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Deanery of Graduate Studies

Faculty of Education

Curriculum & English Teaching Methods Department



Life Skills Latent in the Content of
English for Palestine – Grade Six Textbook

Submitted by
Yousif Omar Hamdona

Supervised by
Dr. Awad Keshta

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Abstract

This descriptive analytic study aims at identifying the existed and required life skills latent in the content of *English for Palestine*- grade six textbook, which was applied in the scholastic year 2005-2006 for grade six students in the West Bank and Gaza Strip. The purpose for the study is to investigate the existence of the list of life skills in the content of the targeted textbook as they are very important for engaging learners into life and to be active members into their societies.

Based on the previous studies, literature review and the international models, the researcher modified a model for classifying life skills which suits Palestinian students and matches international models. He came out with five main domains. They are communication, personal/social, leadership, problem solving/ decision making and critical thinking life skills.

The researcher designed the content analysis card that sought to collect data relevant to process the study. These data involved making a survey for the textbook so as to analyze the activities that matches the five main domains set by the study. Validity was achieved through refereeing the card by a panel of experts. Reliability was examined through time and people by reanalyzing the textbook after 30 days and analyzing it by a six grade teacher.

The findings showed variation in the frequencies of the five main domains and in each domain as well. Communication life skills domain got the highest score of 36.39%, 1398 frequencies. The next score was personal/social life skills domain, that got a score of 23.27%, 894 frequencies. Leadership life skills domain was in the third position with 16.61%, 638 frequencies. The fourth was decision-making / problem solving life skills domain that got 13.2%, 507 frequencies. The lowest score was critical thinking with only 10.54%, 405 frequencies.

The researcher recognized the distribution of the domains and their items among the content of the textbook. He indicated that there should be a balance in distributing the domains and the items among the activities and units. Balance doesn't mean equality, but distributing them according to criteria of a balanced scale that matches the international standards. The findings also showed variety of topics distributed among the content of the units of the textbook. Variety indicated positive points in the content of the textbook.

Recommendations were drawn to make balance in distributing the five domains of life skills in the content of the textbook. The researcher also recommended reviewing the existed material associated with the international models for classifying life skills. Workshops should be held in order to discuss strengths and weakness of the textbook to support strong points and develop weakness.

%13,2

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%16,61

%36,39

%23,27

.%10,04

Dedications

This thesis is dedicated:

To the soul of martyrs, who sacrificed their lives for Al-Aqsa Mosque and Palestine.

To the soul of martyr Dr. Nabil Abu Selmya, who started the dissertation with me but he sacrificed his life before achieving my study.

To my parents for their endless patience and unwavering support that they have shown to me during this long, arduous process. They have been my largest source of inspiration, empower my career of education and wait my success.

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Chapter I

1. Introduction
2. Statement of the problem
3. Research questions
4. Purpose of the study
5. Significance of the study
6. Limitations of the study
7. Definitions of terms
8. Abbreviations

Chapter I

1. Introduction:

English plays a significant role in the daily life situations all over the world. It is an international language that is used in all aspects of life. It is the language of science, politics, economics, education, information and technology. Accordingly, it is necessary to learn English as it is essential for communication and development. Keshta (2000:1) indicated that English is a universal language: the language of communication across countries in the international world of trade, business, air transportation and technology.

English as a foreign language is of a great interest among the international curriculum designers and particularly the Palestinian ones. Accordingly, it is necessary to learn it because of its importance for communication and development. It enables students to cope with the modern life and to be part of the modern world. Richards (2001:13) mentioned that whenever you teach a language, you also teach a complex system of cultural customs, values, and ways of thinking, feeling and acting.

Hamdan (1991:1) assured that it is now commonplace that the effectiveness of foreign language instruction is not only measured by the quality of textbooks and other instructions or by the type of method used for teaching but also by the learners' ability to internalize and use the target language in natural situations and the abilities for adaptive behavior that enable them to deal effectively with the demands and challenges of everyday life. Educational system aims to accustom people with innovations and developments in the area of teaching and learning. The educational system is responsible for integrating English language in the people's everyday life through stepping from the elementary stages at schools to advanced levels at universities in an

organized and systematic process. This can be achieved if there is a well designed curriculum that corresponds to the needs, thoughts and beliefs of a specific nation.

It is expected that English textbooks should include variety of life skills that engage students into society and make them active members in the real life situations. Moreover, there is a serious need to take into consideration the life skills factors such as social, societal, religious, political, and communicational factors when designing the syllabi. Ferch (2005: 47) stated that most teachers still agree that the textbook has the greatest influence on daily instruction.

Palestine has its special case in its all aspects of life. It has its special conditions as it comes into a critical stage. The changes in the Palestinian political, economic, social and societal circumstances affect directly the teaching-learning process. Accordingly, Palestinian English textbooks should include variety of life skills to engage Palestinian students into society and make them active members in real life situations. Moreover, there is a serious need to take into consideration the life skills factors when designing syllabi. In fact, Palestinian learners as all learners of the modern world need to understand life and their role in the society. Richards (2001:91) mentioned that situation analysis is an analysis of factors in the context of planned or present curriculum project that is made in order to assess their potential impact on the project. The development of life skills in curriculum should be understood in the overall context in order to match the learners' and society's needs.

Israeli occupation tries to destroy the Palestinian's heritage, culture and civilization. It tries to create an illiterate generation that has no identity, attitudes, and traditions or

beliefs. Accordingly, Palestinian leaders, syllabus designers, supervisors and teachers should have their responsibility toward providing learners with needed skills for their life. UNRWA (2007) affirms that the Palestinian refugees have traditionally placed great emphasis on education as the key to a better future. UNRWA (2007) adds that despite difficult circumstances, Palestinians are one of the most highly educated groups in the Middle East. El Fagawi (2000 cited in Mourtaja 2004:15) stated that "Palestinians regarded English as the language of international negotiation through which they could tell the world about their problem."

New English curriculum – *English for Palestine* - has been recently prescribed for grade six in the scholastic year 2005-2006 to be used in English language teaching. The Palestinian Ministry of Education (1999:13) sets a list of guidelines that stress the integral role of foreign language education in developing the Palestinian students in all domains-- psychomotor, social, moral and cognitive -- and taking into consideration the current trends of multiculturalism and globalization.

The researcher believes that life is a series of experiences. It provides people with needed skills that develop their characters to be good members in their societies. There is a serious need to provide the Palestinian learners with a list of life skills to cope with the progress of the world. In the current study, the researcher intends to identify the required life skills that should be implied in the content of *English for Palestine*- grade six textbook. He also intends to investigate the extent of the existence of these life skills in the content of the textbook through a modified model for classifying life skills.

Bartz and Singer (1996:166) clarified that higher standards in turn generate better textbooks; when publishers strive to include all five goal areas in their curricular materials, the textbook is revised and updated constantly to reflect the pedagogical changes. The five areas are forms, functions, culture, appropriateness, and context.

2. Statement of the problem:

The scholastic year 2005-2006 was the first year to apply *English for Palestine*- grade six textbook. Accordingly, it is essential to analyze the content of this textbook so that interests can be acquainted with the life skills that should be latent in it. The researcher intends to analyze this textbook in the scholastic year 2006-2007 as it is a trial text and it is taught in the Palestinian schools for the first year.

It is intended to investigate the required life skills that should be latent in the content of *English for Palestine* - grade six textbook. After one year of applying this textbook, the researcher expects that teachers, supervisors and students will be familiar with the content of the textbook that will benefit the analysis process and the study.

3. Research Questions

1. What are the required life skills that should be latent in the content of *English for Palestine* – grade six textbook?
2. To what extent are life skills latent in the content of *English for Palestine* – grade six textbook?

4. Purpose of the study

The study aims to:

1. identify the required life skills that should be latent in the content of *English for Palestine* – grade six textbook.
2. identify the existence of life skills in the content of *English for Palestine* – grade six textbook.
3. diagnose and highlight points of weakness and strength in this textbook content.
4. give a suggested perspective for improvement and innovation.

5. Significance of the study:

This study is significant because it is:

1. the first study to be applied in the most recent syllabus textbook *English for Palestine* – grade six in the scholastic year 2005-2006.
2. an attempt to point out the required and existed life skills that should be latent in the content of *English for Palestine* – grade six textbook.
3. It provides EFL syllabus designers and teachers with the required life skills that should be latent in the content of *English for Palestine* – grade six textbook.
4. It provides EFL syllabus designers and teachers with the perspective of coping and mastering of life skills in the students' real life situations.
5. It could help syllabus designers to find out points of weakness and strength in the content of *English for Palestine- grade six* textbook so as to avoid points of weakness and reinforce points of strength.
6. It seeks to motivate and encourage specialists and methodologists to contribute in evaluating and developing the Palestinian Syllabuses.

6. Limitations of the study:

The study is applied in accordance with these limitations:

1. The study analyzes the life skills in the content of *English for Palestine* - grade six textbook (student book).
2. The study applies the evaluation of this textbook which is in use in the basic elementary schools in Gaza and West Bank Governorates in cooperation with the Ministry of Education and Higher Education.
3. The study takes place in the scholastic year 2006-2007.

7. Definition of Terms

Content: Richards (2001:147-148) reflected content into assumptions about the nature of language, language use and language learning, what the most essential elements or units of language are, and how these can be organized as an efficient basis for second language learning. Lauridsen (2003:6) stated that the contents of curriculum can include topics and concepts deemed necessary and of value for students to learn.

Content analysis: Ferch (2005:10) defines content analysis as a systematic and objective research method used in the examination of texts, documents, and communication.

Curriculum: White (1988:4) mentioned that curriculum refers to the totality of the content to be taught and aims to be achieved within one school or educational system. Lauridsen (2003:5) stated that a curriculum is a document or a written plan which is presented for implementation for a school in order to develop teaching strategies for specific classroom groups.

A textbook: It is the book that is used in schools for the formal study of a subject. Matos (2000) reviewed the definition of the textbook as it is the book which used for instructional purposes, especially in school and collages.

English for Palestine - grade six textbook: It is designated for the final year in the basic elementary stage in Gaza Strip and the West Bank governorates. The textbook consists of four main components: student's book, workbook, audio cassette and teacher's book.

English for Palestine - grade six textbook (Students' book): It includes 104 pages. It is divided into 24 units; each is divided into 4 lessons. Each lesson has its own different activities.

Life skills: They are skills which enable individuals to deal effectively with the demands and challenges of everyday life. UNICEF (2006) defines life skills as “a behavior change or behavior development approach designed to address a balance of three areas: knowledge, attitudes and skills. It lists the ten core life skill strategies and techniques as problem solving, critical thinking, effective communication skills, decision-making, creative thinking, interpersonal relationship skills, self-awareness building skills, empathy, and coping with stress and emotions. UNICEF (2006) refers life skills into personal, interpersonal, societal, political, and social skills which help people make decisions, communicate effectively, develop leadership, solve problems and think critically and creatively. Norman and Jordan (2003:2) stated that life skills are those competencies that assist people in functioning well in the environments in which they live.

Communication life skills:

Communication is the process of exchanging needed information between people in order to build relationships with others, act responsibly and achieve the understanding of the conducted message.

Personal/Social life skills:

Personal/social life skills involve a set of essential skills which empower individuals across life to meet the challenges in order to achieve the personals' needs to be good citizens in their societies. They also aim at reinforcing the social relationship between the addresser and the addressee.

Leadership life skills:

Leadership means influencing other's to identify, understand and find solutions to problems and to follow the leader's vision. Leadership life skills are the individuals' mental or physical abilities to affect, influence and lead the others. Sergiovanni (2001:40) clarified that leadership means enhancing purpose, meaning and significance the parents, teachers and students experience by serving shared ideas and ideals.

Decision making/Problem solving life skills: They are the mental abilities which enable learners to make decisions in order to solve their problems.

Critical thinking life skills:

Critical thinking life skills are those mental processes that refer to solving complex problems, creating solutions and integrating information.

8. Abbreviations

4-H: A club for young students to foster agricultural, homemaking and other life skills.

The four Hs stand for "head, heart, hands, and health".

ELT: It stands for English Language Teaching.

IUG: The Islamic University of Gaza.

UNICEF: United Nations Children's Fund.

UNRWA: United Nations Relief and Works Agency.

Chapter II

Literature Review

1. Introduction
2. Section I Theoretical Framework
 - 2.1 Introduction
 - 2.2 Classifications to life skills
 - 2.3 Life skills
 - 2.4 Textbook Evaluation
 - 2.5 International models of life skills
3. Section II Previous studies
4. Conclusion

Chapter II

Literature Review

1. Introduction

This chapter includes two sections: The theoretical framework and the previous studies. Based on the on the two sections, the researcher came out with his modified and refereed model for classifying life skills.

The first section is the theoretical framework that deals with necessary topics related to life skills. The researcher discusses life skills and the five main domains "communication, personal/ social, leadership, decision making/ problem solving and critical thinking life skills" thoroughly. The theoretical framework section includes a number of international models for classifying life skills. The researcher found taxonomy of classifications to the life skills. UNICEF (2006), Librera et al (2004), Deen et al (2005), Hendricks (1998:29), Vermaak (1993 cited in Bender 2002:35), Hopson and Scally (1986:15-16) and Gazda et al (1987) classifications of life skills are discussed thoroughly in this section in order to modify a model that suits the Palestinian content.

The researcher reviewed a number of previous studies in the second section. They elaborate the importance of life skills latent in the content. The section is divided into six parts; life skills and the five main domains of life skills as the following: communication, personal/ social, leadership, decision making/ problem solving and critical thinking life skills.

The researcher shed light on *English for Palestine* – grade six textbook design, textbook evaluation, foreign language textbooks, content analysis, aims of Palestinian Ministry of education and higher education when applying the textbook and finally the importance of analyzing the content of the textbook.

2. Section I

Theoretical framework

2.1. Introduction:

The researcher found that there are several classifications to the life skills included in the content. These classifications varied according to the content analysis, needs analysis, situation analysis, targeted population, societal factors, social factors, project factors and the ideology of the curriculum. Richards (2001:90) clarified that the goal of needs analysis is to collect information that can be used to develop a profile of the language needs of a group of learners in order to be able to make decisions about the goals and content of language course.

2.2. Classifications of life skills

Maass et al. (2006) clarified that specific life skills targeted in her research include critical thinking, goal setting, communication, cooperation, conflict resolution, problem solving, decision-making and community service. Fox et al (2003) featured examination of 32 life skills divided into four theme areas: technical skills, communication skills, personal/social skills and Leadership skills. Boleman et al (2004) measured specific life skills in his study as follows: decision-making, ability to relate to others, develop and maintain records, accept responsibility, build positive self esteem, self motivation, knowledge of the livestock industry, develop organizational skills, ability to solve problems, develop oral communication skills, set goals, develop self-discipline and work in teams.

Loeser et al (2004) designed an instrument that was composed of 31 indicators to measure the following eight life skills: decision making, wise use of resources,

communication, accepting differences, healthy lifestyle choices, and self-responsibility. El Sawi & Smith (1997) determined that life skills, such as leadership, teamwork, decision making, problem solving, reasoning, communication and personal qualities such as responsibility, self-esteem, and integrity can be found in almost any description of a content and an extension youth program. Bender (2002) stated that the exact nature and description of life skills likely to differ across social and cultural contexts. An analysis of the life skills field suggests that a core set of skills is integral to the initiatives to promote social functioning, health and well-being. This set of skills according to him includes the following skills: decision making, problem solving, creative thinking, critical thinking, effective communication, interpersonal relating, self-awareness, ability to empathize, coping with emotions and coping with stress.

2.3. Life skills

Life skills involve using and applying knowledge, attitudes, behaviors, relationships and experience to meet the learners' everyday needs in a variety of situations. They are skills needed for helping individuals for asserting themselves in a complex society and managing their life successfully.

UNICEF (2006) related the concept of life skills into a large group of psycho-social and interpersonal skills which can help people make informed decisions, communicate effectively, and develop coping and self-management skills that may help them lead a healthy and productive life. (Hamburg 1989 cited in Duncan 2000:6) defined life skills as the skills needed for surviving, living with others, and succeeding in a complex society. Life skills refers to the social, societal, political, religious, economical, personal

and interpersonal skills which help learners communicate effectively, make decisions, develop leadership, solve problems and think critically.

Gobeli (1989 cited in Phelps 2005:7) stated that life skills are learned psycho-social skills which include some non-academic skills, attitudes, and behaviors such as: anxiety management, effective interpersonal relationship behaviors and development of the skill of decision making and problem solving. They involve the use of knowledge, skills, and experience to meet everyday needs in a variety of situations and help people function as adults in society. Hendricks (1998:27-30) defined life skills as doing, thinking, feeling competencies that are synonymous with the skills, knowledge and attitudes needed to perform the duties of any job in pursuit of any objective. Sharp (1996:8) stated that life skills are skills that enable a person to be healthy and productive in all aspects of life.

Bender (2002:29) stated that crucial generalized skills that will help one become more self-empowered are: skills for learning, relating, working and playing and for developing oneself and others. Hendricks (1998:28-29) defines life skills as "those skills that help an individual to be successful in living a productive and satisfying life." It is believed that the training of life skills is as the teaching of the skills needed for surviving, living with others, and succeeding in a complex society. Miller (1991b cited in Duncan 2000:8) believed that a strong life skills foundation involving the mastery of intellectual, physical, emotional, and social tasks that could assist individuals in coping with the changes they are experiencing while progressing from childhood to adulthood.

Anderson (2005:1) suggested that life skills has had a positive effect on the school participating. It helps students explain using these skills at home and school. He added

that life skills and Lifelong guidelines focus on producing a caring community of responsible citizens for life. Miller & Bowen (1993) agreed on that curricula and programs of 4-H and related clubs should be analyzed to determine to what extent and how they can be modified to enable members to develop life skills and self-esteem.

Maass et al. (2006), Fox et al (2003), Boleman et al (2004), Bender (2002) and El Sawi and Smith (1997) designed instruments that were composed of a variety of indicators, measuring life skills in content. El Sawi and Smith (1997) determined that life skills, such as leadership, teamwork, decision making, problem solving, reasoning, communication and personal qualities such as responsibility, self-esteem, and integrity can be found in almost any description of a content and an extension youth program. Bender (2002) sat a list of skills that includes the following: decision making, problem solving, creative thinking, critical thinking, effective communication, interpersonal relating, self-awareness, ability to empathize, coping with emotions and coping with stress.

2.3.1 Communication life skills

Communication has many meanings that are simple and complex. Nofal (2003:1) clarified that the ultimate goal of learning a language is communication. Accordingly, the aim of learning English as all other languages is to communicate with people or those who uses the targeted language in their lives.

Communication is the process of exchanging information and ideas between people in order to build relationships with others, act responsibly and achieve the understanding of the conducted message and consequently communication life skills aim at achieving

the same message. It conveys information by achieving an understanding of interaction and message production, so that people need to know and understand what is meant and what is said. Nufal (2003:1) stated that the approach used in teaching English for the lower elementary children is structural and functional. It combines teaching communication skills such as greetings, introductions, thanking and others. Loy (2006:14-16) related communication to the process of sending and receiving information. He conceptualized the communication model as involving a speaker, speech, listeners, and feedback.

Communication skills are essential to a successful performance in the society. Students should learn techniques to communicate clearly in order to listen carefully to what others say in order to state thoughts, feelings, and ideas. It is said that "A good listener is a good speaker". Pittman & Wright (1991 cited in Digby 2005:7) describe interpersonal skills as having the ability to work with others through communication, corporation, negotiation, sharing, empathy, leading and listening to others.

(Grensing-Pophal 2000 in Caldwell 2005:10) stated that in order to develop effective channels of communication within the organization and people, three steps must be taken:

1. Communication must be openly valued within the organization,
2. Opportunities for communicating directly with those in authority must be given to all staff members, and
3. An atmosphere of trust must be fostered within the organization.

Communication life skills build relationships with others include the:

1. ability to act responsibly in the society.

2. ability to survive under a variety of conditions.
3. ability to solve problems

Loy (2006:12-24) stated that there are several types of communication: intrapersonal, interpersonal, public, mediated, organizational, intercultural, and mass. Fiordo (1990 cited in Loy 2006:15) describes intrapersonal as taking place within the individual. He stated that intrapersonal communication is seen as the operational base for all the other types of communication. He added that interpersonal refers to two, three or more individuals sending and receiving messages and meaning.

Ferry (2006), Loy (2006), Bruce et al (2004), Abdulaziz (2004), Caldwell (2005) and Ferch (2005) discussed the importance of communication in the content. Caldwell (2005) asserted on performing strategic communication functions in order to obtain consensus regarding strategic communication competency statements. Loy (2006) assured overarching strategies to gain an understanding of the relationship between communication skills and student achievement.

Ferry (2006) measured the use of specific communication and decision-making skills through 24 communication and 30 decision-making items. He assured on the importance of communication and decision-making skills in the curriculum. Bruce (2006) assists on expanding communication and decision-making abilities to the State 4-H Council members. It could encourage them to make decisions in other areas beyond just choosing the themes of state events.

2.3.2 Personal/ social life skills

It is assumed that social life skills involve a set of skills which are necessary to achieve persons' and social needs. Personal and social life skills discuss a basic and fundamental part of the society that is the family. It empowers individuals across life to manage the challenges of living and working in a society.

Syllabus should prepare students for life providing them with opportunities to develop knowledge, skills, attitudes and behaviors needed for becoming responsible citizens and leaders in family and community. It should meet the learners' basic personal and interpersonal needs to be part of their societies. Learners need to be safe, feel supported, valued, appreciated, useful, self asserted and build skills and competencies that allow them to function and contribute in their daily lives. Social skills are used to interact and communicate with others to assist status in the social structure. Further, social rules and social relations are created, communicated, and changed to benefit the society's traditions, beliefs and attitudes. Fisher (1974:101) stated that social behaviors of individuals are decided among several alternatives. They are resolved by yielding a balance of positive and negative social consequences of particular behavior to confront the real life. Effective interpersonal skills involve more than simply being able to express ideas openly and freely.

Yalden (1987:86) emphasized the characteristics of learners, the circumstances in which the educational institution operate, even the society in which the language learning and teaching process is to be carried out when forming the syllabus. Duncan (2000:8-13) stated that life skills education assists youth with personal development skills and helps

to ensure a successful future. Nufal (2003:4) stated that children learn in social context, therefore, they need experience where they are interacting.

Life skills are not specific or limited, but they are applicable for more than one setting. They allow individuals to respond to situations they experience in order to live more productive and satisfactory life. Krashen (1981 cited in Nufal 2003:4) has termed "comprehensible input" that is, using English that is related directly to activities in which children are engaged. Learning occurs when we begin to internalize what we have learned in our interactions with others. Vygotsky (1978 cited in Huziak 2003:22) suggested that when researchers are interested in finding out what students have learned, they must be interested in how students have socially constructed their understanding through interactions with peers and others.

It is found that personal/social life skills involve a set of essential skills which empower individuals across the life to manage the challenges of living in order to achieve the persons' needs to be good citizens in their societies. Personal/social life skills should be implied in the Palestinian syllabi in order to:

1. provide Palestinian students with the skills, knowledge, understanding values and attitudes they need for participating in the society.
2. develop knowledge and understanding the society's nature, patterns and concepts.
3. develop individual knowledge, understanding, skills, values and attitudes that enhance effective participation in the community.
4. participate successfully in ongoing situations and community.

The present study agreed with Rebecca (2000), Smith et al (2005), Roberts (2005), Peters A. (2003) and Dormody & SeEVERS (1994) in explaining the importance of personal/ social life skills impeded in the content.

Bender (2002:104) found that personal and interpersonal life skills program had a statistically high significant effect on the personal and interpersonal life skills development of the Grade 7 learners, which supports the research results. Arnold (2004) stated that personal development is the broader goal of all positive youth development programs, including 4-H. it supports the results of the present study on implementing the low scored items of this domain.

Students need to develop knowledge, understanding of values and attitudes that enhance them into their responsibility in the quality of personal, interpersonal and social relationships. They should be accustomed to the society traditions and customs. The emphasis on creating good citizens throughout exercises that motivate learners to cope with Palestinian traditions, developing personal identity, appreciating morals, values, rights and norms, developing meaning of social life, doing what is right when with a group, showing understanding for others values and other points that indicate the importance of this domain to be latent in the content. However the weak points in this domain such as campaigning of human rights, showing understanding for others values and loyalty to social morals, values, rights and norms need to be taken into consideration within the textbook.

Connie (2005) provided some evidence of the effectiveness of a community service-learning project as related to the specific development of personal and leadership life

skills. He emphasized that participants should be given the opportunity to participate in decision making in the planning and implementation of these activities. Salmon (2005) stated that the primary objective of any social skills intervention program is for the children to use the newly acquired skills in socially meaningful contexts.

2.3.3 Leadership life skills

Leadership skills are the abilities that are characterized by the effective attempts to lead and to influence others. The differences of some individuals in behavior, style and personal characteristics influence others so as to help them to achieve the goals of the society. Palestinian syllabi should enhance learners to list options before making a decision, think about what might happen because of their decision and evaluate decisions they have made.

Bass (1990 cited in Moore 2003:14) defines leadership as an interaction that occurs between two or more members of a group and can involve a structuring, or restructuring, of both the situation and the perceptions and expectations of the members involved. Digby (2005:8) defined leadership as the ability to express thoughts, feelings, and ideas to justify a position. Leaders encourage, persuade, convince and motivate individuals and groups. (Miller 1976 cited in Duncan 2000:8) defines leadership life skills as self-assessed and organization-specific, development of life skills necessary to perform leadership functions in real life.

Sergiovanni (2001:1-3) assured that part of the problem is that the world of schooling is just too complex, disconnected, and even chaotic for direct leadership to work.

Moreover, he stated that throughout the educational system the standard prescription for making decisions are like this:

- Know clearly what your problem is and know specifically what your goals are.
- Explore every possible solution to the problem or every possible route to achieve the goals.
- Evaluate the costs and benefits of each alternative.
- Systematically compare the alternatives.
- Choose the single most effective course of action.
- Apply this course of action throughout the system as a one-best way.

Rebecca (2000), Smith et al (2005), Roberts (2005), Peters (2003) and Dormody and Seevers (1994) agreed on the importance of leadership life skills to create leaders for societies. Leadership life skills elaborate the development of skills necessary to perform leadership in real life in order to enhance learners to list options before making a decision, think about what might happen because of their decision and evaluate decisions they have made.

2.3.4 Decision making/ Problem solving life skills

Fisher (1974:128) defined a decision as "ultimately, the outcome of group interaction, is inevitably a choice made by group members from among alternative proposals available. Thinking is a very complex process which allows beings to deal effectively with the presented issues according to their goals, plans, visions and messages. It is the individual's capacity to use cognitive processes to determine the cause of the problem, identify it, confront, select alternatives for a solution; make decisions, overcome problematic situations and implement the solution.

Decision making is the process of reaching a decision from among a variety of alternatives. Digby (2005:7) stated that decision making involves defining the problem, generating possibilities, reviewing these alternatives, selecting a course of action and evaluating the opportunities of the action taken. Smith (2004 cited in Cassandra 2005:21) suggested that the profession demands competency in conducting research, making decisions and solving problems. Sergiovanni (2001:2) stated that successful leaders are not afraid to choose the later alternative and how to get away with it.

Decision making and problem solving should be implied in the Palestinian syllabi in order to develop the Palestinians learners' knowledge and understanding of the structures, roles and responsibilities when making decisions and solving problems. It is concluded that decision making/problem solving life skills are the mental abilities which enable people to make decisions in order to solve their problems.

2.3.5 Critical thinking life skills

Bailin (2003:372) defined critical thinking as it is a unique and purposeful thinking in which the thinker systematically and habitually imposes criteria and intellectual standards upon the thinking, taking charge of the construction of thinking, guiding the construction of the thinking according to critical thinking standards, and assessing the effectiveness of the thinking according to the purpose, criteria, and the standards of thinking. It is the ability to evaluate information and opinions in a systematic, purposeful and efficient manner. Critical thinking is a very complex process that refers to those kinds of mental activities that are clear, precise, and purposeful. It is associated

with solving complex problems, creating solutions to problems and integrating information. It also refers to the process of evaluating the quality of one's own thinking.

Ricketts (2003:9) stated that critical thinking skill is the competency level of utilizing the components of critical thinking. He added that critical thinking that is developed by a national panel of experts using Delphi inquiry as “purposeful, self-regulatory judgment which results in interpretation, analysis, evaluation, and inference, as well as explanation of the evidential, conceptual, methodological, criteriological, or contextual considerations upon which that judgment is based.

It is recognized that critical thinking is a mental process that refers to solving complex problems, creating solutions to problems and integrating information. The researcher believes that Palestinian learners should seek out opportunities to develop the life skills needed for surviving their lives. They need to develop communication in order to exchange, corporate, negotiate and share information and ideas with people.

2.4. Textbook Evaluation:

2.4.1 A textbook:

A textbook is an important part of the curriculum because it is widely used in schools. A textbook is a central tool and object of attention of education. Teachers and their students use textbooks and its supplementary materials as resources that provide the main source of information, guidance, and structure. Textbooks provide practice activities, vocabulary, cultural gambits, and reading comprehension.

2.4.2 Foreign Language Textbooks

There are many foreign language textbooks available for reading. How to choose the content of our textbook? Palestinian Ministry of Education decided to replace the series of HELLO textbooks with *English for Palestine* for grades one to twelve. *English for Palestine*- grade six is presented in the scholastic year 2005-2006. Researchers need a way to evaluate the quality of those textbooks. One way to evaluate the quality is to consider the recommendations of foreign language practitioners. The researcher reviewed literature in the field and found that a good textbook should have multiple contextualized and personalized practice activities representing the real life target language experiences. These activities should include interesting and relevant topics that encourage students to construct their own meaning individually or in group activities.

English for Palestine- grade six textbook includes pictures, photos, tickets, schedules, and other documents that include authentic language and authentic texts. The textbook should have ample opportunities for students to practice writing and revising their work. Richard-Amato (2003 cited in Ferch 2005:44) grouped foreign language textbook selection guidelines into the following categories: purpose and motivation, appropriateness, format, authenticity, and teacher resources.

The purpose of the textbook should be reflected in its design and its purpose to develop the four skills: Reading, writing, speaking, and listening. It is common that foreign language textbooks reflect the pedagogical approaches or beliefs used in contemporary language teaching. More recent foreign language textbooks include practice exercises or activities in specific contexts, rules for using the language, and communicative goals.

Another way for evaluating the quality of foreign language textbooks is to examine and analyze the textbook activities.

2.4.3 Content Analysis

Content analysis is defined as an objective and systematic technique for analyzing the content to get the conducted message. The aim of content analysis is to make valid inferences to points of strength and weakness out of the text. The three components of content analysis as defined by Holsti (1969 cited in Ferch 2005:45) are: a. objectivity, b. system, and c. generality.

Content analysis requires following a prescribed sequence of steps or procedures systematically. Ferch (2005:46) determined that there are six basic steps to analyze the textbook as the following: (a) identifying the sampling unit, (b) identifying the recording units, (c) developing the coding categories and the coding forms, (d) evaluating the coding forms, (e) coding the data and managing the recording process, and (f) analyzing the data. Moreover, different steps are suggested by Nunan (1988: 65, 66) to be adopted when specifying the content:

- 1- Examining the learners data and extracting information relating to the purposes for which learners are attending the course and which can be translated into communicative goals.
- 2- Specifying the communicative tasks and enabling skills which learners will need to be able to perform for achieving their language goals.
- 3- Contextualizing the tasks by deciding on topics, setting, interlocutors and so on.
- 4- Deciding on linguistics elements which will be needed for the learners to learn to be able to operationalise the pre-specified skills.

2.5 International models of life skills

There are several classifications to the life skills. The researcher found taxonomies of basic life skills for categorizing a wide range of life skills implied in the content, courses, curricula and syllabi.

2.5.1 UNICEF Classification to life skills:

UNICEF (2006) mentioned on its website that there is no definitive list of life skills. It indicated a list of life skills that includes psychosocial and interpersonal skills. The choice of different skills varies according to the topic, needs and conditions. The list suggests these categories:

1. Communication and interpersonal skills include interpersonal communication skills, negotiation/refusal skills, empathy, cooperation/ teamwork and advocacy skills.
2. Decision-making and critical thinking skills include decision making / problem solving skills and critical thinking skills.
3. Coping and self-management skills include skills for increasing internal locus of control, skills for managing feelings and skills for managing stress

UNICEF (2006) clarified that many skills are used simultaneously in practice. For example, decision-making involves critical thinking and values clarification. The relationship between the skills is what produces powerful behavioral outcomes, especially where it is supported by other strategies such as media, policies and health services.

UNICEF (2006) Classification to life skills:

Communication and Interpersonal Skills

Interpersonal communication skills

- Verbal/Nonverbal communication
- Active listening
- Expressing feelings; giving feedback (without blaming) and receiving feedback

Negotiation/refusal skills

- Negotiation and conflict management
- Assertiveness skills
- Refusal skills

Empathy

- Ability to listen and understand another's needs and circumstances and express that understanding

Cooperation and Teamwork

- Expressing respect for others' contributions and different styles
- Assessing one's own abilities and contributing to the group

Advocacy Skills

- Influencing skills & persuasion
- Networking and motivation skills

Decision-Making and Critical Thinking Skills

Decision making / problem solving skills

- Information gathering skills
- Evaluating future consequences of present actions for self and others
- Determining alternative solutions to problems
- Analysis skills regarding the influence of values and attitudes of self and others on motivation

Critical thinking skills

- Analyzing peer and media influences
- Analyzing attitudes, values, social norms and beliefs and factors affecting these
- Identifying relevant information and information sources

Coping and Self-Management Skills

Skills for increasing internal locus of control

- Self esteem/confidence building skills
- Self awareness skills including awareness of rights, influences, values, attitudes, rights, strengths and weaknesses
- Goal setting skills
- Self evaluation / Self assessment / Self-monitoring skills

Skills for managing feelings

- Anger management
- Dealing with grief and anxiety
- Coping skills for dealing with loss, abuse, trauma

Skills for managing stress

- Time management
- Positive thinking
- Relaxation techniques

2.5.2 New Jersey classification to life skills:

Librera et al (2004) clarified that all students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace. It emphasized demonstrating all of the students the critical life skills in order to be functional members of society. All students need to develop consumer, family, and life skills necessary to be functioning members of society.

All students will develop original thoughts and ideas, think creatively, develop habits of inquiry, and take intellectual and performance risks. They will recognize problems, devise a variety of ways to solve these problems, analyze the potential advantages and disadvantages of each alternative, and evaluate the effectiveness of the method ultimately selected. Students will understand the components of financial education and

make economic choices. Students will demonstrate self-awareness and the ability to respond constructively to criticism and potential conflict.

In addition, students will work collaboratively with a variety of groups and demonstrate the essential components of character development and ethics, including trustworthiness, responsibility, respect, fairness, caring, and citizenship. Students apply principles of resource management and skills that promote personal and professional well-being. Wellness, nutrition, child development, and human relationships are an important part of consumer, family, and life skills. However, wellness, nutrition, and human relationship cumulative progress indicators are not listed here as it would duplicate those in Comprehensive Health and Physical Education Standards.

New Jersey Classification to life skills:

Consumer, Family, and Life Skills

A. Critical Thinking

1. Communicate, analyze data, apply technology, and problem solve.
2. Describe how personal beliefs and attitudes affect decision-making.
3. Identify and assess problems that interfere with attaining goals.
4. Recognize bias, vested interest, stereotyping, and the manipulation and misuse of information.
5. Practice goal setting and decision-making in areas relative to life skills.

B. Self-Management

1. Develop and implement a personal growth plan that includes short- and long-term goals to enhance development.
2. Demonstrate responsibility for personal actions and contributions to group activities.
3. Explain the need for, and advantages of, lifelong learning.

C. Interpersonal Communication

1. Demonstrate respect and flexibility in interpersonal and group situations.
2. Organize thoughts to reflect logical thinking and speaking.
3. Work cooperatively with others to solve a problem.
4. Demonstrate appropriate social skills within group activities.
5. Practice the skills necessary to avoid physical and verbal confrontation in individual and group settings.
6. Participate as a member of a team and contribute to group effort.

D. Character Development and Ethics

1. Explain and demonstrate how character and behavior affect and influence the actions of others in the home, school, and community.
2. Describe and demonstrate appropriate character traits, social skills, and positive attitudes needed for the home, school, community, and workplace.
3. List problems and their causes, effects, and solutions that are faced in the home, school, and/or community.
4. Describe how personal ethics influence decision making.

E. Consumer and Personal Finance Skills

1. Identify and demonstrate personal finance skills in checkbook maintenance and investing.
2. Construct a simple personal savings/spending plan.
3. Understand that people make financial choices that have costs, benefits, and consequences.
4. Explain the difference in cost between cash and credit purchases.
5. Compare prices of similar items from different sellers.

F. Safety

1. Demonstrate appropriate safety procedures for hands-on experiences.
2. Demonstrate the use of recommended safety and protective devices.
3. Describe appropriate response procedures for emergency situations.

2.5.3 The Washington State University (2005) classification to life skills:

Deen et al (2005) selected eight life skills from the Targeting Life Skills model (Hendricks, 1998) that they believed they were teaching through their program. These life skills were: Decision making, wise use of resources, communication, accepting differences, leadership, useful/marketable skills, healthy lifestyle choices, and self-responsibility.

EIGHT LIFE SKILLS have been selected to be measured through the Life Skills Evaluation System:

- Decision Making
- Wise Use of Resources
- Communication
- Accepting Differences
- Leadership
- Useful/Marketable Skills
- Healthy Lifestyle Choices
- Self-responsibility

Decision Making - Choosing among several alternatives

1. List my options before making a decision.
2. Think about what might happen because of my decision.
3. Evaluate decisions I have made.

Wise Use of Resources - Using sound judgment, not wasteful, being responsible, setting priorities.

1. Wisely use the natural resources in my environment.
2. Plan how to use my financial resources.
3. Use my time wisely.
4. Take care of my personal belongings.

Communication - The exchange of thoughts, information, or messages between individuals using speech, writing, gestures, and artistic expression.

1. Make a presentation.
2. Listen carefully to what others say.
3. Clearly state my thoughts, feelings, and ideas to others.
4. Settle disagreements in ways that are not hurtful.

Accepting Differences - To recognize and welcome factors that separate or distinguish one person from another.

1. Treat people who are different from me with respect.
2. Work/play with people who are different from me.
3. Have friendships with people who are different from me.

Leadership - To assist a group in meeting its goals by showing or directing along the way; using personal influence to guide a group in reaching its goal.

1. Organize a group to reach its goal.
2. Use different leadership styles.
3. Get others to share in leadership.

Useful/Marketable Skills - To have the abilities wanted by employers and needed to hold a job.

1. Work out problems that are presented to me.
2. Follow instructions as they are given me.
3. Contribute as a member of a team.
4. Accept responsibility for doing a job.
5. Keep accurate and useful records.
6. Apply for a job.

Healthy Lifestyle Choices - Selecting a way of living that is in accord with sound condition of body and mind, prevention of disease and injury.

1. Make healthy food choices.
2. Choose activities that promote physical health and well being.
3. Manage stress positively in my life.
4. Avoid risky behaviors.

Self-responsibility - Taking care of oneself; being accountable for one's behavior and obligations; choosing for oneself between right and wrong.

1. Do what is right for myself when with a group.
2. Admit to mistakes I make.
3. Understand it is important to follow through on commitments I have made.
4. Have control over my own personal goals/future.

2.5.4 Hendricks' classification to life skills:

Hendricks (1998:28) classified targeting life skills into four generic categories: head, heart, hand and health. Each category is divided into sub-categories as the following chart:

Figure 1

Targeting Life Skills: Targeting Life Skills Model for 4-H

“Developing Youth Curriculum Using the Targeting Life Skills Model”



Hendricks (1998:3) classification to life skills

Based on Hendricks (1998), Norman and Jordani (2003:2) stated that life skills are those competencies that assist people in functioning well in the environments in which they live. They classified targeting life skills into four generic categories: head, heart, hand and health. Each category is divided into sub-categories as the following:

HEAD: Knowledge, Reasoning and Creativity Competencies

- Thinking: using one's mind to form ideas and make decisions; to imagine, to examine carefully in the mind, to consider.
- Managing: using resources to accomplish a purpose.

HEART: Personal/Social Competencies

- Relating: establishing a mutual or reciprocal connection between two people that is wholesome and meaningful to both.
- Caring: showing understanding, kindness, concern and affection for others.

HAND: Vocational/Citizenship Competencies

- Giving: providing, supplying, or causing to happen (social responsibility).
- Working: accomplishing something or earning pay to support oneself through physical or mental effort.

HEALTH: Health/Physical Competencies

- Living: Acting or behaving; the manner or style of daily life.
- Being: living one's life; pursuing one's basic nature; involved in personal development.

2.5.5 Norman and Jordani (2003) classification:

Table (1)

Targeting Life Skills In 4-H

HEAD	HEART	HANDS	HEALTH
Thinking	Relating	Giving	Living
Learning to learn	Communications	Community Service	Healthy life-style
Decision-making	Cooperation	volunteering	choices
Problem solving	Social Skills	Leadership	Stress Management
Critical thinking	Conflict Resolution	Responsible	Disease Prevention
Service learning	Accepting Differences	Contribution to group	Personal Safety
Managing	Caring	Working	Being
Goal setting	Concern for others	Marketable/useful	Self Esteem
Planning/organizing	Empathy	skills	Self responsibility
Wise use of resources	Sharing	Teamwork	Character
Keeping Records	Nurturing relationships	Self-motivation	Managing feelings
Resiliency			Self Discipline

Norman and Jordani (2003:2) classification to life skills.

2.5.6 (Vermaak 1993 cited in Bender 2002:32)

Table (2)
South Africa Needs for Life skills Education

COMMUNICATION SKILLS	RELATION SKILLS	MANAGEMENT AND DECISION MAKING SKILLS	SKILLS FOR A HEALTHY LIFE STYLE	SKILLS FOR DEVELOPMENT VALUE SYSTEM	SKILLS IDENTITY DEVELOPMENT
<ul style="list-style-type: none"> • listening skills • verbal communication. • The ability to say NO • To understand other people's viewpoint. • Campaign of human rights. 	<ul style="list-style-type: none"> • Building of relationships. • Dealing with conflict. • Reducing of prejudices • A voidance of stereotyping. • Dealing with stress. • Respect for self and other. • Self control. • Self confidence. • Building and keeping friendships. • Action/ behavior in cross cultural relationships. • Relation with opposite sex. 	<ul style="list-style-type: none"> • Time management • Development of study methods. • Career planning. • Entrepreneurship • Punctuality. • Decision making. • Loyalty. • Teamwork and – building. • Problem identification and solving. 	<ul style="list-style-type: none"> • establishment of values and norms • respect and appreciation of values. • Tolerance for other values. • Knowledge and understanding of democratic rights. 	<ul style="list-style-type: none"> • establishment of values and norms • respect and appreciation of values. • Tolerance for other values. • Knowledge and understanding of democratic rights 	<ul style="list-style-type: none"> • self knowledge • self respect • self identity • self confidence

Vermaak 1993 classification to life skills

2.5.7 Hopson and Scally (1986) classification:

Table (3)
Revised classification to life skills (Hospon and Scally(1986))

SKILLS OF LEARNING	SKILLS OF RELATING	SKILLS OF WORKING AND PLAYING	SKILLS OF DEVELOPING SELE AND OTHERS
<ul style="list-style-type: none"> •Literacy •Numeracy •Information seeking •Learning from experience •Using whole brain approaches •Computer literacy •Study skills 	<ul style="list-style-type: none"> •Making, keeping and ending relationships •Communication •Assertiveness •Being an effective member of a group •Conflict management •Giving and receiving feedback. •Parenting •Influencing 	<ul style="list-style-type: none"> •Career management •Time management •Money management •Entrepreneurship •Choosing and using leisure options •Preparation for retirement •Seeking and keeping a job •Managing unemployment •Home management •Setting objectives and action planning. 	<ul style="list-style-type: none"> •Being positive about yourself •Creative problem solving •Decision making •Stress management •Transition management •Managing sexuality •Maintaining physical well being •Making the most of the present •Pro-activity •Managing negative emotions •Discovering interests, values and skills. •Discovering what makes us do the things we do. •Developing the spiritual self •Helping others •Developing the political self

Hopson and Scally (1986) classification to life skills

2.5.8 Gazda et al (1987) classification

Table (4)
Life Skills classification according to Ghazda et al

<p>- interpersonal communication and human relations skills: Skills necessary for</p> <ul style="list-style-type: none"> • effective communication, both verbal and non-verbal, with others, leading to ease in establishing relationships; • small and large group and community membership and participation; • management of interpersonal intimacy; • clear expression of ideas and opinions; • giving and receiving feedback;
<p>- problem- solving and decision making skills Skills necessary for;</p> <ul style="list-style-type: none"> • information seeking; • information assessment and analysis; • problem identification, solution, implementation and evaluation; • goal setting; • systemic planning and forecasting; • time management; • critical thinking; • conflict resolution;
<p>- Physical fitness and health maintenance skills Skills necessary for;</p> <ul style="list-style-type: none"> • motor development and co-ordination; nutritional maintenance; • weight control; • physical fitness; • athletics participation; • understanding the physiological aspects of sexuality; • stress management; • selection and practice of leisure activities;
<p>- identity development / purpose in life skills Skills and awareness necessary for</p> <ul style="list-style-type: none"> • ongoing development of personal identity and emotional awareness, including self monitoring, maintenance of self esteem; • manipulating and accommodating to one's environment; • sex-role development; • developing meaning of life; • clarifying morals and values;

Gazda et al (1987) classification to life skills

Section II

Previous Studies

1. Introduction:

The literature review is divided into six parts; life skills and the five basic domains of life skills: Communication skills, personal/social skills, leadership skills, decision making/ problem solving and critical thinking skills. The researcher reviewed a number of previous studies related to each domain. The first part of this literature review consisted of ten studies which discussed the importance of life skills needed for sustaining, enriching life, living with others, and succeeding in a complex society. The second part reviewed communication life skills. It included five studies which discussed the exchange of thoughts, information, or messages between individuals. The third part was the personal/ social life skills. This part discussed the basic and fundamental part of the society, which is the family. It empowers individuals across life to manage the challenges of living and working in a society. It included six previous studies which illustrated the development of effective social-communicative behavior as a critical set of skills required for successful integration into family and community life. Leadership life skills was the fourth part which elaborates the development of life skills necessary to perform leadership in real life in order to enhance learners to list options before making a decision, think about what might happen because of their decision and evaluate decisions they have made. The fifth part discussed the skills of decision-making and problem solving that should be latent in the content in order to develop the learners' knowledge of understanding of the structures, roles and responsibilities in problem solving and decision-making. And finally the last part which discussed the importance of critical thinking for the sixth grade students in the daily life situations.

2. Life skills:

Kissam (1993) examined the basic skills competencies developed by Mexican immigrant adult learners through participation in adult basic education programs conducted by the Mexican Institution of Education. The comparison provides the conceptual basis for configuring instructional designs and for developing individual learner strategies to improve the effectiveness and efficiency of English as a second language (ESL).

The program consisted of three main components: sequential curricula dealing with basic literacy, core skills, and advance skills as defined in nationally accepted textbooks. The study included a summary overview of an emerging framework for understating basic skills in the context of contemporary American work life and social interactions to permit equitable access to employment opportunities and community life and understanding of the daily challenges faced by these immigrants in California. The institute's emphasis on cooperative learning and self-directed learning provides a solid basis for extending adult learners educational experience out of the classroom and into real life situations.

Miller and Bowen (1993) examined the self-perceived competency, coping, and contributory life skills development of early adolescents. The researchers investigated the extent to which 8th graders enrolled in public schools perceived that they have developed competency, coping, and contributory life skills. They examined if significant differences exist between 4-H and non4-H members' self-perceived development of competency, coping, and contributory life skills and which variables explain the self-perceived development of competency, coping, and contributory life skills of 8th grade youth enrolled in public schools.

The study utilized a descriptive correlational research design to 8th grade students enrolled in Ohio public schools in 1989-1990. A three-part questionnaire was used to collect data for the study.

The findings of the study suggested that self-esteem and the self-perceived development of competency, coping, and contributory life skills are perhaps complementary constructs. The researcher concluded that the early adolescents (8th graders) who participated in this study as well as the late adolescents (11th & 12th graders) who participated in a Louisiana study perceived themselves as having developed moderate to high levels of life skills. He added that self-esteem was the best indicator of the extent to which the youth had perceived the development of life skills the competency, coping, and contributory life skills appear to be complementary constructs.

It is recommended that the curricula and programs of 4-H and related clubs should be analyzed to determine to what extent and how they can be modified to enable members to develop life skills and self-esteem.

Coffey and Knoll (1998) suggested including selective life skills to adult and juvenile offenders. They stated that the general purpose of life skills programming is to help persons live more successfully and to function better in their multiple roles as members of a family, community, and workforce.

According to the researchers, life skills training is evaluated as an educational program emphasizing the world of work, practical living skills, personal growth and management, and social skills. The first part in the study provided guidelines in terms of the process of searching for, evaluating, and making a final selection of products for implementation of a life skills program in a correctional setting. The second part

supplies detailed descriptions of a number of commercial products that are appropriate and available for use.

Fox et al (2003) sought to determine if 4-H alumni perceived themselves as having gained life skills through the 4-H Club experience and to what extent they are involved. The study featured examination of 32 life skills divided into four theme areas: Technical skills, communication skills, personal/social skills and Leadership skills.

Quantitative data were analyzed using descriptive statistics. The qualitative section of the survey included open-ended questions regarding the most important thing learned through the 4-H Club experience as well as a section asking respondents to share an interesting story about their 4-H experience. Qualitative data, gained through open-ended questions, were analyzed using a theme mapping process.

The findings of the study clarified that the 4-H Club experience affects the development of life skills. It is found that 4-H members perceived had developed specific life skills through the 4-H experience. 4-H is a viable avenue for Cooperative Extension in developing young people to become capable, competent adults. Cooperative Extension staff and volunteers should continue to promote and support participation in 4-H Clubs as a means to develop life skills.

The study recommended that the value of 4-H programs should be reported to decision-makers, volunteers, parents, and potential members in order to consider them when dealing with 4-H clubs programs.

Ferrari et al (2004) aimed at exploring parents' perceptions of their child's life skills development and the benefits in the 4-H program. Information would enable those

who work with the 4-H Cloverbud program to understand its strengths and identify areas for improvement.

A selected focus group was interviewed. Questions were designed to elicit parents' understanding of 4-H activities, their benefits, and the development of life skills. A mock focus group was held to test the questions and to provide training for the focus group moderator, the second author.

The qualitative findings of Ferrari et al (2004) study supported the investigation in which 91% of the parents (252 of 277) perceived the program as beneficial. This study indicated that children were improving their life skills of making friends (89%), making choices (83%), learning to learn (78%), self-esteem (73%), and physical mastery (61%).

Parents mentioned a variety of skills categorized under the broad category of health skills as important; however they did not mention the life skills of decision making and physical mastery. The researcher justified that as it may be a reflection of the small sample size and children developed these skills.

According to the study, these skills are often embedded in the activities and the way they are structured. However, if the intent of the activities is not clear, the underlying life skills might not have been recognized.

The study implied the following:

- The study has several implications for Extension programs.
- Educate parents and the community about the variety of 4-H Cloverbud activities that are available.
- Educate parents about the goals and life skills of the 4-H Cloverbud program.
- Develop evaluation strategies that target the children to provide additional validation of the 4-H Cloverbud program beyond parent input.

Loeser et al (2004) sought to develop means to evaluate youth programming for third to fifth graders that was accurate, useful, ethical, and feasible.

The Life Skills Evaluation System Version for Youth Ages Eight to Eleven was used to assess the life skills learned during the youth camp. Based on Deen et al classification (2005), an instrument was composed of 31 indicators. They measure the following eight life skills: decision making, wise use of resources, communication, accepting differences, healthy lifestyle choices, and self-responsibility.

The researchers found that developing effective ways to evaluate Extension programming for youth under age 11 is difficult. The Extension program sought to adapt an evaluation instrument designed for youth and adults sixth grade and older for use with younger audiences.

The researchers continued to refine the instrument and the data collection process through further testing. They added that with careful planning and administration of a life skills evaluation system that is closely matched to program activities and cognitive skill level of youth, a feasible and reliable system, which measures program outcomes, can be developed for young audiences.

Maass et al (2004) aimed at assessing the effectiveness of long-term 4-H participation on the development of life-skill competencies known to assist individuals with living a productive and rewarding life. Specific life skills targeted in this research include critical thinking, goal setting, communication, cooperation, conflict resolution, problem solving, decision-making and community service.

The sample for this study was Oklahoma 4-H Alumni who participated in the Oklahoma 4-H program from 1969 through 1998 and had participated in one or more of the 4-H related experiences.

The questionnaire for this study included seven sections: 4-H experiences, aspects of 4-H, 4-H eligibility, other youth organizations, life skills development, and community involvement as adults and demographics.

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

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

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

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

Several suggestions were given for improving the program including: further staff development, additional information being sent to parents, and meeting the goal of

having consistent use and implementation of the program on a school-wide basis in order to produce a caring community of responsible citizens for life.

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

The population for the study was the 4-H alumni--those who had graduated from high school between 1999 and 2003--and adult volunteers. Eighty percent of the 4-H alumni (n=48) interviewed had been involved with 4-H for more than 7 years, and 97 percent (n=58) lived in a farm, in the country, or in a small town.

Thirty percent of the adult volunteers (n=13) had been involved with the 4-H program for more than 10 years, and 52 percent (n= 22) of the adult volunteers had been involved for 1 to 6 years. Seventy-five percent (n=32) of the adult volunteers live in a farm, in the country, or in a small town.

The results of the qualitative study indicated that involvement in 4-H Youth Development Club programs helps youth learn and use specific life skills. Both recent 4-H Club program graduates and adult volunteers verified this hypothesis but their opinions regarding which skills were deemed most important differed greatly. The findings showed that both youth and adults involved in 4-H display a high degree of satisfaction with the program.

2.1. Communication life skills

Abdulaziz (2004) sought to identify the relationship between the perceived impact of cooperative education programs and five variables: 1) the presence of a training plan,

2) the role of the cooperative education coordinator, 3) the frequency of communication contacts between the schools and the Saudi Arabia's secondary industrial institutes, 4) the characteristics of students in terms of their technical skills and work ethics and 5) the characteristics of the organizational partners.

The purpose of the study was to examine the effectiveness of cooperative education programs in secondary industrial institutes in Saudi Arabia as perceived by their organizational partners.

Thirty-eight organizations from Riyadh and Jeddah participated in the study. Each organization had sponsored a cooperative education program during the 2003-2004 academic school year.

The results showed that the presence of a training plan and how the training plan was developed affect perceptions of the organizational impacts. In addition, the results showed that both student characteristics – technical skills and work ethic – were important to the organization partners.

The results also showed that the organization partners viewed communication contacts as a significant factor. Finally, there was a modest but not significant relationship between organizational effectiveness and coordinator's role, organizational location, size, type of business, and number of years participating in the cooperative education programs. The results suggested that the organization partners viewed cooperative education programs in Saudi Arabia as being beneficial to them.

Bruce et al (2004) aimed at assessing the leadership life skills that 4-H members learned as a result of serving as a State 4-H Council officer. The researchers followed a qualitative paradigm, which embraces the notion that both interviewer and

interviewee influence and are influenced by the process of data collection and analysis. Credible qualitative inquiry depended on creating categories of meaning firmly based in the social realities of study participants.

The researchers identified the following seven conceptualized categories of leadership skills: decision-making, relationships, learning, understanding of self, management, group processes and communications.

The researchers recommended developing a training method to continue to expand the council members' decision-making abilities. While they make decisions about their use of time, experiential training in decision making would help them hone those skills further and could encourage them to make decisions in other areas beyond just choosing the themes of state events.

Experiential training activities might include exercises in setting priorities and scheduling because State 4-H Council members must schedule a number of activities within a confined time.

The researchers added that employing new ways of improving communication between members, members and advisors, and members and their external environment. This should include written and oral communication, as well as professional, non-verbal queues that indicate respect, attention, and active listening.

Caldwell (2005) aimed at identifying strategic communication competencies for county Extension educators nationally as perceived by a panel of experts. The researcher used a modified Delphi Technique to identify the competency items essential for county Extension educators to perform strategic communication functions in order to obtain consensus regarding strategic communication competency statements for county Extension educators in the United States.

This study provided evidence for supporting the view that county Extension educators should develop competence in strategic communication. This study provided a list of strategic communication competency items that may be used to develop training for county Extension educators. The researcher indicated that there are four strategic communication competency areas including: research, strategy, tactics, and evaluation.

The researcher recommended that educators should demonstrate nine strategic communication research competencies including: the ability to systematically segment community members of clients into need-based demand-driven Extension groups; the ability to analyze political issues that affect Extension communication at the local level; and the ability to assess external factors such as political, social, and economic trends that might affect county Extension organizations.

The panel of experts agreed that county Extension educators should demonstrate 18 strategic communication strategy competencies including: the ability to set communication task management goals, the ability to relate the organization's mission into its communication plan and the ability to target special publics with specialized messages.

The panel of experts agreed that county Extension educators should demonstrate 21 strategic communication tactical competencies including: knowledge of communication experts in the Extension organization who can assist with the communication aspect; knowledge of how to work with local media agents; and the ability to display professional interpersonal communication skills. The panel of experts agreed that county Extension educators should demonstrate seven strategic communication evaluation competencies including: the ability to determine shifts in public opinion about the Extension organization; the ability to measure

communication impact at the cognitive level; and the ability to evaluate behavioral communication outcomes.

Ferch (2005) aimed at analyzing nine chapters' secondary Spanish textbooks (level one) and their alignment with goal one of the standards for learning Spanish. The researcher examined 251 communicative activities to determine how well they aligned with Communication Standards 1.1, 1.2, and 1.3 and what skill areas the activities required.

The research questions were: 1. to what extent do the communicative activities meet the standards?, 2. what communicative paths or skill areas do the activities require? and 3. How much do the components of the Spanish textbooks require?

As a result of the evaluations and the pilot test, the content analysis of the 251 communicative activities yielded 1,004 coding forms. The findings from the study indicated that the communicative activities did not meet goal one as defined by the three communication standards. Thirty-five activities partially met Standard 1.2 and 24 activities partially met Standard 1.3. Zero activities fully met Standards 1.2 and 1.3. The analysis highlighted that the communicative paths used most frequently were receptive rather than productive. The researcher added that reading and listening skills were used more frequently than the other communication skills.

Ferry (2006) aimed at determining which groups of participants are able to most successfully learn communication and decision-making skills from the curriculum's content. The main goal of the study was to identify socio-demographic groups who had learned components of communication and decision-making skills and then to identify those components that participants used more as a result of attending the

training sessions. The population included 100 individuals, 83 females and 17 males, who live in one of two urban counties near Philadelphia.

Comparisons are made between selected socio-demographic groups to determine if there is a statistically significant difference in the curriculum's effectiveness due to educational attainment level, gender, and race/ethnicity.

The study provided insight into those forms of communication and decision-making skills for which learning occurred and the training did affect use. The outcome was positive for some groups, supporting the use of the curriculum to teach personal skills that enhance individuals' workplace effectiveness.

Loy (2006) aimed at gaining an understanding of the relationship between fourth-grade scaled achievement scores in math, science and citizenship across the student population and those scores to the communication skill scores for the respective fourth-grade teachers.

The study considered that there is a relationship between the ability of an individual to effectively communicate their thought or idea and the success that individual will meet in the classroom as an instructor.

The researcher stated that effective communication is important in the learning theory of social constructivism. The study determined that the ability to communicate and the ability to pose questions are important attributes of an effective teacher.

A survey of one school district's fourth grade teachers was conducted and the student achievement scores of their students were tied to their respective teacher's response.

The researcher used an instrument that was developed by Plumeus to measure the communication skills across several sub-scales to include listening, and ability to deliver a concept or idea.

The researcher found a negative result that teachers with less experience scored somewhat higher on reported communication skills than those teachers with more years of service. He also found no differences between males and females for self-reported communication skills.

2.2 Personal/ Social life skills

Nisivoccia (1996) indicated a lack of knowledge that had detrimental effect on thinking and problem-solving ability in the pretest data before the change in the cooperative learning model. It was used in Florida to change the state-mandated grade 12 course that was called "Family Life Education".

A reading questionnaire indicated that students did not read an adequate amount of materials to increase their knowledge. Classroom observations showed that many did not interact in a productive manner, display satisfactory work habits and study skills, share ideas and work, network, cooperate or communicate. Possible contributing factors to ineffective instruction included the following: (1) a technical and anatomy based curriculum not structured toward the more important emotional and social issues, (2) textbook and materials that lacked relevant, contemporary information in an exciting, interesting format, (3) few provisions for alternate teaching methods and (4) inadequately trained teachers.

The cooperative reading and writing project increased appreciation for reading information on family life. Students felt more comfortable in small cooperative learning groups that provided intrinsic, social, and ego-integrative motives. The small cooperative groups also positively affected all students' academic achievement, increased information retention, and enhanced self-esteem, social acceptance, and development of social and lifetime skills.

Bender (2002) aimed at developing and implementing personal and interpersonal life skills programmed for Grade 7 learners. It aimed also at evaluating whether participation in the life skills program would lead to personal growth and social competence and thus contributing to the optimal social functioning of children in the classroom, school, family and community.

The study highlighted the school as an appropriate context within which to improve the life skills of learners. The research required the development, implementation and evaluation of the Personal and Interpersonal Life Skills Programs. The intervention research model was employed as foundation for the design and development of the programmed and the ecological perspective as the theoretical framework.

Forty learners constituted the sample in the study and a non-probability sampling procedure was used. In schools it is expected that the social worker will include all learners in the classroom (classroom intervention). The life skills program was implemented over twelve sessions, lasting about one-and-a-half hours, held twice weekly over a period of six weeks. Using experiential learning within the group work method, the programmed was subsequently implemented with Grade 7 learners at a traditional black primary school in Pretoria and their ages varied from approximately 12 to 16 years.

The study found that the Personal and Interpersonal Life Skills Programmed had a statistically highly significant effect on the personal and interpersonal life skills development of the Grade 7 learners of the General Education and Training Band in the particular primary school. The researcher recommended that this intervention program should be implemented and facilitated by a social worker who is part of the multidisciplinary education support personnel.

Arnold (2004) discussed the impact of "Personal and Life Skill Development through Participation in the 4-H Japanese Exchange Program" on life skill development of youth participants. The researcher explored the importance of various program experiences on personal development so he compared the differences in life skills and personal development between outbound and host youth.

The participants for the study were 70 youth from across the United States who traveled to Japan in the summer of 2003 (outbound group) and a random sample of 577 youth, stratified by state, who served as hosts to a Japanese or Korean student, also in the summer of 2003.

The researcher concluded that the opportunity to travel abroad and the cultural immersion that occurs provide youth with opportunities that can't be experienced as a host youth. Nonetheless, the results of this study showed that through participation in the 4-H Japanese Exchange program, host youth can also gain important skills related to international understanding without having to travel to another country.

The researcher added that the 4-H program has long recognized the benefit of developing life and personal skills through hands-on learning opportunities in real world situations. The study showed that "bringing the world" to youth has many of the same benefits of sending youth "out to the world."

McNeely (2004) aimed at examining whether duration of participation in the Ohio 4-H camp counseling experience was related to the personal, interpersonal, and negative experiences developmental domains. The descriptive correlational study of Ohio 4-H camp counselors that was used an internet-based survey to collect data from teenagers throughout the state. The study was designed as a census of the population (n = 2,575)

of youth who served as volunteer camp counselors at 4-H residential and day camp programs in 2004.

The Youth Experiences Survey was used to measure the extent to which 4-H camp counselors experienced personal and interpersonal development through their participation in the camp counseling experience, as well as the extent of negative experiences they may have encountered.

The study indicated that counselors spent a considerable amount of time in training, planning, and preparation and had substantial planning, teaching and supervision responsibilities at camp. The 4-H camp counseling experience provided a rich context for positive youth development.

Phelps (2005) aimed to compare the relationship between participation in community service-learning projects and personal and leadership life skills development in Louisiana high school 4-h leadership activities.

This study was designed to provide some evidence of the effectiveness of a community service-learning project as related to the specific development of personal and leadership life skills in Louisiana high school 4-H leadership activity participants.

The target population for this study was all Louisiana high school students who participated in either the peer teaching program or the 4-H program during the 2003-2004 school year.

The survey instrument which was conducted in the study was the Leadership and Personal Development Inventory. The inventory included three sections: (1) Group Achievement, (2) Attitude toward group work, (3) Personal Development. Data were analyzed using means, standard deviations, percentages, factor analysis, analysis of variance, correlation coefficients, and multiple regressions.

The researcher recommended that Louisiana 4-H should strive to offer high school leadership activities that can compete with other extra curricular activities to impact the development of personal and leadership life skills. Louisiana 4-H needs to actively recruit high school members at the early end of the age continuum.

The researcher concluded that there is a need to keep active members in the high school leadership long-term activities. Participants should be given the opportunity to participate in decision-making in the planning and implementation of these activities.

Salmon (2005) aimed at evaluating the use of script training to teach socio-dramatic play skills to increase the frequency and quality of social interaction behaviors of preschool children with autism in an inclusive classroom environment. Scripts were embedded in storybooks and triads of children learned to enact each script using puppets.

The development of effective social-communicative behavior is possibly the most critical set of skills required for successful integration into family and community life. Supplementary trained staff, complex training procedures, data collection, and maintenance and generalization procedures hindered integration of these strategies into early childhood programs.

The researcher stated that the primary objective of any social skills intervention program is to use the newly acquired skills in socially meaningful contexts. It is also apparent that for any intervention to be successful it must be sustainable within the typical classroom environment.

The specific dependent variables measured were theme related verbal or nonverbal initiations and responses, initiations and responses that were an elaboration of the scripts or unrelated to the scripts, non-social behavior, and targeted facilitative

responses involving puppet manipulation. Additionally, measures of procedural integrity, accuracy, and social validity were collected.

The results of this study indicated that pre-school children with autism were successful in learning the socio-dramatic scripts and acting them out with their peers. All of the target children were able to do this with low rates of adult prompting. All of the children also demonstrated increased social interactions with trained and untrained peers during generality sessions.

2.3 Leadership life skills

Dormody & Seevers (1994) determined predictors of youth leadership life skills development among 400 farming students in 1992-93. The design of the study was descriptive-correlation-predictive. For the prediction portion, the dependent variable was youth leadership life skills development, the main independent variable was participation in activities. Control variables were achievement expectancy, self-esteem, years, age, ethnicity, gender, and place of residence.

The Youth Leadership Life Skills Development Scale was used to measure the dependent variable. Mailed questionnaires were sent to collect data from March-June 1993.

Findings indicated that achievement expectancy had a positive relationship with youth leadership life skills development, explaining nearly 14% of the variance scores. Three variables (achievement expectancy, participation in activities, and gender) explained significant amounts of the variance in scores.

Recommendations were made for a focus on satisfying the members' achievement motives when developing activities, encouragement of youth to join the institution and participation.

Duncan (2000) aimed at investigating the relationships that exist between youth leadership life skill development and 4-H camp participation. The population of the study was the 4-H members participating in the 1998-1999 club year, ages 13 to 15 who live in West Virginia.

The study aimed to: 1. describe the respondents' demographic characteristics related to age, gender, ethnicity, and place of residence, 2. describe respondents' self-perceived gain of leadership life skill development as a result of the 4-H camping experience measured by the Youth Leadership Life Skills Development Scale, 3. determine the relationships between members' self-perceived gain of leadership life skill development and age, ethnicity, gender, place of residence and 4. determine the relationship between participation in the 4-H camping program and members' self perceived gain of leadership life skills development by examining years in 4-H, years at county camp, years at state camp, teen leadership, being elected as an officer of a 4-H club, being a chief or saga more of a 4-H tribe, or receiving specific awards.

The study came out with results that leadership activities, opportunities, and training in the 4-H camping program vary greatly from county to county in West Virginia. Uniform goals, programming, and evaluation are needed to facilitate leadership programming, life skills development, and leadership valuation for the West Virginia camping program.

The results of the study provided to Extension Service personnel to assist with statewide planning and evaluation of 4-H camping programs in an addition to reinforce countywide camping program development and evaluation aimed at increasing youth development objectives in the area of leadership development. The results also indicated that younger 4-H camping participants rate their leadership life

skills gain higher than do older participants. Research needs to be conducted to further investigate this finding.

The researcher recommended that County Extension Agents and Volunteer Leaders should promote participation in leadership activities such as the Teen Leadership program and taking the leadership project.

Peters (2003) aimed at examining the leadership experiences of an African American female principal within the context of an Administrative Leadership Academy. This study utilized the complementary theoretical frameworks of Afro-centric feminist epistemology and feminist post-structuralism to understand and explicate the experiences of this leader as she employed tools of instructional leadership within her school context.

The current context of education required that principals not only be responsible for management of schools but for instructional leadership, as well. Several tools could be employed to facilitate the development of instructional leadership skills.

The study examined ways in which the tools provided within the context of an Administrative Leadership Academy were utilized in the participant's instructional leadership practice. These tools include effective mentoring, portfolio development and other professional support and development.

Although the challenges of leadership were many, they can prove even more daunting for nontraditional leaders, who often lack access to the conventional networks of information and support. It is important to study the experiences of such leaders.

Roberts (2005) focused on transformational leadership at publicly supported institutions of higher education in urban and metropolitan settings. A quantitative

analysis was performed to study the perception of the transformational leadership skills of presidents of such universities.

The study focused on faculty, staff and administrators at 20 public urban colleges and universities in the U.S. and detailed their perceptions of the transformational leadership skills of their presidents. Transformational leaders tend to serve as guiding, mentoring coaches. They possessed vision and charisma and they inspired employees to perform beyond expectations for the good of the organization.

Transformational leadership, when properly enacted, can result in greater organizational effectiveness, greater employee commitment to the mission and organization, employee willingness to exert extra effort, higher moral and motivational levels and emotional responses such as inspiration to excel and attachment to the leader.

The intellectual offspring of Burns' transformational theory emphasis on vision, values, empowerment, trust, culture and leader-follower relationships that comprise coaching, teaching and counseling.

Smith et al (2005) intended to evaluate the development of leadership life skills in the participants in the Appalachian Regional Commission Youth Leadership Incubator Program. The researchers sought to develop the leadership life skills of each participant while also implementing a program, designed by the youth, to foster economic development within their home counties.

The participants consisted of youth (n=32), ages 12 to 17, from seven economically distressed counties in the Appalachian Region of Alabama. Repeated-measures analyses and paired samples t-tests indicated significant differences between pre-, post-, and follow-up scores when using hindsight shifts in the analyses.

Participants improved their leadership life skill ability and maintained these skills at follow-up. The participants also maintained previous levels of involvement in community activities. The hindsight tests allowed for evaluation of a change that would not have been detected in the traditional pre-test/post-test/follow-up evaluation format. However, more needs to be done should evaluate the accuracy of the response shift.

2.4 Decision making/ Problem solving life skills

Orkin and Wendie (1996) pointed out that there was a widespread problem with schools having the ability to turn out young people equipped with skills needed to properly function in society. The study described a program for increasing skills necessary for learning and for living such as cooperation, perseverance, problem solving, and friendship.

The targeted population was elementary school students in a growing, middle class community. The study reported a weakness in student's interpersonal and social skills, and data revealed a lack of knowledge and skills related to working together, achieving personality, problem solving, and making friends. Review of curricula content and instructional strategies revealed an over emphasis on skilled subjects, leaving little or no time for life skills to be taught in the classroom.

Three categories of intervention were indicated as the following: (1) an integrated unit to teach students basic life skill vocabulary, (2) the development of a program to implement the use of life skills in the classroom and (3) a plan to connect the life skills throughout the entire school. Post-intervention data indicated an increase in awareness of the life skills vocabulary, an improvement in using and understanding life skills, and the development of a foundation for future growth.

El Sawi & Smith (1997) sought to examine the extent to which workforce-related skills and competencies are presented in the objectives and activities of the curricula of the 4-H youth program.

Life skills, such as leadership, teamwork, decision making, problem solving, reasoning, and communication and personal qualities such as responsibility, self-esteem, and integrity can be found in almost any description of an Extension youth program.

The researcher measured to what extent opportunities are planned for youth to acquire such skills within a random sample of the most frequently used project materials. The curriculum materials examined fewer instances than expected of the skills and competencies that 4-H promotes most in terms of life skills development such as: teamwork, leadership, decision making, problem solving. They also showed more emphasis on knowledge acquisition than on interpersonal skills development.

The study raised the question of program validity, that is, does the 4-H program provide opportunities for participants to achieve intended outcomes? If the answer is "yes," a plausible program exists and one should find congruence (a) between the skills and personal qualities in the stated mission and goals of 4-H and the ones youth have opportunity to acquire through the program and (b) between intended outcomes of curriculum materials and the activities planned to achieve the outcomes.

This study could not assess all the opportunities youth are exposed to in the program, but it did assess the skills and competencies in the intended outcomes and activities of a sample of the most popular curriculum materials. For these portions of the 4-H curriculum, the authors concluded that the plausibility question is not confirmed.

2.5 Critical thinking life skills:

Ricketts (2003) aimed at identifying and predicting the critical thinking skills of selected youth leaders in the National FFA (Future Farmers of America: a youth organization of individuals enrolled in agricultural education courses) Organization. Voluntary participants in the study included 212 youth leaders from 50 states.

The researcher sought to determine the critical thinking skill level of selected leaders in the FFA, determine the relationship between the critical thinking skill level of youth leaders in the FFA and their age, gender, and academic performance (GPA), determine the relationship between the critical thinking skill level of youth leaders in the FFA and their level of leadership experience and training, determine the relationship between the critical thinking skill level of youth leaders in the FFA and their critical thinking dispositions, and predict the critical thinking skill level of selected youth leaders using age, gender, GPA, leadership, and critical thinking disposition variables.

The researcher found that educators and leadership trainers should develop and use curricula, workshops, and activities that focus students' abilities to assess the credibility of statements and representations of others and assessing the logical strength of statements, descriptions, or questions. In other words, the specific critical thinking skill of Evaluation should be the most immediate focus of educators and leadership trainers. Additionally, in order to focus on Evaluation, critical thinking should be taught and evaluated in a contextually specific manner, for one cannot make value judgments if one does not understand the subject matter they are about to judge. The researcher concluded that competence in critical thinking was related to higher student academic performance. Thus, another benefit of teaching critical thinking skills would be improved student achievement. Teachers concerned with having high

achieving students that can more easily get into college and/or high skill/high wage jobs should teach for critical thinking in their leadership development and agricultural education courses.

Ricketts (2004) aimed at this descriptive study to describe the discipline-specific critical thinking skills in agriculture and leadership of selected youth leaders in the National Future Farmers of America (FFA) Organization and to evaluate the ability of selected youth leaders to think critically about the domains of leadership development and agriculture.

The researcher sought to describe the age, gender, and grade point average of selected leaders in the National FFA Organization, identify the critical thinking skill level of youth leaders in the National FFA Organization, and identify differences in critical thinking skill based on the demographic variables.

The population for the study was all leaders in the National FFA Organization. The purposive sample, which was accessed from administrators of The National FFA Organization, was a list of 2002 National FFA Convention delegates specifically selected because of their leadership record in the FFA organization.

The researcher developed critical thinking skills test, which was distributed online and by conventional mailing procedures, indicated that selected leaders in the FFA were competent critical thinkers.

The researcher found that relatively speaking, critical thinking skill scores of the National FFA delegates were high. Scores were in the upper end of the range for each of the sub-skills. National FFA delegates were most competent in the specific skill of analysis, meaning they were best at examining ideas, identifying arguments, and analyzing those arguments.

The study demonstrated that the females in this study were at least as competent as males in their critical thinking skills. Agricultural educators, employers and business leaders should not discriminate based on gender, for this research and others have proven that females are just as capable as or possibly more capable of using critical thinking to solve problems and make decisions than males.

The researcher recommended including promoting FFA and agricultural education programs as a place where critical thinking can be developed; specific teacher training to improve the evaluation skills of students; and concentration on critical thinking maintenance as well as critical thinking development.

Vick (2004) aimed at identifying the extent to which a 13 critical success factors have been addressed in formal and informal development training experiences of school principals in Tennessee. The researcher also aimed to identify significant opportunities for addressing the critical success factors in pre-service courses and pre-service field experiences development programs.

The study focused on the 13 critical success factors for school leaders as created by the Southern Regional Education Board (2002). Data were collected using an open-ended interview guide while interviewing principals.

The data for the qualitative study were obtained by interviewing 20 principals with fewer than two years of experience in administration. The study was conducted over a six-month period and it focused on each principal's first year of leadership assignment. The information was gathered through interviews using a general interview guide and tape-recording the responses.

The findings from this study suggested that the use of scenarios, cohort groups, experienced staff, and using current research were strategies that universities can use

to develop a strong principal training program and support effective teaching of the 13 critical success factors. Two university training limitations became evident during the interview process: (a) lack of some type of internship or hands-on programs and (b) not having experienced instructors.

The study's results led to recommendations that the following critical success factors, although they are currently addressed, should be addressed more effectively. Those factors were time organization, current instructional practices, parent involvement, understanding data, use of resources, obtaining support from central office, and increased use of professional development.

It is concluded that the 13 critical success factors are being addressed in most university programs. The researcher recommended that universities look for different ways to allow their students to get more hands-on experiences. Some type of internship, mentorship, or principal shadowing should be established. There was a need for a program that would enable students to be able to experience the principalship up close and in person.

Hofreiter (2005) used both qualitative and quantitative assessment tools to measure critical thinking skills and dispositions in undergraduate students. The research examined the relationship of pretest and posttest scores in both critical thinking skill and disposition, the correlation of skills to disposition, and students' experiences and possible links to citizenship in using critical thinking.

A Likert-scale disposition assessment was developed and administered to students (n=16), along with an essay-based skills assessment using a popular literature article (n=17) in an undergraduate forest-issues course at the University of Florida.

The researcher found that students did not significantly improve in critical thinking dispositions over the course of the semester, significantly higher post-test scores were observed in critical thinking skills. Specifications, analysis, self-regulation and evaluation were significantly higher, as well as overall skill scores.

The researcher found that there was a positive relationship between skills and dispositions observed. Interview participants considered critical thinking skills a useful component to success in making decisions, communicating opinions and excelling in the workplace. Students applied the skills to judge the accuracy of information in news sources, made decisions about political candidates, organized information and made strategic decisions for behavior. The researcher added that as critical thinking is theoretically linked to improve citizenship skills. These results indicated that students apply critical thinking in a citizenship context.

Conclusion

The conclusion can be drawn that specific life skills need to be addressed in the content of textbooks and consequently in the Palestinian ones. A taxonomy of international models for classifying life skills were reviewed in the study. Those models varied according to their use. The researcher came out with a refereed and modified list of life skills which suit the content of *English for Palestine- Grade six* textbook.

The researcher benefited from the previous studies, theoretical framework, the international models and the experience of a panel of experts working in the field of education and classified life skills needed for *English for Palestine – grade six* textbooks into five main domains as the following: Communication, personal/ social, leadership, decision making/ problem solving and critical thinking life skills. The five domains of life skills are found as important categories in the previous studies, literature review and the international models of life skills classifications.

Maass et al. (2006), Fox et al (2003), Boleman et al (2004), Loeser et al (2004), Loeser et al (2004), El Sawi & Smith (1997) and Bender (2002) targeted specific life skills in their studies include decision-making, ability to relate to others, develop and maintain records, accept responsibility, build positive self esteem, self motivation, knowledge of the livestock industry, develop organizational skills, ability to solve problems, develop oral communication skills, set goals, develop self-discipline and work in teams.

UNICEF (2006) indicated a list of life skills that includes psychosocial and interpersonal skills. The list suggests these categories: Communication and interpersonal, Decision-making and critical thinking and coping and self-management skills. Librera et al (2004) in New Jersey Classification to life skills categorized them into the following list: Critical thinking, self-management, interpersonal communication, character development and ethics, consumer and personal finance skills and safety. Deen et al (2005) in The Washington State University classification selected eight life skills from the Targeting Life Skills model (Hendricks, 1998). These life skills were: Decision making, wise use of resources, communication, accepting differences, leadership, useful/marketable skills, healthy lifestyle choices, and self-responsibility. Hendricks (1998:28) classified targeting life skills into four generic categories: head, heart, hand and health.

In the current study, the researcher came out with his own model to analyze the life skills implied in English for Palestine- grade six textbook and the use of these skills in the learners' real life situations. The researcher comes out with a result that it is a must to include a variety of life skills in the Palestinian textbooks. Accordingly students should master these skills and apply them in their real life situations to be good members who serve their society and benefit Palestine. He believes that a textbook - includes the list of life skills- helps learners to communicate, develop habits, thoughts and ideas, think critically, think creatively and devise a variety of ways to solve problems.

The researcher also asserts on implementing those life skills in the content of English for Palestine – grade six due to its importance in the daily life situations. Life skills

provide learners with needed skills for being effective members in their societies. They are used everyday for managing the daily life situations, communicating with people, being active members, making important decisions, solving problems, thinking critically and enhancing the quality of lives in order to enhance students' participation in all aspects of life. These skills help learners in social, academic, professional and in all daily life situations.

The researcher believes that life skills are mental, intellectual, psychological, emotional, behavioral, interpersonal and social skills. They enable learners to think critically in order to solve their problems and be good members in their societies. They enable learners to communicate with people, have leadership characteristics, live peacefully in a society, making decisions, solving problems, and thinking critically in a variety of situations. It is concluded that life skills are those competencies that support people in functioning well in the environments they live in.

Chapter III

Methodology

1. Introduction
2. Research Design
3. Instrumentations
4. Validity
5. Reliability
6. Procedures of the study
7. Statistical forms
8. Difficulties faced the researcher
9. Summary

Chapter III

Methodology

1. Introduction

The purpose of the present descriptive analytic study is to identify the existing and required life skills latent in the content of *English for Palestine* – grade six textbook in the scholastic year 2006-2007. The objective for the study is to investigate the existence of the list of life skills as they are very important for engaging learners into life and to be active members into their societies .

This chapter describes how the research is conducted, the instrumentation used, how the data are collected, recorded and analyzed and how validity and reliability of the data are assured. It has four major sections: Research design, instrumentation, data collection, and data analysis. The researcher clarified the validity and reliability of the content analysis card and the analysis process and how it is conducted.

2. Research Design

A descriptive analytical method was used to carry out the study. The researcher conducted this method due to its relevance and suitability for investigating life skills latent in *English for Palestine* – Grade six textbook. This helps with dealing with the different aspects of collecting and describing data on the correspondence of the content of *English for Palestine - Grade six* textbook with the designed content analysis card. It also serves the process of analyzing these data in accordance with the numeric data collected through the analysis card.

3. Instrumentations

The researcher believes that the most suitable tool for achieving the purposes of the study is conducting a content analysis card for collecting, describing and analyzing data for investigating the existence of life skills in the content of English for Palestine- Grade six textbook. It is explained that a modified content analysis card instrument developed by the researcher and refereed by a panel of experts for use to carry out the study (see appendix IV). The researcher modified his model benefiting from the previous studies, literature review, theoretical framework and the international standard models for classifying life skills implied in the content. Three meetings were held to determine the appropriate and suitable life skills for *English for Palestine*- grade six textbook to gain consensus from the panel of experts (teachers and supervisors).

3.1. Aims of Analysis card

The researcher aims via this analysis at identifying the life skills latent in the content of *English for Palestine* - grade six textbook (Student book) and measuring its frequencies.

3.2. Analysis Sample

The researcher analyzed the unity of the words, signs and pictures in each activity in the twenty-four units of the content of *English for Palestine* - grade six textbook. They represent a part of the targeted analyzed content. The researcher collected data by analyzing the content of English for Palestine-Grade six textbook and counted the frequencies for each activity from August, 2006 to December, 2006 (See appendix V).

Two months -January and February 2007- was the time of the analysis process with consulting experts, teachers and supervisors of English.

3.3. Constructing the content analysis card

The content analysis card model for classifying life skills is based on the idea of utilizing certain skills as a means of assessment for finding out the existence of these life skills in the content of *English for Palestine* – grade six textbook.

Ferch T. (2005: 51) stated that content analysis requires systematically following a prescribed sequence of steps or procedures. There are six basic steps the content analyst follows. They are: (a) identifying the sampling unit, (b) identifying the recording units, (c) developing the coding categories and the coding forms, (d) evaluating the coding forms, (e) coding the data and managing the recording process, and (f) analyzing the data.

3.4. The preliminary list of life skills:

Based on the previous procedures, a preliminary list of life skills that should be implied in English for Palestine - grade six textbook was drawn.

The five main domains of life skills include 96 items (see appendix II) as follows:

1. Communication life skills: This includes (16) items.
2. Personal/ social life skills: This includes (18) items.
3. Leadership life skills: This includes (20) items.
4. Decision making / problem solving life skills: This includes (20) items.
5. Critical thinking life skills: This includes (22) items.

Because this study is an attempt to identify the required and existing life skills latent in *English for Palestine* – grade six textbook, the researcher determined that modifying a life skills model benefiting from the literature review, previous studies, the international models and asking a panel of experts working in the field of education which is believed to be the most appropriate tool for this study.

The researcher investigated the views of five sixth grade English teachers working in the field of education with an attendance of an English supervisor at UNRWA-Department of Education. He directed the preliminary list of life skills to them to decide which of the items are more important and appropriate for the Palestinians.

The panel of teachers indicated the level of agreement on the importance of the items for the content of *English for Palestine*- grade six, based on a three point Likert-type scale where: 1 = Not important, 2 = Important, and 3 = Very Important.

They agreed on (69) items distributed into the five domains (See appendix III) as the following:

1. Communication life skills: It includes (12) items.
2. Personal/ social life skills: It includes (13) items.
3. Leadership life skills: It includes (14) items.
4. Decision making / problem solving life skills: It includes (14) items.
5. Critical thinking life skills: It includes (16) items.

3.5 List controlling:

The preliminary list is refereed by a panel of ten specialists in the field of education, curriculum and methodology. Three out of the panel are professors in the Islamic University of Gaza; two are English supervisors at UNRWA- Department of Education, and an expert in the Ministry of Education-Gaza. They refereed the list in the light of the following:

1. Its importance to the Palestinian content.
2. Its appropriateness to the Palestinian content.
3. Its clarity and comprehension in covering the needed life skills.

The researcher aims - through conducting the content analysis card to the panel of experts - to benefit from their comments and suggestions. The panel of experts reviewed the instrument for its importance, appropriateness, clarity and comprehension to *English for Palestine*- grade six textbook.

They provided appropriate and effective feedback to the content analysis card that benefited the researcher a lot through the analysis process.

3.6. The final frame of the content analysis card:

The panel of experts refereed the list by adding, deleting and modifying the items (See appendix IV). The final Frame of the content analysis card includes the following:

1. Communication life skills: It includes (8) items.
2. Personal/ social life skills: It includes (10) items.
3. Leadership life skills: It includes (10) items.
4. Decision making / problem solving life skills: It includes (10) items.
5. Critical thinking life skills: It includes (10) items.

4. Validity

Bynom (2001:1) defines validity as the truth of the test in relation to what it is supposed to evaluate. It concerns the relevance and usefulness of what you are measuring. The content analysis card was evaluated by a panel of specialists (curriculum designers, methodologists, supervisors and sixth grade teachers) from different institutes in the field of education (see appendix I).

5. Reliability of the analysis card:

Fraenkel and Wallen (1996:10) defined reliability as the degree to which scores obtained with an instrument are consistent measures of whatever the instrument is measuring.

Dalkey (1969 cited in Caldwell 2005: 48) stated:

Reliability can be considered to play somewhat the same role as reproducibility in experimental investigations. It is clearly desirable for a study that another analyst using the same approach (and different experts) arrive at similar results In general, one would expect in that area of opinion, group responses would be more reliable than individual opinions, in the simple sense that two groups (of equally competent experts) would be more likely to evidence similar answers to a set of related questions than would two individuals. This "similarity" can be measured by the correlation between the answers of the two groups over a set of questions.

5.1. Reliability through time

The researcher repeated the analysis process of the twenty-four units of the content of *English for Palestine*- grade six textbook after thirty days to investigate the reliability of the content analysis. He used Holesti correlation to determine the reliability as the following:

Holesti equation is: $R = \frac{2(C1 * C2)}{C1 + C2}$

Table (5)

Coefficient Correlation Among Results / Reliability through time

	Domains	Results
1.	Communication life skills.	0.92
2.	Personal/ social life skills.	0.85
3.	Leadership life skills.	0.93
4.	Decision making/ problem solving life skills.	0.82
5.	Critical thinking life skills.	0.87
	Total	0.878

The results mentioned in this table show a strong correlation that enables the researcher to process the data collected

5.2. Reliability through people

To examine the reliability of the analysis process, the researcher asked for the cooperation of a six grade English teacher to re-analyze the content of five random sample units out of the textbook. It is agreed on choosing unit four, nine, fourteen, eighteen and twenty four. At first the researcher applied the analysis card on unit four as a model with the teacher by analyzing the whole activities in the unit, then the teacher did the same process separately. The aim is to find out the correlation between the two results of the surveys for reliability.

Pearson correlation was calculated for each of the five domains and then the researcher calculated the mean of the data. The correlation between the main researcher and the six grade teacher was as it appears in table (6).

Table (6)

Coefficient Correlation among Results / Reliability through persons

	Domains	Results
1.	Communication life skills.	0.87
2.	Personal/ social life skills.	0.78
3.	Leadership life skills.	0.89
4.	Decision making/ problem solving life skills.	0.69
5.	Critical thinking life skills.	0.79
	Total	0.804

The results mentioned in this table show a strong correlation between the researcher's results and the six grade teacher's results. It enables the researcher to process the data collected

6. Procedures of the study:

The study adopted the following procedures:

- Previous studies that may benefit the steps of the study.
- Theoretical framework includes relevant literature review.
- International models for classifying life skills help to benefit the research classification to the life skills.
- Modifying a content analysis card and refereeing it in order to identify the required and existed life skills that should be latent in *English for Palestine-grade six* textbook.
- Analyzing the collected data.
- Giving interpretations.

- Giving suggestions and recommendations.

7. Statistical forms

To analyze the content of *English for Palestine*- grade six textbook, the researcher used the following statistical forms:

1. Frequencies and percentages
2. Pearson correlation
3. Holisti equation

8. Difficulties faced the researcher

1. The shortage of references related to the topic in the local libraries.
2. Life skills is a new topic, few specialists helped me regarding the research items.
3. The researcher faced a great difficulty when distributing the content analysis card to referee it .
4. The process of designing the content analysis card that ensued was more difficult than the analysis of the textbook. The process of designing it took a lot of time.

9. Summary

This chapter described how the research was conducted, the instrumentations that were used, how the data were collected, recorded and analyzed and how validity and reliability of the data were assured.

It discussed four major sections: research design, constructing the analysis card, instrumentation, the preliminary list of life skills, list controlling, the final list of life skills, analysis's aim, analysis units, validity, reliability of the analysis card, reliability through time, reliability through persons, data collection, and data analysis.

Chapter IV

Findings

1. Introduction
2. Answer of Question One
3. Comment on answer of question one
4. Answer of Question Two
5. The Analysis Results
6. Sample activities from the student's textbook:
7. Conclusion

Chapter IV

Findings

1. Introduction

The current study aims at identifying the required life skills that should be implied in the content of *English for Palestine* – grade six textbook. Another purpose is to investigate the amount of the existence of these life skills in the content of the textbook. These life skills are: communication, personal/ social, leadership, decision making/ problem solving and, critical thinking life skills.

To achieve the two purposes, the study attempts to answer the questions of the study through using a modified content analysis card developed by the researcher and refereed by a panel of experts for investigating the required and existing life skills latent in the content of the targeted textbook.

This chapter introduces the findings and results of the study as they are statistically treated in addition to the analysis and discussions of the results in the light of the questions of the study. The researcher uses different statistic forms such as means of frequencies and percentages to show the final collected data results. Tables and bar charts are also drawn to clarify and present these data.

2. Answer of Question One

The study investigates the required life skills that should be implied in the content of *English for Palestine* – grade six textbook in the first research question, "**What are the required life skills that should be latent in the content of *English for Palestine* – grade six textbook?**"

Based on the previous studies, theoretical framework and the international models for classifying the life skills needed to be applied in the content, the researcher came out with a modified and refereed model (See appendix IV). It includes five main domains for life skills as the following:

1. Communication life skills:

It contains 8 items related to how to communicate in different situations using English language. These items are:

1. Effective verbal and non-verbal communication with others leads to ease in establishing relationships.
2. Listening carefully to what others say.
3. Expressing of feelings, ideas and opinions clearly.
4. Giving and receiving feedback.
5. Understanding other people's viewpoints.
6. Organizing thoughts to reflect logical thinking and speaking.
7. Influencing & persuading others.
8. Expressing respect for others' contributions.

2. Personal/ social life skills

It includes 10 items related to how to imply personal and social life skills in the learners' real life situations. This leads into how learners should behave and act as good members in their societies. The items are:

1. Developing of personal identity.
2. Appreciating of morals, values, rights and norms
3. Developing meaning of social life.

4. Doing what is right for myself when with a group.
5. Showing understanding for others values.
6. Acquiring of social responsibilities.
7. Contributing as a member of a team.
8. Loyalty to social morals, values, rights and norms
9. Working cooperatively with others
10. Campaigning of human rights.

3. Leadership life skills

Leadership life skills enclose 10 items related to how to prepare learners to perform leadership in the real life situations. Learners are enhanced to think before making a decision and evaluate decisions in order to develop leadership. The items are:

1. Demonstrating responsibility for personal actions and contributions to group activities.
2. Organizing a group to reach its goal.
3. Using different leadership styles.
4. Getting others to share in leadership.
5. Developing short and long-term goals.
6. Working cooperatively with others.
7. Building of self confidence and self esteem
8. Self controlling
9. Giving and receiving feedback.
10. Self evaluation and assessment.

4. Decision making / problem solving life skills

This domain contains 10 items of the ways of making decisions in order to solve problems. They started from setting goals until into reaching a reasonable solution to the problem. The items are:

1. Setting goals.
2. Determining alternative solutions to problems.
3. Listing options before making a decision.
4. Thinking about what might happen because of my decision.
5. Evaluating decisions.
6. Systemic planning using resources to accomplish a purpose
7. Time management.
8. Conflict resolution.
9. Working out problems that are presented to me.
10. Listing all points of views when making decisions.

5. Critical thinking life skills

Critical thinking domain includes 10 items related to a mental process, how learners should think in order to be critical thinkers. The items are:

1. Analyzing attitudes, values, social norms and beliefs.
2. Identifying relevant information.
3. Applying of technology.
4. Organizing thoughts to reflect logical thinking.
5. Having a deep understanding of more than one issue.
6. Relating solutions to a wide variety of issues.
7. Finding answers to challenging questions.

8. Confidence in reaching a reasonable conclusion.
9. Searching for the truth even when it makes one uncomfortable.
10. Thinking of different ways to answer a question.

3. Comment on answer of question one

The researcher reviewed different resources such as previous studies, related literature, books, journals, and international models as mentioned in chapter three in order to set these domains and the relevant items. The domains have a great interest of the curriculum designers, methodologists and those who work in the field of education. That is simply because they form formula which builds up a learner who is able to cope with the progress in the world in all of its sides. Palestinians need good citizens in order to serve the nation and benefit Palestine.

The researcher benefited from the previous studies to conduct his tool and to answer the first question of the study. He refereed the classifications of life skills to suit the Palestinian case out of literature review. Maass et al. (2006) targeted specific life skills in her research include critical thinking, goal setting, communication, cooperation, conflict resolution, problem solving, decision-making and community service. Boleman et al (2004) measured specific life skills in his study as follows: decision-making, ability to relate to others, develop and maintain records, accept responsibility, build positive self esteem, self motivation, knowledge of the livestock industry, develop organizational skills, ability to solve problems, develop oral communication skills, set goals, develop self-discipline and work in teams. Loeser et al (2004) designed an instrument that was composed of 31 indicators to measure the following eight life skills: decision making, wise use of resources, communication,

accepting differences, healthy lifestyle choices, and self-responsibility. El Sawi & Smith (1997) determined that life skills, such as leadership, teamwork, decision making, problem solving, reasoning, communication and personal qualities such as responsibility, self-esteem, and integrity can be found in almost any description of a content and an extension youth program. And finally, Bender (2002) stated a set of skills includes the following: decision making, problem solving, creative thinking, critical thinking, effective communication, interpersonal relating, self-awareness, ability to empathize, coping with emotions and coping with stress.

UNICEF (2006) also indicated a list of life skills includes communication and interpersonal, decision-making and critical thinking and coping and self-management skills. Deen et al (2005) in The Washington State University classification selected a list of life skills includes: decision making, wise use of resources, communication, accepting differences, leadership, useful/marketable skills, healthy lifestyle choices, and self-responsibility.

4. Answer of Question Two

The researcher modified and refereed the content analysis card to analyze the content of *English for Palestine*- grade six textbook. He designed the content analysis card to collect the relevant data regarding the second research question **"To what extent life skills are latent in the content of *English for Palestine* – grade six textbook?"**

Before navigating into answering the study's second question, it is essential to give a brief background about this new curriculum *English for Palestine*- grade six textbook. It has been recently prescribed as a trial edition for grade six in the scholastic year

2005-2006 to be used in English language teaching. Palestinian Ministry of Education co-operated with Macmillan Company to design the series of *English for Palestine* from grade one into grade twelve to be taught in Palestine.

The components of *English for Palestine* are described in the research introduction. The Student's textbook contains the teaching materials for the classroom use. The Palestinian Ministry of Education and Higher Education (2005:3) pays a great attention to school textbooks since they are one of the most important components of the curriculum and an indispensable medium of learning and teaching.

English for Palestine- grade six textbook (Student's book) consists of twenty-four units. It contains six themes distributed into the twenty four units. Every four units form one theme as the following: Units one to four form the theme "*Friends*", units five to eight form the theme "*Medicine & the body*", Units nine to twelve form the theme "*The sea*", units thirteen to sixteen form the theme "*The weather*", units seventeen to twenty form the theme "*Healthy eating*" and units twenty-one to twenty-four form the theme "*Flight*".

Each unit has four lessons that are specified for certain activities and skills throughout the textbook. The researcher surveyed the textbook and found that all of the units include certain exercises distributed among the units but not in the same order. The exercises are "*Listen and read, listen and answer, complete, read and answer, ask and answer, tell the class, write, listen and repeat, read and act, ask and answer, look, join the sentences and can you answer..?*"

The students are exposed to reading comprehension, language and grammar. They listen to materials in natural spoken English to do different comprehension exercises, speak and write in each unit. They also pick out functional language and useful phrases to practice in pairs. They practice role-play through creating similar real life situations to give them opportunity to practice using spoken English. They are exposed to the four language skills: listening, speaking, reading and writing through out the variety of exercises.

6. Results of Analysis

1. Communication life skills

Item	Communication life Skills	Frequency	Percentage	Sort
1	Effective verbal and non-verbal communication with others leads to ease in establishing relationships.	244	17.45%	1
2	Listening carefully to what others say.	174	12.45%	4
3	Expressing of feelings, ideas and opinions clearly.	218	15.59%	2
4	Giving and receiving feedback.	196	14.02%	3
5	Understanding other people's viewpoints.	165	11.80%	5
6	Organizing thoughts to reflect logical thinking and speaking.	159	11.37%	6
7	Influencing & persuading others.	114	8.15%	8
8	Expressing respect for others' contributions.	128	9.16%	7
Total		1398	100.0%	

Figure 2

Communication life skills

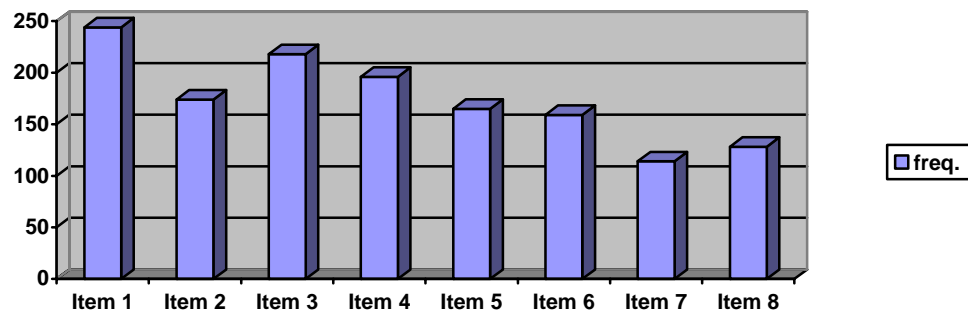


Figure 2 presents the percentage of frequencies for each item in the communication life skills domain out of the total percentage of frequencies. The item "Effective verbal and non-verbal communication with others lead to ease in establishing relationships" got the highest score in a percentage of 17.45%, 244 frequencies. The researcher thinks that verbal and non-verbal communication got this score because *English for Palestine* depends mainly on communication in most of its exercises. For example (unit 4, lesson 2, exercise 2: *Make sentences. Say what has just happened*) clarifies the relationship between the item and the exercise.

"Expressing of feelings, ideas and opinions clearly" item got the second store in a percentage of 15.80%, 218 frequencies. "Giving and receiving feedback" item got an average of 14.02%, 196 frequencies. "Listening carefully to what others say, organizing thoughts to reflect logical thinking and speaking, understanding other people's viewpoints" items with their percentages 12.45%, 11.80%, 11.37% improve the importance of dealing and contacting with people through out the exercises.

The lowest item is "Influencing & persuading others" in a percentage of 8.15%, 114 frequencies. The researcher thinks that influencing and persuading the others is a very important skill, however it got this score.

1. Personal/ social life skills

Item	Personal/social life Skills	Frequency	Percentage	Sort
1	Developing of personal identity.	126	14.09%	2
2	Developing meaning of social life.	149	16.67%	1
3	Appreciating of morals, values, rights and norms.	72	8.05%	7
4	Doing what is right for myself when with a group.	108	12.08%	3
5	Showing understanding for others values.	56	6.26%	9
6	Acquiring of social responsibilities.	94	10.51%	5
7	Contributing as a member of a team.	86	9.62%	6
8	Loyalty to social morals, values, rights and norms	63	7.05%	8
9	Working cooperatively with others	102	11.41%	4
10	Campaigning of human rights.	38	4.25%	10
Total		894	100.0%	

Figure 3

Personal/social life Skills

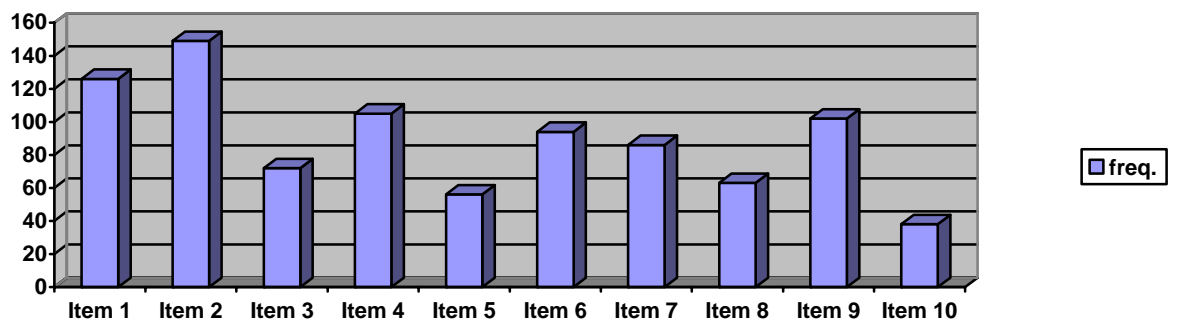


Figure 3 presents the percentage of frequencies for each item in the personal/ social life skills in the light of analyzing the content of the textbook out of the total percentage of frequencies. The item "Developing meaning of social life" got the highest score in a percentage of 16.67%, 149 frequencies.

The second score was "developing of personal identity". It got an average of 14.09%, 126 frequencies. Developing of personal identity is an important issue for Palestinian students as we are under occupation.

"Doing what is right for myself when with a group", "Working cooperatively with others", "Acquiring of social responsibilities" and "Contributing as a member of a team" items got the percentages in sequence 12.08%, 11.41%, 10.51% and 9.62%.

"Appreciating of morals, values, rights and norms", "Loyalty to social morals, values, rights and norms" and " Showing understanding for others values" items got the averages of 8.05%, 7.05% and 6.26% percentages.

The lowest item is "Campaigning of human rights" in a percentage of 4.25%, 38 frequencies. The researcher thinks that this item needs more emphasis because the whole world demands for human rights and consequently it should be presented in the curriculum.

2. Leadership life Skills

Item	Leadership life Skills	Frequency	Percentage	Sort
1	Organizing a group to reach its goal.	57	8.93%	5
2	Using different leadership styles.	52	8.15%	8
3	Getting others to share in leadership.	44	6.90%	10
4	Developing short and long-term goals.	67	10.50%	4
5	Working cooperatively with others.	98	15.36%	1
6	Demonstrating responsibility for personal actions and contributions to group activities.	83	13.01%	2
7	Building of self confidence and self esteem.	57	8.93%	5
8	Building of self controlling	52	8.15%	8
9	Giving and receiving feedback.	72	11.29%	3
10	Self evaluation and assessment.	56	8.78%	7
Total		638	100.0%	

Figure 4
Leadership life Skills

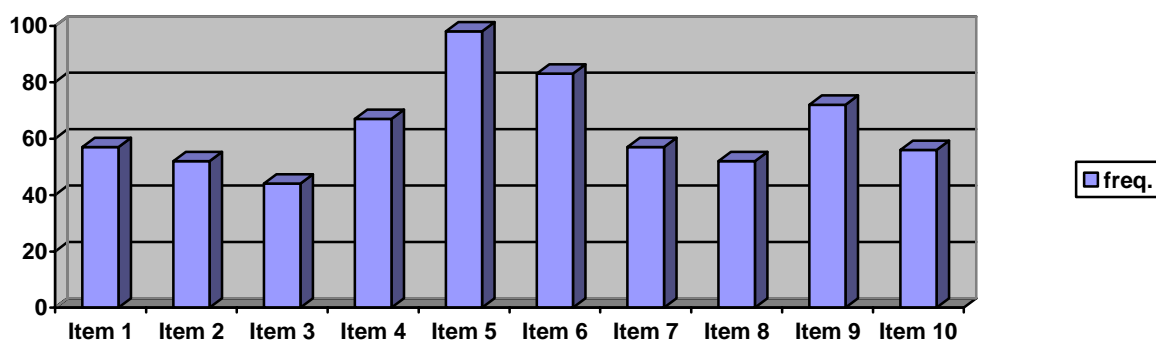


Figure 4 presents the percentage of frequencies for each item in the Leadership life skills domain out of the total percentage of frequencies. The item "Working cooperatively with others" got the highest score in a percentage of 15.36%, 98 frequencies. The lowest item is "Getting others to share in leadership" in a percentage

of 6.90%, 44 frequencies. "Demonstrating responsibility for personal actions and contributions to group activities" item got the second score in an average of 13.01%, 83 frequencies.

"Giving and receiving feedback" got the third sort in an average of 11.29%, 72 frequencies. "Developing short and long-term goals" item got the percentage of 10.50%, 67 frequencies. "Building of self confidence and self esteem" and "organizing a group to reach its goal" got the same percentage of 8.93%, 57 frequencies. "Self evaluation and assessment" item got the percentage of 8.78%, frequencies 56, "Building of self controlling" and " Using different leadership styles" items got the same percentage of 8.15%, 52 frequencies.

3. Decision making/ problem solving life Skills

Item	Decision making/ problem solving life Skills	Frequency	Percentage	Sort
1	Setting goals.	67	13.21%	2
2	Determining alternative solutions to problems.	76	14.99%	1
3	Listing options before making a decision.	52	10.26%	6
4	Thinking about what might happen because of my decision.	30	5.92%	8
5	Evaluating decisions.	29	5.72%	9
6	Systemic planning using resources to accomplish a purpose.	21	4.14%	10
7	Time management.	64	12.62%	4
8	Conflict resolution.	67	13.21%	2
9	Working out problems that are presented to me.	62	12.23%	5
10	Listing all points of views when making decisions.	39	7.69%	7
Total		507	100.0%	

Figure 5
Decision making/ problem solving life Skills

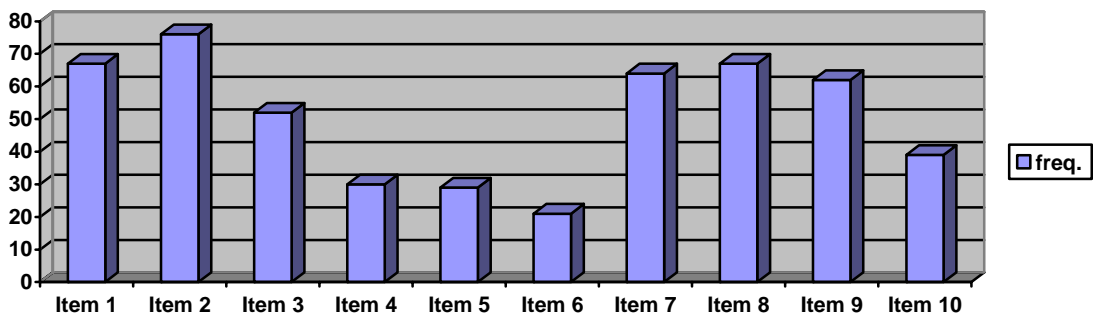


Figure 5 presents the percentage of frequencies for each item in the Decision making/ problem solving life Skills domain out of the total percentage of frequencies. The item "Determining alternative solutions to problems" got the highest score in a percentage of 14.99%, 76 frequencies. The lowest item is "Systemic planning using resources to accomplish a purpose. It obtained a percentage of 4.14%, 21 frequencies. "Setting goals" and "conflict resolution" items got the second score in the same percentage of 13.21%, 67 frequencies."

"Time management" item is in the fourth sort in a percentage of 12.62%, 64 frequencies. "Working out problems that are presented to me" item is in the fifth sort in a percentage of 12.23%, 62 frequencies.

"Listing options before making a decision" item got the percentage of 10.26%, 52 frequencies." Listing all points of views when making decisions", "Thinking about what might happen because of my decision" and " Evaluating decisions" got the percentages in sequence, 7.69%, 5.92% and 5.72%. The frequencies, which are obtained, are 39, 30 and 29. The researcher considers these results weak if they are compared with the total percentage of the domain.

4. Critical thinking life skills

Item	Critical thinking life Skills	Frequency	Percentage	Sort
1	Analyzing attitudes, values, social norms and beliefs.	43	10.62%	5
2	Identifying relevant information.	75	18.52%	1
3	Applying of technology.	26	6.42%	8
4	Organizing thoughts to reflect logical thinking.	61	15.06%	2
5	Having a deep understanding of issues.	48	11.85%	4
6	Relating solutions to a wide variety of issues.	32	7.90%	6
7	Finding answers to challenging questions.	29	7.16%	7
8	Confident in reaching a reasonable conclusion.	26	6.42%	8
9	Searching for the truth even when it makes uncomfortable.	14	3.46%	10
10	Thinking of different ways to answer a question.	51	12.59%	3
Total		405	100.0%	

Figure 6

Critical thinking life Skills

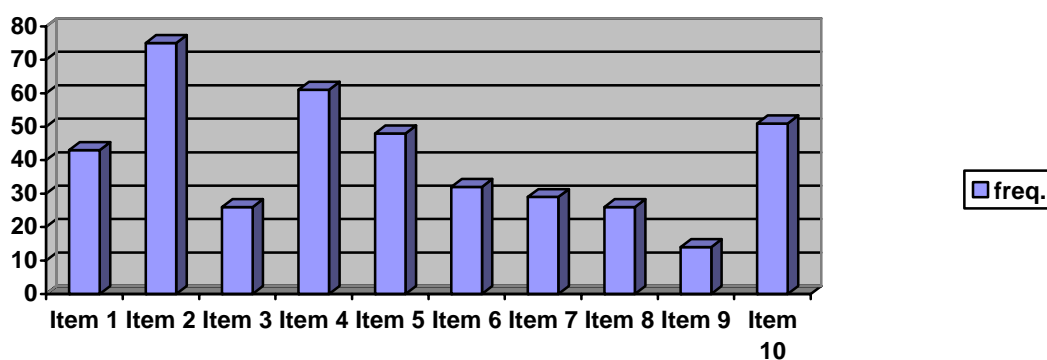


Figure 6 presents the percentage of frequencies for each item in the Critical thinking life Skills domain out of the total percentage of frequencies. The item "Identifying relevant information" got the highest score in a percentage of 18.52%, 75 frequencies.

The second sort is the item "Organizing thoughts to reflect logical thinking" with a percentage of 15.06%, 61 frequencies. "Thinking of different ways to answer a question" and "Having a deep understanding of issues" items got the percentages in sequence of 12.59% and 11.85%, frequencies 51 and 48.

"Analyzing attitudes, values, social norms and beliefs" item got the percentage of 10.62%, frequencies 43. "Relating solutions to a wide variety of issues" and "Finding answers to challenging questions" got 7.90% and 7.16%, frequencies 32 and 29. "Applying of technology" and "Confident in reaching a reasonable conclusion" got the same sort in an average of 6.42%, 26 frequencies.

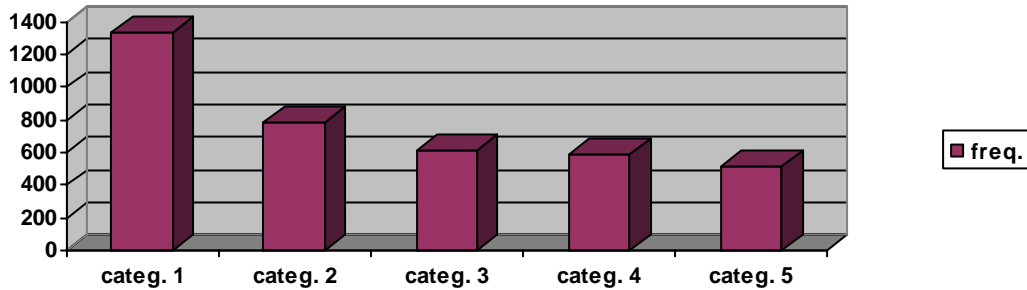
The lowest item is "Searching for the truth even when it makes uncomfortable." in a percentage of 3.46%, 14 frequencies. The researcher thinks that results such as 6.42 and 3.46 are weak if compared with the total.

6. Total of the five main domains:

Item	Domains	Frequency	Percentage	Sort
1	Communication life Skills	1398	36.39%	1
2	Personal/ social life Skills	894	23.27%	2
3	Leadership life Skills	638	16.61%	3
4	Decision making / problem solving life Skills	507	13.20%	4
5	Critical thinking life Skills	405	10.54%	5
Total		3842	100.00%	

Figure 7

Total of the five main domains



The conclusion that can be drawn from the final table shows that communication life skills domain gets the highest score of 36.39%, 1398 frequencies. The next score is personal/social life skills domain. It got a score of 23.27%, 894 frequencies. Leadership life skills domain is in the third position with 16.61%, 638 frequencies. The fourth is decision-making / problem solving life skills domain that gets 13.2%, 507 frequencies. The lowest score is critical thinking with only 10.54%, 405 frequencies.

The researcher recognizes the distribution of the domains and their items in the content of the textbook. He thinks that it is clear that there is a different range of frequencies among the domains and even in the one domain. Results of analysis indicate that there should be a balance of distributing the domains and the items among the activities and units.

6. Sample activities from the student's textbook:

The researcher chose unit four randomly as a model out of the twenty-four units of the textbook in order to clarify the correspondence of the activities and the five main

domains of life skills. He aimed at exemplifying the process that was conducted through the analysis.

Unit 4, lesson 1

Exercise one "Listen and read".

Exercise description: Students listen to a story in order to read it. Students use their students' books; listen to a cassette in order to perform the activity.

This activity matches the domains "communication and personal/social life skills" where students engage into the story actions in order to apply unity into their real life situations.

Exercise 2 " Read and answer"

Exercise description: Students read the story in order to answer a set of questions. The story in the exercise talks about a social situation that is unity.

This exercise is mainly directed into personal/ social domain. It also matches the decision making/problem solving life skills domain.

Unit 4, lesson 2

Exercise one "Play the game *What have you changed?*"

Exercise description: A leader student asks about the recent past "Have you...?". The exercise expresses the students' real life situations while they are in the classroom and outside it.

The activity matches leadership life skills domain. The student is trained to be in the position of a teacher and play her role.

Exercise 2 "Make sentences. Say what has just happened."

Exercise description: seven pictures are presented in the exercise to show different situations. Students are required to present information, concepts, and ideas about what have been changed in a variety of situations.

This activity embodies "personal/social life skills" domain. The activity focuses on personal changes that might have been directed into the students' real life situations.

Exercise 3 "Ask questions about the pictures"

Exercise description: Students are required to practice role-play activity as if they were in a real life situation asking and answering about the previous situations. The exercise matches two domains "personal/social and communication life skills" in which students work as if they were in a real life situation. They apply what they have learned in English to use it as a means of communication in real life.

Unit 4, lesson 3

Exercise 1 "Listen and answer"

Exercise description: students listen to two questions in order to answer them. They are required to match their previous knowledge and their background with the new material to answer the presented questions.

This exercise mainly matches communication and leadership life skills domains. It is represented by how a learner listens effectively in order to answer and how he/she could be a leader of a group.

Exercise 2 " Listen and write the numbers"

Exercise description: A picture is presented -which indicates unity- in order to unscramble sentences that form a story. Students are required to think critically to rearrange the story.

Critical thinking domain is matched with this activity. Students are required to think critically to express unity. Decision making/problem solving domain is also presented to show what is required from the exercise.

Exercise 3 "Play a game. Listen to your teacher"

Exercise description: Four students present a role of a teacher and three students who try to play a game of solving a riddle. Students need a piece of paper with boxes for six words and six small pieces of paper to cover their words.

The activity matches communication, personal/social leadership and critical thinking life skills. Students are required to think critically to solve and complete what is missing.

Extra exercise "Read for fun"

A jock is presented to get the students interest and to teach them how to be polite with people. The activity matches mainly communication and personal/social life skills.

Unit 4, lesson 4

Exercise 1 "Listen, read and write".

Exercise description: Students listen to a story in order to read and then write it. Students use their students' books; listen to a cassette in order to perform the role of the loin. The lion presents a leader and the two oxen are the group of people.

This activity matches the domains "communication, personal/social, leadership and critical thinking life skills" where students engage into the story actions in order to apply unity into their real life situations.

Exercise 2 "order and write".

Exercise description: Five pictures are extracted from the students' real life situations.

Students are required to arrange the sentences and say them in different situations.

This activity matches the domains "communication and personal/social life skills" where students engage into their real life situations.

7. Summary

Chapter four presented the implementation of the content analysis card on *English for Palestine* – grade six textbook. The procedures discussed in this chapter were: how the content analysis card was conducted and applied in analyzing the textbook through answering the questions of the study.

The findings of the study that can be drawn from the results show that there is variance in presenting the five main domains in the textbook. Even in the one domain, there is a variance in presenting the items. There is a dominance of the communication life skills domain as it got 36.39% compared with personal/social life skills that got 23.27%, leadership life skills that got 16.61%, decision making / problem solving life skills that got 13.20% and critical thinking life skills that got the lowest average 10.54%.

The results that emerged from the analysis process confirmed the importance of the study regarding the evaluation of the textbook as it is a trial edition. The researcher noticed that there is a variety of topics introduced in the textbook that are distributed among the five main domains.

The chapter includes sample activities from the student's textbook. The researcher has chosen unit four as a model in order to clarify the correspondence of the activities and the five main domains of life skills.

The final chapter will focus on consolidating the major findings of the study, drawing conclusions and making recommendations based on these findings.

Chapter V

Conclusion and recommendations

1. Introduction
2. Discussion of findings
3. Research Questions findings
4. Recommendations
5. Recommendations for further research
6. Summary

Chapter V

Conclusion and recommendations

1. Introduction

This chapter begins with discussing the findings in the light of the content analysis results. It discussed the instrument utilized in the research. The results of this study are also discussed briefly in this chapter. A summary of the conclusion for the research questions designed to guide the study and the impact of them as they relate to the results. The chapter ends with recommendations and suggestions for further researches.

The overarching strategy of this research is to gain an understanding of the relationship between life skills and the content of textbooks in the light of the new trends in the world. It identifies ways to improve the quality of *English for Palestine* textbooks, and to possibly improve the learning process for Palestinian students.

2. Discussion of findings

The conclusion that can be drawn from the figure 6 shows that communication life skills domain gets the highest score 36.39%, 1398 frequencies, personal/social life skills domain gets 23.27%, 894 frequencies, leadership life skills domain is in the third position with 16.61%, 638 frequencies. The fourth is Decision making / problem solving life skills standards-domain that gets 13.2%, 507 frequencies. The lowest score is critical thinking life skills with only 10.54%, 405 frequencies.

The findings of the study show that there is a variance in presenting the five main domains in the textbook. Even in the one domain there is a variance in presenting the

items. However, the researcher found that it is purposeful to distribute them in a balance among the textbook. He confirmed that balance doesn't mean equability in distributing the scores, but it should be balanced.

The researcher assists on the necessity of the present study throughout the importance of its topic; life skills. The general concern appeared to be that life skills represented by the five main domains: Communication, personal/ social, critical thinking, decision making/ problem solving and leadership life skills have a great importance that appeared in the results of the analysis of *English for Palestine*- grade six textbook.

Communication life skills domain got the highest score in the results of analyzing *English for Palestine* – grade six textbook. It got 36.39% out of the total percentage of the results of the analysis. It indicates the importance of communication life skills latent in the content of the textbook. The researcher considered this score is high compared with the other scores.

The researcher in the present study finds that communication is an essential skill. It motivates learners to be successful in living a productive and receptive satisfying life. It enables them to be successful in the society. The exchange of thoughts, information, or messages between individuals is needed to convey the understanding of the conducted messages. Students should learn how to listen to others and the techniques to communicate clearly.

Personal/ social life skills domain got the second score of 23.27% out of the total average in the content analysis. The results indicate to what extent textbook prepares

the students into the society. Presenting these items in the content proves the importance of the study in preparing good students for the society. These items encourage students to acquire some characteristics, which enable them to do what is right in accordance with the social norms.

The researcher believes in creating a generation that is responsible for his personality in order to obtain his society's traditions, thoughts and beliefs. Developing and implementing a personal and interpersonal life skills would lead to personal growth and social competence and thus contributing to the optimal social functioning of behavior in the classroom, school, family and community.

The third score is leadership life skills which got 16.61% out of the total average out of the five domains. This domain concentrates on training learners how to work cooperatively with others, demonstrate responsibility for personal actions and contributions to group activities, give and receive feedback, develop short and long-term goals and organize a group to reach its goal. There is some weakness in items such as: "using different leadership styles, getting others to share in leadership, building of self controlling and self evaluation and assessment".

The Palestinian society has its special case as the philosophy of resistance is the dominant among the Palestinians. Many parties work in the field and each has its own agenda. The researcher believes in motivating and enhancing learners into trusting themselves and to be familiar with leadership activities in order to have right decisions in right situations.

13.20% is the score of decision making / problem solving life skills domain. It plays a significant role in the lives of learners especially in this level, however it has a low score as presented in the results. The transitional period from primary schools into preparatory schools needs good decision makers who could solve their problems. "Setting goals, conflict resolution and determining alternative solutions to problems" are essential items to achieve problem solving. They got the high score out of this domain due to their importance for the students according to their level. Items such as: "systemic planning using resources to accomplish a purpose, evaluating decisions and thinking about what might happen because of my decision" may need more emphasis and concentration.

The lowest score is critical thinking life skills domain which got 10.54% out of the total average of the five domains. Items such as "identifying relevant information, organizing thoughts to reflecting logical thinking and thinking of different ways to answer a question" have great interest in training learners how to think. The three items got high scores thought the ten items in the domain. However the textbook exercises neglect or ignore items such as "applying of technology, confident in reaching a reasonable conclusion and finding answers to challenging questions"

3. Research Questions findings

A summary of the conclusion for the research questions designed to guide the study and the impact of life skills as they relate to the results. It is important to remember that the research conducted was on the implementation of life skills in the learners' real life situations. This may be different from other studies that concentrate on analyzing textbooks for evaluating or finding weakness and strength in areas of skills

of language as traditional trends. Methodologists now focus on new trends such as personal/social, leadership, decision making and critical thinking.

4. Recommendations

The researcher gives his recommendations in the light of the results of analyzing the content of *English for Palestine*- grade six textbook. He hopes that designers of English for Palestine take into consideration the recommendations when modifying the present trial edition of the textbook. He suggests the following:

1. The researcher recommends making balance in distributing the five domains of life skills: communication, personal/social, leadership, decision making/problem solving and critical thinking life skills. Balance doesn't mean equality, but distributing them according to criteria of a balanced scale.
2. The researcher recommends modifying *English for Palestine* – grade six textbook in the light of the discussed results to cope with the progress of world.
3. Ministry of education and Designers of *English for Palestine* should review the existing material associated with the international models for classifying life skills. The results of this study indicate that communication gain higher than the other domains. Research needs to be conducted to further investigate these findings.
4. Workshops should be held in order to discuss strengths and weakness of the textbook to support strong points and avoid weakness.
5. The researcher suggests forming a committee that includes teachers, supervisors, educators and parents to follow up the syllabus in order to develop it according to both situation analysis and needs analysis.

6. Critical thinking and leadership life skills are new dimensions and trends. Designers of *English for Palestine* should take them into consideration when modifying textbooks.

5. Recommendations for further research

1. The researcher recommends that this study should be conducted again by applying its modified model for classifying life skills or other models into *English for Palestine* – grade six textbooks. This additional research would provide more substantial findings and may support the results.
2. Research might also be conducted and extended into the series of *English for Palestine* textbooks.
3. The research could focus on the connection between textbooks and life skills in order to build up good citizens who benefit their countries.
4. The theoretical framework for this research is based on the international models for classifying life skills; the researcher recommends coping with the progress of the mentioned models and applying them in the Palestinian textbooks.
5. Research could be conducted that would introduce the effects of the mentioned life skills on students achievement and progress in real life situations.
6. Finally research could also be conducted with respect to the background of the students as it takes into consideration social, religious, economic factors in addition to other factors that affect Palestinians life.

6. Summary

This chapter included a discussion of the results and the findings of the research.. It included a brief discussion of the findings of research questions. The main discussion touched the variance occurred in the distribution of the five main domains in *English for Palestine* – grade six textbook. It also discussed why some standards scored high while others got very weak degree of score. The five main domains got the following results: communication 36.39%, personal/ social 23.27%, leadership 16.61%, decision making / problem solving 13.20% and critical thinking life skills 10.54%.

The chapter also discussed the importance of applying life skills into the Palestinian syllabus. Recommendations and recommendations for future research were given at the end of this chapter to be taken into consideration when trying to make any modifications to *English for Palestine*-grade six textbook

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Appendix I

A List of Experts

1. Dr. Nazmi Almasri TESOL – IUG
2. Dr. Kamal Murtaja TESOL – IUG
3. Dr Akram Habib English Literature - IUG
4. Dr Walid Amer Linguistics - IUG
5. Dr. Sanaa Abu Dagga Doctor of Researches Evaluation– IUG
6. Dr. Fatheya Al Lolu Doctor of curriculum studies – IUG
7. Mr. Alaa Harb Supervisor of English – UNRWA
8. Mr. Abdel Karim Hamdona Supervisor of English – UNRWA
9. Teacher Feryal Owda Teacher Feryal Owda
10. Dr. Abdelmoti Alagha Doctor of curriculum studies – IUG
11. Dr. E'zzo Afana Doctor of curriculum studies – IUG

Appendix II

Life Skills Latent in the Content of *English for Palestine- Grade Six Textbook*

Preliminary list

Content Analysis Card

Dear Mr./ Mrs./Ms.:

Subject: Refereeing content analysis card

The researcher is carrying out MA research on **Life Skills Latent in the Content of *English for Palestine- Grade Six Textbook***.

Based on the international models for classifying life skills needed to be applied in the content, the researcher modified a model includes five main domains for life skills. They are commonly used in UNICEF (2006), Librera et al (2004), Deen et al (2005), Hendricks (1998:29), Vermaak (1993 cited in Bender 2002:35), Hopson and Scally (1986:15-16) and Gazda et al (1987) classifications

You are kindly invited to referee the list in the light of the following:

- 1. It's importance to the Palestinian content.**
- 2. It's suitability for the Palestinian content.**
- 3. It's comprehensive in covering the needed life skills.**

Thank you for collaboration

The researcher
Yousif Omar Hamdona

Directions:

Indicate how much important are the following items of life skills to the content of *English for Palestine* – grade six textbook.

1 = Not important

2 = Important

3 = Very Important

1. Communication life skills

No.	Skills	1	2	3
1.	Effective communication, both verbal and non-verbal, with others, leading to ease in establishing relationships.			
2.	Management of interpersonal familiarity.			
3.	Clear expression of feelings, ideas and opinions.			
4.	Giving and receiving feedback.			
5.	Understanding other people's viewpoint.			
6.	Assertiveness skills.			
7.	Understanding another's needs and circumstances and expressing that understanding.			
8.	Influencing skills & persuasion.			
9.	Demonstrating respect and flexibility in interpersonal and group situations.			
10.	Demonstrating appropriate social skills within group activities.			
11.	Practicing the skills necessary to avoid physical and verbal confrontation in individual and group settings.			
12.	Expressing respect for others' contributions and different styles			

2. Personal/ social life skills

No.	Skills	1	2	3
1.	Ongoing development of personal identity and emotional awareness.			
2.	Manipulating and accommodating to one's environment.			
3.	Developing meaning of social life.			
4.	Establishing and clarifying morals, values, rights and norms.			
5.	Respecting and appreciating of values.			
6.	Doing what is right for myself when with a group.			
7.	Admitting to mistakes.			
8.	Showing understanding, kindness, concern and affection for others within tolerance for other values.			
9.	Providing, supplying, or causing social responsibilities.			
10.	Following instructions as they are given.			
11.	Contributing as a member of a team.			
12.	Campaigning of human rights.			
13.	Loyalty			

3. Leadership life skills

No.	Skills	1	2	3
1.	Building of relationships.			
2.	Dealing with conflict and stress.			
3.	Reducing of prejudices.			
4.	A voiding of stereotyping.			
5.	Respecting for self and other.			
6.	Self confidence and controlling.			
7.	Self knowledge.			
8.	Organizing a group to reach its goal.			
9.	Using different leadership styles.			
10.	Getting others to share in leadership.			
11.	Developing and implementing a personal growth plan that includes short- and long-term goals to enhance development.			
12.	Demonstrating responsibility for personal actions and contributions to group activities.			
13.	Self awareness skills including awareness of rights, influences, values, attitudes, rights, strengths and weaknesses.			
14.	Self evaluation / Self assessment / Self-monitoring skills.			

4. Decision making / problem solving life skills

No.	Skills	1	2	3
1.	Goal setting.			
2.	Information gathering skills.			
3.	Determining alternative solutions to problems.			
4.	Listing options before making a decision.			
5.	Thinking about what might happen because of my decision.			
6.	Evaluating decisions.			
7.	Systemic planning using resources to accomplish a purpose.			
8.	Time management.			
9.	Conflict resolution.			
10.	Development of study methods.			
11.	Punctuality.			
12.	Work cooperatively with others to solve a problem.			
13.	Work out problems that are presented to me.			
14.	List all points of views when making decisions.			

5. Critical thinking life skills

No.	Skills	1	2	3
1.	Analyzing attitudes, values, social norms and beliefs.			
2.	Identifying relevant information and information sources.			
3.	Analyzing data and applying of technology.			
4.	Identifying and assessing problems that interfere with attaining goals.			
5.	Recognizing bias.			
6.	Practicing goal setting and decision-making relative to life skills.			
7.	Organizing thoughts to reflecting logical thinking.			
8.	Looking for opportunities to solve problems.			
9.	Having a deep understanding of more than one issue.			
10.	Ability to relate solutions to a wide variety of issues.			
11.	Finding answers to challenging questions.			
12.	Confident in reaching a reasonable conclusion.			
13.	Judging people and deciding whether or not get along with them.			
14.	Asking good questions when trying to clarify a solution.			
15.	Searching for the truth even when it makes uncomfortable.			
16.	Thinking of different ways to answer a question.			

Thank you very much again for refereeing the Content Analysis Card.

The researcher appreciated your evaluation

Appendix III

Life Skills Latent in the Content of *English for Palestine – Grade Six Textbook*

Modified and Refereed

Content Analysis Card

Dear Mr./ Mrs./Ms.:

Subject: Refereeing content analysis card

The researcher is carrying out an MA research on *Life Skills Latent in the Content of English for Palestine – Grade Six Textbook*.

Based on the international models for classifying life skills needed to be applied to the content, the researcher modified a model which includes five main domains for life skills. They are commonly used in UNICEF (2006), Librera et al (2004), Deen et al (2005), Hendricks (1998:29), Vermaak (1993 cited in Bender 2002:35), Hopson and Scally (1986:15-16) and Gazda et al (1987) classifications

You are kindly invited to referee the list by adding, deleting or modifying the items in the light of the following:

- 1. Its importance to the Palestinian content.**
- 2. Its appropriateness to the Palestinian content.**
- 3. Its clearness and comprehension in covering the needed life skills.**

Thank you for collaboration

The researcher
Yousif Omar Hamdona

1. **Communication life skills**

No.	Skills	Important		Appropriate		Clear	
		Imp.	Not	Appr	Not	Clear	Not
1.	Effective communication, both verbal and non-verbal, with others, leading to ease in establishing relationships.						
2.	Management of interpersonal familiarity.						
3.	Clear expression of feelings, ideas and opinions.						
4.	Giving and receiving feedback.						
5.	Understanding other people's viewpoint.						
6.	Assertiveness skills.						
7.	Understanding another's needs and circumstances and expressing that understanding.						
8.	Influencing skills & persuasion.						
9.	Demonstrating respect and flexibility in interpersonal and group situations.						
10.	Demonstrating appropriate social skills within group activities.						
11.	Practicing the skills necessary to avoid physical and verbal confrontation in individual and group settings.						
12.	Expressing respect for others' contributions and different styles						

2. Personal/ social life skills

No.	Skills	Important		Appropriate		Clear	
		Imp.	Not	Appr	Not	Clear	Not
1.	Ongoing development of personal identity and emotional awareness.						
2.	Manipulating and accommodating to one's environment.						
3.	Developing meaning of social life.						
4.	Establishing and clarifying morals, values, rights and norms.						
5.	Respecting and appreciating of values.						
6.	Doing what is right for myself when with a group.						
7.	Admitting to mistakes.						
8.	Showing understanding, kindness, concern and affection for others within tolerance for other values.						
9.	Providing, supplying, or causing social responsibilities.						
10.	Following instructions as they are given.						
11.	Contributing as a member of a team.						
12.	Campaigning of human rights.						
13.	Loyalty						

3. Leadership life skills

No.	Skills	Important		Appropriate		Clear	
		Imp.	Not	Appr	Not	Clear	Not
1.	Building of relationships.						
2.	Dealing with conflict and stress.						
3.	Reducing of prejudices.						
4.	A voiding of stereotyping.						
5.	Respecting for self and other.						
6.	Self confidence and controlling.						
7.	Self knowledge.						
8.	Organizing a group to reach its goal.						
9.	Using different leadership styles.						
10.	Getting others to share in leadership.						
11.	Developing and implementing a personal growth plan that includes short- and long-term goals to enhance development.						
12.	Demonstrating responsibility for personal actions and contributions to group activities.						
13.	Self awareness skills including awareness of rights, influences, values, attitudes, rights, strengths and weaknesses.						
14.	Self evaluation / Self assessment / Self-monitoring skills.						

4. Decision making / problem solving life skills

No.	Skills	Important		Appropriate		Clear	
		Imp.	Not	Appr	Not	Clear	Not
1.	Goal setting.						
2.	Information gathering skills.						
3.	Determining alternative solutions to problems.						
4.	Listing options before making a decision.						
5.	Thinking about what might happen because of my decision.						
6.	Evaluating decisions.						
7.	Systemic planning using resources to accomplish a purpose.						
8.	Time management.						
9.	Conflict resolution.						
10.	Development of study methods.						
11.	Punctuality.						
12.	Work cooperatively with others to solve a problem.						
13.	Work out problems that are presented to me.						
14.	List all points of views when making decisions.						

5. Critical thinking life skills

No.	Skills	Important		Appropriate		Clear	
		Imp.	Not	Appr	Not	Clear	Not
1.	Analyzing attitudes, values, social norms and beliefs.						
2.	Identifying relevant information and information sources.						
3.	Analyzing data and applying of technology.						
4.	Identifying and assessing problems that interfere with attaining goals.						
5.	Recognizing bias.						
6.	Practicing goal setting and decision-making relative to life skills.						
7.	Organizing thoughts to reflecting logical thinking.						
8.	Looking for opportunities to solve problems.						
9.	Having a deep understanding of more than one issue.						
10.	Ability to relate solutions to a wide variety of issues.						
11.	Finding answers to challenging questions.						
12.	Confident in reaching a reasonable conclusion.						
13.	Judging people and deciding whether or not get along with them.						
14.	Asking good questions when trying to clarify a solution.						
15.	Searching for the truth even when it makes uncomfortable.						
16.	Thinking of different ways to answer a question.						

Thank you again for refereeing the Content Analysis Card.

The researcher appreciated your evaluation

Appendix IV
Content Analysis card

1. Communication life skills

Communication Life Skills	
1.	Effective verbal and non-verbal communication with others lead to ease in establishing relationships.
2.	Listening carefully to what others say.
3.	Expressing of feelings, ideas and opinions clearly.
4.	Giving and receiving feedback.
5.	Understanding other people's viewpoints.
6.	Organizing thoughts to reflect logical thinking and speaking.
7.	Influencing & persuading others.
8.	Expressing respect for others' contributions.

2. Personal/ social life skills

Personal/ social life Skills	
1.	Developing of personal identity.
2.	Developing meaning of social life.
3.	Appreciating of morals, values, rights and norms.
4.	Doing what is right for myself when with a group.
5.	Showing understanding for others values.
6.	Acquiring of social responsibilities.
7.	Contributing as a member of a team.
8.	Loyalty to social morals, values, rights and norms
9.	Working cooperatively with others
10.	Campaigning of human rights.

3. Leadership life skills

Leadership Life Skills	
1.	Organizing a group to reach its goal.
2.	Using different leadership styles.
3.	Getting others to share in leadership.
4.	Developing short and long-term goals.
5.	Working cooperatively with others.
6.	Demonstrating responsibility for personal actions and contributions to group activities.
7.	Building of self confidence and self esteem.
8.	Self controlling
9.	Giving and receiving feedback.
10.	Self evaluation and assessment.

4. Decision making / problem solving life skills

Decision Making / Problem Solving Life Skills	
1.	Setting goals.
2.	Determining alternative solutions to problems.
3.	Listing options before making a decision.
4.	Thinking about what might happen because of my decision.
5.	Evaluating decisions.
6.	Systemic planning using resources to accomplish a purpose.
7.	Time management.
8.	Conflict resolution.
9.	Working out problems that are presented to me.
10.	Listing all points of views when making decisions.

5. Critical thinking life skills

Critical Thinking Life Skills	
1.	Analyzing attitudes, values, social norms and beliefs.
2.	Identifying relevant information and information sources.
3.	Applying of technology.
4.	Recognizing bias.
5.	Organizing thoughts to reflecting logical thinking.
6.	Having a deep understanding of more than one issue.
7.	Relating solutions to a wide variety of issues.
8.	Finding answers to challenging questions.
9.	Confident in reaching a reasonable conclusion.
10.	Searching for the truth even when it makes uncomfortable.
11.	Thinking of different ways to answer a question.

Appendix V
Content Analysis Card Table

Units	Lesson	Life Skills					Total
		Communication Life skills	Personal / Social life skills	Leadership life skills	Decision making/ Problem solving	Critical Thinking life skills	
Unit 1	Lesson 1	25	19	13	4	7	
	Lesson 2	22	7	5	10	1	
	Lesson 3	16	8	7	4	4	
	Lesson 4	22	4	8	4	1	
	Total	85	38	33	22	13	
Unit 2	Lesson 1	17	12	15	5	1	
	Lesson 2	13	6	9	4	5	
	Lesson 3	20	17	7	6	5	
	Lesson 4	21	7	10	4	2	
	Total	71	42	41	19	13	
Unit 3	Lesson 1	18	15	13	12	5	
	Lesson 2	19	5	2	0	5	
	Lesson 3	23	7	10	4	5	
	Lesson 4	21	3	3	0	1	
	Total	82	30	28	16	16	
Unit 4	Lesson 1	16	19	14	10	15	
	Lesson 2	8	3	9	3	4	
	Lesson 3	12	7	11	9	7	
	Lesson 4	19	3	10	8	2	
	Total	55	32	44	30	28	
Unit 5	Lesson 1	17	10	5	6	2	
	Lesson 2	17	9	10	0	6	
	Lesson 3	15	5	8	4	6	
	Lesson 4	21	3	2	8	5	
	Total	70	27	25	18	19	

Appendix V
Content Analysis Card Table

Units	Lesson	Life Skills					Total
		Communication Life skills	Personal / Social life skills	Leadership life skills	Decision making/ Problem solving	Critical Thinking life skills	
Unit 6	Lesson 1	21	12	9	7	3	
	Lesson 2	12	10	2	3	3	
	Lesson 3	17	9	3	1	7	
	Lesson 4	11	18	9	2	2	
	Total	61	49	23	13	15	
Unit 7	Lesson 1	12	5	5	1	1	
	Lesson 2	14	12	0	2	2	
	Lesson 3	13	14	6	3	3	
	Lesson 4	15	11	1	1	3	
	Total	54	42	12	7	9	
Unit 8	Lesson 1	13	20	7	5	1	
	Lesson 2	14	9	6	6	2	
	Lesson 3	15	12	8	4	6	
	Lesson 4	12	12	1	2	6	
	Total	54	53	22	17	15	
Unit 9	Lesson 1	17	15	7	7	4	
	Lesson 2	18	10	5	2	5	
	Lesson 3	15	13	3	3	1	
	Lesson 4	9	10	1	1	2	
	Total	59	48	16	13	12	
Unit 10	Lesson 1	17	15	10	10	7	
	Lesson 2	13	10	3	2	2	
	Lesson 3	15	12	5	2	5	
	Lesson 4	8	11	8	5	3	
	Total	53	48	26	19	17	

Appendix V
Content Analysis Card Table

Units	Lesson	Life Skills					Total
		Communication Life skills	Personal / Social life skills	Leadership life skills	Decision making/ Problem solving	Critical Thinking life skills	
Unit 11	Lesson 1	9	9	4	3	6	
	Lesson 2	8	5	6	4	4	
	Lesson 3	14	8	3	1	1	
	Lesson 4	12	10	3	4	4	
	Total	43	32	16	12	15	
Unit 12	Lesson 1	17	18	15	15	8	
	Lesson 2	19	10	3	3	6	
	Lesson 3	17	7	6	10	6	
	Lesson 4	14	11	6	15	3	
	Total	67	46	30	43	23	
Unit 13	Lesson 1	20	12	3	3	1	
	Lesson 2	18	11	5	7	1	
	Lesson 3	16	10	6	5	2	
	Lesson 4	15	4	0	9	2	
	Total	69	37	14	24	6	
Unit 14	Lesson 1	13	11	6	11	2	
	Lesson 2	15	8	6	2	5	
	Lesson 3	13	5	4	6	1	
	Lesson 4	14	6	2	2	3	
	Total	55	30	18	21	11	
Unit 15	Lesson 1	11	11	8	5	5	
	Lesson 2	13	8	0	1	4	
	Lesson 3	10	9	8	3	3	
	Lesson 4	11	7	4	8	4	
	Total	45	35	20	17	16	

Appendix V
Content Analysis Card Table

Units	Lesson	Life Skills					Total
		Communication Life skills	Personal / Social life skills	Leadership life skills	Decision making/ Problem solving	Critical Thinking life skills	
Unit 16	Lesson 1	16	17	16	11	6	
	Lesson 2	13	10	6	9	3	
	Lesson 3	14	14	6	11	7	
	Lesson 4	18	8	6	10	4	
	Total	61	49	34	41	20	
Unit 17	Lesson 1	18	3	5	9	8	
	Lesson 2	13	4	12	14	6	
	Lesson 3	15	8	3	3	5	
	Lesson 4	12	11	5	3	4	
	Total	58	26	25	29	23	
Unit 18	Lesson 1	15	19	15	0	4	
	Lesson 2	13	10	7	4	6	
	Lesson 3	16	10	5	2	5	
	Lesson 4	10	5	3	8	5	
	Total	54	44	30	14	20	
Unit 19	Lesson 1	10	9	5	2	4	
	Lesson 2	16	13	8	7	5	
	Lesson 3	17	2	6	3	2	
	Lesson 4	15	17	4	10	4	
	Total	58	41	23	22	15	
Unit 20	Lesson 1	11	13	20	15	8	
	Lesson 2	13	18	13	0	3	
	Lesson 3	12	8	15	9	4	
	Lesson 4	13	18	10	8	9	
	Total	49	57	58	32	24	

Appendix V
Content Analysis Card Table

Units	Lesson	Life Skills					Total
		Communication Life skills	Personal / Social life skills	Leadership life skills	Decision making/ Problem solving	Critical Thinking life skills	
Unit 21	Lesson 1	17	9	11	3	3	
	Lesson 2	15	3	2	2	8	
	Lesson 3	10	3	7	1	8	
	Lesson 4	11	4	5	0	3	
	Total	53	19	25	6	22	
Unit 22	Lesson 1	9	0	10	8	3	
	Lesson 2	10	10	6	7	4	
	Lesson 3	12	5	3	5	4	
	Lesson 4	15	5	8	9	6	
	Total	46	20	27	29	17	
Unit 23	Lesson 1	10	3	9	1	4	
	Lesson 2	11	14	9	5	4	
	Lesson 3	10	2	3	1	2	
	Lesson 4	9	4	2	1	5	
	Total	40	23	23	8	15	
Unit ٢٤	Lesson 1	17	5	9	15	٠	
	Lesson 2	9	7	6	2	6	
	Lesson 3	14	5	5	9	6	
	Lesson 4	16	9	5	9	4	
	Total	56	26	25	35	21	
TOTAL		1398	894	638	507	405	3842