

# **The Level of Soft Skills Inclusion in the 6th Grade English Textbooks**

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## The Level of Soft Skills Inclusion in the 6th Grade English Textbooks

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### Abstract:

**This study aimed to** determine the level of inclusion of soft skills in English language textbooks for the sixth grade. The study adopted a descriptive approach. To achieve the study's goal, content analysis was used on English textbooks, specifically "We Can 3" (formerly known as "We Can 5-6"), for the academic year 1444. Data collection tools, developed by the researchers, included a content analysis card for the soft skills that should be included in the sixth-grade English language textbooks and a survey questionnaire distributed to 261 English language teachers for the sixth grade in the Kingdom of Saudi Arabia. The primary tool was a list of soft skills that should be included in sixth-grade English language textbooks. After verifying the tool's reliability and validity, it was transformed into a content analysis card, which was statistically analyzed by extracting frequencies and percentages. The study yielded the following results: (1) Identification of a list of soft skills that should be included in the content of sixth-grade English language textbooks, consisting of three main skills, seven sub-skills, and 30 indicators. (2) The number of sub-skills included in the content of "We Can 3" was 899 skills, including 346 related to personal skills, 220 related to social skills, and 333 related to cognitive skills. (3) Personal skills had the highest representation in the activities of "We Can 3," with a percentage of 38%, followed by cognitive skills at 37%, and finally, social skills at 24%. (4) Personal skills were included in "We Can 3" with 346 indicators, accounting for 38%, followed by cognitive skills with 333 indicators at 37%, and social skills with 220 indicators at 24%. (5) Based on a survey questionnaire provided by the researcher to English language teachers, it is evident that sixth-grade English language textbooks have a low level of inclusion of soft skills. Based on the study's results, it is recommended to identify the training requirements for English language teachers to acquire knowledge about soft skills and how to assist learners in developing them.

### Keywords:

Soft Skills, Cognitive Skills, Social Skills, Content Analysis.

## تحليل متعمق لدمج المهارات الناعمة في كتب اللغة الإنجليزية للصف السادس

المستخلص:

هدفت هذه الدراسة إلى تحديد مستوى تضمين المهارات الناعمة في كتب اللغة الإنجليزية للصف السادس. اعتمدت الدراسة الطريقة الوصفية. لتحقيق الهدف من الدراسة، تم استخدام تحليل المحتوى، من الكتب المدرسية الإنجليزية (We Can 5-6) ، وفي عام 2023 أعيدت تسميته إلى ( We Can 3 )، للعام الدراسي 1444هـ. كانت الأدوات المستخدمة لجمع البيانات، التي أعدها الباحث، عبارة عن بطاقة تحليل محتوى للمهارات الناعمة التي يجب تضمينها في كتب اللغة الإنجليزية للصف السادس، واستبيان استطلاعي تم توزيعه على 261 معلمًا ومعلمة للغة الإنجليزية للصف 6 في المملكة العربية السعودية. كانت الأداة الرئيسية قائمة بالمهارات الناعمة التي يجب تضمينها في كتب اللغة الإنجليزية للصف السادس، بعد التحقق من ثبات الأداة وصدقها، تم تحويلها إلى بطاقة تحليل المحتوى وتم تحليلها إحصائياً عن طريق استخراج التكرارات والنسب المئوية. وقد توصلت الدراسة للنتائج التالية: (1) تحديد قائمة بالمهارات الناعمة التي ينبغي أن تضمن في محتوى كتب اللغة الإنجليزية للصف السادس. وتتألف من 3 مهارات رئيسية، و7 مهارات فرعية، و30 مؤشراً. (2) بلغ عدد المهارات الفرعية التي تم تضمينها في محتوى We Can 3 899 مهارة، منها 346 تتعلق بمجال المهارات الشخصية، و220 تتعلق بمجال المهارات الاجتماعية، و333 تتعلق بمجال المهارات المعرفية. (3) كانت المهارات الشخصية هي الأعلى المدرجة في محتوى أنشطة We Can 3 بنسبة 38%. ، تليها المهارات المعرفية بنسبة 37% ، وأخيراً المهارات الاجتماعية بنسبة 24%. (4) تم تضمين المهارات الشخصية في We Can 3 بـ 346 مؤشراً ونسبة 38% ، تليها المهارات المعرفية بـ 333 مؤشراً ونسبة 37% ، وأخيراً المهارات الاجتماعية بـ 220 مؤشراً ونسبة 24%. (5) بناءً على استبيان استطلاعي قدمته الباحثة لمعلمي ومعلمات اللغة الإنجليزية، من الواضح أن كتب اللغة الإنجليزية للصف السادس يتوافر بها معدل منخفض من المهارات الناعمة. وبناء

على نتائج الدراسة، يوصى بالتعرف على متطلبات تدريب معلمي اللغة الإنجليزية لاكتساب المعرفة حول المهارات الناعمة وكيفية مساعدة المتعلمين في تطويرها.

#### الكلمات المفتاحية:

المهارات الناعمة، المهارات المعرفية، المهارات الاجتماعية، تحليل المحتوى.

## INTRODUCTION

**Textbooks** are the pillars on which the construction of knowledge is built in the educational system. They function as teaching tools, reliable sources of information, and stimuli for critical thinking. There is a complex relationship between textbooks and skill development, ultimately adding to the material of educational knowledge that is always developing. According to the National Council of Teachers of Mathematics (NCTM), "textbooks remain an essential resource for teachers and students in classrooms across the country" (NCTM, 2021). Textbooks provide a structured and consistent approach to teaching and learning, which helps students develop a deeper understanding of the subject matter. The UNESCO Global Education Monitoring Report 2020 states that "Textbooks remain the most widely used medium for delivering education content in schools around the world" (UNESCO, 2020). Textbooks are a vital tool for ensuring that all students have access to the same information and knowledge, regardless of their socioeconomic background. In an article for *The Conversation*, education expert John Hattie argues that "Textbooks are the bedrock of education" (Hattie, 2019). Hattie notes that textbooks provide a shared language and understanding of a subject and enhance the proper skills, which helps teachers and students communicate and collaborate effectively. The American Association of Publishers (AAP) conducted a survey in 2019, which found that "90% of teachers believe that textbooks are an important part of their instruction" (AAP, 2019). The survey also found that textbooks help teachers save time by providing pre-planned lessons and activities.

As this study is about English textbooks A study by Akbari and Behzadpoor (2020) investigated the impact of English textbooks on language learners' motivation and achievement. The researchers found that well-designed and engaging textbooks positively influenced learners' motivation and ultimately led to improved language learning outcomes. A research article by Khezrlou (2021) explored the role of English

textbooks in developing learners' intercultural competence. The study revealed that textbooks incorporating authentic cultural materials and diverse perspectives contributed to the enhancement of learners' intercultural understanding and communication skills. In a study by Liu and Zhang (2022), the effectiveness of English textbooks in promoting learners' speaking skills was examined. The researchers found that textbooks incorporating communicative activities, real-life scenarios, and authentic language use significantly improved learners' speaking proficiency.

Al-Seghayer (2020) believes that English began to be taught in Saudi Arabia in 1928, five years after the Directorate of Education was established in 1923. In 2003 it was introduced to the 6th grade. Later in 2012, it was taught starting from the 4th grade, and in 2022 it was introduced to the first grade. It was decided to start teaching English from an early stage because children are less likely than adults to have negative attitudes toward a foreign language or culture. Furthermore, they are less inhibited and thus less afraid to make mistakes. As a result, they are generally more active, which is a trait conducive to language learning success. Gawi (2012) compared young students' performance (level-4 elementary school) with older students' performance (level-3 intermediate school) to determine whether there is a significant difference in EFL achievement between younger starters (aged five or six) and somewhat older learners receiving their first exposure to the L2 at around the age of 12. The study's findings supported the widely held understanding that younger starters generally achieve better fluency and a more advanced lexical competence. The study's author encouraged the MOE to introduce EFL classes at an earlier age. This shows clearly that younger learners are more capable of learning new languages or even new skills.

In light of Saudi Arabia's Vision 2030 (Vision 2030, 2016) and the fact that Saudi Arabia has entered the global, economic, educational, and political sectors, the English acquisition process necessitates thoughtful and urgent attention, which is challenging for learners. On logistical

grounds, full-capacity implementation of this outstanding vision necessitates a job market with strong English skills, as this language is regarded as a valuable resource for national development. The demand for English reflects its newly recognized importance for carrier growth, scientific and technological advancement, and global business. "Despite these advances, English in Saudi Arabia continues to suffer in all aspects, with unsatisfactory results, learners continue to be inadequate and fall short of expectations" (Alseghayer, 2016, p. 10).

According to Khamis (2013), soft skills are personal skills that enable learners to deal positively, express their thoughts, demonstrate leadership, and achieve positive communication and interaction with others. As shown by Rao's (2014) study, soft skills are an essential and crucial part of life skills that bring success to learners because they are highly related to an individual's behaviors and actions. El Abadla's study (2015) indicates that soft skills teach learners initiative, flexibility, social interaction, leadership, and the ability to deal with adversity.

According to a survey conducted by the Young Enterprise Institution, many individuals lack job skills, particularly soft skills, during job interviews. As a result, many companies are seeking international talents or establishing branches in other countries to address this issue. According to the Young Enterprise Institution, the problem arises due to educational institutions' emphasis on academic skills, tests, and assessments, which diminishes the chance of graduating with the skills required for employment (Al-Arfaj, 2014).

According to UNICEF, soft skills coordinate with other skills (foundational, job-specific, and digital skills) and help them relate to and reinforce each other. Moreover, they are the essential foundation for all abilities (UNICEF, November 2019, *The Role of Skills in a Changing World*). UNICEF actively encourages and aids the execution of various initiatives, including programs, public policies, and research, to cultivate the growth of transferable skills within educational systems. These efforts address the necessity to enhance education and learning for knowledge acquisition in societies, foster personal empowerment for development,

inclusion, and access to life choices, promote active citizenship to strengthen social cohesion, peace, and stability, and support employment and entrepreneurship for economic development.

With this in mind, developing soft skills is a continuous journey that can occur through various methods and diverse settings. These skills can facilitate the transition from childhood to adulthood and from education to employment. This is particularly crucial for our students, where the shift to the job market is challenging for young people with limited education. Integrating soft skills as early as pre-primary education and extending them into secondary and post-secondary education will guarantee well-rounded development and improved learning outcomes, support young people's employability during the transition from school to work, bolster economic growth, and foster equal and just societies. Based on the findings mentioned above, the current study arose from an attempt to present a proposed analysis based on the level of soft skills inclusion in the 6th-grade English textbooks to contribute to this field that requires research and study.

### **The Research Problem**

Based on the previous and in response to MOE development projects (Tatweer, 2015), it is clear that there is a need to investigate the content of the textbooks, including English textbooks for the 6th grade in Saudi Arabia, to determine the level to which they include soft skills; since there have been no studies of such coherence.

From the researcher's experience as an elementary teacher for more than 12 years and according to the active learning card (MOE, 1439) and the supervisors' evaluation card (Onaizah Educational Department, 2018), they all require teachers to incorporate problem-solving and creative thinking into their lessons, because these skills are not primarily available in the textbooks. One of the current study's goals is to serve as a road map for these activities to which teachers might refer.

Based on an exploratory questionnaire given to Saudi English teachers by the researcher, it is evident that sixth-grade English textbooks lack soft skills.

As a result, it became clear that it was necessary to reveal the level to which the content of the 6th-grade English textbooks included soft skills and the implications of this, to ensure that they were employed appropriately in the activities. The study attempted to answer the following questions:

- What are the soft skills that should be included in the 6th-grade English textbooks in Saudi Arabia?
- To what level are the soft skills included in the 6th-grade English textbooks in Saudi Arabia?

#### Purpose of the Study

This study aimed at building a list of soft skills that should be included in the 6th-grade English textbooks in Saudi Arabia and identifying to what level are the soft skills included in the 6th-grade English textbooks in Saudi Arabia. This research could assist them in defining soft skills and incorporating them into exercises and activities that will enable learners to acquire them. This research developed a program that explains to teachers the principles and foundations of education according to soft skills to guide them in their teaching. This research may make teachers aware of the soft skills that young learners require. This allows teachers to guide and train learners in these skills as well as present these skills in an original, progressive, and related form. It may assist teachers in treating some of the problems that learners face. Moreover, it may assist teachers in creating a soft skills exam to determine how well learners perform in this area.

#### Method of the Study

The study adopted a descriptive methodology based on content analysis, "content analysis is a research methodology that involves systematically analyzing and interpreting the content of qualitative data, such as text, images, or audiovisual material, in order to identify patterns, themes, or relationships within the data" (Neuendorf, 2017, p. 3).

The study adopted content analysis for its suitability for the purpose of the study, where it is possible to collect, describe, and analyze data related to the objectives of the study to reach some conclusions related to

the level of inclusion of soft skills in the content of the sixth-grade English book.

### Study Sample

The activities featured in the (We Can 3) series content for the 6th grade in Saudi Arabia formed the study sample. The series includes the 3 term books (the Student and Workbook), which totaled in 6 books, 24 units, 192 pages and 409 activities. As in Table 4, a thorough description of the study population and sample is provided.

Table 4: Study sample

#	Book	Term	Units	Pages	Activities
1	We Can 3 Student Book	Term 1	4	32	57
2	We Can 3 Workbook	Term 1	4	32	71
3	We Can 3 Student Book	Term 2	4	32	52
4	We Can 3 Workbook	Term 2	4	32	80
5	We Can 3 Student Book	Term 3	4	32	52
6	We Can 3 Workbook	Term 3	4	32	97
Total		3	24	192	409

### Instrument of the Study

The list of soft skills included in the 6th-grade English textbooks was transformed into a content analysis card. The card was created to determine the level of inclusion of soft skills in order to meet the study's objectives. The following actions were followed to accomplish this: The first step is to create a list of soft skills that should be included in the 6th-grade English textbooks.

To create the proposed list, the researcher reviewed a variety of sources, including the following:

- 1) Examining Arabic and foreign literature and studies relevant to the current study.
- 2) Document the English language curriculum for the elementary stage in Saudi Arabia (2020) and what soft skills the curriculum objectives emphasize.
- 3) The development of elementary school students and the soft skills they need.
- 4) Requirements of MOE development project (Tatweer, 2015).
- 5) Objectives and Policies of the Tenth Development Plan (2019).
- 6) The Saudi 2030 Vision (2016).
- 7) View and benefit from the international standards and classifications that are necessary for students, such as:
  - World Economic Forum Classifications (2020)
  - WHO Classifications (2020)
  - UNICEF Classifications (2019-2020)
  - 20th Century Skills (2015)

In light of the previous sources, the researcher created a preliminary content analysis card of soft skills that included three key skill categories and seven subskills, namely:

- 1) Personal skills
  - Self-regulation (4 indicators)
  - Psychological flexibility (4 indicators)
- 2) Social skills
  - Social and cultural interaction (6 indicators)
  - Successful leadership (4 indicators)
- 3) Cognitive skills
  - Critical thinking (4 indicators)
  - Problem-solving (4 indicators)
  - Innovative thinking (4 indicators)

The card was presented to a group of academics and experts in the fields of curricula, teaching methods, and applied linguistics from various

universities, as well as some teachers and supervisors of the English language in Saudi public education, in order to confirm the validity of the content of the tool. They were a total of 10 arbitrators (Appendix 1). To evaluate the tool and express their observations about its content regarding the skills' suitability for 6th-grade students, the degree of linguistic integrity, and the relationship between each subskill and its primary field, according to an arbitration form created by the researcher for this purpose (Appendix 2).

Following is a summary of the arbitrators' observations regarding the tool's deletion, addition, and amendment:

- 1) Deletion of the social adaptation subskill.
- 2) Alteration of social interaction subskill into social and cultural interaction.
- 3) Reformulating some indicators for lack of clarity and separating compound skills to appear more precise and specific.
- 4) Deletion of some indicators due to their difficulty or lack of importance and suitability for 6th-grade students.
- 5) Rearrange some indicators to make them look more logical and organized.

Before the modifications, the card included: personal skills (2 subskills; 12 indicators), social skills (3 subskills; 14 indicators), and cognitive skills (3 subskills; 19 indicators). Following the adjustments made per the arbitrators' recommendations, the card included, in its final form, three main areas of skills, and 7 subskills. The skills included personal (2 subskills; 8 indicators), social (2 subskills; 10 indicators), and cognitive (3 subskills; 12 indicators) (Appendix 3).

Accordingly, the researcher has answered the 1st question of the study: What soft skills should be included in the 6th-grade English textbooks in Saudi Arabia? Then the 1st objective of the study was achieved, which was: Build a list of soft skills that should be included in the 6th-grade English textbooks in Saudi Arabia.

Validity of the Study Instrument

Validity is considered one of the foundations on which any scale is designed, and the validity feature is provided by the tool measuring what it was designed to measure. To check the validity of the study tool, virtual validity was used. It was presented to 10 arbitrators, experts in curricula, teaching methods, and applied linguistics, as well as distinguished English supervisors and teachers, to assess the validity of the study tool. This was performed to determine the degree to which the skills are related to the study's subject, the appropriateness and clarity of the linguistic formulation, the degree of certainty, and the appropriateness of the stage.

Consistently of the study Instrument

The stability of the study tool is that the scale gives close readings each time it is used. The first unit of each book was selected in order to verify the stability of the analysis card and the stability was measured in two ways, namely:

### **1. Intra-rater Reliability**

The researcher used the analysis card to examine the first unit of the study sample books. The researcher then repeated the analysis after 30 days, and the stability coefficient was derived by measuring the percentage of agreement between the two analyses using the Holsti equation (0.91). Based on what Kassarian (1977) stated, a stability coefficient of greater than 80 provides a positive indicator of the stability of the analysis tool. This suggests that the stability coefficient is considered appropriate and the tool is reliable and can be used to get the study's results.

### **2. Inter-rater Reliability:**

To analyze the first unit of each book, the researcher seeks the assistance of another analyst. The process was described in detail, along with the stages the researcher took and the guidelines she established. The stability coefficient was then determined using the Holsti equation and the percentage of agreement between the analyses, giving a suitable stability coefficient of 0.84. It indicates the stability of the research tool and the reliability of relying on it to provide the study's findings.

Analysis categories were represented in 3 key skills: personal skills (2 subskills; 8 indicators), social skills (2 subskills; 10 indicators), and cognitive skills (3 subskills; 12 indicators). A table was made of the skills for which the frequency of skills (analysis categories) was monitored in activities (analysis material).

The analysis process was carried out according to the following steps:

- 1) Counting the books in the We Can 3 series for the sixth-grade students in each of its three terms (student book and workbook). They are handled as a whole since they influence how students acquire knowledge and values.
- 2) By limiting the number of pages holding the content to be investigated in each book of We Can 3, determine the area of analysis included within.
- 3) To develop an overall concept, accurately and attentively read every activity and related question in the study sample books. Be specific about the concepts you are discussing, and note which ones have to do with soft skills. All content-related activities and the phonics practice exercises at the end of each unit are included in the analysis process.
- 4) Reading all of the study sample books containing the activities listed in step 3 and separately analyzing each activity on the designated card. Appendices and introductions are not included in the analysis process.
- 5) Recording the indicator's appearance and subsequent appearances in the same activity with a single mark on the card corresponding to it.
- 6) Using iterative markers to calculate how many inclusions are in each chosen activity.
- 7) Emptying the analysis card by counting the times each skill was achieved and the percentage of those times.
- 8) Compare the frequency of the skill in the content to the total number of repetitions of the other skills in the analysis tool to determine the degree of inclusion of soft skills in the We Can 3 content.

### **Procedure of the Study:**

To answer the study questions, the researcher followed the following procedural steps:

First: identifying the soft skills appropriate for the 6th grade. This was done through:

1. Studying previous research and studies that are related to the soft skills.
2. Determining the developmental characteristics of elementary grade students, the sixth grade students in particular.
3. Preparing a preliminary list of the soft skills that must be available in the English language course. Then presenting it to arbitrators. Finally developing the list and formulating it in the form of a content analysis card.

Second: determining the level of soft skills inclusion in the 6th grade English textbooks, in light of the list that was reached in the previous steps:

1. Using the analysis card of the soft skills to analyze the content of English textbooks for the 6th grade (sample).
2. Statistical monitoring and processing of results.
3. Analysis and interpretation of results.
4. Using the findings of the exploratory questionnaire.

Third: providing the necessary recommendations in the light of the findings of the study.

3-5 Statistical Analysis:

Based on the nature of the study, and the goals it seeks to achieve, the researcher used the following statistical methods:

- 1) Holsti equation calculation coefficient of stability of the content analysis card.
- 2) Frequencies and percentages to identify the level of inclusion of soft skills in the content of the We Can 3 series for the 6th grade in Saudi Arabia.

An exploratory Questionnaire

A questionnaire was created using the content analysis card, as in Appendix 3. The exploratory questionnaire was distributed to 261 Saudi Arabia's 6th-grade English teachers. The exploratory questionnaire was divided into two parts:

The first part was the respondents' information (sex, degree, and years of experience), as shown in Table 5.

**Table 5: Respondents' information**

<b>Sex</b>	78% Female	22% Male
<b>Degree</b>	81% Bachelor	19% High studies
<b>Years of experience</b>	23% 5-10	77% more than 10

The second part was about the soft skills inclusion in the 6th-grade English textbooks. The categories were represented in 3 key skills, 7 subskills, and 30 indicators, as shown in Table 6 (personal skills, 2 subskills-8 indicators; social skills, 2 subskills-10 indicators; cognitive skills, 3 subskills-12 indicators).

Table 6: The areas of the questionnaire

<b>Subskills</b>	<b>indicators</b>
Self-regulation	4
Psychological flexibility	4
S0cial and cultural interaction	6
Successful leadership	4
Critical thinking	4
Problem-solving	4
Innovative thinking	4
7	30

The three-point Likert scale (Agree – Neutral – Disagree) was used in the exploratory questionnaire to measure the responses.

The following criteria were taken from Aldossary & Albedaiwi (2021) and used for determining the inclusion of soft skills in the study sample, based on the respondent, as shown in Table 7.

Table 7: The percentage of availability of soft skills

Percentage	Availability
0%-20%	Available at a very low rate
20%-40%	Available at a low rate
40%-60%	Available at a medium rate
60%-80%	Available at a high rate
80%-100%	Available at a very high rate

Results Related to the First Question:

The question was "What are the soft skills that should be included in the 6th-grade English textbooks in Saudi Arabia?"

This question has resulted in creating a suggested list of soft skills that should be included in the sixth-grade English textbooks (We Can 5-6). A list was reached in its final form (Appendix 3), where three main skills were included, namely: personal, social, and cognitive, and 30 indicators are associated with it. This was conducted after verifying the veracity of the list by presenting it to a group of arbitrators who specialize in curricula and methods of teaching as well as teachers and supervisors of the English language in general education.

Table 8 shows the number of subskills and indicators associated with each main skill that should be included in the 6th-grade English textbooks.

**Table 8:** Soft skills that should be included in 6th-grade English textbooks

Skills	Subskills	Indicators	Percentage
Personal skills	Self-regulation	4	13%
	Psychological flexibility	4	13%
Social skills	Social and cultural interaction	6	20%
	Successful leadership	4	13%
Cognitive skills	Critical thinking	4	13%
	Problem-solving	4	13%

	Innovative thinking	4	13%
3	7	30	100%

According to Table 8, out of all the skills, cognitive skills have the greatest subskills (3) and indications (12), totaling 39% of all skills. With a percentage of 33%, the social skills of 2 subskills and 10 indicators are in second place on the list. While personal skills, with 2 subskills and 8 indications, are in third and last position, making 26% of the total. Based on the information above, the subskills and indicators related to cognitive skills are the most numerous. This may result from the nature of soft skills and the value of cognitive skills in daily life, education, and the workplace.

Additionally, cognitive skills assist EFL learning and acquisition based on Swain's (2010) Linguaging Theory, which asserts that language (speaking and writing) is a cognitive facilitating tool for humans. An individual's thinking ability can be improved by learning to speak and write in a language. Some individuals call themselves "verbal processors" because they pick up new information when speaking or writing. It asserts that the process of cognitive development involves speaking and writing. Learning a language is an excellent way to measure a person's progress in cognitive development. Therefore, communicating effectively in a range of contexts—including oral, written, multicultural, electronic, and even communication climate—is a prerequisite for learning a language.

As Qizi's (2020) mentioned, employers are eager to find workers with cognitive skills these days due to economic changes. As well as, the findings of numerous studies show that; one must possess at least seven different cognitive skills to succeed in the twenty-first-century workplace, including working memory, semantic and episodic memory, verbal and numerical reasoning, selective attention and mental flexibility, verbal attention and inhibition, abstract reasoning, problem-solving and creative thinking, and learning potential.

Based on an exploratory questionnaire given to Saudi English teachers by the researcher, it is evident that sixth-grade English textbooks have a low level of soft skills.

Results Related to the Second Question:

The question was: "To what level are the soft skills included in the 6th-grade English textbooks in Saudi Arabia?"

The researcher examined the writing exercises in the content of the WE Can 3 textbooks for the sixth grade (the study sample) and calculated the repetitions of the soft skills included in it, as well as the percentage of repetitions of each subskill to the overall repetitions of the three skills in each course separately. The researcher also determined the order of repetitions based on inclusion ratios for skills. The comprehensive findings from the analysis of the activities in (We Can 3)'s content for the sixth grade are displayed in Table 9.

Table 9: Distribution of personal skills according to terms

Indicators	1 <sup>st</sup> term				2 <sup>nd</sup> term				3 <sup>rd</sup> term				Total	
	Student book		Work book		Student book		Work book		Student book		Work book		Books	
Self-regulation	Repetition	%	Repetition	%	Repetition	%	Repetition	%	Repetition	%	Repetition	%	Repetition	%
learner prioritizes tasks and accomplishes them without direct supervision.	14	4.0%*	14	4.0%*	3	0.9%	4	1.2%	2	0.6%	3	0.9%	40	11.6%
It guides the learner to be a self-directed learner.	5	1.4%	5	1.4%	12	3.5%*	26	7.5%*	0	0.0%	4	1.2%	52	15.0%
It motivates learners to move beyond mastery of core skills and curriculum requirements to exploring and extending personal learning and opportunities for experience	10	2.9%	15	4.3%	8	2.3%	11	3.2%	11	3.2%*	14	4.0%*	59	17.1%
It guides learners to take advantage of leisure time to practice loving hobbies or learn new things.	11	3.2%	17	4.9%	9	2.6%	13	3.8%	9	2.6%	14	4.0%*	73	21.1%*
Psychological flexibility														
It directs the learner to invest feedback effectively.	3	0.9%	0	0.0%	1	0.3%	4	1.2%	1	0.3%	3	0.9%	12	3.5%
It encourages learners to be positive about success, failure, and criticism.	0	0.0%	0	0.0%	4	1.2%*	9	2.6%	0	0.0%	0	0.0%	13	3.8%
The learner is directed to set goals that are aligned with his or her abilities and capabilities.	5	1.4%	5	1.4%	2	0.6%	11	3.2%*	0	0.0%	4	1.2%	27	7.8%
It raises awareness of the importance of taking responsibility	9	2.6%*	13	3.8%*	4	1.2%*	9	2.6%	11	3.2%*	14	4.0%*	60	17.3%*
<b>Total</b>	<b>57</b>	<b>16.3%</b>	<b>69</b>	<b>19.9%</b>	<b>43</b>	<b>12.4%</b>	<b>87</b>	<b>25.1%</b>	<b>34</b>	<b>9.8%</b>	<b>56</b>	<b>16.2%</b>	<b>346</b>	<b>100.0%</b>

The percentage of first-term personal skills in self-regulation in the student book and workbook for learner who prioritizes tasks and accomplishes them without direct supervision was 4.0%, according to

Table 9. The greatest percentage in the student book and the workbook for self-regulation in the second term was 11.0% for: It guides the learner to be self-directed. It motivates learners to move beyond mastery of core skills and curriculum requirements to exploring and extending personal learning and experience opportunities, reported as having the greatest percentage in the student book and the workbook for self-regulation in the third term (7.2%). Overall, the highest percentage in all books was recorded for: It guides learners to take advantage of leisure time to practice loving hobbies or learn new things (21.1%).

The greatest percentage for psychological flexibility for the first term in the student book and workbook was reported for: It raises awareness of the importance of taking responsibility (6.4%). The highest percentage in the student book for psychological flexibility in the second term was noted for: It encourages learners to be positive about success, failure, and criticism and: It raises awareness of the importance of taking responsibility (1.2%) each; for the workbook: The learner is directed to set goals that are aligned with his or her abilities and capabilities (3.2%). Psychological flexibility in the third term was the highest percentage in the student book and the workbook for the following topics: It raises awareness of the importance of taking responsibility (7.2%). It raises awareness of the importance of taking responsibility (17.3%) overall had the highest psychological flexibility.

**Table 10:** Distribution of Social skills according to terms

Indicators	1 <sup>st</sup> term				2 <sup>nd</sup> term				3 <sup>rd</sup> term				Total	
	Student book		Work book		Student book		Work book		Student book		Work book		Books	
	Repetition	%	Repetition	%	Repetition	%	Repetition	%	Repetition	%	Repetition	%	Repetition	%
<i>It promotes positive attitudes toward other cultures.</i>	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<i>It refers to what distinguishes the cultures of the world.</i>	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3	1.4%	6	2.7%	9	4.1%
<i>It helps to understand, negotiate, and evaluate diverse perspectives and beliefs for practical solutions, especially in multicultural environments.</i>	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	0.9%	5	2.3%	7	3.2%
<i>It guides the learner to plan group work.</i>	11	5.0%	4	1.8%	19	8.6%*	0	0.0%	22	10.0%*	2	0.9%	58	26.4%*
<i>It directs the learner to engage in volunteer work.</i>	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<i>It includes situations for developing interactivity skills (e.g., listening and speaking).</i>	8	3.6%*	9	4.1%*	4	1.8%	9	4.1%*	9	4.1%	14	6.4%*	53	24.1%
<b>Successful leadership</b>														
<i>It includes situations for developing decision-making skills.</i>	5	2.3%	5	2.3%	4	1.8%	11	5.0%*	1	0.5%	4	1.8%	19	8.6%
<i>It enhances leadership through initiative-taking situations.</i>	0	0.0%	0	0.0%	1	0.5%	0	0.0%	1	0.5%	0	0.0%	2	0.9%
<i>It includes situations to help invest the strengths of others</i>	11	5.0%*	17	7.7%*	8	3.6%*	12	5.5%	5	2.3%*	13	5.9%*	72	32.7%*
<i>It persuades responsible behavior when leading the team.</i>	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<b>Total</b>	<b>35</b>	<b>15.9%</b>	<b>35</b>	<b>15.9%</b>	<b>36</b>	<b>16.4%</b>	<b>32</b>	<b>14.5%</b>	<b>43</b>	<b>19.5%</b>	<b>44</b>	<b>20.0%</b>	<b>220</b>	<b>100.0%</b>

According to Table 10's social skills data for social and cultural interaction from the first term student book, the following categories accounted for the highest percentages in both the student book and workbook: It includes situations for developing interactivity skills, such as speaking and listening (7.7%). The most common statements in the student book for the second term's social and cultural interaction were: It guides the learner to plan group work (8.6%), and It includes situations for developing interactivity skills, such as speaking and listening (4.1%). The student book for: It guides the learner to plan group work (10.0%), and the workbook's inclusion of It includes situations for developing interactivity skills, such as speaking and listening (6.4%), received the greatest percentages in the third term's social and cultural interaction course. Overall, the student book's greatest percentage was found for: It guides the learner to plan group work (26.4%).

The section of the student book and workbook with the greatest percentage for the first term of successful leadership was: It includes situations to help invest the strengths of others (12.7%). The student book's inclusion of: It includes situations to help invest the strengths of others had the highest percentage in successful leadership's second term (3.6%), and the workbook's inclusion of: It includes situations for developing decision-making skills had the highest percentage (5.0%). The student book and workbook entry with the greatest percentage for successful leadership in the third term was: It includes situations to help invest the strengths of others (8.2%). It includes situations to help invest the strengths of others (32.7%) received the greatest proportion in all the books overall.

**Table 11:** Distribution of cognitive skills according to terms  
Indicators 1st term 2nd term 3rd term Total

Indicators	1 <sup>st</sup> term				2 <sup>nd</sup> term				3 <sup>rd</sup> term				Total	
	Student book		Workbook		Student book		Workbook		Student book		Workbook		Books	
	Repetition	%	Repetition	%	Repetition	%	Repetition	%	Repetition	%	Repetition	%	Repetition	%
<b>Critical Thinking</b>														
<i>It instructs the learner to express his opinions.</i>	5	1.3%	5	1.3%	4	1.2%	11	3.3%	1	0.3%	4	1.2%	30	9.0%
<i>It guides the learner to interpret and clarify ideas.</i>	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3	0.9%	0	0.0%	3	0.9%
<i>It gives an opportunity to judge different answers.</i>	11	3.3%*	15	4.5%*	8	2.4%*	12	3.6%*	5	1.5%*	13	3.9%*	64	19.2%*
<i>It develops skills to interpret information, opinions, and events.</i>	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3	0.9%	0	0.0%	3	0.9%
<b>Problem-Solving</b>														
<i>It exposes the learner to different types of unusual situations and real-life problems.</i>	9	2.7%	13	3.9%	4	1.2%	9	2.7%	10	3.0%	14	4.2%*	59	17.7%
<i>It encourages the learner to obtain information that will help in solving problems independently.</i>	5	1.5%	5	1.5%	2	0.6%	11	3.3%	0	0.0%	4	1.2%	27	8.1%
<i>It encourages the learner to conduct research, surveys, and investigation.</i>	18	5.4%*	23	6.9%*	15	4.5%*	15	4.5%*	14	4.2%*	10	3.0%	83	25.3%*
<i>It guides the learner to find solutions by connecting prior information to the current</i>	1	0.3%	0	0.0%	2	0.6%	2	0.6%	0	0.0%	1	0.3%	6	1.8%
<b>Innovative thinking</b>														
<i>It includes different ways to create ideas (e.g., brainstorming).</i>	3	0.9%*	5	1.5%*	1	0.3%	4	1.2%*	2	0.6%	4	1.2%*	19	5.7%
<i>It stimulates the building and expansion of ideas.</i>	0	0.0%	0	0.0%	2	0.6%	1	0.3%	0	0.0%	1	0.3%	4	1.2%
<i>It encourages adding new and varied details to a particular idea.</i>	0	0.0%	0	0.0%	4	1.2%	3	0.9%	5	1.5%*	4	1.2%*	16	4.8%
<i>It encourages organizing information with new ideas.</i>	1	0.3%	0	0.0%	5	1.5%*	3	0.9%	5	1.5%*	4	1.2%*	17	5.1%*
<b>Total</b>	53	15.9%	66	19.8%	47	14.1%	71	21.3%	48	14.4%	59	17.7%	333	100.0%

The greatest percentage in the student book and workbook was recorded for: It allows judging different answers (7.8%) in Table 11's analysis of cognitive skills for the first term. The greatest percentage in the student book and workbook for critical thinking in the second semester was noted for: It allows judging different answers (7.0%). The greatest percentage in the student book and workbook for critical thinking in the third term was noted for: It allows judging different answers (5.4%). Overall, the whole book's highest percentage was noted for the statement: " It allows judging different answers" (19.2%).

The highest proportion for the first term of problem-solving was noted in the student book and workbook for: It motivates the learner to perform research, survey, and investigation (13.3%). The student book and workbook entries for problem-solving from the second semester with the greatest percentage was: It encourages the learner to conduct research, survey, and investigation (9.0%). The student book and workbook entries for problem-solving from the third term with the greatest percentage was: It encourages the learner to conduct research, survey, and investigation (7.2%). It encourages the learner to conduct research, survey, and investigation indicator had the greatest percentage in the books overall (25.5%).

The indicator "It includes different ways to create ideas, such as brainstorming" was mentioned the most in the student book and workbook for the first term of innovative thinking (2.4%). The greatest percentage in the student book for innovative thinking in the second term was recorded for: It encourages organizing information with new ideas (1.5%); and for the workbook: It includes different ways to create ideas, such as brainstorming (1.5%). The highest percentage in the student book for the third trimester of innovative thinking was noted for: It encourages adding new and varied details to a particular idea, and: It encourages organizing information with new ideas (1.5%), and in the workbook for: It includes different ways to create ideas, such as brainstorming, It encourages to add new and varied details to a particular idea, as well as It encourages to organize information with new ideas

(1.2%). The statement that received the greatest overall percentage in the books was: It encourages organizing information with new ideas (5.1%).

#### Discussion:

Based on the study's results and the previous studies findings, it is essential for students that soft skills are included in 6th-grade English. As shown by Rao's (2014) study, soft skills are an important and crucial part of life skills that bring success to learners because they are highly related to an individual's behaviors and actions. Due to the significance of their influence on students' future professional success, soft skills should be easily incorporated into the curriculum. For students to quickly transfer these practices to their careers in the future, English teachers should also combine strategies, practices, and activities with the soft skills needed in that grade (psychological flexibility, social and cultural interaction, self-regulation, successful leadership, critical thinking, problem-solving, and innovative thinking). This helps students to advance educationally and professionally and succeed in the labor market.

According to Khamis (2013), soft skills are personal skills that enable learners to deal positively, express their thoughts, demonstrate leadership, achieve positive communication, and interact with others. El Abadla's study (2015) indicated that soft skills teach learners initiative, flexibility, social interaction, leadership, and the ability to deal with adversity. Given the previous, the current study arose from an attempt to present a proposed analysis based on the level of soft skills inclusion in the 6th-grade English textbooks to contribute to this field that requires research and study.

The study aimed to build a list of soft skills that should be included in the 6th-grade English textbooks and identify to what level are the soft skills included in the 6th-grade English textbooks.

The current study's findings revealed that the first-term self-regulation had the largest percentage recorded for: learners prioritizing tasks and accomplishing them without direct supervision (8%). The student book and workbook's highest self-regulation percentage for the second term were: It guides the learner to be self-directed (11%). It motivates

learners to move beyond mastery of core skills and curriculum requirements to exploring and extending personal learning and opportunities for experience (7.2%), according to data from the student book and workbook for the third term in self-regulation.

The student book and workbook entry with the greatest percentage for psychological flexibility for the first term was: It raises awareness of the importance of taking responsibility (6.4%). The highest percentage in the student book for psychological flexibility during the second term was: It encourages learners to be positive about success, failure, and criticism (1.2%). Workbook: the learner is directed to set goals aligned with his or her abilities and capabilities (3.2%) and raises awareness of the importance of taking responsibility (1.2%). The student book's highest percentage for psychological flexibility's third term was: It raises awareness of the importance of taking responsibility (4%).

The highest percentage in the student book and workbook for social skills for the first term in social and cultural interaction was recorded for: It includes situations for developing interactivity skills, such as listening and speaking (7.7%). The most common statement in the student book for the second term's social and cultural interaction course was: "It guides the learner to plan group work" (8.6%), while the most common statement in the workbook was: "It includes situations for developing interactivity skills, such as listening and speaking" (4.1%). The student book and workbook's highest percentage for the third successful leadership term were: It includes situations to help invest the strengths of others (8.2%).

Additionally, the results demonstrated that the first term's cognitive skills in critical thinking had the highest percentage recorded for: It allows judging different answers (7.8%). The greatest percentage in the student book and workbook for critical thinking in the second semester was noted for: It allows judging different answers (6%). It allows judging different answers (5.4%) received the highest percentage in the student book and workbook for the third trimester of critical thinking. The

following indicator received the highest overall proportion in the books (19.2%): It allows judging different answers.

The student book and workbook's highest percentage for the first problem-solving skill were: It encourages the learner to conduct research, survey, and investigation (12.3%). It encourages the learner to conduct research, survey, and investigation (9%), according to student books and workbooks, which were recognized as having the highest proportion for problem-solving in the second term. The student book and workbook's greatest percentage for problem-solving in the third trimester were: It encourages the learner to conduct research, survey, and investigation (7.2%). It encourages the learner to conduct research, survey, and investigation indicator had the greatest percentage in the books overall (25.5%).

The highest percentage in the student book and workbook for the first term of innovative thinking was recorded for: It includes different ways to create ideas, such as brainstorming (2.4%). The greatest percentage for innovative thinking in the second term of the workbook was noted for: It includes different ways to create ideas, such as brainstorming (1.2%), and in the student book for: it encourages organizing information with new ideas (2.4%). The highest percentage of innovative thinking was noted in the student book for the following in the third term: it encourages organizing information with new ideas (1.5%), and it encourages adding new and varied details to a particular idea (1.5%). The workbook was noted for: It includes different ways to create ideas, such as brainstorming (1.2%), it encourages adding new and varied details to a particular idea (1.2%), and it encourages organizing information with new ideas (1.2%). The indicator "It includes different ways to create ideas, such as brainstorming" was noted with the highest percentage in the books overall (5.7%).

These findings agree with the study conducted by (Antony, 2022) who reported that skills like dependability, responsibility, ethical values, removing listening barriers, and professionalism in group work could be cultivated in the classroom along with teaching the needed material.

Mitsea et al. (2021) study examined soft skills according to the metacognitive approach. The development of soft skills requires: systematic education on soft skills theory, including cognitive and metacognitive theories. Reality-based training assists students in developing self-awareness of their abilities and flaws through experience, discovering new growth areas, and using appropriate strategies for making amends for weaknesses and instruction in self-observation using a variety of strategies to improve attentional control, which is the basis of the development of soft skills.

Tikhonova et al. (2018) results showed that soft skills are non-professional generic skills, qualities, and personal attributes leading to efficient, professional activities. They cover two main domains: (1) indisputable soft skills, including communication skills (oral communication, written communication, and presentation skills); social skills (interpersonal communication, teamwork, leadership skills, social intelligence, responsibility, ethic, and courtesy); cognitive skills (information skills, critical thinking, problem-solving, novelty thinking, cognitive load management, learning skills, and self-management) and (2) mixed soft skills, mainly related to personal attributes and qualities (integrity, optimism, flexibility, creativity, motivation, and empathy) and emotional intelligence (EI). The second group took its name as it embraced more elusive personal features and traits.

The current study is similar to Dharmarajan et al. (2012), which dealt with the effects of soft skills on the lives of students during their time as students, after their graduation, and their entry into the labor market. It came to the necessity of soft skills as a complement to hard skills, often referred to as vocational-technical qualifications, in order to effectively train students in soft skills.

This study's findings as well as previous studies clarified that including soft skills training in textbooks is a very effective way of shaping one's personality. Every student must acquire sufficient skills beyond academic or technical knowledge.

Results of the Exploratory Questionnaire:

Based on the responses distributed to 261 6th-grade English teachers, the results are shown in Table 12.

Table 12: Availability of personal skills according to the exploratory questionnaire

Personal Skills	indicators	Responses			total
		Agree	Neutral	Disagree	Availability
Self-regulation	The content helps the learner prioritize tasks and accomplish them without direct supervision.	24%	66%	10%	Available at a low rate
	It guides the learner to be a self-directed learner.	25%	40%	35%	Available at a low rate
	It motivates learners to move beyond mastery of core skills and curriculum requirements to exploring and extending personal learning and opportunities for experience.	5%	32%	63%	Available at a very low rate
	It guides learners to take advantage of leisure time to practice loving hobbies or learn new things.	71%	12%	17%	Available at a high rate
Psychological flexibility	It directs learner to effectively invest feedback.	9%	37%	54%	Available at a very low rate
	It encourages learners to be positive about success, failure, and criticism.	2%	18%	80%	Available at a very low rate
	The learner is directed to set goals that are aligned with his or her abilities and capabilities.	19%	57%	24%	Available at a very low rate
	It raises awareness of the importance of taking responsibility	6%	14%	80%	Available at a very low rate

Regarding personal skills in self-regulation, Table 12 showed that: "The content helps the learner prioritize tasks and accomplish them without direct supervision," and "It guides the learner to be a self-directed learner," were available in a low rate in 6th grade English textbooks. Where "It motivates learners to move beyond mastery of core skills and curriculum requirements to exploring and extending personal learning and experience opportunities" indicators were available in a very low rate. While the indicator "It guides learners to take advantage of leisure

time to practice loving hobbies or learn new things" was available at a high rate.

In psychological flexibility, the responses showed that all indicators were available at a very low rate.

**Table 13:** Availability of social skills according to the exploratory questionnaire

Social skills	indicators	Responses			total
		Agree	Neutral	Disagree	Availability
Social and cultural interaction	It promotes positive attitudes toward other cultures.	4%	33%	63%	Available at a very low rate
	It refers to what distinguishes the cultures of the world.	25%	7%	68%	Available at a low rate
	It helps to understand, negotiate, and evaluate diverse perspectives and beliefs for practical solutions, especially in multicultural environments.	38%	27%	35%	Available at a low rate
	It guides the learner to plan group work.	57%	12%	31%	Available at a medium rate
	It directs the learner to engage in volunteer work.	6%	29%	65%	Available at a very low rate
	It includes situations for developing interactivity skills (e.g. listening and speaking).	89%	3%	8%	Available at a very high rate
Successful leadership	It includes situations for developing decision-making skills.	61%	1%	38%	Available at a high rate
	It enhances leadership through initiative-taking situations.	17%	46%	37%	Available at a very low rate
	It includes situations to help investing the strengths of others	34%	52%	14%	Available at a low rate
	It persuades responsible behavior when leading the team.	11%	39%	50%	Available at a very low rate

Table 13 in social skills, the subskill: social and cultural interaction had 6 indicators. Two indicators were available in a very low rate; they were: "It promotes positive attitudes toward other cultures", and "It directs the learner to engage. The indicators: "It refers to what distinguishes the cultures of the world", and "It helps to understand, negotiate, and evaluate diverse perspectives and beliefs for practical solutions,

especially in multicultural environments", were available in a low rate. The indicator: "It guides the learner to plan group work" was available at a medium rate. As for the indicator: "It includes situations for developing interactivity skills (e.g., listening and speaking)," it was available at a very high rate.

In the second subskill: successful leadership, there were 4 indicators. The following two indicators were available at a very low rate: "It enhances leadership through initiative-taking situations," and "It persuades responsible behavior when leading the team". "It includes situations to help invest the strengths of others", was available in a low rate. The fourth indicator was available at a high rate: "It includes situations for developing decision-making skills."

Table 14: Availability of cognitive skills according to the exploratory questionnaire

Cognitive Skills	indicators	Responses			total
		Agree	Neutral	Disagree	Availability
Critical Thinking	It instructs the learner to express his opinions.	74%	21%	5%	Available at a high rate
	It guides the learner to interpret and clarify ideas.	47%	31%	22%	Available at a medium rate
	It gives an opportunity to judge different answers.	81%	7%	12%	Available at a very high rate
	It develops skills to interpret information, opinions, and events.	44%	52%	4%	Available at a medium rate
Problem-Solving	It exposes the learner to different types of unusual situations and real-life problems.	56%	30%	14%	Available at a medium rate
	It encourages the learner to obtain information that will help in solving problems independently.	41%	38%	21%	Available at a medium rate
	It encourages the learner to conduct research, survey, and investigation.	49%	11%	40%	Available at a medium rate
	It guides the learner to find	32%	26%	42%	Available at a

Cognitive Skills	indicators	Responses			total
		Agree	Neutral	Disagree	Availability
	solutions by connecting prior information to the current.				low rate
Innovative thinking	It includes different ways to create ideas (e.g., brainstorming).	78%	17%	5%	Available at a high rate
	It stimulates the building and expansion of ideas.	16%	38%	46%	Available at a very low rate
	It encourages to add new and varied details to a particular idea.	35%	29%	36%	Available at a low rate
	It encourages to organize information with new ideas.	24%	67%	9%	Available at a low rate

Table 14 shows the availability of cognitive skills, consisting of three subskills, each with four indicators. The first subskill: critical thinking, had two indicators available at a medium rate: "It guides the learner to interpret and clarify ideas", and "It develops skills to interpret information, opinions, and events". The indicator was available at a high rate: "It instructs the learner to express his opinions", and the indicator "It allows judging different answers" was available in a very high rate.

In problem-solving, the three indicators were available at a medium rate: "It exposes the learner to different types of unusual situations and real-life problems", "It encourages the learner to obtain information that will help in solving problems independently", and "It encourages the learner to conduct research, survey, and investigation". The last indicator was available at a low rate: "It guides the learner to find solutions by connecting prior information to the current".

Regarding innovative thinking, one indicator was available in a very low rate "It stimulates the building and expansion of ideas". Two indicators were available at a low rate. They were: "It encourages to add new and varied details to a particular idea", and "It encourages to organize information with new ideas". The last indicator available at a high rate was: "It includes different ways to create ideas (e.g., brainstorming)".

Based on the researcher's exploratory questionnaire responses given to 6th-grade English teachers, it is evident that the sixth-grade English textbooks have a low rate of soft skills.

### Recommendations:

#### 1) Recommendations for the Ministry of Education:

- i) Emphasizing the importance of soft skills.
- ii) Creating appropriate tools to measure soft skills effectively.
- iii) Developing the capabilities of the faculty members to discover, measure, and develop soft skills.
- iv) Introducing programs for soft skills to the professional development plan.
- v) Maintaining contact with competition winners on a national and international level to assist them in refining their fundamental soft skills and serve as soft skills ambassadors in their schools.

#### 2) Recommendations for the Curriculum Developers:

- (a) Conducting an overall evaluation of the content of the sixth-grade English textbooks to ensure that the activities' emphasis is equally distributed across personal, social, and cognitive skills.
- (b) Inclusion of extracurricular activities to develop soft skills.
- (c) The study's findings indicated a variation in the degree of inclusion of soft skills. The study suggests revisiting the distribution of these skills and including them in balanced proportions.
- (d) Offering learners, the opportunity to practice soft skills by modifying and adding soft skills to the activities found in the English textbooks.

#### 3) Recommendations for English Supervisors:

- (a) Preparing a program that explains to teachers the principles and foundations of education according to soft skills to guide them in their teaching.

#### 4) Recommendations for English Teachers:

Making teachers aware of the soft skills that young learners require. This allows teachers to guide and train learners in these skills as well as present these skills in an original, progressive, and related form.

Assisting teachers in treating some of the problems that learners face.

Assisting teachers in creating a soft skills exam to determine how well learners perform in this area.

#### Suggestions for Future Research:

Based on the findings of the study, the researcher suggests the following:

1. An analysis of the elementary, intermediate, and secondary English textbook content for the inclusion of soft skills.
2. A descriptive study to identify the English teachers' training requirements for acquiring knowledge about soft skills and how to assist learners in developing them.
3. Using extracurricular activities like volunteering, community service, and project-based learning to help young learners build soft skills.
4. The effectiveness of an integration-based approach for fostering soft skills in young students.
5. The effect of the imaginative learning approach on the growth of inventive thinking.
6. A proposed program of extracurricular activities to assist young learners in developing successful leadership skills.

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