



**An-Najah National University
Faculty of Graduate Studies**

**CONTENT ANALYSIS OF CAMBRIDGE
GLOBAL ENGLISH FOR THE SEVENTH
GRADERS IN LIGHT OF 21ST CENTURY
SKILLS IN NABLUS**

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Dedication

To my beloved father who takes great pains to make a better version of me ...

To the most compassionate woman ever, my mother ...

To the one who shared with me all the moments in long brainstorming nights, my dear
husband ...

To the one who adds valuable meaning to everything I have done, my little son Jood ...

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Finally, I would sincerely thank all English department staff at Al-Najah National University for all their efforts and advice.

Declaration

I, the under signed, declare that Submitted the thesis entitled:

CONTENT ANALYSIS OF CAMBRIDGE GLOBAL ENGLISH FOR THE SEVENTH GRADERS IN LIGHT OF 21ST CENTURY SKILLS IN NABLUS

I declare that the work provided in this thesis, unless otherwise referenced, is the researcher's own work, and has not been submitted elsewhere for any other degree or qualification.

Student's Name

Duaa Sameeh Fou'ad Ayyad

Signature:



Date:

17/10/2024

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Abstract

The current study aimed to analyze the content of the Cambridge Global English textbook for the seventh grade in terms of the extent of including the skills of the 21st century and assess its effectiveness in developing these skills among students. The mixed approach were used to analyze the content of the textbook based on the skills of the 21st century, and the qualitative method was used to conduct interviews with three English teachers of the Cambridge curriculum in Nablus.

One of the study's most important outcomes indicates that the Cambridge Global English curriculum allocates attention unevenly among the four principal language skills—reading, writing, speaking, and listening. Compared to the other two, listening receives relatively little attention in the implementation of the curriculum. The study reported that more emphasis is placed on speaking and writing, while reading and listening are less frequently addressed. In the area of 21st-century skills, the textbook gives priority to research, critical thinking, communication, and creativity, with much less attention being paid to the skills of leadership, responsibility, and digital literacy. The study also identified challenges teachers face, particularly in using technology. The other challenges are the time limitation, the foreign cultural background of the textbook, and the issue of motivation and assessment. Recommendations include updating the curriculum to better address the uneven allocation of attention to the four principal language skills and providing more teacher training. The researcher recommends that the content of the book should be updated to further enhance the skills of the 21st century, in addition to providing additional training for teachers to enable them to teach these skills effectively.

Keywords: 21st century skills; Content Analysis; Cambridge Global English.

Chapter One

Introduction and theoretical background

1.1 Introduction

Learning is an important tool for acquiring skills and knowledge. Language learning is inextricably associated with textbooks in which learning the English language can be achieved through a textbook that is considered an important medium in teaching and learning. In other words, teachers and students need textbooks to guide the teacher in choosing his/her teaching plan and teaching the student a language. Fuchs & Bock (2018) stated that textbooks could have several impacts on learning and teaching languages. Today's textbooks are essential for acquiring attitudes, knowledge, and skills. To develop students' abilities in areas like creativity, critical thinking, communication, teamwork, digital culture, life and work, leadership and responsibility, and research skills, English language learning textbooks should be designed (Sukmawijaya, Yunita, & Sofyan, 2020). Hence, teachers should enhance the teaching and learning process by selecting the appropriate textbook that matches the students' needs (Puspitasari, Herlina, & Suyatna, 2020). All in all, textbooks are an important source of language learning. Consequently, English language learning textbooks must adhere to the curriculum's requirements that place a great emphasis on 21st century learning skills.

Nowadays, it becomes necessary to learn life skills such as creativity, critical thinking, communication, collaboration, and the like to live in the 21st century. Life skills are known as a set of competencies that enables the individual to deal with the challenges of current life. These competencies are known as 21st-century skills (Panduranga, Madkhali, Wasli, Daghriy, & Abdullah, 2018, p. 838); (Al-Masri, Smadi, Aqel, & Hamed, 2016, p. 82); (Strikala & Kishore, 2010, p. 345); (Khosravani, Motallebzadeh, & Ashraf, 2014, p. 57); (WHO, 1997, p. 1). In addition, life skills are expected to help students develop fundamental competencies and well-being when they encounter life difficulties as younger citizens. Therefore, the educational material should expose the new generations to the skills of life.

The twenty-first century has witnessed remarkable improvements in knowledge and technology that caused changes and developments in the educational system. Consequently, educational institutions are trying to provide an adequate classroom

environment by making use of these changes. The aim of such endeavors is to develop learning experiences that improve students' learning by equipping them with the needed skills for the life of the modern world. This pedagogy aims to foster creativity, critical thinking, communication, collaboration, digital culture, life and work, leadership and responsibility, and research skills among the students to face the problems of modern world (Salama, 2021). However, the evaluation of the curriculum's components including the content analysis of the objectives, and the study plan is the first step for the development of the curriculum. In addition, taking into consideration social requirements for the analysis of the curriculum's content is necessary for improving the quality of education (Zawatia, 2021).

Content analysis is defined by Zawatia (2021) as a scientific research method that uses quantitative and qualitative means and tools to analyze and describe the content of the subject material being studied. Moreover, the Cambridge Global English textbook is divided into two parts; students' book and workbook; both of them have been approved in some private schools in Palestine. As suggested by Joynes, Rossignoli, & Amonoo-Kuofi (2019), there is a lot of material covered in this textbook that one must learn in order to contribute significantly to his community. This is in agreement with Salameh (2021) who maintained that the textbook encompasses significant skills required to live in modern society. For instance, it includes collaboration, critical thinking, digital culture, leadership skills and responsibility that are necessary for surviving in the modern era.

Furthermore, the Palestinian Ministry of Education aims to integrate new educational experiences with the vast improvement in technology and economics (Saad & Zainudin, 2022); (Shabbazova, Abduhalimova, & Abdunazarova, 2022). Therefore, the majority of scholars are in favor of integrating 21st-century skills into the diverse English curricula (Jaafar, 2021). In addition, Al-Fuhaid (2021) approves the significance of the ongoing process of assessing and enhancing the English curricula. Therefore, the analysis of the seventh-grade Cambridge Global English textbook was conducted to evaluate the integration of 21st century skills in the process of teaching and learning the English language.

The incorporation of 21st century skills into the English curricula may pose some challenges, particularly when teaching English Language as a foreign or a second

language. The Cambridge Global English textbook is taught in Palestine where the native language is Arabic. In this particular context, teachers need to adapt 21st century skills into their teaching methods and choose the appropriate skills that suit the students' needs. Moreover, there may be additional challenges such as keeping up with the technological development, large classroom management, bridging cultural gaps between local contexts and Cambridge materials, and limited classroom time and technological infrastructure in Palestinian schools, which complicate the integration of technology literacy skills (Salama, 2021).

1.2 Theoretical Background

The pedagogical theories of teaching and learning should keep up with the modern teaching and learning methods and utilize them effectively in the teaching and learning process. There is an enormous number of teaching and learning theories that support traditional methods of teaching and learning. However, Bloom's taxonomy is a theory that stands with the advancement of teaching and learning pedagogies. It is used to expand students' cognitive horizons, describe goals, and unit design, and get various levels of answers for constructing valid tests. Bloom's taxonomy theory is constructed on three main levels: the effective domain, psychomotor domain, and cognitive domain. The lower level knowledge is considered a foundation for higher lever knowledge and learning in which these three levels are hierarchal in structure. The cognitive domain is highly associated with intelligence expansion and depends on six main categories. These categories are designed in ascending order from the easiest to the most difficult. Mastering the primary levels is considered a base for achieving efficiency in higher education (Chwea, Mji, & Mnsi, 2019).

On the other hand, the cognitive domain consists of six main categories. First, remembering which means recalling necessary information from long-term memory. Second, understanding which means creating meaning from different kinds of messages such as written, oral, or graphic ones through inferring, explaining, etc. Third, applying which means using a method or implementing it. Fourth, analyzing which involves turning the material into pieces to understand how they relate to each other. Fifth, evaluation which means making a judgment according to certain criteria by criticizing. Finally, creating which means gathering several elements to create a functional whole.

In this study, Bloom's taxonomy theory will show the role of the Cambridge Global English textbook in Bloom's Taxonomy specifically the cognitive domain. It will shed light on the curriculum's strengths that meet the obligations of 21st-century skills. Indeed, school life is an important period in every student's life as it plays an essential role in their future life when it provides them with the necessary skills and information required to survive in the modern era. In other words, education plays an important role in building and developing individuals' personalities that contribute to the development of the country. Moreover, education plays an essential role in the economic and social growth of the country in which acquiring such an important skill contributes to the improvement of a country (Basar & Yagci, 2017). For instance, giving the students the chance to think of answers to unknown questions motivates students to think in higher order. This skill leads to variation in students' skills of thinking and students' performance and enable them to put their skills in new circumstances (Gillies, Nichols, Burgh, & Haynes, 2014).

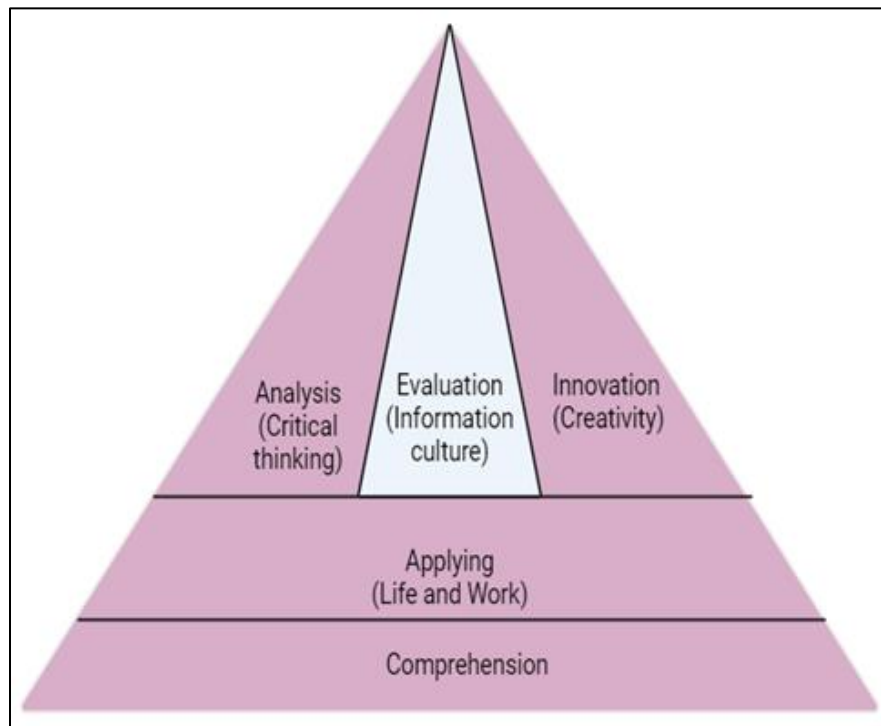
School education is encountering some challenges that include training teachers, evaluation, and development of curriculum to meet the educational demands. Students need to acquire higher -order thinking skills to handle the problems of the job market. The Cambridge Global English textbook helps teachers develop these essential skills for students since it is a guide for teachers in terms of content, goals, teaching pedagogies, and assessment strategies. However, Bloom's Taxonomy has a highly important role in curriculum enhancement circumstances (Gillies, Nichols, Burgh, & Haynes, 2014). This Taxonomy makes the process of teaching and learning process easier, as it makes creating educational activities and test questions easier in order to evaluate students' learning (Crowe, Dirks, & Wenderoth, 2008).

Recently, many researchers have added the sequence of communication for Bloom's taxonomy skills to suit the skills of communication, collaboration, and critical thinking. Bloom's taxonomy includes the affective domain, which is associated with values, motivation, and empathy. This relates to 21st century skills because the affective side enhances the acquisition of the 21st century perfectly. It teaches the students how to receive the information, respond to it, value it, and then characterize it. The skills of communication, collaboration, and intercultural cannot be separated from the values of respecting other values and empty with them, which leads the students to have the capacity to utilize and accept differences. Also, motivation cannot be separated from

collaboration or research skills. The affective domain of this taxonomy is vital for improving students' social intelligence, motivation, skills of leadership and responsibility, communication, and collaboration (Hazyimara, 2023). The diagram below shows the relationship between the 21st century skills and Bloom's taxonomy skills.

Figure (1)

The Relationship between Blooms Taxonomy and the 21st century skills



1.3 Literature Review

1.3.1 Introduction

This section covers prior research and thus it is broken down into three sections: local, global, and Arabic studies pertaining to 21st century abilities for the Cambridge English curriculum. It also includes critiques of these studies.

1.3.2 A Review of Previous Studies

Global study

There are important studies focus on analyzing international curriculums like Oxford and Cambridge curriculum. The first study by Hikmah (2024) was to investigate and clarify the use of a textbook based on the Cambridge curriculum for English instruction in an

Islamic high school in the province of Jambi. The following research questions are addressed in this study:

1. How well is English instruction delivered at an Islamic high school in the province of Jambi using a textbook based on the Cambridge curriculum.
2. What are the elements that facilitate its implementation.
3. What are the issues that hinder it?

As a result, a case study approach combined with a qualitative research design was employed. In the province of Jambi, the researcher conducted interviews with two English teachers at an Islamic high school in order to gather data. The researcher then went over the study's supporting materials, which included a book for Cambridge teachers and an English teaching module. The study's findings demonstrated that the Cambridge curriculum-based English textbooks used in Islamic high schools in Jambi were not taught in accordance with the textbook's instructions. English teachers revised the learning activity and developed a teaching module that adheres to the national curriculum. The audiolingual method is the teacher's approach to teaching English. Formative and summative evaluations are intended uses for teacher-made assessments. The morning program, extracurricular activities, and the English-language classroom with teachers using the English pin are the factors that promote the Cambridge curriculum in this Islamic high school. In the meanwhile, the lack of native speakers, the unhelpful teaching personnel, and the small learning space are the impediments.

The second study related to Cambridge curriculum by Anindya & Pamungkas (2023) aimed to find out the extent of the implementation of the Cambridge textbook in the economic field and to identify the implications on student development. The research was conducted at the Singapore multicultural school CES Semarang by conducting interviews, observation and documentation. The findings demonstrated that the CES Semarang school used the Cambridge curriculum extensively in all areas, including developing, implementing, and evaluating it.

The third study aims to analyze Oxford Curriculum by (Sativa & Narymbetov, 2021). They analyzed the content design of course books by utilizing qualitative methodology. The data collected conveyed field experts' opinions, which were evaluated through

internal and external checklists. Three 9th grade course books (authored by international educational publishing institutions) were chosen to be analyzed by the Ministry of Education and science in RK because they are taught in all of their schools. More specifically, the chosen course books were: Excel by Express Publishing, Fall Blast by MM Publications and English Plus by Oxford University. Researchers concluded that these course books implement 21st century skills up to a certain extent via speaking, projects, and writing tasks. After analysis, researchers showed that there is little coverage of skills such as creativity, responsibility, social and flexibility and adaptability, and absolutely no mentions of the following skills: ICT, cross-cultural skills, innovation, media literacy, productivity and accountability, information literacy, leadership, initiative and self-direction, and problem-solving.

Some related studies focus on the challenges that face teachers while applying the 21st century skills inside the classroom. Bolat (2024) aimed to find out the degree to which English teachers use the skills of the 21st century, and whether demographic variables affect the use of these skills in addition to exploring the challenges that English teachers face when emphasizing the skills. To achieve these objects, an interview was conducted with 26 teachers from 119 secondary schools. The results showed that the most used skill was technology, and the least used skill was local communication. Demographic variables have shown that private school teachers use 21st century skills more than public school teachers. In addition, the role of years of experience has an impact on the application of skills, as teachers with fewer years of experience use skills more than teachers with many years of experience. The teachers received skills-related training that played a key role in developing their ability to apply the skills.

Rinekso (2021) maintained that living in the 21st century comes with its own challenges, and this means that one should be equipped with a set of skills to help them lead a prosperous and comfortable life. The study aimed to question the issue of how children's textbooks implement the 21st century skills into the teaching material. Thus, the study aimed to address the lack of research on this matter by analyzing the content of the English textbook of grade 7 in Indonesian EFL class and assess which skills are included, and to what extent. Out of the 15 main skills deemed important to have in the 21st century, 12 of which were presented in the textbook, with communication and collaboration being the most prominent. The textbook depicts these skills through learning activities and tasks

which include procedures, goals, inputs, pictures, notes and teacher/learner roles. The researcher recommends a revision of the textbook to include more study material covering skills such as information, communication, and technology (ICT) since the textbook coverage of these specific skills seems insufficient.

Moreover, there are studies that focus on the technological challenges like the study of Inderawati, Petrus, Eryansyah, & Meilinda (2021) claimed that there has been a growing insistence on implementing skills essential for the 21st century to students' educational material. An English textbook that integrates such key skills was developed. It was reviewed by students to ensure that it catered for their specific needs. They also confirmed that the textbook has Palembang culture infused into the study material. The study was conducted at SMK Negeri 3 Palembang, specifically within the travel agent competency program, where 35 graders completed a questionnaire consisting of 45 questions. Data was collected both qualitatively and quantitatively from these questionnaires and semi-structured interviews. Seeing one's local culture being implemented into the material they are studying significantly enhances their understanding of the material, and students from Palembang are not different. They would love to see their culture in their textbooks as English is crucial to their future careers. The study further revealed that leveraging technology boosts students' learning experience. Researchers reported a lack of existing materials integrated with Palembang culture. Modern means of 21st century skills promotion were also requested, through blogs, video calls, voice notes, and Twitter posts to better enhance their 21st century skills.

Shabrina & Utari (2022) aimed to investigate how English language teachers integrate the 6Cs, which are considered essential skills for the 21st century, into their teaching. Researchers leveraged qualitative analysis methods to assess the challenges EFL teachers encounter when implementing such crucial skills into their teaching. They collected data via questionnaires and interviews from 20 English teachers. Their findings revealed several obstacles, including: difficulty in integrating such skills into lesson plans, insufficient vocabulary, lack of enthusiasm from the students' side, difficulties in time management. Researchers recommended ways to fix these issues, which can be done by: utilizing group activities, educational games, and collaborative planning.

Also, there many related research that aim to offer a set of the most important 21st century skills. The study by Wulandari & Hidayat (2020) shed the light on a valuable set of skills that the person needs to live in a globalizing world to make it easier to navigate it and lead a fulfilling life. The purpose of this study was to reveal how well 21st century skills are incorporated into the reading tasks of two Junior High School English textbooks: "Bright an English" developed by Erlanger and "When English Rings a Bell" developed by the Ministry of Education and Culture. Out of the 12 established skills deemed crucial in the 21st century, "Bright an English" textbook was found to include 9 out of the 12 skills into their reading tasks, while "When English Rings a Bell" textbook integrates a similar number of skills into their reading tasks which is 8. While both of the textbooks use 2013 English curriculum materials, this study determined that both of them meet the necessary criteria to be deemed excellent.

Erdoğan (2019) stated living in the 21st century requires a set of skills, usually referred to as the four C's, which include: communication, collaboration, creativity, and critical thinking. To help in navigating its complexities and stay up to par with the ever-developing technology used in the job market, EFL teachers with 10-15 years' experience seem to lack the necessary knowledge to incorporate such skills into the four main language skills: reading, writing, listening, and speaking. The researcher called for finding ways of implementing the four C's in teaching the four main language skills, which necessitate providing the necessary training activities needed by the teachers to be able to integrate such skills into their teaching.

The previous mentioned study work as a base for the studies of content analysis in the light of the 21st century skills. Likewise, Khasanah, Antoni, & Hidayat (2023) aimed to analyze the skills deemed necessary for the 21st century in current English textbooks. Researchers leveraged qualitative analysis methods to assess such vital skills, which include communication, collaboration, critical thinking, creativity, innovation, flexibility, adaptability, leadership, and responsibility. They noticed a lack of literature covering the issues they are tackling, and recommended that more studies should be conducted to examine how published materials should be utilized accurately in schools and universities to promote such crucial skills which are very beneficial to have in the 21st century. Researchers are optimistic that future research provides a better foundation for similar

studies focusing on the integration of 21st century skills in educational materials and curricula, which will significantly prepare vast amounts of students for the future.

Rahmawati (2018) claimed that very few school subjects can be taught without textbooks, and English is not one of them since teachers rely on textbooks to structure their teaching and provide well-needed exercises to students. Since textbooks are such a main part of the learning process, many evaluations have been done to find the perfect EFL textbook. The textbook “Primary English of a Second Language” was chosen. The criteria put forth by current field experts to analyze this textbook’s 25 chapters including: aims and objectives, facilitated teaching-learning process, activity/exercises, and vocabulary. The researcher determined that the objectives of the textbook can indeed be considered fit for a good English textbook since 24 out of the 25 chapters meet the criteria in facilitating the teaching-learning process. Due to lack of contextual examples, one of the chapters was left out. However, it was apparent that the exercises were lacking since they did not include any pair or group work, which is one of the main criteria points. Additionally, 10 out of the 25 chapters fail to introduce new vocabulary which was bound to be used in the following chapters, which further stacks the odds against this textbook being considered as a good one, but the teachers can complement the textbook from their own experience to suffice for such shortcomings.

Furthermore, the study by Bouzid (2016) agreed that as the demands of skills deemed crucial for the 21st century grow larger, a major alteration in current language education needs to take place to emphasize such skills. Focusing on activities put forth by three Moroccan ELT textbooks currently taught to undergraduates in their second year to assess whether they provide the necessary practice to cultivate students’ familiarity with 21st century skills, and provide strategies to promote such skills in future revisions of the textbooks. This can be done by highlighting the need for educational policy makers, textbook designers, school inspectors, and teachers to include activities that help students develop the skills needed for the 21st century. This concurrent triangulation designed study analyzed the contents of the textbooks by employing both quantitative and qualitative techniques. Quantitative findings show that not only do these textbooks considerably lack activities helpful for students to grow their ICT skills, but also they do not promote creative thinking, which is necessary for the students’ careers. Furthermore,

the researcher suggest that these textbooks often present essential skills in a conventional manner, failing to adapt to the fast-paced world we live in.

The studies also focus on providing some methods and approaches that help in implementing the 21st century skills and help the teachers assess the students in terms of acquiring the 21st century skills. Bray, Girvan, & Chorcora (2023) tailored the 21st century learning and aimed to measure the perception of pedagogy for over 3,863 secondary school students. He combines multiple items each of which suite a specific side of 21st century approach to pedagogy. They randomly selected 2 samples for cross-validation to ensure maximum accuracy from the scale of S-POP-21 which was proven reliable. The study aimed at identifying trends and correlations between the readings of the S-POP-21 and the SICKS (Short Instrument for measuring students' Confidence with 'Key Skills') which is done for the purposes of exploring the relationship between students' perceived exposure to the 21st century pedagogy and their confidence in key 21st century skills. Based on a significant correlation between the readings of the two instruments used, the researchers came to the conclusion that these factors were closely related. They proposed that using this new and valuable information, educators can better engage secondary school students, leading to better academic outcomes overall.

Meanwhile, the study of Martinez (2022) claimed that there are specific teaching methods that yield optimum academic outcomes, but how does one gain the necessary knowledge and experience in order to be fit for this rather than preparing our students for a fruitful future? Hence, the study aimed to investigate how secondary school teachers integrate skills deemed important for the 21st century into their teaching through project - based learning. A group of in-service secondary school teachers who have completed a 16-week, 3-unit course as part of a master's program in curriculum and instruction were selected. They were given the task of creating a PBL curriculum that features skills essential for the 21st century. The researcher then collected the necessary data by utilizing two pre-post surveys which measured teachers' knowledge and confidence in teaching such skills through a PBL curriculum before versus after undergoing this course. In addition to that, the researcher collected extra data via post-course interviews. Findings indicated that the majority of test subjects agree that PBL as a teaching strategy significantly increases teachers' confidence in covering secondary school course material effectively. Teachers also reported increased focus on their pedagogy, which they

describe as fundamental in the 21st century. Training teachers and engaging them in a professional teaching environment by implementing PBL into the curriculum results in a brighter future for the students by making them career-ready.

Sahin & Han (2020) claimed that although there are already established studies on skills deemed essential for the 21st century, fewer studies have focused on how EFL teachers incorporate such skills into their teaching. Since it is imperative for both teachers and students to develop such skills, this study aimed to examine teachers' stance with regard to 21st century skills, specifically in a Turkish city. Thus, 56 EFL teachers from various school types participated in the study. The study utilized a mixed method approach, taking sequential explanations as their strategy. Researchers used questionnaires to gather quantitative data on the teachers, including their teaching experience, working environment, and their use of technology in the classroom. ANOVA tests were employed to analyse this data. Further data was collected from 8 EFL teachers, who underwent a structured interview to validate the previous quantitative results. Researchers found out that not only do EFL teachers feel comfortable incorporating P21 skills into their teaching, but they have a positive view of using technology for educational purposes in the classroom.

On the other hand, a study by Kim, Raza, & Seidman (2019) intended to question how living in the 21st century demands certain skills, commonly referred to as the four C's. Such essential skills must be incorporated in teaching students to prepare them for the future. The demand for a tool to give teachers personalized feedback has reached unprecedented levels. The aim was to find out how teachers incorporate 21st century skills into their teaching, and rates how well they socially interact with their students, then presents them with the necessary feedback accordingly. To test its effectiveness, a system has been implemented in Uganda (secondary school), India (primary school), and Ghana (preschool) in hopes of granting teachers improved 21st century teaching skills, which in turn leads to adaptable learners, equipped with crucial 21st century skills that are capable of thriving in a rapidly changing world.

Furthermore, a study by Suto & Eccles (2014) sought to give opportunities to exchange discussion and thinking based on the skills of the 21st century. The study consisted of two questions ; namely, what are the skills of the 21st century?, and how can students give the

best evidence of their performance? The results of the study showed that some teachers use conventional teaching methods, and some prefer to use unfamiliar pedagogical methods in order to improve learning for students, in addition to using unfinished activities that may have a positive or negative benefit.

Coyle (2007) intended to analyze content and language integrated learning (CLIL) research in the field of education. Since CLIL has been implemented in many environments, especially European context, the researcher recognizes the difficulties of creating a research agenda that covers multiple disciplines. A protocol for CLIL is introduced, which focuses on a perspective that remains how language and content are combined to shape and enhance CLIL teaching methods. Researchers also suggest that using the 4Cs framework for analysis can help advance CLIL research. They emphasize the importance of adapting research methodologies to address CLIL-related issues while considering the scope of the research. This requires a CLIL research plan that is interconnected and encourages interdisciplinary collaboration to fully explore the potential of CLIL.

The last domain of related literature focuses on the teachers' perspective toward the issue of implementing 21st century skills through the curriculums. For example, A qualitative study was conducted by Radifan & Dewanti (2020) to investigate how senior high school English language teachers integrate the four C's, which are: communication, collaboration, critical thinking, and creativity, into their lesson plans. The researchers analysed the content of 10 lesson plans which were developed by 3 teachers from Jakarta with considerable teaching experience. Their findings revealed that all of the lesson plans incorporated each of the 4 C's to some extent. Interestingly, throughout the lesson plans, some indicators of 21st century skills were consistently present, while others were more prevalent in lesson plans that focused on specific topics. Researchers also revealed that the majority of 4C skills were integrated into four main components of the lesson plans, which are: assessment methods, learning methods, learning steps, and indicators of competence achievement. Out of the 4 C's, only collaboration was not incorporated into the target components related to indicators of competence achievement. The researchers are optimistic that these findings can provide valuable insights for teachers as they consider which specific aspects of the four C's to emphasize in their lesson planning and the most effective components for incorporating these essential skills.

Bedir (2019) aimed at identifying the thoughts and preconceptions that ELT teachers held regarding skills deemed essential for the 21st century, which are commonly referred to as the four C's: critical thinking, creativity, collaboration, and communication skills. Semi-structured interviews and surveys containing both open and closed-ended questions were employed to collect data. After analyzing the data, the results revealed that the teachers, who defined the four C's in a way that not only mirrored a positive preconceived notion about them but also consistent with current educational terminology, generally imagined teaching in the 21st century to be heavily reliant on technological integration to the classroom. While these teachers demonstrated positive opinions about the development of the four C's, they believe that the current curriculum could focus on these skills more in their assessments.

Tican & Deniz (2019) aimed to identify the thoughts and preconceptions that soon to be English language teachers' held regarding learner and teacher skills. Researchers selected 391 senior students from an education faculty as the study sample. Results of the study indicated that there is a great variance in the views of the teachers regarding several factors, including: academic achievement, gender, department, and prior teaching experience whether it was private tutoring or practicum teaching at the elementary and secondary schools. Based on the findings of the study, researchers concluded that the would-be teachers are well equipped to demonstrate the ability to use 21st century learner skills, which include: autonomous skills, cognitive skills, collaboration and flexibility skills and innovativeness skills, as well as teaching skills, including: generative skills, techno-pedagogical skills, flexible teaching skills, administrative skills and affirmative skills. However, it was also evident that the target teachers faced challenges in applying these skills effectively during their practicum experiences in schools. It was also found that the 21st century learner and teacher skills seemed to have a positive correlation.

Chalkiadaki (2018) showed that there is an interest in communication and information skills, technology development, globalization and the need for innovation. In addition, it is important to focus on finding a balance between the personal and social needs of individuals.

Arab Studies

Albahlal (2019) focused on integrating 21st century skills into English language learning textbooks, more specifically EFL textbooks. After examining and qualitatively analysing previous studies on 21st century skills, the researcher claims to have found ways to incorporate such skills, including but not limited to: creativity, innovation, problem-solving, decision making, critical thinking, personal and social responsibility, collaboration, ICT skills, communication, and citizenship into the EFL classroom. Based on the data collected by the researcher, it was proven that the 21st century skills are crucial to be integrated into educational systems, and especially into English textbooks since English is a universally spoken language around the world with high demands in today's knowledge-driven economy. Researchers also outlined strategies to incorporate such skills into the process of teaching English. The study emphasized the need for significant modifications to English language curricula, and highlighting teachers' awareness in this the matter.

Mohammed & Hussein (2020) aimed to find out the degree of the acquisition of the 21st century skills at King Faisal University among the students at the Faculty of Education. The researchers used the analytical method of a questionnaire consisting of 40 items divided into five skills of participation and communication, information culture, life skill, learning, creativity and emotional intelligence. The questionnaire was administered to 245 female students. The results of the study showed that the level of acquisition of skills of the 21st century by female students was high, and the skill of life skills came in the first place, while the skill of learning and creativity came in the second place. The third place was scored by the skill of communication and participation. The last place was scored by the skill of Information Culture. The study recommended the importance of integrating 21st century skills into a program for kindergarten teachers and developing professional development programs.

Hammad (2014) aimed to assess how language materials can yield highly beneficial outcomes for language educators, with a crucial aspect being the incorporation of teachers' perspectives on its value (Tomlinson, 2003). This set out to investigate Palestinian EFL teachers' views on various traits of the English textbooks used, namely, "English for Palestine", in the initial three years of elementary education in Gaza. The researcher gathered data by distributing a questionnaire to 70 educators and conducting

semi-structured interviews with 12 chosen from this group. Results indicated that teachers held a favorable attitude towards the English materials being taught, pointing out the adherence of the content to students' cultural backgrounds and specific requirements. However, some teachers found it difficult to keep track of all the new vocabulary being introduced every chapter, expressing that they lack adequate time to cover them thoroughly and properly.

Local study

There are many studies aim to analyze English for Palestine and other materials curriculum depending on the Palestinians students' needs and levels. The first study by Dwiekat & Abu Hassan (2023) aimed to analyze and explore the extent to which the twelfth grade English textbook's tasks and exercises incorporate higher-order thinking skills, which include: interpretation, critical thinking and analysis. The researchers explored the views of English teachers regarding the extent to which they think this textbook contains such skills. To achieve these objectives, data was collected through questionnaire surveys that contained a total of 27 questions that were distributed to 32 English teachers familiar with this textbook. A total of 248 tasks and exercises were analysed. Results of the analysis revealed that the textbook does in fact lack, to some extent, to implement such skills into its tasks. The pupil's book showed the highest occurrence of interpretation skills (72 instances), while critical thinking skills had the lowest occurrence (29 instances). In the comprehension book, critical thinking skills recorded the highest occurrence (42 instances), whereas interpretation skills recorded 21 instances. The results also showed English teachers held favorable views on the extent to which the textbook contains these skills, although (68.2%) of teachers indicating that the textbook had many shortcomings in implementing such skills into its tasks.

Morover, Al-Ardah (2022) aimed to examine the Reading Plus book for 11th and 12th grades. The researcher utilized a combined approach to accomplish this objective. The researcher gathered information via questionnaires and interviews during the 2020-2021 academic year. The results of the quantitative analysis indicated that the overall degree of students' views towards the Reading Plus book was 3.33, which shows that the level or estimation was reasonable. The researcher showed no notable variations ($\alpha \leq 0.05$) in the opinions of eleventh and twelfth graders concerning how appealing they viewed the text, topics, content, language skills, language types, context and exercises of the textbook,

whereas, the teachers' had negative view of these aspects as per the results of the quantitative analysis. Interestingly, qualitative analysis seemed to contrast this finding by providing sufficient evidence to assume a positive attitude from the teachers towards the aspects of textbooks. Inspired by these discoveries, the researcher suggested that curriculum developers should revise the comprehension activities and content of the textbook to match contemporary standards in teaching and learning, specifically by integrating various supplementary curriculum types, to boost students' reading capabilities.

The third study by Khaldi (2020) questioned whether the new Palestinian science and math curricula implement the 21st century skills through its tasks and exercises. To answer this question, the researcher employed a rubric as a comprehensive guide for analyzing the curriculum content. Since it is important for students to study educational material that is adapted and better suited to help a person thrive in the modern world, the second paper introduces a general protocol to reshape the curriculum by adding relatable Palestinian socio-cultural content embedded within it. This new protocol also benefits teachers by offering practical tools which in turn enhances students' mastery of these crucial 21st century skills. The researcher concluded by suggesting a set of policy recommendations to improve models within the new Palestinian curricula.

A study by Nassar (2022) aimed to find out what 21st century skills are present in the English language curriculum for upper primary students in Palestine in addition to identifying the gradation of skills representation in the Palestinian curriculum for the English La language. The analytical approach was used. A tool was used that consisted of 30 items divided into four sections: Creativity, Critical Thinking, Communication, and Collaboration. The sample of the study consisted of the books of the English language curriculum for the fifth, seventh and ninth grades. The results of the study showed that the Palestinian English language textbooks contain the skills of the 21st century in a low degree. The ranking of skills was as follows: communication skills (35.98%), critical thinking skills (30.28%), collaboration skills (20.27%), and finally creativity skills (13.45%). The results also showed that the most common skill in explaining the skills of the 21st century was the speaking skill, then the writing skill, then the listening skill, and finally the reading skill.

Comments on the Previous Studies

The review of the related literature shows that most of the global studies focused on learning the skills of the 21st century in different contexts, and aimed at explaining how to apply the skills in EFL textbooks. This does not mean that teachers do not face multiple challenges due to the cultural diversity of different countries, and this may be the reason for the inability to apply all the skills. In addition, global studies have focused on developed countries significantly compared to developing countries, and this leads to the comprehensiveness of the results and recommendations.

Arab Studies, on the other hand, have presented several ways to integrate the chops of the 21st century into the educational system through using questionnaires or content analysis as basic tools. However, it might be insufficient to assess the extent to which 21st century chops books are included in the class, especially the Cambridge English class. In addition, these studies may face some challenges in the vacuity of data, exploration coffers, and political and profitable challenges in the Arab countries, which have a major part in impacting studies in terms of perpetration and operation.

The local studies illustrated the challenges faced by teachers in applying 21st century skills in the school curriculum. Despite its reliance on a universal quantitative and qualitative approach, there were some limitations related to samples and generalization of the study in terms of limiting studies to specific areas, a specific number of teachers and students, and this leads to the fact that the results obtained can be recommended for a specific area and cannot be implemented in another area.

All previous studies focused on the skills of the 21st century in the educational process and developed recommendations for improving and developing skills. The researcher believes that there is a need to conduct other studies that take into account cultural and educational differences so as to make the recommendations applicable and implementable. Due to the scarcity of previous studies, the researcher aimed in the current study to use the quantitative method in the analysis of the Cambridge English curriculum for the seventh grade in addition to using the qualitative approach in conducting interviews with teachers of the Cambridge English language curriculum.

Problem of the Study

The vast development in technology in different aspects of life including economics and education raises a need to incorporate new skills in the educational community to help students encounter the problems of the modern era and understand the curriculum in advanced methods. Consequently, this motivates some private schools to use the Cambridge Global English textbook as a means for incorporating 21st century skills in English language learning environments. Meanwhile, it seems vital to examine if these textbooks include the most essential skills needed by EFL students in the Palestinian context since one of the main challenges English learners encounter is how to communicate using English. Therefore, the current study sought to analyse the 7th grade Cambridge Global English textbook to measure if this textbook integrates the 21st century skills adequately in the English language teaching and learning process and if these skills meet students' levels and needs.

1.4 Significance of the Study

This study holds significance as it offers a series of essential skills for the seventh-grade Cambridge Global English textbook in the twenty-first century. These skills are necessary to deliver education in a modern and vital way and to keep up with the requirements of technological development. However, the Cambridge Global English textbook is used in ten thousand schools in one hundred sixty countries. Moreover, the significance of this study stems from giving valuable insights for English Curriculum developers in Palestine. In other words, conducting a content analysis of the Cambridge Global English textbook and identifying weaknesses and strengths points can aid in making a curriculum suit the objectives of the twenty-first century.

1.5 Purpose of the study

This research aims to conduct a content analysis of Cambridge Global English textbook in the light of 21st century skills for the seventh grade in two private schools in Nablus. This research aims to:

1. Offer a series of essential 21st century skills for the seventh grade included through Cambridge Global English textbook in the twenty-first century.
2. Examine if these textbooks include the most essential skills that suit EFL students in the Palestinian context.

3. Investigate the challenges that teachers encounter while teaching Cambridge Global English textbooks in private schools in Nablus.
4. Investigate if there is balance in terms of the frequency of the different 21st century skills included in the four English language skills (listening, reading, writing and speaking).

1.6 Questions of the study

1. What are the 21st century skills included in the seventh-grade Cambridge Global English textbook?
2. Do the 21st century skills available in Cambridge Global English suit seventh-grade students' needs and levels?
3. What are the teachers' perspectives towards the challenges they encounter while teaching Cambridge Global English textbooks in private schools in Nablus?
4. Is there a balance in terms of the frequency of the different 21st century skills included in the four English language skills (listening, reading, writing and speaking)?

1.7 Definition of terms

For a better understating of the study, the researcher provided operational definitions of the following terms:

21st century skills: are skills required for individuals to acquire to survive in the modern era such as creativity, critical thinking, communication, collaboration, digital culture, life and work, leadership and responsibility, and research skills.

Creativity: is an individual's ability to drive or create something new from original ideas. This skill enables individuals to solve their problems.

Critical thinking: is a thinking skill that motivates students to rethink and review things and evolves the skill of questioning in students' minds. This skill helps students to encounter the problems of modern life.

Communication: is an important skill for the delivery of information and knowledge. It is an essential skill for students to learn how to communicate using the English language in their daily lives.

Collaboration: is a skill that requires teamwork or partnership to complete certain tasks, it also requires good communication abilities that enable individuals to work together.

Digital culture: it is the skill that encompasses the ability to keep up with technological development through using various digital resources. Digital competency is essential to study, live, and work in the modern era.

Life and work skills: life skill is the correlation between psychosocial and interpersonal abilities that provide an individual with the competency to solve problems, make decisions, and motivate the critical and creative thinking that helps them to live their life healthily. However, work skill is an individual's competency to do their job in a good way by solving problems and making the right decisions. These skills are essential to living in the modern world and facing its problems properly.

Leadership and responsibility skill is a skill that gives individuals the ability to lead a group of people to achieve certain goals and assume responsibility for accomplishing these goals. This skill is fundamental to live in the 21st century.

Research skill: is a skill that gives individuals the capacity to look for information relevant to a certain topic. This skill enables an individual to solve the problem of the modern world in a scientific manner in which an individual observes certain problems then he can go and search to find out such a solution.

1.8 Limitations

Time limits: this study was conducted in the first and second semester 2023-2024.

Spatial limits: this study was conducted in the city of Nablus.

Objective limits: analyzing 21st century skills in the Cambridge curriculum.

Human limits: the study involved three teachers teaching Cambridge English. They were included in the interview because there are only three teachers in two private schools depending on using the Global Cambridge Curriculum. The population of the interview is very limited which affects the results' reliability and the results cannot be generalized. The researcher suggests conducting more studies about Cambridge Global English in different countries.

Chapter Two

Methods

This chapter describes the study design, procedures, sampling, population, the study instrument and data collection process, its validity and reliability, and the data analysis of this study to achieve the study's primary purpose and answer the study questions.

2.1 Study design

Two different approaches were used, namely the qualitative one and the quantitative one, and each approach has its own tool. The first tool was analyzing the content of the Cambridge English textbook for the seventh grade which was the quantitative method. This analysis aimed to give a comprehensive understanding of the category by studying the exercises, conditioning, instructions, questions, tasks based on the skills of the 21st century namely: creativity, critical thinking, communication, collaboration, Digital Culture, Life and work, leadership, responsibility and research skill.

The second tool used for the qualitative approach is the semi-structured interview.

Content analysis

The verbal and visual content is systematically described by analyzing the content of the study material, in which everything that is in the book from texts, documents, photos or videos is analyzed to reach the desired results (Krippendorf, 2018). Thus, content analysis includes several characteristics, including: content is analyzed based on methodological methods that include specific rules for analyzing texts and data that are set according to goals. In addition, it is characterized by adopting a qualitative and quantitative approaches when it comes to meanings and ideas, it is a qualitative approach, and when it focuses on repeating words or topics, it is a quantitative approach (Neuendorf, 2017). One of the most important features of content analysis is that data collection is without bias because it is carried out through clear and specific criteria (Krippendorf, 2018).

Content analysis steps

Before starting the content analysis, the researcher must find out what to analyze and what is the objective and purpose of the analysis. This is an essential step before starting the analysis (Krippendorf, 2018). After the purpose of the content analysis is identified, the

data or textbooks to be analyzed are collected (Neuendorf, 2017). The critic determines the part to be analyzed, similar to words, sentences or paragraphs. The data are analyzed and the results are achieved by applying the submission system to textbooks (Krippendorf, 2018). Then, there will be a need for interpretation of the achieved results and their comparison with the goal to be achieved (Neuendorf, 2017).

Semi-structured interviews

Teachers can freely answer in a semi-structured interview. The semi-structured interview combines two types of structured interviews, which consist of predefined questions, and the non-structured interview, which allows the experimenter to answer them more freely and gives the experimenter a wider format for asking questions and interacting with the participant. Brinkman (2018) stated that one of the advantages of semi-structured interviews is that they are flexible because their questions are open, interactive and allow the researcher to get lost in the important decorations that he can access through the answers of the actors. It also features depth, which helps the researcher to obtain multiple types of information because the researcher can continue asking interview questions based on the participant's answers (Galita, 2015).

2.2 Study population

The interview's population consists of seventh grade English teachers who teach the Cambridge curriculum in the city of Nablus. The number of these teachers is three female teachers.

The content analysis population comprises Cambridge Global English for the 7th grade students.

2.3. Sample of the study

Textbook analysis: Three English teachers analyzed the content of the Cambridge textbook for the seventh grade. The teachers were selected based on their experience in education and their ability to provide a detailed and comprehensive analysis of the book

Interviews: Three teachers from the English and British modern scientific schools (Cambridge) in Nablus were interviewed using semi-structured interviews.

2.4 Instrument of the study

To achieve the purpose of the study, the researcher used two different tools:

The first tool: the seventh grade English textbook analysis tool is designed using a variety of 21st century skills. The eight main skills were adopted from various previous studies.

The skills used included creativity, critical thinking, communication and collaboration.

Sub-skills

1. Creativity: the creative environment and the process of creativity.
2. Critical thinking: critical action, decision making and critical thinking about the world.
3. Communication: message, feedback communication and message formulation.
4. Collaboration: taking perspective, opening up, sharing, sharing.
5. Digital Culture, Life and work.
6. The sub-skills of life and work: career, self-directed learning and understanding of diverse cultures.
7. Leadership and responsibility: responsibility to others, leadership and guidance.
8. Research Skills included a number of sub-skills: the ability to search and research, evaluate and use information.

The second tool: semi-structured interviews:

The interview questions were constructed on the basis of textbook analysis results. The steps for designing interview questions include:

Based on the analysis of the textbook, the critical topics to be addressed in the interviews with teachers were linked, based on the application of the skills of the 21st century and the challenges they face in teaching the Cambridge curriculum.

A set of open and unrestricted questions were designed to ensure the collection of comprehensive and detailed data from teachers, including their knowledge and opinions on the effectiveness of the curriculum.

2.5 Study Procedures

The procedures for the current study involved the following:

1. Examining the content of the Cambridge English text for the seventh grade.
2. Previewing the exercises, lessons, questions and instructions in the textbook.
3. Determining the extent to which 21st century skills such as collaboration, communication skills, critical thinking and creativity are included in the school curriculum.

Preparation of the semi-structured interviews

1. Prepare a list of open and unrestricted questions aimed at teachers.
2. Conduct interviews with the three teachers.
3. Record and analyze the data collected from interviews.

Data analysis

Classification and interpretation of data collected from content analysis and interviews. The researcher used quantitative and qualitative approaches to understand the data more deeply and make recommendations based on the results. The last steps included formulating findings and recommendations to share findings with stakeholders to improve the Cambridge curriculum and enhance the skills of 21st century students.

2.6 Tools validity

Validity of Content Analysis

The analysis tables were presented to four arbitrators who provided valuable comments and suggestions such as deleting the sub-skills of the main skill Digital Culture and the Research skill. Furthermore, there was a suggestion to change the sub-skill (Critical work and decision making) to (problem solving and critical thinking).

Validity of the second interview instrument

The interview questions were presented to five arbitrators who approved the validity and appropriateness of the questions while providing some suggestions as follows:

1. Does the textbook provide opportunities for creativity and innovation in learning?

2. That are the challenges that may arise in using textbooks to enhance 21st century skills?
3. What suggestions can be made to improve the use of the Cambridge English textbook in enhancing 21st century skills?

Regarding the question "How does the textbook enhance critical thinking and problem-solving among students? the first arbitrator suggested adding the critical thinking skill to it, and the second arbitrator suggested replacing the scientific research skill with the problem-solving skill. The question was modified based on this input.

The following question: What are the examples in the textbook of collaboration and teamwork among students?

The original question was: Are there examples in the textbook of collaboration and teamwork among students? All arbitrators proposed amending the question to replace Are there examples with What are examples?

2.7 Tools Reliability

Reliability of the Content Analysis

The Holsti's equation was used to analyze the book which was analyzed by two English teachers and the researcher. The results of the analysis are calculated as follows.

$$\text{Coefficient of Agreement} = \frac{\text{agreement between 3 analysts} * 3}{(A+B+J)} \dots\dots\dots (1)$$

(Said Ahmad & Al-Hmmadi, 1987, pp. 421-422).

A= the number of elements that the first analyst finds. B= the number of elements that the second analyst finds. J= the number of elements that the third analyst finds.

Table (1)

Reliability of the student book

The first analyst	The second analyst	The third analyst	Agreement between 3 analysts
860	808	684	648

$$\frac{648 * 3}{(860 + 808 + 684)} = (0.82)$$

This shows that the percentage of agreement among the three analysts of the student book was good and this means that the degree of consistency is acceptable.

Table (2)

Reliability of the workbook

The first analyst	The second analyst	The third analyst	Agreement between 3 analysts
213	156	145	145

$$\frac{145 * 3}{(213 + 156 + 145)} = (0.84)$$

This shows that the percentage of agreement between the three analysts of the workbook, was high indicating that the degree of consistency is good.

Table (3)

Reliability of the textbook (student book and workbook)

The first analyst	The second analyst	The third analyst	Agreement between 3 analysts
1073	964	793	793

$$\frac{793 * 3}{(1073 + 964 + 793)} = (0.84)$$

This shows that the percentage of agreement between the three analyzes was good which means that the degree of consistency is good.

Reliability of the interview

The interview was repeated with the same parameters after a short period and their number reached three parameters. This repetition enables the researcher to get somewhat similar results which indicates the reliability of the interview questions.

Material

Cambridge Global English grades 7 to 9 follow the Cambridge Lower Secondary English as a Second Language (ESL) Curriculum Framework and prepares students for the Cambridge Lower Secondary ESL Checkpoint test. This course offers a comprehensive approach to learning English with an international focus, as it is specifically designed to support learners of English as a second language all over the world. The aim of the course is to develop the Academic English language skills that students need to understand the subjects in English across the different curricula. Work on participation and creativity through various skills and activities. In addition to acquiring skills related to conversation, writing, listening and speaking. It also aims to help students develop their different skills and build strategies that help them deal with different situations.

The Cambridge textbook of English for the seventh grade consists of 18 units. Each study unit includes specific topics. The researcher believes that starting the book to get acquainted with the (Meeting and greeting) is necessary to develop students' ability to talk with others and learn how to say hello in English in the right way. In addition, listening to formal and informal conversations is of great importance. Considering that this unit contains topics related to friends and family, the student can learn how to use the simple past tense. Therefore, the presence of a relevant unit in (Meeting and greeting) has a great impact on the life of students.

The second unit is entitled (Personal identity). The Researcher believes that the development of the student's ability to recognize how to provide personal information about himself / herself or a family member is one of the basic skills that a student must acquire. In addition, the student's knowledge of using the simple present tense verb is one of the very important rules that a student can use while talking about himself or his family in the present tense, knowing the previous unit on how to use the past simple verb can also be used if he is talking about something in the past, whether it is related to his life or to his family.

The third unit is entitled (Clothing and accessories). In this unit, the students get acquainted with the names of clothes, and develop the ability to describe various outfits. In addition to identifying the vocabulary of body parts, the researcher believes that it is necessary for students to have knowledge of body parts and the ability to express them.

This unit enables students to be able to describe body parts and describe different outfits.

The fourth unit is (Outdoor pursuits) by which the students get acquainted with outdoor activities, the method of describing adventures and familiarizing with adventure equipment as well as how to use the present perfect tense.

The fifth unit is entitled (Transport systems) which help students get acquainted with new means of transport and review the old means of transport that were previously known. Students are expected to learn how to describe and express means of transport in the right way, as well as using the simple past.

The sixth unit is (Using maps). This unit aims to help students in learning how to know the description of roads and directions and read maps to describe the route of different places as well as how to use the command verb and the simple past tense.

The seventh unit is about (Health, food and exercise). The students are expected to learn about healthy eating habits, how to talk about food, drink and health in general and how to use the present tense verbs and the simple present tense of the quantity.

The eighth unit is entitled (All living things) in which students learn about the different types of living things and how to describe and talk about them in the right way. In addition, students learn how to use the present simple, continuous and passive structure.

The ninth unit is entitled (World records) which introduces the students to the history of the Olympic Games and how to talk about them, as well as the method of creating records. Students are also introduced to the use the simple past and future.

The tenth unit is about (Parts and percentages) where the students learn how to describe numbers in games and get acquainted with the terms of mathematics. In addition, they learn how to use the simple past, numbers and proportions.

The eleventh unit is entitled (We are going on a holiday) which introduces the students to the types of holidays, the way to describe experiences and how to plan trips, as well as the types of weather.

The twelfth unit talks about (Climate and the environment) so as to introduce the target students to the method of weather forecasting, describing climate changes, and giving

related views on the weather and future forecasts. In this unit, students learn how to use the simple present tense and future tenses.

The thirteenth unit is about (In and out of school) in which students learn about how to talk about back to school, talk about leisure time, favorite sports and the way to write a letter to a friend.

The Fourteenth unit is entitled (Local community) in which the students learns about the community, public places, means of transport, shops and services, and the way to talk about and describe them. In addition, they learn the use of the present continuous tense and the simple past.

The fifteenth unit is entitled (Settling America) which aims to introduce students to the first Americans and historical figures, and how to talk about important things in life. Students are also introduced to the use of anonymous verbs and words associated with the conflict.

The sixteenth unit is entitled (The Silk Road) which introduces students to daily life, commerce, culture and how to describe them in addition to using the simple past and continuous tenses.

The seventeenth unit is entitled (Festivals around the world) which introduces students to festivals, traditions and different foods, as well as how to describe festivals. Furthermore, the unit aims to help students learn how to use the present tense and talk about preferences.

The last unit in this global textbook, the eighteenth unit was given an attractive title (Using English) for the aim of introducing students to the method of using English grammar, various literature, and the method of writing plays and short stories.

The Researcher believes that the presence of such units with a variety of topics is important for students. For example, (Unit I –Unit VIII) help students to get acquainted with the main topics such as how to say hello, identify different foods, types of clothing and body parts, types of living organisms, various means of transportation, and the use of maps. As for the ninth – eighteenth module, the researcher believes that it is possible to integrate the information of these topics with each other, and add more important topics that suit the current progress and development, such as talking about digital transformation, the importance of technology, and research skill.

Chapter Three

Results of the Study

3.1 Introduction

This chapter presents the results of both quantitative and qualitative data collection related to the analysis of the Cambridge English curriculum and the teachers' interviews.

Results of the Content Analysis

To answer the first study question "What are the 21st century skills included in the seventh-grade Cambridge Global English textbook?" the repetitions and percentages of each skill of the 21st century were calculated for all units included in the Cambridge English curriculum for the seventh grade. Results are shown in Table 4, 5 and 6 a below.

Table (4)

Repetitions and percentages of 21st century skills in the workbook

	C1			C2			C3		
	Creativity			Critical Thinking			Communication		
	Work book								
	Creativity Process	Creative Environment		Critical thinking about the world	Critical action and decision making		Message formulation	Message and communication feedback	
Freq	Freq	%	Freq	Freq	%	Freq	Freq	%	
	Work Book								
Unit 1	0	1	1.11	4	0	12.90	0	5	31.25
Unit 2	0	1	1.11	8	0	25.81	1	0	6.25
Unit 3	3	4	7.78	0	1	3.23	0	0	0.00
Unit 4	6	2	8.89	0	0	0.00	1	0	6.25
Unit 5	4	3	7.78	0	0	0.00	0	0	0.00
Unit 6	2	1	3.33	4	0	12.90	0	0	0.00
Unit 7	3	0	3.33	0	1	3.23	0	0	0.00
Unit 8	5	1	6.67	1	0	3.23	0	0	0.00
Unit 9	4	1	5.56	0	0	0.00	0	1	6.25
Unit 10	3	6	10.00	1	0	3.23	0	0	0.00
Unit 11	3	1	4.44	0	0	0.00	0	1	6.25
Unit 12	3	1	4.44	1	1	6.45	1	0	6.25
Unit 13	2	1	3.33	1	1	6.45	2	1	18.75
Unit 14	2	2	4.44	2	1	9.68	0	1	6.25
Unit 15	2	1	3.33	0	1	3.23	0	1	6.25
Unit 16	8	1	10.00	0	0	0.00	0	0	0.00
Unit 17	5	4	10.00	1	0	3.23	1	0	6.25
Unit 18	3	1	4.44	2	0	6.45	0	0	0.00
Total	58	32	100.00	25	6	100.00	6	10	100.00

Table (5)*Repetitions and percentages of 21st century skills in the workbook*

	C4			C5		C6		
	Collaboration			Digital Culture		Life and Work		
	Engagement and participation	Perspective taking and openness				profession, and self-directed learning	Understanding of diverse cultures	
Work Book								
	Freq	Freq	%	Freq	%	Freq	Freq	%
Unit 1	0	0	0.00	0	0	0	3	60.00
Unit 2	0	0	0.00	1	100	0	0	0.00
Unit 3	0	0	0.00	0	0	1	0	20.00
Unit 4	0	0	0.00	0	0	0	0	0.00
Unit 5	0	0	0.00	0	0	0	0	0.00
Unit 6	0	0	0.00	0	0	0	0	0.00
Unit 7	0	0	0.00	0	0	1	0	20.00
Unit 8	0	0	0.00	0	0	0	0	0.00
Unit 9	0	0	0.00	0	0	0	0	0.00
Unit 10	0	0	0.00	0	0	0	0	0.00
Unit 11	0	0	0.00	0	0	0	0	0.00
Unit 12	0	0	0.00	0	0	0	0	0.00
Unit 13	0	0	0.00	0	0	0	0	0.00
Unit 14	0	0	0.00	0	0	0	0	0.00
Unit 15	0	0	0.00	0	0	0	0	0.00
Unit 16	0	0	0.00	0	0	0	0	0.00
Unit 17	0	0	0.00	0	0	0	0	0.00
Unit 18	0	0	0.00	0	0	0	0	0.00
Total	0	0	0	1	100	2	3	100.00

Table (6)*Repetitions and percentages of 21st century skills in the workbook*

	Leadership and responsibility			Research skills			
	Leading & guiding	Responsibility towards others		Use information	Evaluation	Ability to search	
	Work Book						
	Freq	Freq	%	Freq	Freq	Freq	%
Unit 1	0	0	0.00	2	0	0	2.94
Unit 2	0	0	0.00	2	0	0	2.94
Unit 3	0	0	0.00	3	0	0	4.41
Unit 4	0	0	0.00	1	0	0	1.47
Unit 5	1	0	50.00	4	0	0	5.88
Unit 6	0	0	0.00	1	0	0	1.47
Unit 7	0	0	0.00	3	0	3	8.82
Unit 8	0	0	0.00	2	0	1	4.41
Unit 9	0	0	0.00	3	0	4	10.29
Unit 10	0	0	0.00	2	1	2	7.35
Unit 11	0	0	0.00	1	1	2	5.88
Unit 12	1	0	50.00	0	0	5	7.35
Unit 13	0	0	0.00	2	1	2	7.35
Unit 14	0	0	0.00	2	0	1	4.41
Unit 15	0	0	0.00	0	0	2	2.94
Unit 16	0	0	0.00	1	0	3	5.88
Unit 17	0	0	0.00	1	1	4	8.82
Unit 18	0	0	0.00	1	0	4	7.35
Total	2	0	100.00	31	4	33	100.00

The first three tables of the workbook show that the book focuses on the skill of creativity and research skills, in addition to the distribution of activities in all units while the skills of collaboration, digital culture and responsibility towards others are limited. This shows that the Cambridge English workbook does not follow an equal distribution of 21st century skills.

The repetitions and percentages of each skill of the 21st century were calculated for all units included in the Cambridge English students book for the seventh grade. Results are shown in Tables 7, 8 and 9 below.

Table (7)*Repetitions and percentages of 21st century skills of the student book*

	Creativity			Critical Thinking			Communication		
	Creativity Process	Creative Environment		Critical thinking about the world	Critical action and decision making		Message formulation	Message and communication feedback	
	Freq	Freq	%	Freq	Freq	%	Freq	Freq	%
	Student book								
Unit 1	1	0	2.22	3	5	4.49	4	2	4.38
Unit 2	1	0	2.22	0	12	6.74	6	3	6.57
Unit 3	0	0	0.00	1	3	2.25	5	5	7.30
Unit 4	1	0	2.22	1	15	8.99	6	6	8.76
Unit 5	1	2	6.67	0	10	5.62	0	5	3.65
Unit 6	2	1	6.67	0	11	6.18	1	3	2.92
Unit 7	1	0	2.22	0	7	3.93	4	1	3.65
Unit 8	3	0	6.67	1	10	6.18	9	3	8.76
Unit 9	2	0	4.44	0	4	2.25	2	0	1.46
Unit 10	3	1	8.89	0	5	2.81	12	1	9.49
Unit 11	2	2	8.89	0	4	2.25	9	5	10.22
Unit 12	2	1	6.67	0	17	9.55	4	7	8.03
Unit 13	3	1	8.89	0	12	6.74	4	0	2.92
Unit 14	1	1	4.44	0	16	8.99	9	1	7.30
Unit 15	1	1	4.44	0	9	5.06	2	0	1.46
Unit 16	3	1	8.89	0	11	6.18	4	3	5.11
Unit 17	3	0	6.67	1	5	3.37	3	0	2.19
Unit 18	2	2	8.89	1	14	8.43	5	3	5.84
Total	32	13	100	8	170	100	89	48	100

Table (8)*Repetitions and percentages of 21st century skills in the student book*

	C4								
	Engagement and participation	Collaboration Perspective taking and openness	Digital Culture		profession, and self-directed learning	Life and Work Understanding of diverse cultures			
	Student book								
	Freq	Freq	%	Freq	%	Freq	Freq	%	
Unit 1	5	1	6.45	0	0	1	1	6.90	
Unit 2	4	1	5.38	0	0	2	0	6.90	
Unit 3	3	1	4.30	1	100	1	1	6.90	
Unit 4	3	4	7.53	0	0	2	1	10.34	
Unit 5	2	2	4.30	0	0	0	0	0.00	
Unit 6	4	2	6.45	0	0	0	0	0.00	
Unit 7	3	0	3.23	0	0	1	0	3.45	
Unit 8	6	0	6.45	0	0	0	0	0.00	
Unit 9	2	0	2.15	0	0	0	0	0.00	
Unit 10	7	1	8.60	0	0	0	0	0.00	
Unit 11	10	1	11.83	0	0	2	0	6.90	
Unit 12	5	3	8.60	0	0	1	0	3.45	
Unit 13	0	2	2.15	0	0	2	0	6.90	
Unit 14	5	2	7.53	0	0	1	0	3.45	
Unit 15	0	0	0.00	0	0	0	0	0.00	
Unit 16	2	2	4.30	0	0	1	0	3.45	
Unit 17	5	0	5.38	0	0	0	12	41.38	
Unit 18	4	1	5.38	0	0	0	0	0.00	
Total	70	23	100.00	1	100	14	15	100.00	

Table (9)*Repetitions and percentages of 21st century skills of the student book*

	Leadership and responsibility			Research skills			
	Leading and guiding	Responsibility towards others		Use information	Evaluation	Ability to search	
	Student book						
	Freq	Freq	%	Freq	Freq	Freq	%
Unit 1	1	1	3.77	3	2	2	2.16
Unit 2	3	3	11.32	10	9	11	9.26
Unit 3	3	3	11.32	10	10	10	9.26
Unit 4	7	6	24.53	16	16	14	14.20
Unit 5	1	1	3.77	4	2	4	3.09
Unit 6	0	0	0.00	13	9	10	9.88
Unit 7	2	1	5.66	7	4	5	4.94
Unit 8	2	1	5.66	11	7	6	7.41
Unit 9	1	0	1.89	1	2	4	2.16
Unit 10	5	1	11.32	14	3	5	6.79
Unit 11	4	0	7.55	10	3	4	5.25
Unit 12	4	0	7.55	17	14	8	12.04
Unit 13	0	0	0.00	1	0	1	0.62
Unit 14	2	0	3.77	5	2	3	3.09
Unit 15	1	0	1.89	3	2	5	3.09
Unit 16	0	0	0.00	8	1	4	4.01
Unit 17	0	0	0.00	1	1	3	1.54
Unit 18	0	0	0.00	1	0	3	1.23
Total	36	17	100.00	135	87	102	100.00

The student book focuses heavily on the skill of critical thinking and research skills. The skills of collaboration and communication were limited, while the skills of creativity, digital culture, leadership and responsibility were very few. This shows that the Cambridge English curriculum does not follow an even distribution of 21st century skills.

Table (10)

The 21st century skills available in the Cambridge English textbook

21 st century skills	student book		work book	
	Freq	%	Freq.	%
Creativity	45	33.3333333	90	66.6666667
Critical Thinking	178	85.1674641	31	14.8325359
Communication	137	89.5424837	16	10.4575163
Collaboration	93	100	0	0
Digital Culture	1	50	1	50
Life and Work	29	85.2941176	5	14.7058824
Leadership and responsibility	53	96.3636364	2	3.63636364
Research skills	324	82.6530612	68	17.3469388
Total	860	80.1491146	213	19.8508854

Table 10 shows the distribution of the 21st century skills in the work book and the student book. Creativity-related activities account for (66.67%) in the work book and (33.33%) in the student book. Activities related to critical thinking were concentrated by (85.17%) in the student's book and (14.83%) in the activity book. Communication-related activities were (89.54%) in the student book and (10.46%) in the work book. As for the activities related to collaboration, they were completely contained in the student book with (100%) and were not in the work book. The activities related to digital culture were evenly distributed between the two books at (50%) each. Activities related to life and work were (85.29%) in the student book and (14.71%) in the work book. The activities related to leadership and responsibility skills were concentrated with (96.36%) in the student book and (3.64%) in the work book. As for the activities related to research skills, (82.65%) were in the student book and (17.35%) in the work book.

This indicates that the student book focuses on critical thinking skills, communication, leadership and responsibility, while the work book focused on skills related to creativity, collaboration and digital culture.

Figure (1)

The 21st century skills available in the Cambridge English textbook

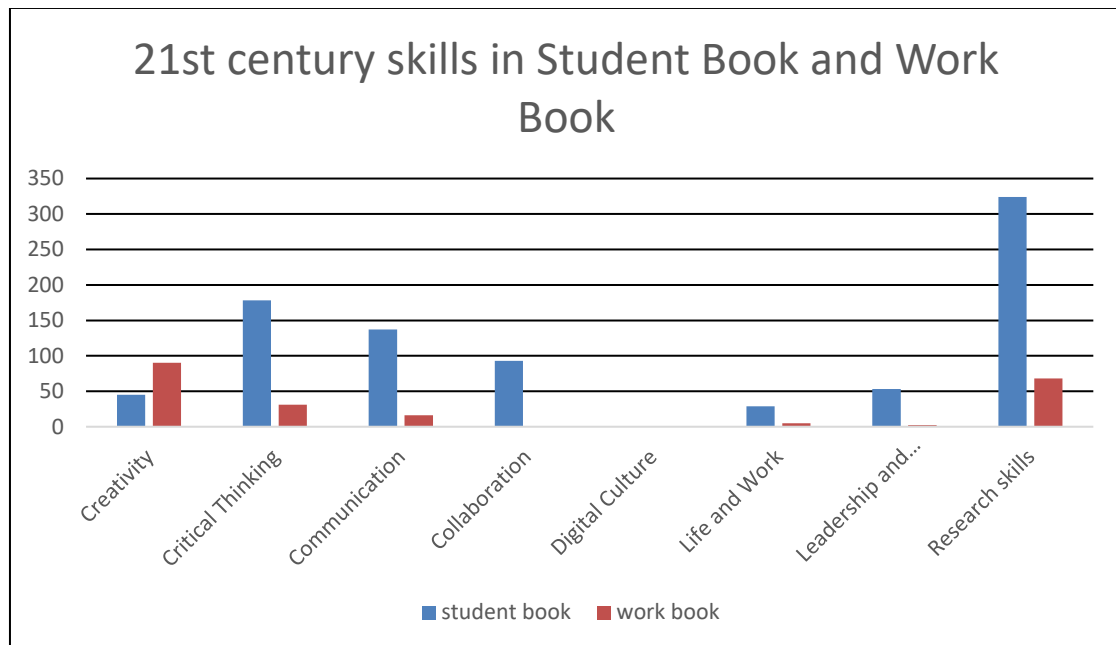


Figure 1 shows that the skills appear more in the student book, except for the creativity skill which appears more in the work book.

To answer the third study question "What are the teachers' perspectives towards the challenges they encounter while teaching Cambridge Global English textbooks in private schools in Nablus?", the researcher interviewed three English teachers of the Cambridge curriculum who teach in the private schools in Nablus. Table (11) in appendix (G) presents some information about the interviewees.

Table (11) in appendix (G) presents some information about the interviewed teachers who were two female teachers from the Cambridge School and a female teacher from the English language school. The years of experience were different, since the two teachers at the Cambridge School have more than 10 years of experience, and the teacher from the English school has nine years of experience. Two teachers have a bachelor's degree and a teacher a master's degree.

The results of the interviews show that Cambridge Global English supports the twenty-first Century skills through multiple activities that focus on critical thinking, problem solving, collaboration, communication, and creativity. The textbook promotes critical thinking and problem solving through deductive teaching methods that do not give rules or meanings directly to students, but rather make them guess the meaning through multiple contexts. The book also encourages analysis, evaluation and making thoughtful judgments after each literary text. The book follows a project-based learning approach that fosters collaboration and critical thinking skills, making it move beyond traditional learning and treat students as active learners.

In addition, the textbook provides numerous examples of collaboration and teamwork between students through activities such as discussions, role exchanges, and presentations. However, the teachers pointed out that the book lacks activities that promote creativity adequately and digital collaboration tools which need to be integrated to enhance modern communication and collaboration skills. Schools are facing challenges in using technology to meet the diverse needs of students and enhance the skills of the twenty-first century. Such situation requires that teachers need to be trained continuously in order to obtain high-quality educational resources. Therefore, the developers of the activities should work on developing activities related to digital culture and creativity in order to develop various skills for students that suit the continuous developments.

To answer the fourth study question "Is there a balance in terms of the frequency of the different 21st century skills included in the four English language skills (listening, reading, writing and speaking?," the repetitions and percentages of each skill of the 21st century were calculated in all units included of the Cambridge English curriculum for the seventh grade. Table (13) in appendix (G) shows the distribution of 21st century skills in the student's book based on the four skills.

Table (13) in appendix (G) shows that the speaking skill was the most represented skill related to collaboration, leadership, responsibility, life and work. The writing skill was more represented in the activities related to creativity and critical thinking. Meanwhile, the four skills of reading, writing, listening and speaking should be distributed equally to all skills of the 21st century.

Table (14) in appendix (G) demonstrates that the speaking skill was most represented in skills related to creativity, critical thinking and communication. The writing skill was more represented in the activities related to leadership skill, responsibility and research

skill. The four skills of reading, writing, listening and speaking should be distributed equally to all skills of the 21st century.

Table (13) and (14) in appendix (G) show that the two books focus on speaking skills with activities related to the following skills: collaboration, leadership and responsibility, and life and work. As for the writing skill, it focused on activities related to creativity and critical thinking skills. This indicates the neglect of the two skills of reading and listening. The researcher believes that the four skills in the book should be distributed appropriately and equally, taking into account the skills of the 21st century.

Table (15) in appendix (G) shows that the student book contains more speaking, writing, listening and reading skills compared to the work book. The percentage of their presence in the student textbook ranges from (67.3%) to (98.3%) unlike the work book which ranges from (1.7%) to (32.7%). The answer is to achieve a balance of the four skills in the two books to ensure that students receive all the important skills they need.

Figure (2)

Distribution of the four skills in student book and work book

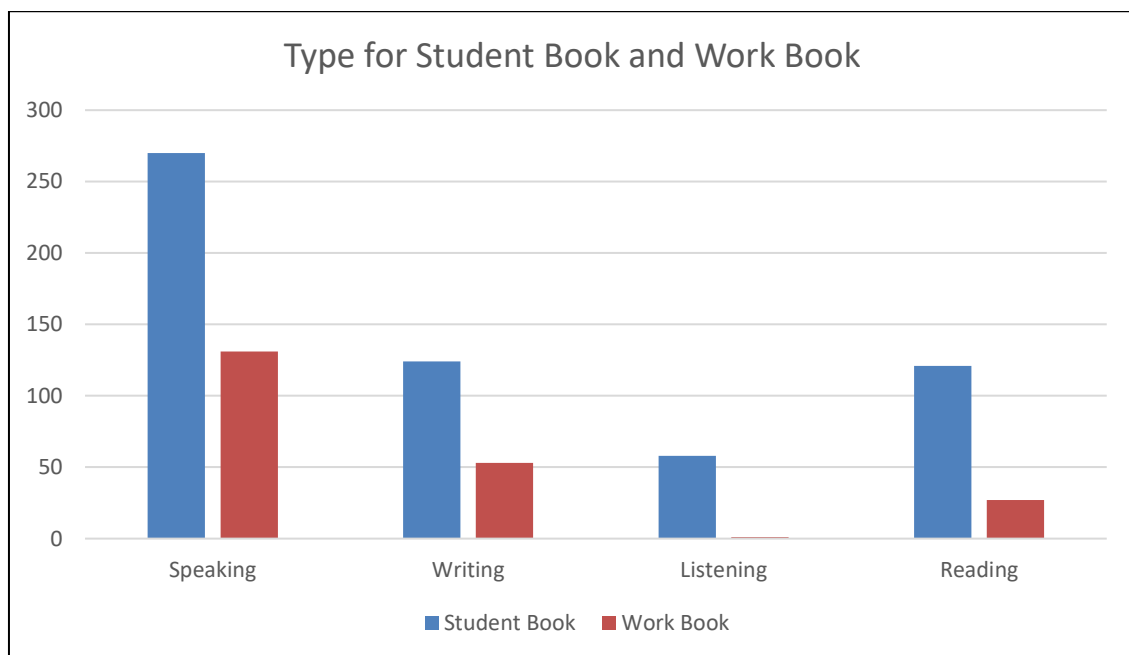


Figure 2 shows that the student book and the work book contain the four skills of speaking, writing, listening and reading with varying proportions.

Chapter Four

Discussion, Conclusion, and Recommendations

4.1 Introduction

This chapter aims to discuss the results presented in chapter three. It aims to discuss the results in light of previous studies to find out the incorporation of 21st century skills in Cambridge Global English textbook in some private schools in Palestine. In addition, this chapter includes conclusion and some recommendations.

4.2 Discussion

4.2.1 Discussion of the results of the interview

"What are the 21st century skills included in the seventh-grade Cambridge Global English textbook?".

The results of the study showed that the Cambridge Global English student book contains eight skills of twenty-first-century skills with various degrees and percentages. The results showed that research skills scored (37.67%) and critical thinking scored (20.69%) which indicates that they were the highest frequents among the eight skills. On the other hand, the least frequent skills were life and work which scored (3.37%) and digital culture which scored (0.11%). The language learning process is effectively accomplished in practical and meaningful settings in which learners have to achieve certain tasks to accomplish their learning goals. This calls for engaging English seventh-grade students with various opportunities that motivate students to review and question things by studying challenging content and this match with the Cambridge Global English curriculum. Thornhill-Miller (2023) confirm that it is highly important to equip individuals with research and critical thinking skills that are fundamental for language acquisition. However, this result is in disagreement with Amer & Al-Khataybeh (2022) in which communication skills have the highest frequency in their study. Rinekso (2021) concluded that communication and collaboration skills are the most important skills in language learning. Examples of activities that stimulate the research skills can be read in different pages:

- Activity number 7, page 99 " *What eco houses are, and give a presentation of one*".
- A second example on page 77 " *Write a biography for an internet sports magazine*

about athlete you most admire and illustrate your biography with photos, then use your biography to give a presentation to the class ".

- Design survey on page 83 activity number 4 is considered as an activity that stimulates research skills.

Also, there are many examples of activities that stimulate the creativity skills appear on the following pages:

- page 35 exercise number 7 " *Plan a school trip with your partner "*.
- also, in activity number 12 page 45, " *Work in groups to decide what makes your journey to and from school easier then present your work in front of your classmates"*.

The Critical thinking also exists through questions that stimulate the students' high-order thinking skills like:

- The pre-reading activity number 2 page 74.
- Critical thinking also appears in post-reading activities after reading a poem like activity number 5 page 101, " *What does the pot represent raindrops, thunderclouds, lightning"*.

Life and work skills appear through a few activities that encourage students to understand other cultures:

- Activity number 1 page 138 " *Read about Diwali, Eid al Fitr, and Maslenitsa then copy and complete the chart "*.
- Another example appears on page 13 activity number 6 which asks the students to " *Design and write a guide to social customs for exchange students visiting your school"*.

Digital culture also appears in one example in the course book:

- Page 29 activity number 7, " *Use a computer program such as PowerPoint to make a presentation about a specific topic "*. Other examples exist in the appendix (F).

Furthermore, the findings of the study showed that the Cambridge Global English workbook contains seven skills out of eight skills with some variation. The results showed that creativity which scored (42.25%) and research skills which scored (31.92%) were the highest among the seven skills whereas the least frequent skills were digital culture which scored (0.46%) and leadership and responsibility which scored (0.93%). The reason for this might be that language acquisition occurs at its best when English teachers give their students the chance to think and come up with new innovative ideas. In this way, by accompanying creativity with research skills students will be encouraged to think creatively and conduct several researches on various topics. This result disagrees with Rinekso (2021) who indicated that creativity scored the lowest frequency in his study in terms of the significance of creativity as a 21st century skill in language teaching and learning.

An example of activity that stimulates creativity appears on the following page:

- Page 60 activity number 2 " *Read the following survey report about the time that young Australian spend on watching television , then rewrite the survey report, making it true for you* " .

The communication skill also appears in many activities for example:

- Activity number 4, page 67 " *Rewrite the postcard by putting in the correct punctuation* " . – Page 66 activity number 2

Research skills also represent in:

- Activity 1, page 70, " *Complete the crossword with words you have used in this unit*" .
- Page 29, activity number 4 " *find the correct answer to each question and write it out*" .

An example of digital culture activity can be read on the following page:

- The first activity on page 30, " *Complete the email with the correct words*" .

An example of leading and guiding skills appears in an activity that stimulates the students to express his own values like " *Complete the sentences with verbs in the - ing form to make them true for you* " . Other examples exist in the appendix (F).

In addition, the study results showed limited inclusion of some 21st century skills in the Cambridge Global English textbook. For instance, there was little inclusion of digital culture, life and work, and creativity skills in the students book. However, with regard to the workbook, there was no inclusion of collaboration skills which scored (0%) and there was limited inclusion of digital culture, leadership and responsibility, and life and work skills. This result goes with Mohammad & Hussein (2020); Khaldi (2020) who concluded that the 21st century skills are insufficiently incorporated into the existing curricula, and the majority of 21st century skills are ignored or have a low focus on them. This is opposed Chalkiadaki (2018) who revealed that innovative skills are effectively indicated in the teaching and learning process.

4.2.2 Discussion of the results of the second question

"Are the 21st century skills available in Cambridge Global English suit seventh-grade students' needs and levels?".

The teachers agreed that the 21st-century skills available in Cambridge Global English do not suit students' needs and levels. Some teachers stated that the 21st-century skills which are available in the textbook are designed for students whose native language is English and they are not suitable for the needs and levels of Palestinian students who learn English as a foreign language. For instance, the textbook contains a completely different cultural background than the Palestinian culture and vocabulary that Palestinian students find difficult to understand. Moreover, teachers added that some parents cannot follow up with their student's learning process. They consider the textbook's level is difficult and does not suit their students' level. This result is in disagreement with Oliver (2016) who maintained that the new generations of students need the 21st century skills to survive successfully in the 21st century. The researcher indicated that it is the teachers' responsibility to choose the skills that suit their students and find the best methods of implementing these skills in their lessons.

One participant noted that the textbook does not suit students' needs because it does not include activities that motivate students' digital culture. Indeed, the teacher stated that the textbook improves students' critical thinking, problem-solving, collaboration, creativity ... etc but it does not focus on the technological skills that students badly need them, However, students need to improve their digital culture to integrate technology into their

learning process which makes it easier and it helps students cope with the market of the 21st century. Indeed, the teachers described that the textbook level is higher than the students' level since their native language is Arabic, not English. They suggested introducing students to difficult vocabulary and cultural information that requires prior knowledge before starting the new lesson. As a result, it is the teachers' responsibility to guide the students to make the textbooks' level appropriate to their students' level and focus on the 21st-century skills that match the students' needs. This result is in agreement with AL- Faheed (2021) who stated that teachers must adjust 21st-century skills in a way that suits the students' levels and needs which was also in agreement with Oliver (2016).

4.2.3 Discussion of the results of the third question

"What are the teachers' perspectives towards the challenges they encounter while teaching Cambridge Global English textbooks in private schools in Nablus?"

The teachers described that there are several challenges in teaching the Cambridge Global English textbook to enhance 21st-century skills. One participant said that the textbook contains many activities that promote 21st-century skills but the time limitation makes it challenging for teachers to apply all of these skills. For example, some activities start in one meeting and need continuation to the next meeting. Thus, teachers need more time to give the opportunity for every student to perform the skill to make sure that students mastered the targeted skill. As a result, teachers asserted that they focus on the main skills that students will make use of in their future lives since the textbook includes 18 units. This goes in accordance with Coyle (2007) who stated that many activities need much preparation to write a well-constructed lesson plan, prepare a presentation for the material, and run the activity during the class even though they might be time-consuming.

Moreover, the three teachers agreed that the cultural gap between the Palestinian culture and foreign culture is considered a major challenge. This creates difficulties for Palestinian students as foreign language learners to acquire some of the 21st-century skills. The teachers added that the textbook contains idioms and some expressions that students with poor vocabulary cannot understand since Palestinian students do not use the English language in their daily lives and they can only understand simple and short vocabularies. They sometimes need special dictionaries to understand some vocabularies and idioms that make it difficult for teachers to integrate 21st-century skills smoothly in

the classroom. This result goes in line with Erdoğan (2019) who said that today's English learning classroom should not focus only on memorization of vocabulary and grammar. Language learning should give an ample room for using the language in students' daily lives and learning the culture of the foreign language as well.

Furthermore, the teachers indicated that students' motivation is considered a challenge to enhance the 21st century skills using the Cambridge Global English textbook. There are some students with low motivation to participate in class activities despite applying them in a way that suits students' levels and needs. Therefore, this poses a challenge for teachers to apply the 21st-century skills smoothly and effectively in the classroom in which students with low motivation affect other students' activeness. Hence, students should have strong motivation to participate in the class activities. However, some teachers are not adequately trained to implement the 21st-century skills and engage students, while other teachers encounter difficulty in assessing students' development in the 21st century. In this regard, the teachers' views are in line with Coyle (2007) who stated that a good understanding and the capacity to utilize the material adequately is required, otherwise, the integration of 21st-century skills in the English language teaching classroom could be distracting for teachers. In addition, Coyle (2007) mentioned that motivating students to communicate with their peers and think creatively and critically makes it more challenging to incorporate these skills.

Subsequently, the teachers described that technology integration is another challenge for implementing 21st-century skills using the Cambridge Global English textbook. The three teachers indicated that teachers should have enough experience in technological tools to enhance these competencies as technology integration implements 21st-century skills more successful when it increases students' motivation and makes the learning process more enjoyable. This point of view seems to be in agreement with Sevy-Biloon (2018) who agreed that an EFL teacher should consider integrating technological tools into classroom activities to achieve several skills. This could help teachers integrate critical thinking, creativity, communication, and collaboration skills and encourage students to drill their skills during the class.

4.2.4 Discussion of the results of the fourth question

"Is there a balance in terms of the frequency of the different 21st century skills included in the four English language skills (listening, reading, writing and speaking?"

The results of the study showed that there is no balance in the skills of the 21st century and the four English language skills (listening, reading, writing and speaking). The distribution of the four skills in the student book on the skills of the 21st century was uneven. With respect to the creative skill, more emphasis was placed on the writing skill, where it reached (57.8%), and the second place was the speaking skill (31.1%), the third place was listening (8.9%), and the reading skill came in fourth place (2.2%). On the other hand, the focus was on the writing skill related to creativity, while the other skills (Speaking, Listening, and Reading) are less focused on them. The researcher believes that the reason for focusing on the writing skill is that writing allows students to express their ideas in a more creative way than other skills because it allows the students to express their thoughts and imaginations, write stories and prose, and much more. In addition, the role of developing the writing skills helps in organizing the sequence of students' thoughts, while the reading skill plays a role in increasing students' analytical ability through continuous reading of various types of texts discussions and dialogues and participation in classroom activities. These things tend to help students develop the creativity skill. As for the speaking and listening skill, although the book did not focus on them in a way, they should not be deemphasized.

The second skill of the 21st century is the skill of critical thinking. It focused on the writing skills in the first place, which reached (46.1%), the reading skills in the second place (33.7%), the speaking skills in the third place (10.7%), and the listening skills in the last place (9.6%). This shows that the book focuses on the skill of writing and reading related to critical thinking, compared to the skill of listening and speaking which received less emphasis. The Researcher believes that the reason for focusing on the skill of writing and reading is that writing allows students to express their thoughts in a creative way more than other skills because it enables the student to express their ideas, their fantasies, writing stories, prose and much more. In addition, writing has a role in helping them organize and develop their ideas. The reading skill has a role in reading various texts, analyzing their content, being able to talk about them in a critical way and developing the

skill of critical thinking. Wale & Bishaw (2020) claimed that creative writing tasks like argumentative essays help the students in improving their high-order thinking skills (2020). As for the skill of speaking and listening, although the book focuses less on them, there is no rationale to deny their importance, as speaking helps students to express their thoughts in a critical way and make dialogues and discussions with others, but the book does not give them sufficient importance.

The third skill of the 21st century is the communication skill. The textbook focused more on the writing skill (45.3%), the second place was the speaking skill (34.3%), the third place was listening (12.4%), and the reading skill came in fourth place (8.0%). The Researcher believes that the reason for focusing on the writing skill is that writing tends to enable students to express their thoughts efficiently compared to other skills because it enables the student to express their thoughts accurately and write a variety of letters and texts. In addition, writing has a role in helping them organize and develop their ideas. The Researcher believes that the speaking skill should be in the first place before the writing skill because the skill of communicating with others depends on speaking more than writing. It is through the speaking skill that direct interaction takes place and the student's ability to speak is developed. The role-play activities consider as a perfect examples of activities that stimulate the students speaking, writing and communication skills. The role play is a type of emotional approach activates, which stimulate creativity and enhance the students for main skills and the communication skill (Oliva, Vega, & Román, 2022). As for the skills of reading and listening, they do not have such great importance available to the skill of writing and speaking because they are considered receptive skills rather than productive skills.

The fourth skill of the 21st century is the skill of collaboration. Regarding this skill, the focus was on the speaking skill (82.8%), the second place was given to reading (9.7%), the third place was given to the listening skill (7.5%), but the writing skill received no importance (0%). The Researcher believes that the reason for focusing on the speaking skill is due to its importance in collaboration with others because collaboration depends on communication and speaking primarily, in addition to the importance of speaking in developing relationships with others through collaboration, and the ability to solve problems. The collaborative activities enhance flexibility, creativity, and confidence, which in turn enhances the students' speaking skills (Murad, Yusra Ghadeer, & Assadi,

2021). As for the reading and listening skills, they do not have this great importance available to the writing skill because they are considered skills related to receiving information and not producing it. As for the writing skill, there is no emphasis on it, due to the fact that the collaboration skill needs direct communication between individuals, and not using writing and expressing their thoughts.

The fifth skill of the 21st century is the skill of Digital Culture. The textbook focused entirely only on the writing skill (100%) because it has a vital role through digital written communication with others. However, it cannot be denied that the other skills were neglected by the book as if they are less important. Abdel-Hack & Helwa (2014) claim that teachers can ask their students to create digital storytelling or weblogs, which will enhance creative writing, digital cultural skills, and students' motivation.

The sixth skill of the 21st century is the skill of life and work where the focused was on the speaking skills (62.1%), the listening skills (20.7%), the reading skills (17.2%), and the writing skills which received nothing (0%). This indicates that the book focuses mainly on conversational skills in public life and conversational skills during work, while the reading and listening skills are ranked lower, indicating that the writing skill was not focused on. The researcher notes that the reason is due to the importance of mastering speaking skills in ordinary life or at work, as individuals need to communicate effectively with their surroundings constantly either at work or personal life when they need to talk to each other and exchange ideas and information. While the individual is rarely interested in the skill of reading and the skill of listening, the skill of listening came in the second place, it is also important for communicating with others in life and work by listening to their conversations.

The seventh skill of the 21st century is the skill of leadership and responsibility. The textbook focused heavily on the speaking skill (92.5%), the reading skill (5.7%), the listening skill (1.9%), while the writing skill was never focused on (0%). This shows that the textbook focuses more on the speaking skill of life and work, while the reading and listening skills were given a lesser emphasis and the writing skill received nothing. The Researcher believes that the reason is due to the fact that leadership and responsibility skills need to talk and communicate with others. For example, the leader needs to talk with his team to distribute tasks to them, involve them in the plans that will be drawn up,

and share each other's ideas and opinions. Therefore, there is little emphasis on listening and reading skills. The researcher believes that the writing skill also has a role in leadership and responsibility, it is possible that the leader or team members use writing to write some key ideas, or express a simple outline drawing with writing simple words to clarify ideas better.

The eighth skill of the 21st century is the search skill whereby the focus is given to the speaking skill (62.7%) the reading skill and the listening skill (13.3%), while the writing skill was never focused on (0%). This shows that the textbook focuses more on the speaking skill. The reading and listening skills were given a lesser extent and the writing skill received no emphasis. The Researcher believes that the reason for focusing on the speaking skill is due to its importance in expressing ideas, discussing them and communicating with others. As for the reading and listening skills, although they are important, they are not focused on much, perhaps because they are considered skills related to receiving information more than producing it. The Researcher believes that it is necessary in writing the results related to the research skill and writing notes so that they are not forgotten and presented to others. The results of the study showed that there is no balance between the skills of the 21st century and the four English language skills (listening, reading, writing and speaking).

The distribution of the four skills in the work book in relation to the skills of the 21st century was uneven. The creativity skill occupies the first place because it focuses heavily on speaking, with a percentage of (90%), while the second place is occupied by the reading skill, with a percentage of (10%). As for the writing skill, it reached (0%) because the book did not focus on it at all. The same is true for the second skill, which is the critical thinking skill, as it focused heavily on speaking (90.3%), reading ranked second (9.7%), while the writing and listening skills that writers never focused on were (0%). The researcher believes that the reason is due to the importance of the speaking skill in promoting creativity and critical thinking of the student and developing it by expressing ideas in a creative way and developing the skill of critical thinking, discussion and communication with others have a great role in the development of creativity for students and promoting critical thinking. Reading has a role in increasing students' word inventory. The Researcher believes that the focus should be on the writing skill to develop the creativity skill and the critical thinking skill because through it the student can express

their thoughts in a fictional way and write stories and prose. Reading is important, but to a lesser extent.

The third skill is the communication skill, where it focused heavily on speaking (93.8%), listening in second place (6.3%), while the two skills of writing and reading were never focused on (0%). The Researcher believes that the reason is due to the fact that the communication skill needs a conversation to communicate with others, and it depends on the exchange of ideas and information, discussions and dialogue. The listening skill is also important because in order to be able to talk to others, we must first listen to what they are saying and then talk. While the book did not focus on the skill of writing and reading, the researcher believes that the two skills also have a role in developing the communication skill of students by expressing their thoughts and writing notes. Reading develops students' ability to increase communication.

The fourth skill is the collaboration skill, in which the work book did not focus on any of the English language skills (writing, reading, listening, and speaking). The Researcher believes that this problem should be addressed, because there is no collaboration without using any of the previous four skills.

The fifth skill of the 21st century is the skill of Digital Culture where the work book focused entirely only on the reading skill (100%). The Researcher believes that the reason is due to the fact that reading develops the student's knowledge and increases his /her information about Digital Culture. Nevertheless, this skill is insufficient because the skill of speaking is also important in communicating with others, exchanging ideas, opinions, knowledge and building the Digital Culture. Listening and writing are also of little importance compared to the previous two skills.

The sixth skill of the 21st century is the skill of life and work where the focus was on the speaking skill (60%) and the reading skill (40%), as for the listening and writing skills, they were never focused on. As mentioned earlier in the student's book, the researcher believes that the reason is due to the importance of speaking skills in life and work, as individuals need to communicate with other individuals on an ongoing basis, whether in work life or personal life. People in general need to talk to each other and exchange ideas and information. The skill of reading is important in life and work, but the researcher believes that the skill of listening and writing should have importance in life and work

because they are important in writing ideas and notes and creating short diagrams that can be used in work. The listening skill also helps in listening to people and knowing their opinions and differences.

The seventh skill of the 21st century is the skill of leadership and responsibility where the was given to the writing skill. The researcher believes that the leadership skill by itself is insufficient for the leadership skill and responsibility because the leader and his team must communicate with each other, distribute roles, exchange ideas, make plans and implement them. This requires the availability of all skills but to varying degrees, and not just the presence of the writing skill.

The eighth skill of the 21st century is the search skill where the focused was on the writing skill (77.9%),the reading skill (20.6%), and the speaking skill (1.5%), while the listening skill was never focused on (0%). This shows that the book focuses more on the writing skill of the research, and the reading and speaking skills to a lesser extent. The Researcher believes that the reason behind focusing on the writing skill is due to the importance of using the writing skill in research to take notes, write ideas and create diagrams, in addition to the importance of reading and speaking skills, as the reading skill is used to access new information and read it to understand, and the speaking skill to be able to talk with others and exchange ideas and make discussion and dialogue sessions.

Both of the two books (student book and work book) focus on speaking skills with activities related to the following skills: collaboration, leadership and responsibility, and life and work. As for the writing skill, it focused on activities related to creativity and critical thinking skills. This indicates the neglect of the two skills of reading and listening. The researcher believes that the four skills in the book should be distributed appropriately and equally, taking into account the skills of the 21st century.

Accordingly, the researcher believes that all English language skills (reading, writing, listening, and speaking) are important for applying the skills of the 21st century, but to varying degrees, and the degree of disparity is related to the difference in the skill of the 21st century in which the four skills are to be applied.

4.3 Discussion of the results of the second research tool

4.3.1 With regard to the first question of the interview

"How does the textbook enhance critical thinking and problem solving among students'?"

The teachers noted that the Cambridge Global English textbook encourages seventh-grade students' critical thinking and problem-solving skills. The three teachers asserted that the material is designed to make students the center of the educational process by engaging them in project-based learning methods. This encourages students to go through several stages of thinking such as brainstorming their ideas and thinking critically to solve their problems that turn students into active learners instead of passive ones. However, the teachers added that the textbook material depends on providing students with challenging activities that require students to review and question them such as using the deductive method by giving students a literary text to evaluate and analyze to get the intended meaning. Therefore, this motivates students' critical thinking and problem-solving skills that are required to survive in the modern world. This result is in agreement with Martinez (2022) who declared the importance of project-based curriculum in giving students the chance to explore modern learning and develop 21st-century skills.

However, this result is in disagreement with Radifan & Dewanti (2020) who confirmed that the development of critical thinking and problem-solving skills depends on the teachers' lesson plan rather than the textbook. For instance, the teacher can develop a lesson plan that indicates several activities that motivate students' critical thinking. These activities engage students in analyzing the whole into parts that improve their analytical skills. In addition, teachers might ask students to reflect critically on a certain experience or problem that enhances their critical thinking and problem-solving skills.

4.3.2 With regards to the second question of the interview

"Are there examples in the textbook of collaboration and teamwork among students?"

The three teachers assured that the Cambridge Global English textbook includes activities that require collaboration and teamwork. For instance, teachers clarified that the textbook is provided with activities requiring group work such as role play that requires a group of

students to perform a play, presentations in which a group of people present information on a certain topic, and discussion tasks where the teacher gives the students a chance to discuss a certain topic. This helps teachers to incorporate collaboration skills in the classroom that enable students to work successfully, respectfully, and productively with various teams. In this way, students learn how to respect people with different perspectives. In this regard, the results seem to agree with Erdoğan (2019) who emphasized the importance of collaboration skills in foreign language learning. Erdoğan (2019) clarified that asking students to work in groups in foreign language learning classrooms can have a powerful impact on students' learning and allow shy students to participate in the learning process. Therefore, implementing collaboration skills in classroom activities helps students learn how to deal with or work with others in their future lives.

4.3.3 With regards to the third question of the interview

"How can the textbook promote communication skills among students?"

The three teachers stated that the Cambridge Global English textbook promotes communication skills among seventh-grade students in several ways. For instance, the textbook provides students with activities that require students to communicate with each other using the English language and get feedback on their performance. Indeed, the teachers emphasized the importance of communication skills in the foreign language learning process, which is successfully acquired when learners communicate with their peers to accomplish their learning goals in a relevant and meaningful condition. The Cambridge Global English textbook provides students with opportunities to contact with each other using English, and the book is constructed according to the communicative approach that makes students learn the English language meaningfully and intellectually. Therefore, this skill helps students to communicate with other people in the future in different circumstances, and express their ideas and feelings. This result is in agreement with Albahlal (2019) who stressed the fundamental role of communication skills in the foreign language learning process.

Further, Albahlal (2019) said that it is important to enhance students' communication skills by engaging them in authentic situations to communicate with their peers. This shows the importance of communication skills in the acquisition of foreign languages. In

addition, this result goes in line with Erdoğan (2019) who stated the importance of collaboration in English learning and that communication is the essential factor for collaboration.

4.3.4 With regards to the fourth question of the interview

"How does the textbook provide opportunities for creativity and innovation in learning English?"

The researcher discovered that this point was controversial in which teachers were divided into two different points of view. For example, two teachers confirmed that the Cambridge Global English textbook promotes creativity and innovation in learning English. They declared that the textbook indicates activities that enhance students' creativity such as brainstorming, writing, and rewriting an end for a literary text. Therefore, students can express what they have acquired in a new innovative way, creating an experience for students that remain for a long-term period. This result is in accordance with Chiruguru (2020) who stated that creativity is one of the main skills of the 21st century skills. He said that creativity must be incorporated in the English classroom setting in which life is changing and becoming more and more complicated. As a result, students should be well-equipped with activities that foster creativity to be productive members of society inside and outside the classroom.

On the other hand, one participant stated that the Cambridge Global English textbook does not boost creativity and innovation in learning English. This participant said that creativity and innovation exist only in collaborative activities. Consequently, there are not enough activities that provide students with opportunities to express their own experiences creatively. Moreover, this teacher claimed that some writing tasks promote creativity but they are few and need to be increased. In addition, she added that the textbook lacks the integration of technology and digital tools that encourage creativity. This is in disagreement (A) who stated English learning textbooks must implement creativity skills that enable students to express themselves and produce something new from what they learn. Therefore, they will develop their communication skill which is the main aim of English language learning.

4.3.5 With regards to the fifth question of the interview

" What suggestions can be made to improve the use of Cambridge English a textbook in enhancing 21"-century skills?"

The teachers provided suggestions to improve the use of the Cambridge Global English textbook in promoting 21st-century skills. Indeed, the teachers described that the textbook should expose students to authentic materials that increase students' opportunities to use the English language in their daily lives. This enhances their communicative skills to deliver their perspectives, connect with their peers in a meaningful way, and defend their own opinions in the present time and prepare them for the future. This result is in accordance with Shabrina & Utari (2022) who declared that teachers should group their students to deal with the challenges of enhancing 21st-century skills. Group work gives opportunities for students with different competencies and motivation to interact with each other and discuss the learning material. As a result, they can learn from each other and achieve their learning goals.

The teachers added that the textbook should include activities that enhance students' digital culture and creativity. These activities encourage students to be unique and intelligent which plays a fundamental role in accomplishing their learning goals. This result is in agreement with Shabrina & Utari (2022) who suggest providing students with activities that enhance their digital culture and creativity. This occurs through giving students interesting videos and interesting online games that motivate students' creative thinking and digital culture.

In addition, they suggested an ongoing process of developing the textbook by specialist experts. This process can evaluate the curriculum to add activities that enhance 21st-century skills and delete time-wasting activities and put time limitations for each activity. This process can be held by school stakeholders and policymakers. This result is in disagreement with Shabrina & Utari (2022) who stated that teachers can use timers to help them run the lesson's activity smoothly. In this way, teachers can manage their time to cover all of the 21st-century skills.

Further, the teachers suggested that teachers should use online resources to increase their efficiency in employing 21st-century skills effectively and their ability to assess the

students' 21st-century skills. This result agrees with Sahin & Han (2020) who stated that teachers should look for online references to increase their ability to implement these skills in the classroom successfully. On contrary, Shabrina & Utari (2022) suggested that teachers need to improve their competencies in applying 21st-century skills in the classroom by asking other teachers to get their experience.

4.3 Conclusion

The 21st Century skills play an important role in preparing students to deal with the problems of the modern era. The Cambridge Global English textbook integrates 21st-century skills in the teaching and learning process of English. The researcher used a qualitative research design to analyze the Cambridge Global English textbook in the light of 21st-century skills for the seventh grade in private schools in Palestine. With regards to the textbook content analysis, the results showed that the Cambridge Global English textbook integrates the 21st century skills in the English language teaching and learning process with some variance. In other words, the textbook enhances the students' 21st-century skills. With regards to teachers' perspectives about the use of Cambridge Global English textbook to enhance the students' 21st-century skills. The findings showed that the majority of teachers confirmed that the textbook promotes 21st-century skills in seventh-grade English language learners.

4.4 Recommendations

In light of the results of the study, the researcher recommended the following:

Recommendations to the Ministry of Education

1. The Ministry of Education should hold workshops to qualify teachers on the appropriate way of integrating 21st-century skills in the teaching process and give English teachers the chance to critique the curriculum to improve it.
2. The Ministry of Education should hold conferences to increase teachers' and students' awareness of the importance of 21st-century skills in the modern world.

Recommendation to the Textbook Designer

1. Textbook designers should add more activities that incorporate the skill of digital culture. Therefore, students' can integrate modern technology adequately in the teaching process.
2. Textbook designers should review the textbook material and modify activities that are considered time-wasting. For instance, they require a long time preparation and do not assist in implementing the 21st century skills effectively.

Recommendation to the teachers

1. Teachers are recommended to focus on activities that incorporate the 21st century skills adequately and stimulate students' motivation to join the classroom activities.
2. Attending conferences and workshops that introduce them with the new methods of integrating the 21st century skills in the teaching process.
3. Utilizing new techniques that encourage students to participate in the learning process and boost their confidence in their performance.

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Appendices

Appendix (A)

Task facilitation model

Appendices

An-Najah
National University
Faculty of Graduate Studies



جامعة
النجاح الوطنية
كلية الدراسات العليا

التاريخ : 2024/05/13 م

السادة المدرسة الإنجليزية الحديثة المحترمين
نابلس

تحية طيبة وبعد،،،

الموضوع: تسهيل مهمة الطالبة / دعاء سميح فؤاد عياد. رقم التسجيل (12053068)
تخصص ماجستير أساليب تدريس اللغة الانجليزية.

نهدبكم اطيب التحيات ونعلمكم بأن الطالبة دعاء سميح فؤاد عياد هي طالبة دراسات عليا في برنامج ماجستير أساليب تدريس الرياضيات، وهي بصدد اعداد رسالة الماجستير الخاصة بها والتي هي بعنوان:

" تحليل مضمون كتاب كامبريدج العالمي للغة الإنجليزية في ضوء مهارات القرن 21 للصف السابع "

يرجى من حضرتكم تسهيل مهمة الطالبة، حيث تحتاج الطالبة الى اجراء مقابلات مع معلمات اللغة الإنجليزية للصف السابع في المدرسة لديكم . وذلك للحصول على المعلومات اللازمة حول مضمون كتاب كامبريدج العالمي للغة الإنجليزية في ضوء مهارات القرن 21 للصف السابع. وذلك لأغراض بحثية خاصة برسالة الماجستير الخاصة به، مؤكداً لكم بأن كافة المعلومات التي سوف يتم جمعها هي لأغراض البحث العلمي فقط، وسوف يتم الحفاظ على السرية التامة وعدم استخدام هذه المعلومات لأغراض أخرى. شاكرين لكم حسن تعاونكم

مع وافر الاحترام ،،،

د. كفاح برهم

عميدة كلية الدراسات العليا



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Appendix (B)

Task facilitation model

An-Najah
National University
Faculty of Graduate Studies



جامعة
النجاح الوطنية
كلية الدراسات العليا

التاريخ : 2024/05/13 م

السادة مدرسة كامبردج البريطانية العلمية المحترمين
نابلس

تحية طيبة وبعد،،

الموضوع: تسهيل مهمة الطالبة / دعاء سميح فؤاد عياد. رقم التسجيل (12053068)
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شاكرين لكم حسن تعاونكم

Appendix (C)

The interviews' questions

أسئلة المقابلة:

How does the textbook enhance critical thinking and problem solving among students?1

Are there examples in the textbook of collaboration and teamwork among students?2

How can the textbook promote communication skills among students?3

Does the textbook provide opportunities for creativity and innovation in learning english?4

What are the challenges that may arise in using textbook to enhance 21st-century skills?5

What suggestions can be made to improve the use of Cambridge English textbook in enhancing 21st-century skills?6

Appendix (E)

The second tool: the interview

Answers	Interview	Questions
<p>1- How does the textbook enhance critical thinking and problem solving among Students?</p>	<p>Interview 1</p>	<p>1- Cambridge school materials and books are designed to support 21st-century skills. These materials are developed based on the latest educational research and in with the requirements of modern learning and the skills, students need to succeed in the current digital and knowledge age.</p>
	<p>Interview 2</p>	<p>2- The textbook enhances critical thinking and problem-solving through deductive methods of teaching grammar and vocabulary. the textbook does not give the rule or the meaning directly to the students but the students guess the meaning through various contexts. The book encourages analyzing, evaluating, and making reasoned judgments after every literary text. I can say that almost (95%) of the textbook activities and exercises include Analysis, Inference, Interpretation, Evaluation, and Explanation.</p>
	<p>Interview 3</p>	<p>3- Almost all of the book’s exercises and activities stimulate the students' critical thinking like evaluation, comparison, searching for information, problem-solving, and decision-making through many contexts like choosing the correct answers, making a guide, and brainstorming, expecting and writing another ending for a short story or poem. The book follows a project-based learning method which enhances both collaboration and critical thinking skills. The book goes beyond traditional learning and deals with the students as active learners.</p>
<p>2- Are there examples in the textbook of collaboration and teamwork among students?</p>	<p>Interview 1</p>	<p>1- Yes, there are many examples that include teamwork or working with partners, like having discussions about a specific topic, checking answers with your partner, role-playing, and presentations.</p>
	<p>Interview 2</p>	<p>2- yes there are activates that require the students to do a presentation or role play together. Also, there are many activities to do with a partner like class discussions and debates, peer review, problem-solving exercises, and collaborative research.</p>
	<p>Interview 3</p>	<p>3- Yes, there are many examples like working in a group to plan a school trip on page 35 in the course book, Practice and perform a song on page 37 of the course book Work with a partner and Ask and answer questions on page 43 Make a presentation or role-play activities. However, I suggest mixing collaboration skills with digital collaboration tools like collaborative learning platforms or discussion forums through textbook activities. This helps familiarize them with modern communication and collaboration methods and</p>

		enhance collaboration and communication skills at the same time
3- How can the textbook promote communication skills among students?	Interview 1	1- The book offers multiple activities like role play, discussions, and exercises that help the students formulate messages correctly and get feedback. Also it focuses on written communication methods like writing a letter.
	Interview 2	2- All the activities that require collaboration between the students enhance communication skills in the same way through interactive learning and speaking and listening activities. it also enhances written communication by teaching them how to use clear language correct grammar, punctuation, and spelling.
	Interview 3	It teaches the students how to organize their ideas logically.
4- Does the textbook provide opportunities for creativity and innovation in learning English?	Interview 1	1- yes there are many questions that stimulate students' creative thinking epically through literature texts like writing a different end for the story.
	Interview 2	2- there are some activities or exercises that promote creativity or the creative process. The creativity process and environment appear through collaborative activities and exercises. however, there are no enough activities that promote opportunities for students to share their personal experiences, opinions, and creative works in English.
	Interview 3	3- I think that creativity exists through some activities like performing and some creative writing exercises but it needs to be more addressed.
5- What are the challenges that may arise in using textbooks to enhance 21st-century Skills?	Interview 1	<p>- Understanding the cultural context of English language use, idioms, and expressions, which may vary across different English-speaking countries. For example in unit festivals around the world, the writer mentioned Diwali which is considered foreign for Arabic students</p> <p>Social integration: Feeling isolated or struggling to communicate effectively with native English speakers in social settings. The students do not use the English language outside the classroom in their daily life</p> <p>-Traditional assessment methods may not adequately measure students' development of 21st-century skills. Teachers need guidance on how to design assessments that accurately assess these skills and provide meaningful feedback to students.</p> <p>- the teachers do not have access for technology tools and the school do not have appropriate technological infrastructure. Also, adapting instructional materials to meet the diverse needs and learning styles of students while promoting 21st-century skills can be challenging.</p>
	Interview 2	2.The book includes 18 units with many exercises and activities in every unit so there is not enough time for the teacher to practice every activity inside the

		classroom. The book itself is considered difficult for foreign learners and teachers to use so it needs a really qualified teacher to teach it with passion.
	Interview 3	-The book is vibrant with many activities and exercises but I only focus on the main thing because I have limited time to finish the book with my students. Also, the book is considered difficult for Palestinian students because it is designed to teach students who use English as a second language, not a foreign language. Also, the infrastructure of Palestinian schools is not designed to suit 21st-century requirements like good connection with the internet or modern computer labs.
6- What suggestions can be made to improve the use of Cambridge English a textbook in enhancing 21"-century skills?	Interview 1	1- Addressing these challenges requires practice and exposure to authentic English language materials, such as language courses, language exchange partners, and engaging with English media . Moreover, these challenges requires ongoing professional development, and support from school leadership and policymakers. Additionally, teachers can learn from online resources, professional learning communities, and educational technology tools to enhance their ability to effectively integrate 21st-century skills into their teaching practice.
	Interview 2	2- I suggest to include more activities and exercises that promote digital culture, creativity, and cultural awareness skills. the designers should add activities that lead the students to use multimedia content and online collaboration tools. Also, they should include activities that stimulate imaginative expression in English.
	Interview 3	3- Provide teachers with resources, guidelines, and strategies for fostering 21st-century skills in the classroom. Encourage them to adapt textbook materials to suit the unique needs and interests of their students in the 21st century.
7- Is the book suitable for the needs and ages of students and does not need to be developed for?	Interview 1	This book is designed for those who speak the language as a second language rather than a foreign language so it is not suitable for the level and age of Palestinian students because it contains difficult vocabulary and strange cultural backgrounds. This requires providing prior information about the meanings of some words and some strange cultural backgrounds before teaching them by teachers. The teacher must use the teacher's guide to help them in achieving the main goals of the book. The real problem appears when the parents cannot follow up with the students at home due to the difficulty of the book's language, which the parents always complain about. I see that the book contains many activities that support critical thinking, but it needs to focus more on the skill of using technology. The textbook helps students develop skills valued in the labor market, such as critical thinking, problem-solving,

		<p>communication, and teamwork. Still, the designers need to focus more on technical proficiency. These skills are often highly sought after by employers. The textbook designers must cope with the student's needs in the labor market in the 21st century. The textbook does not integrate various types of technologies and tools that are commonly used in the industry. Textbook designers in the 21st century must take into consideration the use of software applications, digital resources, or simulations that mimic industry practices.</p>
	<p>Interview 2</p>	<p>Yes, this textbook ought to discuss global issues that are pertinent to the modern world from a variety of angles. Nonetheless, it incorporates exercises and activities that foster creativity, critical thinking, and problem-solving abilities. It also Emphasize communication skills such as speaking, listening, reading, and writing. The book Include material that encourages lifelong learning abilities like self-directed learning.</p>
	<p>Interview 3</p>	<p>It would be ideal, in my opinion, if the designers included exercises like digital communication and debates that offer chances for group projects and discussions, multimedia components, and online resources that improve learning and engage students in various ways. There are many modern activities that must be included in the book like interactive exercises, audiovisual materials, and online research tasks. Cambridge global English Foster awareness and appreciation of foreign cultural diversity but it give a little focus on the students Arabic Islamic culture.</p>

Appendix (F)

Examples of 21st century skills for work book and student book

21st century skills	Name of the book	Example
Creativity	Work book	Project: A guide to social customs Design and write a guide to social customs for an exchange student visiting your school.
	Student's book	Speaking With a partner, ask and answer the questions in the class survey.
Critical Thinking	Work book	Work with a partner. Answer these questions about meeting and greeting in your culture. How do you greet family members and close friends?
	Student's book	Read about how people greet each other and guess which country they come from. Then listen and check.
Communication	Work book	In your notebook, write the letter. Choose one or more of these phrase to end your letter.
	Student's book	Work with a partner. Which of the following phrases are for friends and family? Which would you use with your teachers?
Collaboration	Work book	Writing Work with a partner. Answer these questions about meeting and greeting in your culture. How do you greet family members and close friends?
	Student's book	Speaking Work with a partner. Ask and answer the questions in exercise 4 with reference to gift giving in your country.
Digital Culture	Work book	Writing The first activity on page 30, " <i>Complete the email with the correct words</i> ".
	Student's book	Speaking Decide who is going present each aspect of the product. Use a computer program, such as PowerPoint, to help you present the product.
Life and Work	Work book	Reading (knowing diverse cultures) What do you Know about the ancient Egyptians? What clothes did they wear? What Kind of accessories did they have? Read the text and find out.

	Student's book	With a partner, discuss your plans for the next few days.
Leadership and responsibility	Work book	Speaking With a partner, ask and answer the questions in the class survey.
	Student's book	Test your partner. Take it in turns to choose an activity from the lists in Exercise 4. Describe the activity without naming it. Your partner has to say what it is. You can use dictionaries or other resources to help you.

Appendix (G)

Tables

Table (11)

The staff members' interviews, location, gender, qualification and experience

Interviews	Location	Gender	Qualification	Experience
Interview (1)	Cambridge School in Nablus	Female	MA	More than 10 years
Interview (2)	English School in Nablus	Female	BA	9 years
Interview (3)	Cambridge School in Nablus	Female	BA	More than 10 years

Table (12)

The staff members' interviews questions

No	Questions
1	How does the textbook enhance students' critical thinking and problem solving?
2	What are the examples in the textbook of collaboration and teamwork?
3	How can the textbook promote communication skills among students?
4	Does the textbook provide opportunities for creativity and innovation in learning English?
5	What are the challenges that may arise in using textbooks to enhance 21st-century Skills?
6	What suggestions can be made to improve the use of Cambridge English a textbook in enhancing the 21"-century skills?
7	Is the book suitable for the needs and ages of students? Does it need to be developed ?

Table (13)

Distribution of 21st century skills in the student book based on the four skills

21 st century skills	Student book								Total
	Type								
	speaking		writing		listing		reading		
Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %		
Creativity	14	31.1	26	57.8	4	8.9	1	2.2	45
Critical Thinking	19	10.7	82	46.1	17	9.6	60	33.7	178
Communication	47	34.3	62	45.3	17	12.4	11	8.0	137
Collaboration	77	82.8	0	0.0	7	7.5	9	9.7	93
Digital Culture	1	100.0	0	0.0	0	0.0	0	0.0	1
Life and Work	18	62.1	0	0.0	6	20.7	5	17.2	29
Leadership and responsibility	49	92.5	0	0.0	1	1.9	3	5.7	53
Research skills	203	62.7	0	0.0	43	13.3	78	24.1	324

Table (14)*Distribution of 21st century skills in the work book based on the four skills*

21 st century skills	Work book								Total
	Type								
	speaking		writing		listening		reading		
Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %		
Creativity	81	90.0	0	0.0	0	0.0	9	10.0	90
Critical Thinking	28	90.3	0	0.0	0	0.0	3	9.7	31
Communication	15	93.8	0	0.0	1	6.3	0	0.0	16
Collaboration	0	0.0	0	0.0	0	0.0	0	0.0	0
Digital Culture	0	0.0	0	0.0	0	0.0	1	100.0	1
Life and Work	3	60.0	0	0.0	0	0.0	2	40.0	5
Leadership and responsibility	0	0.0	2	100.0	0	0.0	0	0.0	2
Research skills	1	1.5	53	77.9	0	0.0	14	20.6	68

Table (15)*The percentages and repetitions of the four skills in student book and work book*

Book	Student book		Work book	
type	Freq	%	Freq	%
Speaking	270	67.3	131	32.7
Writing	124	70.1	53	29.9
Listening	58	98.3	1	1.7
Reading	121	81.8	27	18.2
Total	573	73.0	212	27.0



جامعة النجاح الوطنية
كلية الدراسات العليا

تحليل محتوى كتاب كامبريدج العالمي للغة الإنجليزية
في ضوء مهارات القرن 21 للصف السابع في مدينة نابلس

إعداد

دعاء سميح فؤاد عياد

إشراف

د. خالد دويكات

قدمت هذه الرسالة استكمالاً للمتطلبات للحصول على درجة الماجستير في أساليب تدريس اللغة الإنجليزية، من كلية الدراسات العليا، في جامعة النجاح الوطنية، نابلس - فلسطين.

2024

تحليل محتوى كتاب كامبريدج العالمي للغة الإنجليزية في ضوء مهارات القرن 21 للصف السابع في مدينة نابلس

إعداد

دعاء سميح فؤاد عياد

إشراف

د. خالد دويكات

الملخص

هدفت الدراسة إلى تحليل محتوى نص كامبريدج العالمي باللغة الإنجليزية للصف السابع في بعض المدارس الخاصة في مدينة نابلس من حيث احتوائه على مهارات القرن 21 وتقييم فعاليته في تطوير هذه المهارات بين الطلاب.

تم استخدام الأساليب النوعية والكمية لتحليل محتوى الكتاب على أساس مهارات القرن الـ21، واستخدم المنهج النوعي لإجراء مقابلات مع ثلاثة مدرسي الإنجليزية لمنهاج كامبريدج في نابلس.

من أهم نتائج الدراسة أن كتاب كامبريدج العالمي للغة الإنجليزية لا يتبع توزيعاً متساوياً للمهارات الأربعة المتعلقة بالقراءة والكتابة والتحدث والاستماع. تظهر النتائج أن الكتاب يركز على مهارة التحدث والكتابة بينما لا يوجد تركيز على كل من مهارة القراءة والاستماع. أما بالنسبة لمهارات القرن 21 فقد أظهرت النتائج أن الكتاب يركز على مهارة البحث، ومهارة التفكير النقدي، ومهارة التواصل، ومهارة الإبداع، ومهارة التعاون. في حين تجاهل مهارة القيادة والمسؤولية، ومهارة الحياة والعمل مع ومهارة الثقافة الرقمية. بالإضافة إلى ذلك، هناك تحديات يواجهها المعلمون تتعلق باستخدام التكنولوجيا في العملية التعليمية والوقت القصير والخلفية الثقافية الغربية والبعيدة عن ثقافة الطلاب وأخيراً تحديات تتعلق بمسألة تحفيز الطلاب وتقييم تقدمهم في اكتساب مهارات القرن الواحد والعشرين.

ويوصي الباحث بضرورة تحديث محتوى الكتاب لزيادة تعزيز مهارات القرن 21، بالإضافة إلى توفير تدريب إضافي للمعلمين لتمكينهم من تعليم هذه المهارات بشكل فعال.

الكلمات المفتاحية: مهارات القرن 21؛ تحليل محتوى؛ كامبريدج العالمي للغة الإنجليزية.