skills in my teaching practices.	1. Never	18	67%	1.481	0.753
	2.Sometimes	5	19%		
	3. Often	4	15%		
	4. Always	0	0%		

**Apx-Table 4:** Detailed account of all the data gathered from the questionnaire for communication

## Collaboration

<b>Item/Category</b>	<b>answer keys</b>	<b>Count</b>	<b>Percentage</b>	<b>Mean</b>	<b>S.D.</b>
English for Palestine 12 Curriculum integrates creativity and innovation skills?	Yes	29	72.5%	n/a	
	No	11	27.5%		
English for Palestine 12 allows for students to work in pairs or small groups to complete a task together	1. Strongly Agree	25	63%	1.475	0.679
	2. Agree	11	28%		
	3. Disagree	4	10%		
	4. Strongly disagree	0	0%		
English for Palestine 12	1. Strongly Agree	7	18%	2.625	0.979

allows for students to give feedback to peers or assess each other' work (peer-assessment)	2. Agree	8	20%		
	3. Disagree	18	45%		
	4. Strongly disagree	7	18%		
	1. Strongly Agree	12	30%		
English for Palestine 12 allows for students to set goals & create a plan for their group.	2. Agree	20	50%	1.95	0.815
	3. Disagree	6	15%		
	4. Strongly disagree	2	5%		
	1. Strongly Agree	4	10%		
English for Palestine 12 allows for students to present our group work to the class, teacher or others.	2. Agree	8	20%	2.725	0.816
	3. Disagree	23	58%		
	4. Strongly disagree	5	13%		
	1. Strongly Agree	8	20%		
English for Palestine 12 allows for students to incorporate feedback on group tasks or.	2. Agree	5	13%	2.625	0.979
	3. Disagree	21	53%		
	4. Strongly disagree	6	15%		
	1. Strongly Agree	8	20%		
Do you apply the skills/competencies mentioned above in your teaching practices?	Yes	19	47.50%	n/a	
	No	21	52.50%		
<b>Reasons why?</b>					
It is not part of the assessment ((The Tawjihi National Examination)	1. Never	0	0%	3.526	0.697
	2. Sometimes	2	11%		
	3. Often	5	26%		
	4. Always	12	63%		
There are time constraints within which I need to cover the required materials for exams.	1. Never	0	0%	3.053	0.621
	2. Sometimes	3	16%		
	3. Often	12	63%		
	4. Always	4	21%		
My class contains high number of students (30 +)	1. Never	0	0%	3.316	0.820
	2. Sometimes	4	21%		
	3. Often	5	26%		
	4. Always	10	53%		
Students seem to have little interest in these skills	1. Never	0	0%	2.474	0.772
	2. Sometimes	13	68%		

	3. Often	3	16%		
	4. Always	3	16%		
I have received enough training on incorporating these skills in my teaching practices.	1. Never	11	58%	1.526	0.697
	2. Sometimes	6	32%		
	3. Often	2	11%		
	4. Always	0	0%		

*Apx-Table 5: Detailed account of all the data gathered from the questionnaire for collaboration*

## Problem Solving

Item/Category	answer keys	Count	Percentage	Mean	S.D.
English for Palestine 12 Curriculum integrates creativity and innovation skills?	yes	26	65.00%	n/a	
	No	14	35.00%		
English for Palestine 12 allows students to think outside the box for creative and innovate solutions to problems	1. Strongly Agree	2	5%	2.5	0.751
	2. Agree	20	50%		
	3. Disagree	14	35%		
	4. Strongly disagree	4	35%		
English for Palestine 12 allows students to compile evidences and reasons needed for problems solutions	1. Strongly Agree	3	8%	3.025	0.862
	2. Agree	5	13%		
	3. Disagree	20	50%		
	4. Strongly disagree	12	50%		
English for Palestine 12 allows students to invent a solution to a complex, open-ended question or problem..	1. Strongly Agree	3	8%	3.275	0.933
	2. Agree	4	10%		
	3. Disagree	12	30%		
	4. Strongly disagree	21	30%		
English for Palestine 12 allows students to try to solve complex problems or answer questions that have no definite solution	1. Strongly Agree	2	5%	3.325	0.859
	2. Agree	4	10%		
	3. Disagree	13	33%		
	4. Strongly	21	33%		

	disagree				
Do you apply the skills/competencies mentioned above in your teaching practices?	Yes	23	57.50%	n/a	
	No	17	42.50%		
<b>Reasons why?</b>					
It is not part of the assessment ((The Tawjihi National Examination)	1. Never	0	0%	3.556	0.616
	2.Sometimes	1	6%		
	3. Often	6	33%		
	4. Always	11	61%		
There are time constraints within which I need to cover the required materials for exams.	1. Never	0	0%	3.111	0.583
	2.Sometimes	2	11%		
	3. Often	12	67%		
	4. Always	4	22%		
My class contains high number of students (30 +)	1. Never	0	0%	3.167	0.514
	2.Sometimes	1	6%		
	3. Often	13	72%		
	4. Always	4	22%		
Students seem to have little interest in these skills	1. Never	0	0%	2.389	0.698
	2.Sometimes	13	72%		
	3. Often	3	17%		
	4. Always	2	11%		
I have received enough training on incorporating these skills in my teaching practices.	1. Never	12	67%	1.444	0.784
	2.Sometimes	5	28%		
	3. Often	0	0%		
	4. Always	1	6%		

*Apx-Table 6: Detailed account of all the data gathered from the questionnaire for problem solving*

## Information & Communication Technology Skills (ICT)

Item/Category	answer keys	Count	Percentage	Mean	S.D.
English for Palestine 12 Curriculum integrates creativity and innovation skills?	yes	10	25.00%	n/a	
	No	30	75.00%		
English for Palestine 12 allows the	1. Strongly	0	0%	3.45	0.67

students to use technology or the Internet for self-instruction (e.g., videos, tutorials, self-instructional websites, etc.)	Agree				7
	2. Agree	4	10%		
	3. Disagree	14	35%		
	4. Strongly disagree	22	55%		
English for Palestine 12 allows the students to use technology to analyze information (e.g., databases, spreadsheets, graphic programs, etc.)	1. Strongly Agree	0	0%		
	2. Agree	0	0%	3.575	0.50
	3. Disagree	17	43%		1
	4. Strongly disagree	23	58%		
English for Palestine 12 allows the students to choose appropriate technology tools or resources for completing a task	1. Strongly Agree	0	0%		
	2. Agree	2	5%	3.5	0.59
	3. Disagree	16	40%		9
	4. Strongly disagree	22	55%		
English for Palestine 12 allows the students to use technology in order to share information (e.g., multi-media presentations using sound or video, presentation software, blogs, podcasts, etc.)	1. Strongly Agree	0	0%		
	2. Agree	0	0%	3.7	0.46
	3. Disagree	12	30%		4
	4. Strongly disagree	28	70%		
English for Palestine 12 allows the students to use technology to keep up to date with work on extended tasks or assignments.	1. Strongly Agree	1	3%		
	2. Agree	7	18%	3.075	0.76
	3. Disagree	20	50%		4
	4. Strongly disagree	12	30%		
English for Palestine 12 allows the students to evaluate the credibility and relevance of online resources	1. Strongly Agree	1	3%		
	2. Agree	9	23%	3.025	0.80
	3. Disagree	18	45%		0
	4. Strongly disagree	12	30%		
English for Palestine 12 allows the students to use technology for team work or collaboration (e.g., shared work spaces, email exchanges, giving and receiving feedback, etc.)	1. Strongly Agree	2	5%		
	2. Agree	8	20%	3.025	0.86
	3. Disagree	17	43%		2
	4. Strongly disagree	13	33%		

Do you apply the skills/competencies mentioned above in your teaching practices?	Yes	10	25.00%	n/a	
	No	30	75.00%		
<b>Reasons why?</b>					
It is not part of the assessment ((The Tawjihi National Examination)	1. Never	0	0%	3.500	0.731
	2.Sometime s	4	13%		
	3. Often	7	23%		
	4. Always	19	63%		
There are time constraints within which I need to cover the required materials for exams.	1. Never	2	7%	2.333	0.711
	2.Sometime s	18	60%		
	3. Often	8	27%		
	4. Always	2	7%		
My class contains high number of students (30 +)	1. Never	2	7%	2.933	0.691
	2.Sometime s	2	7%		
	3. Often	22	73%		
	4. Always	4	13%		
Students seem to have little interest in these skills	1. Never	6	20%	2.067	0.828
	2.Sometime s	19	63%		
	3. Often	2	7%		
	4. Always	3	10%		
I have received enough training on incorporating these skills in my teaching practices.	1. Never	16	53%	1.833	1.085
	2.Sometime s	7	23%		
	3. Often	3	10%		
	4. Always	4	13%		

***Apx-Table 7:** Detailed account of all the data gathered from the questionnaire for information and communication technology*

# Document Analysis

*Apx-Table 8: detailed examples of each skill from the textbook*

<b>Collaboration</b>		
<b>Exercise</b>	<b>Unit</b>	<b>Page</b>
<p><b>1 Look at the picture. Then discuss the question in pairs or small groups.</b></p> <p>The picture was taken at a college 'Societies Fair'. What do you think is happening?</p>	Unit 1	Page 4
<p><b>5 Work in pairs or small groups. Discuss which of these societies you might be interested in joining, and why.</b></p> <ul style="list-style-type: none"> <li>▶ the Chess Club</li> <li>▶ the Film Society</li> <li>▶ the Poetry Society</li> </ul>	Unit 1	Page 5
<p><b>5 Discuss the questions below in pairs or small groups.</b></p> <ol style="list-style-type: none"> <li>1 Do you ever have problems managing your time? Why? / Why not?</li> <li>2 Which (if any) of the tips in the article would you find useful?</li> </ol>	Unit 2	Page 15
<p><b>6 Discuss the questions in pairs or small groups.</b></p> <p>Which story do you think is the funniest? Which do you think is the strangest?</p>	Unit 3	Page 25
<p><b>1 Discuss the questions in pairs or small groups.</b></p> <ol style="list-style-type: none"> <li>1 The title of this Unit suggests that the world is getting smaller (shrinking). In what ways might this be true?</li> <li>2 What is the picture saying about this idea?</li> </ol>	Unit 4	Page 38
<p><b>3 Discuss the questions in pairs or small groups.</b></p> <ol style="list-style-type: none"> <li>1 Would you prefer to live in a city or the country? Why?</li> <li>2 Would you like to work from home all the time? Why? / Why not?</li> </ol>	Unit 6	Page 59

<p><b>1 Discuss the questions in pairs or small groups.</b></p> <ol style="list-style-type: none"> <li>1 What problems might you face when starting a new business?</li> <li>2 Are there any particular problems a new business might have in Palestine?</li> <li>3 In Palestine, why might an Internet-based company be easier to start than, for example, a company that makes things?</li> </ol>	Unit 8	Page 78
<p><b>1 Discuss the question in pairs or small groups.</b></p> <p>Which of these sports are included in the Olympic Games?</p>	Unit 9	Page 90
<p><b>3 Look at the pictures. Then discuss the questions in pairs or small groups.</b></p> <ol style="list-style-type: none"> <li>1 What do these famous brands mean to you? Are you loyal to any of them?</li> <li>2 What other products or brands do you normally buy instead of other similar ones? Can you explain why?</li> </ol>	Unit 10	Page 106



## Critical Thinking

<p><b>2 Read the email quickly. Then answer the questions.</b></p> <ol style="list-style-type: none"> <li>1 Where do you think Mahmoud is and what is he doing there?</li> <li>2 What words in the email helped you to decide? Make a list.</li> <li>3 Who do you think Mahmoud is writing to?</li> </ol>	Unit 1	Page 4
<p><b>3 Read the rest of the text. Then complete the tasks below.</b></p> <ol style="list-style-type: none"> <li>1 Replace the underlined parts of the sentences with words or phrases from the text. (The sentences are in the same order as the words in the text.)</li> </ol>	Unit 1	Page 7
<p><b>2 Read the main article quickly. Then choose the best title A-E for each tip.</b></p> <p><b>A</b> Look after yourself      <b>B</b> First things first  <b>C</b> Just do it!                      <b>D</b> One step at a time  <b>E</b> Keep going</p>	Unit 2	Page 14
<p><b>2 Read the three stories on the web page. Then decide which heading each one should go under.</b></p> <ol style="list-style-type: none"> <li>1 coincidence _____</li> <li>2 misunderstanding _____</li> <li>3 unintended meaning _____</li> </ol>	Unit 3	Page 25
<p><b>4 Read the texts again. Then decide which of the two writers is most likely to have the opinions below.</b></p> <p>1 <span style="border: 1px solid black; border-radius: 50%; padding: 5px; display: inline-block;">I feel as if changes are happening too fast for me.</span>      The writer of Text _____</p>	Unit 4	Page 39
<p><b>4 Read the texts more carefully. Then decide whether the statements below are TRUE or FALSE. Write the sentence or phrase from the text that helped you decide.</b></p>	Unit 5	Page 49

<p><b>3 Find words in the text that have these meanings.</b></p> <p>1 having or getting a job (Text A, paragraph 2) _____</p> <p>2 from beginning to end of (Text A, paragraph 3) _____</p>	Unit 7	Page 70
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## Communication

<p><b>5 Write the full questions. Then ask and answer them with a partner.</b></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid gray; border-radius: 15px; padding: 10px; width: 200px; text-align: center;"> <p>How many English books have you read?</p> </div> <div style="border: 1px solid gray; border-radius: 15px; padding: 10px; width: 200px; text-align: center;"> <p>I've read a few at school, but I've only read one at home.</p> </div> </div>	Unit 1	Page 10
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<p><b>1 Look again at the application in Period 5. Then discuss the questions below in pairs.</b></p> <ol style="list-style-type: none"> <li>1 If you applied to do a similar foundation course, what subject would you choose, and why?</li> <li>2 How do your previous experience and your present studies show your interest in this field?</li> <li>3 Are there any phrases or full sentences in the application from Period 5 that you could use in your own application? Underline them.</li> </ol>	Unit 1	Page 12
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<p><b>2 Now write your own application using the information you discussed in Activity 1. When you have finished, show it to your partner.</b></p> <div style="background-color: #e0e0e0; height: 20px; width: 100%; margin-top: 10px;"></div>	Unit 1	Page 13
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<p><b>6 Discuss the questions in pairs or small groups.</b></p> <p>Which story do you think is the funniest? Which do you think is the strangest?</p>	Unit 3	Page 25
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<p><b>4 Work in pairs. Complete the tasks below.</b></p> <ol style="list-style-type: none"> <li>1 Add any extra points that you can think of to the notes in Activity 3, under the correct headings.</li> <li>2 Prepare to write a short essay on this question.</li> </ol>	Unit 5	Page 55
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<p><b>4 Write two or three more sentences of the story. Then pass your paper on to the next student. Keep repeating this until you think the stories are finished. Finally, read out your story to the other two.</b></p> <p>When you have heard all three stories, discuss these questions.</p> <ol style="list-style-type: none"> <li>1 Did your story turn out as you expected? How was it different?</li> <li>2 Which of the three stories do you think is best?</li> </ol>	Unit 6	Page 65
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<p><b>2 Compare your answers with a partner.</b></p>	Unit 6	Page 67
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## Creativity and Innovation

<p><b>2 Now write your own application using the information you discussed in Activity 1. When you have finished, show it to your partner.</b></p>	Unit 1	Page 16
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<p>Please explain in about 200 words your reasons for choosing this course, your experience in the field and how you expect your interest in the subject to develop.</p>	Unit 1	Page 16
<p><b>2 Think about what you would include in each paragraph and write some notes. Then compare your notes with a partner.</b></p>	Unit 2	Page 23
<p><b>1 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.</b></p>	Unit 5	Page 56
<p><b>4 Write a general enquiry letter to a local company with your own information, using the letters in this Period and Period 5 as models.</b></p>	Unit 7	Page 77
<p><b>2 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.</b></p>	Unit 9	Page 96
<b>Problem Solving</b>		
<p><b>1 Find words or phrases in the notice that have these meanings. (They are in the same order as in the text.)</b></p> <p><b>1</b> not compulsory _____</p> <p><b>2</b> with similar attitudes _____</p> <p><b>3</b> take part (in) _____</p> <p><b>4</b> area of interest _____</p> <p><b>5</b> able to be seen _____</p>	Unit 1	Page 5
<p><b>3 Complete the sentences with the verbs in the box.</b></p> <p>realise   hope   recognise   seem   believe   suppose</p>	Unit 1	Page 9
<p><b>2 Read the news story below quickly to find out the results. Then enter them on the chart.</b></p> <p><i>What young Australians worry most about</i></p>	Unit 2	Page 16



# The questionnaires

## Hebron University



### Faculty of Arts

### English Language Department

Dear participants,

The following questionnaire is designed for the data collection purposes for my MA research dissertation entitled '**An Evaluation of Incorporating the Twenty-First Century Competencies in the English for Palestine 12 Curriculum**'. The study aims to explore the extension of the incorporation of these skills and competencies within the curriculum. In addition, it seeks to understand the 12th Grade teachers' perception and attitude towards these skills, identifying mainly whether they tend to marginalise these skills into their daily teaching or not.

You are cordially invited to fill this questionnaire by adding (/) in front of each option that suits you best. The researcher greatly appreciates if you could spare few minutes of your time to respond to the questionnaire items. Information collected from this questionnaire is only used for research purposes and will help in the success of this thesis. Confidentiality is guaranteed.

### SECTION 1: Basic Information

**Please circle the appropriate response or write in the required information.**

**Personal information**

1. Gender

- A. Male
- B. Female

2. Age is

- A. 20 – 29 years old
- B. 30 – 39
- C. 40 – 49
- D. Over 50

1. Teaching Experience for 12th Grade (Tawjihi)

- A. 1-5 years
- B. 6- 10 years
- C. more than 10 years

4. The city you are currently teaching at: \_\_\_

**SECTION 2: Background and Previous Training**

***Background***

1- What background in English language degree do you have?

- A. I have studied in an English-speaking country. (e.g. England)
- A. I have studied in a country where English is EFL (English as Foreign Language/ e.g. Egypt)
- B. I have studied in a country where English is Lingua Franca (e.g. India, Malaysia )
- D. Other, please specify: .....

2- Were the 21st-century competencies part of your BA / MA education?

Yes

NO

*If Yes, kindly specify*

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***Previous Training***

1- Have you ever received a special training/ orientation about the twenty-first century competencies and skills?

Yes

No

*If Yes, kindly respond to the the following question,*

(2.1) Which of the following 21st-century competencies have you received training on? Kindly circle!

Critical Thinking

Problem solving

Communication

Collaboration

Creativity and innovation

Information and communication technology (ICT)

(2.2) Are there any other competencies / skills that are not mentioned in the previous section?  
Please state:

---

**SECTION 3: Teachers' Perception of the 21st-Century Competencies**

**A- Creativity and Innovation Skills**

1- Do you think that English for Palestine 12 Curriculum contains tasks and materials that promote and enhance creativity and innovation skills?

Yes

No

*If Yes, kindly respond to the the following question,*

(2.1) To what extent do you agree with the following statements? **Circle the corresponding number: 1 = strongly agree, 2 = agree , 3 = disagree , 4 = strangely disagree**

English for Palestine 12 allows for students to use idea creation techniques such as brainstorming or concept mapping. 1 2 3 4

English for Palestine 12 allows for students to test out different ideas and work to improve them. 1 2 3 4

English for Palestine 12 allows for students to generate their own ideas about how to confront a problem or question. 1 2 3 4

English for Palestine 12 allows for students to create an original product or performance to express their ideas. 1 2 3 4

**3- Do you apply the skills/competencies mentioned above in your teaching practices?**

Yes

No

*If yes, kindly answer the following question:*

(3.1) To what extend you tend to marginalize because of the following reasons? Circle/ underline the corresponding number: 1 = Never, 2 = Sometimes, 3 = Often, 4 = Always

<b>Reason</b>	<b>1 (Never)</b>	<b>2 (sometimes)</b>	<b>3 (often)</b>	<b>4 (always)</b>
It is not part of the assessment ((The Tawjihi National Examination)				
There are time constraints within which I need to cover the required materials for exams.				
My class contains high number of students (30 +)				
Students seem to have little interest in these skills				
I have received enough training on incorporating these skills in my teaching practices.				

4. Are there any reasons not mentioned in the list above? Please specify

---

## B- Critical Thinking

1- Do you think that English for Palestine 12 Curriculum contains tasks and materials that promote and enhance critical thinking skills?

Yes

No

*If Yes, kindly respond to the the following question,*

(2.1) To what extent do you agree with the following statements? **Circle the corresponding number: 1 = strongly agree, 2 = agree , 3 = disagree , 4 = strangely disagree**

English for Palestine 12 allows the students to draw a final conclusion based on the given data and other relevant information.	1	2	3	4
English for Palestine 12 allows the students to objectively interpret and summarize the information read and taught previously.	1	2	3	4
English for Palestine 12 helps students develop persuasive arguments based on evidence and logical reasoning.	1	2	3	4
English for Palestine 12 allows for information comparison from various source before completing the task or assignment.	1	2	3	4
English for Palestine 12 allows for student for formulate personal analysis, arguments and solutions	1	2	3	4

**3- Do you apply the skills/competencies mentioned above in your teaching practices?**

Yes

No

*If yes, kindly answer the following question:*

(3.1) To what extend you tend to marginalize because of the following reasons? Circle/ underline the corresponding number: 1 = Never, 2 = Sometimes, 3 = Often, 4 = Always

Reason	1 (Never)	2 (sometimes)	3 (often)	4 (always)
It is not part of the assessment ((The Tawjihi National Examination)				
There are time constraints within which I need to cover the required materials for exams.				
My class contains high number of students (30 +)				
Students seem to have little interest in these skills				
I have received enough training on incorporating these skills in my teaching practices.				

4. Are there any reasons not mentioned in the list above? Please specify

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### C- Communication Skills

1- Do you think that English for Palestine 12 Curriculum contains tasks and materials that promote and enhance communication skills?

Yes

No

*If Yes, kindly respond to the the following question,*

(2.1) To what extent do you agree with the following statements? **Circle the corresponding number: 1 = strongly agree, 2 = agree , 3 = disagree , 4 = strangely disagree**

English for Palestine 12 allows the students to prepare and deliver an oral presentation to the class 1 2 3 4

English for Palestine 12 allows students to decide the presentation method used to present their work 1 2 3 4

English for Palestine 12 allows students to convey their ideas using media other than a written formate (e.g., posters, video, blogs, pictures, flashcards, realia, etc.) 1 2 3 4

English for Palestine 12 allows students to answer questions in front of an audience 1 2 3 4

English for Palestine 12 allows students to analyze data for use in written or oral presentations (e.g., creating charts, tables or graphs) 1 2 3 4

**3- Do you apply the skills/competencies mentioned above in your teaching practices?**

Yes

No

*If yes, kindly answer the following question:*

(3.1) To what extent you tend to marginalize because of the following reasons? Circle/ underline the corresponding number: 1 = Never, 2 = Sometimes, 3 = Often, 4 = Always

<b>Reason</b>	<b>1 (Never)</b>	<b>2 (sometimes)</b>	<b>3 (often)</b>	<b>4 (always)</b>
It is not part of the assessment ((The Tawjihi National Examination)				
There are time constraints within which I need to cover the required materials for exams.				
My class contains high number of students (30 +)				
Students seem to have little interest in these skills				
I have received enough training on incorporating these skills in my teaching practices.				

4. Are there any reasons not mentioned in the list above? Please specify

---

**D- Collaboration Skills**

1- Do you think that English for Palestine 12 Curriculum contains tasks and materials that promote and enhance collaboration skills?

Yes

No

*If Yes, kindly respond to the the following question,*

(2.1) To what extent do you agree with the following statements? **Circle the corresponding number: 1 = strongly agree, 2 = agree , 3 = disagree , 4 = strangely disagree**

English for Palestine 12 allows students to work in pairs or small groups to complete a task together. 1 2 3 4

English for Palestine 12 allows students to give feedback to peers or assess each other's work (peer-assessment) 1 2 3 4

English for Palestine 12 allows students to set goals & create a plan for their group. 1 2 3 4

English for Palestine 12 allows students to present our group work to the class, teacher or others. 1 2 3 4

English for Palestine 12 allows students to incorporate feedback on group tasks or. 1 2 3 4

**3- Do you apply the skills/competencies mentioned above in your teaching practices?**

Yes

No

*If yes, kindly answer the following question:*

(3.1) To what extent do you tend to marginalize because of the following reasons? Circle/ underline the corresponding number: 1 = Never, 2 = Sometimes, 3 = Often, 4 = Always

<b>Reason</b>	<b>1 (Never)</b>	<b>2 (sometimes)</b>	<b>3 (often)</b>	<b>4 (always)</b>
It is not part of the assessment ((The Tawjihi National Examination)				
There are time constraints within which I need to cover the required materials for exams.				
My class contains high number of students (30 +)				
Students seem to have little interest in these skills				
I have received enough training on incorporating these skills in my teaching practices.				

4. Are there any reasons not mentioned in the list above? Please specify

---

**E- Problem-Solving Skills**

1- Do you think that English for Palestine 12 Curriculum contains tasks and materials that promote and enhance problem-solving skills?

Yes

No

*If Yes, kindly respond to the following question,*

(2.1) To what extent do you agree with the following statements? **Circle the corresponding number: 1 = strongly agree, 2 = agree , 3 = disagree , 4 = strangely disagree**

English for Palestine 12 allows students to think outside the box for creative and innovate solutions to problems. 1 2 3 4

English for Palestine 12 allows students to compile evidences and reasons needed for problems solutions. 1 2 3 4

English for Palestine 12 allows students to invent a solution to a complex, open-ended question or problem. 1 2 3 4

English for Palestine 12 allows students to try to solve complex problems or answer questions that have no definite solution. 1 2 3 4

**3- Do you apply the skills/competencies mentioned above in your teaching practices?**

Yes

No

*If yes, kindly answer the following question:*

(3.1) To what extend you tend to marginalize because of the following reasons? Circle/ underline the corresponding number: 1 = Never, 2 = Sometimes, 3 = Often, 4 = Always

<b>Reason</b>	<b>1 (Never)</b>	<b>2 (sometimes)</b>	<b>3 (often)</b>	<b>4 (always)</b>
It is not part of the assessment ((The Tawjihi National Examination)				
There are time constraints within which I need to cover the required materials for exams.				
My class contains high number of students (30 +)				
Students seem to have little interest in these skills				
I have received enough training on incorporating these skills in my teaching practices.				

4. Are there any reasons not mentioned in the list above? Please specify

---

## F- The Skills of Information and Communication Technology

1- Do you think that English for Palestine 12 Curriculum contains tasks and materials that promote and enhance the skills of information and communication technology?

Yes

No

*If Yes, kindly respond to the the following question,*

(2.1) To what extent do you agree with the following statements? **Circle the corresponding number: 1 = strongly agree, 2 = agree , 3 = disagree , 4 = strangely disagree**

English for Palestine 12 allows the students to use technology or the Internet for self-instruction (e.g., videos, tutorials, self-instructional websites, etc.) 1 2 3 4

English for Palestine 12 allows the students to use technology to analyze information (e.g., databases, spreadsheets, graphic programs, etc.) 1 2 3 4

English for Palestine 12 allows the students to choose appropriate technology tools or resources for completing a task 1 2 3 4

English for Palestine 12 allows the students to use technology in order to share information (e.g., multi-media presentations using sound or video, presentation software, blogs, podcasts, etc.) 1 2 3 4

English for Palestine 12 allows the students to use technology to keep up to date with work on extended tasks or assignments. 1 2 3 4

English for Palestine 12 allows the students to evaluate the credibility and relevance of online resources 1 2 3 4

English for Palestine 12 allows the students to use technology for team work or collaboration (e.g., shared work spaces, email exchanges, giving and receiving feedback, etc.) 1 2 3 4

**3- Do you apply the skills/competencies mentioned above in your teaching practices?**

Yes

No

*If yes, kindly answer the following question:*

(3.1) To what extent you tend to marginalize because of the following reasons? Circle/ underline the corresponding number: 1 = Never, 2 = Sometimes, 3 = Often, 4 = Always

<b>Reason</b>	<b>1 (Never)</b>	<b>2 (sometimes)</b>	<b>3 (often)</b>	<b>4 (always)</b>
It is not part of the assessment ((The Tawjihi National Examination)				
There are time constraints within which I need to cover the required materials for exams.				
My class contains high number of students (30 +)				
Students seem to have little interest in these skills				
I have received enough training on incorporating these skills in my teaching practices.				

4. Are there any reasons not mentioned in the list above? Please specify

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Thank you for your time and effort.

Researcher: Shadi Amr