

Cognitive Life Skills Integration in EFL Textbooks Grade 11

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Abstract

Objectives: This study aimed to analyze the representation of cognitive life skills—critical thinking, creative thinking, problem-solving, and decision-making—in Jordan's High Note Grade 11 EFL textbook.

Methods: To achieve the study's objectives, a content analysis method was used to evaluate 495 activities across ten units.

Results: The results showed a dominant focus on critical thinking (52.93%), with moderate inclusion of decision-making (20.81%) and creative thinking (20.61%), while problem-solving is minimally addressed (5.66%). The findings suggested an imbalance that may hinder students' ability to apply knowledge practically.

Conclusion: In light of these results, it is recommended to restructure tasks to strengthen the integration of problem-solving, and further research on life skills in EFL curricula.

Keywords: Cognitive life skills, EFL textbooks, Critical thinking, Problem-solving, Jordan, Content analysis.

مهارات الحياة المعرفية المتضمنة في كتب اللغة الإنجليزية كلفة أجنبية للمصف الحادي عشر

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الملخص

الأهداف: هدفت هذه الدراسة إلى معرفة مدى تضمين المهارات الحياتية المعرفية (التفكير الناقد، التفكير الإبداعي، حل المشكلات، واتخاذ القرارات) في كتاب اللغة الإنجليزية كلفة أجنبية "هاي نوت" للمصف الحادي عشر في الأردن.

المنهجية: لتحقيق أهداف الدراسة، استخدم أسلوب تحليل المحتوى لتقييم 495 نشاطاً في عشر وحدات. وقد أظهرت النتائج تركيزاً كبيراً على مهارة التفكير النقدي (52.93%)، مع وجود توازن نسبي لمهارتي اتخاذ القرار (20.81%) والتفكير الإبداعي (20.61%)، بينما كانت مهارة حل المشكلات الأقل ظهوراً (5.66%). حيث أشارت النتائج إلى وجود قصور في التوازن قد يعيق قدرة الطلبة على تطبيق المعرفة عملياً.

النتائج: في ضوء هذه النتائج، توصي الدراسة بإعادة هيكلة المهمات التعليمية لتعزيز دمج مهارة حل المشكلات، والدعوة إلى إجراء المزيد من الأبحاث حول المهارات الحياتية في مناهج تعليم اللغة الإنجليزية كلفة أجنبية.

الكلمات المفتاحية: المهارات الحياتية المعرفية، كتب تعليم اللغة الإنجليزية، التفكير الناقد، حل المشكلات، الأردن، تحليل المحتوى.

Introduction

Recently, the incorporation of life skills into English as a Foreign Language (EFL) instruction has gained greater prominence than before, as teachers and curriculum developers realize that they need to provide learners with more than just a grasp of linguistic principles. Life skills, as defined by the World Health Organization (1999), are abilities for adaptive and positive behavior that enable students to deal effectively with daily living demands. In the EFL context, life skills encompass a wide range of cognitive abilities, including critical thinking, creative thinking, problem-solving, and decision-making. These skills support students' academic work as well as the demands of daily life (UNESCO, 2016).

The broader discourse on cognitive life skills—specifically critical thinking, creative thinking, problem-solving, and decision-making—serves as the foundation for a detailed study of cognitive life skills in *Jordan's High Note Grade 11* textbook. Integrating such skills into schoolbooks is also a crucial aspect of modern pedagogy (Alamri, 2021). In the Jordanian context, skill-based education is a high priority due to educational reforms such as ERfKE (Education Reform for the Knowledge Economy). An analysis of how these life skills are presented in textbooks and perceived by students may provide insights into the effectiveness of curricula (Al-Tweissi, 2023).

Critical thinking involves the objective analysis and evaluation of information to form reasoned judgments (Facione, 2011). These skills are defined as "reasonable reflective thinking focused on deciding what to believe or do" (Ennis, 1987). This type of thinking is not only an intellectual act; it is a method that empowers EFL students to be more active by participating in various real-life situations to develop their language proficiency (Davidson, 1998).

The development of reasoning and intellectual standards is interconnected with effective learning. In this regard, Paul & Elder (2006) defined the role of EFL learners, emphasizing the need for them to analyze materials effectively, to enrich their thoughts, and to express them professionally. Additionally, Cottrell (2017) highlighted the importance of mastering critical thinking skills among EFL learners. Furthermore, she emphasized the significance of fostering independence and making informed decisions. Likewise, Davidson (1998) stressed the integration of critical thinking skills in education to develop self-governing and intercultural competency in learners as global citizens.

Creative thinking is another crucial cognitive life skill that involves coming up with new ideas and solutions to old problems (Runco, 2014). In some English language textbooks, such as the *Jordan High Note* series, creativity can be fostered through open-ended writing prompts, imaginative role-playing exercises, or project-based tasks that encourage original expression. The father of

creativity, Torrance (1977), defined creative thinking as the ability of individuals to identify problems and gaps, then find solutions by testing hypotheses and presenting findings to others. According to Guilford's (1967) classification, creative thinking has four main domains: flexibility, originality, fluency, and elaboration. These domains are applicable across educational contexts, particularly in the EFL settings.

Amabile's idea (1996) indicates that structured creative activities help bring out the multidimensional rather than one-dimensional thinker in students—a quality increasingly demanded by Jordan's evolving job market. If the textbook primarily adopts rigid, formulaic exercises, it may repress rather than foster creativity. A systematic examination of the textbook's tasks and questions would show the extent to which students are encouraged to think divergently or whether their responses must conform to carefully prescribed answers.

Problem-solving and decision-making are both crucial cognitive life skills. This is especially true when students face more difficult challenges than those encountered in school (Al-Shraifin, 2011). Problem-solving involves identifying issues, figuring out strategies, and putting solutions into action (Jonassen, 2010), while decision-making is about weighing options and selecting the best available choice (Baron, 2019). Problem-solving allows learners to go through several stages, such as challenging real-life issues, grouping work, conducting studies and research, suggesting solutions, and assessing the learning process (Tan, 2004).

Furthermore, problem-solving fosters students' use of language, problem-solving skills, and critical thinking tasks that mirror real-life situations (Nunan, 1988). This skill emphasizes communicative competence and fosters the flexibility and confidence of EFL learners (Littlewood, 1981). In problem-solving, the roles of students and teachers differ from those in other approaches; their roles are not similar to their traditional counterparts (Cosgun & Atay, 2021).

Decision-making is the process of selecting the appropriate course of action from multiple alternatives to achieve a specific goal or set of goals (Turban et al., 2011). In decision-making tasks, students are presented with issues and their possible outcomes. They must choose appropriate options through discussion and negotiation (Richards & Rodgers, 2014).

The comprehension questions, activities, and project tasks found in *Jordan High Note* textbooks could integrate these elements. For instance, if there are sections requiring students to propose solutions for social or environmental problems, this would reinforce their practical problem-solving skills (Hmelo-Silver, 2004). Furthermore, regardless of whether videos highlighting real-life issues are used, exercises like weighing pros and cons can help foster students' ability to make beneficial decisions (Kahneman, 2013). Since such tasks can be implemented similarly across grades, an examination

would reveal whether they are lagging behind or are standard features of the curriculum. This situation reveals where curricula have ceased to become life skill-oriented education for students and have become tailor-made bridges leading to examination results—where it is no longer about the pursuit of knowledge but rather survival.

The implications of such an analysis (i.e., cognitive life skills) can also be seen in students' university experiences. Jordan's vision for educational advancement, as laid out in the national strategies, emphasizes creating graduates who are not only knowledgeable but also adaptable, capable of outmaneuvering advances. If the *Jordan High Note Grade 11* textbook successfully integrates life skills such as critical thinking and creative thought with technical problem-solving and decision-making, then it will support this vision. It may equip students with transferable skills. On the other hand, if the textbook's method is incoherent or underdeveloped, Jordanian educational policymakers may not attain their objectives. Furthermore, research on students' perceptions of these skills, whether they find them interesting or achievable, can influence future revisions of textbooks and current teaching methods (Tai, 2023).

Since textbooks are the primary instructional materials, their role in fostering these skills is crucial. If the *Jordan High Note Grade 11* textbook contains activities such as analyzing persuasive texts, comparing arguments, and evaluating evidence, it aligns with the cognitive demands of critical thinking (Halpern, 2014). A content analysis might reveal how much encouragement this textbook provides for students to query, infer, and appraise rather than absorb passively.

Such a content analysis study acts as a link between educational theory and practice. By taking the *Jordan High Note* textbooks as its object of study, the report contributes to the ongoing debate about curriculum design in Jordan and similar contexts. It offers practical advice for educators (who provide as well as regulate teaching aids). It also assures that life skill training will be integrated sooner rather than later, ensuring today's students are better prepared for tomorrow's intellectual and emotional challenges (OECD, 2021).

The *Jordan High Note* textbook's ultimate success depends on the interaction of its content and reflection. A decision-making module that is well-crafted but to which students pay no attention, or from which they simply read the wrong message, is of no practical use to them. Conversely, even a tiny bit of life skills content that students actively engage with and practice can produce astounding effects. This reasoning explains why the content analysis stage should not be a mere inventory of what activities are in the book. It must also be a process that measures and critiques their emotional appeal, impact on society, and so on—the true yardsticks (Nunan, 1988).

Jordan High Note Grade 11 is tailor-built for secondary education and embraces Jordan's curriculum standards. It focuses on competence in the language through the unfolding of reading, writing, listening, and speaking while making good use of literary texts and practical applications. It also integrates culture and critical thinking components so that its students can acquire deep levels of environmental competence in English (National Center for Curriculum Development, 2024).

Research suggests that life skills integration in EFL textbooks has produced a generally positive but diverse response. Studies show learners often appreciate materials that are more practical and effective for engaging critical thinking and resembling life situations (Jamil et al., 2024). However, some of the research points to gaps in terms of consistent coverage and explanatory balance for such life skills as critical thinking, creative thinking, problem-solving, and decision-making across all textbooks (Al Masri et al., 2016). This data suggests that while students might value life skills content to some extent, its effect will largely depend on how effectively it is embedded and culturally consonant with their learning context (Bani Amer & Khataybeh, 2022).

Statement of the Problem

Analyzing a new textbook, *Jordan High Note Grade 11*, during its inaugural usage is essential to determine if it successfully aids students in cultivating cognitive life skills. Such analyses are pivotal for students' future careers and academic courses of study. Since the textbook serves as a foundational study asset, evaluating its contents ensures it not only conveys academic knowledge but also fosters critical thinking, problem-solving, and decision-making skills. This early examination offers valuable insights into how well the material guides students toward real-world applications and career readiness, allowing textbook writers to make informed modifications that enhance the textbook's impact on students' progress.

Research Gap: Prior studies have surveyed life skills in various educational contexts (Elias et al., 1997; Durlak et al., 2011), but few studies have examined textbook content analysis within the Arab world.

Significance of the Study

This research carries several implications for theory, policy, and practice. This study may provide significant insight as it represents, to the researcher's best knowledge, the initial evaluation of how critical thinking, creative thinking, problem-solving, and decision-making skills are incorporated into the Grade 11 textbook for *Jordan High Note* offers a valuable theoretical contribution to the growing body of research on 21st-century competencies and their educational importance. The results are expected to guide policymakers, textbook writers, and curriculum designers in Jordan and elsewhere in enhancing EFL

textbooks to better align with global educational benchmarks. Moreover, the study presents practical recommendations that will equip teachers with cognitive life skills for EFL classes, ultimately supporting students' holistic growth within today's educational environment.

Purpose of the Study

The current study aims to analyze cognitive life skills in the *Jordan High Note Grade 11* textbook to determine the extent to which life skills—critical thinking, creative thinking, problem-solving, and decision-making—are included.

Question of the Study

In this study, the purpose is to answer the following question: To what extent, if any, are cognitive life skills—critical thinking, creative thinking, problem-solving, and decision-making—represented in the *Jordan High Note Grade 11* textbook?

Methodology

Content Analysis

The researchers used content analysis as a scientific method to analyze Cognitive Life Skills in *Jordan High Note Grade 11* textbook. Content analysis is an analytical research method that interprets the themes, words, or thoughts of the context. It provides both quantitative and qualitative descriptions (Berelson, 1952). In this research, the following four large categories were applied within the content analysis framework to conduct this research. Each category represented a basic cognitive life skill, with specific index words to assess textbooks (e.g., other texts, types of work assigned to students, questions, experiments, and objectives). Content analysis is a structured method that allows researchers to analyze the meaning of the context by following strategies and steps in order to get recommendations, reliability, validity, objectivity, and generalizations.

Review of Related Literature

Amirian (2012) conducted a survey on the impact of life skills education on male first-year high school students. This study gauged the influence of problem-solving, self-awareness, and coping with stress skills on students' academic achievements. The research devised a post-test experimental design, and the sample totaled 105 high school students who were divided into four experimental groups and one control group. The data were gathered with the help of a life skills teaching package and an academic achievement test. The results show that teaching these skills, both separately and in combination, could lead to some students having an inclination toward academic success or non-academic failure, thus indicating significant differences between the various experimental groups.

Al Masri et al (2016) analyzed the "Action Pack" English textbooks for grades 5 to 7 and investigated how often different life skills are featured. The researchers

subjected the textbooks to a checklist that evaluated skills such as decision-making, problem-solving, creative thinking, communication, interpersonal relationships, and self-awareness. The findings confirmed that the presence of life skills in the textbooks was uneven, with communication skills accounting for 55.8% of the sixth-grade book and problem-solving skills at 44% in the seventh-grade book. The study recommended establishing appropriate standards for distributing life skills in the classroom.

Hesari and Tafreshi (2017) evaluated the effects of life skills training on tenth-grade students' academic achievement in Tehran. Using a survey method and a stratified sample of 376 students, the study conducted life skills training over ten sessions for students. The students' academic achievement was then compared to established cut-off points. The findings reveal that the sample group did, in fact, exceed the cut-off scores, confirming the positive impact of life skills training.

Abu Saiba and Al-Hadidi (2018) analyzed the life skills presented in a sixth-grade English textbook in Jordan's capital, Amman, from both teachers' perspectives and pupils' attitudes toward mastering them. Over 322 teachers from three different directorates were asked to review all pages of the textbook. The researchers used a study tool divided into three parts: mental skills, practical skills, and social skills, consisting of 26 items rated by a questionnaire. The results showed a high degree of mental skills at 45%, moderate for practical skills at 34%, and only 21% for social skills. Teachers believed that students' mastery of these skills reached an intermediate level in all three areas. No difference was found between male and female teachers, degree of schooling, or teaching experience. The sole exception lay in social skills, where female teachers' perspectives were slightly higher.

Nair and Fahimirad (2019) investigated the relationship between life skills programs and student efficacy. Eight students who completed life skills modules at Taylor's University in Malaysia participated as qualitative sources for the study. Life skills must be an integral part of learning to improve students' personal and social abilities, such as soft skills such as teamwork and communication, as well as hard skills like decision-making and leadership duties.

Al Jar (2021) specifically examined life skills as they are represented in Saudi students' secondary school English textbooks. A content analysis was undertaken according to an inventory of life skills framed and completed by the researcher. Two tools were designed for this purpose: an inventory of life skills and a content analysis checklist. The subjects were 73 reading texts chosen from the Saudi students' secondary school English textbooks for grades 4, 5, and 6. The study found that a total of 70 life skills exist, divided among ten main categories (MCs) and twenty-five subcategories (SCs), all of which were included based on expert panel

consensus. Furthermore, the results reveal that this inventory contains or may contain life skills. All the life skills listed above were inadequately distributed in the books.

Almosawi and Rashk (2022) analyzed the content of the Iraqi EFL textbook, English for Iraq. In this research, the authors used a survey for the experimental group to determine the extent to which the English for Iraq textbook can enhance students' life skills. According to the types of life skills the textbook is supposed to develop, the questionnaire was divided into five categories: communication/linguistic life skills, personal/social life skills, leadership life skills, critical thinking life skills, and decision-making/problem-solving life skills. The findings revealed that the English for Iraq textbook can be used effectively to develop or enhance some types of life skills but not all. They also showed that the greatest life skill being developed by this EFL textbook appears to be personal and social life skills. For example, 53.33% of participants found that it helped them develop their personality, while 66.66% felt that their social manners improved following its use.

Bani Amer and Khataybeh (2022) analyzed seventh-grade English language textbooks to identify life skills included within them. Their study identified 38 life skills across nine areas, utilizing an analytical descriptive approach. The data indicate that, among these items, effective communication had the highest frequency at 35.82%, while empathy scored the lowest at just 5.38%. The findings suggest that there should be a balanced integration of life skills learning in the curriculum. The researchers recommend that life skills be incorporated into the curriculum in an integrated manner.

Alghazo (2024) explored six primary life skills, investigating his own first-hand accounts on Extremely Creative Audio Works of an ambitious character to present them in cyclic sentences and deliver each as a single clue that delves deep into the root elements of human senses. The study examined the activities in the Action Pack 10 pupil book to determine whether the pedagogy is interactive and purposeful. Research results showed varied frequencies across the six domains, indicating an urgent need for better integration of life skills in schools.

Jamil et al., (2024) interviewed teachers in secondary schools to understand their perceptions of life skills in education, or the lack thereof. Ten teachers in public secondary schools in Punjab, Pakistan, were chosen as the target group for this study, using appropriate sampling methods. Through semi-structured interviews and qualitative content analysis, the study concluded that teachers recognize life skills as important, especially critical thinking, problem-solving, and communication. However, various challenges currently include time constraints, the impact of texts by publishers, and inadequate job step production communication. Additionally, the results suggest that both the resources

currently available in schools and training for teachers need to be improved further to properly include life skills in secondary education.

Content under Analysis

Cognitive life skills in *Jordan High Note Grade 11* textbook from unit 1 to unit 10 is the material to be analyzed.

Criterion of Analysis

The four cognitive life skills — critical thinking, creative thinking, problem-solving, and decision-making— are the criteria for inclusion in the *Jordan High Note Grade 11* textbook. In this research, inclusion means the content under analysis may include a phenomenon, skill, or concept.

Unit of Analysis

Each activity found in the *Jordan High Note Grade 11* textbook is the unit of analysis, from unit 1 to unit 10. Tasks are used by the researcher to refer to all cognitive life skills activities spotted in the textbook.

Categories of Analysis

The categories are the four cognitive life skills upon which the instrument was developed: critical thinking, creative thinking, problem-solving, and decision-making. It should be noted that intellectual skills are employed in this textbook, meaning that cognitive life skills are integrated into many tasks since language is learned in integration and not in segregation. However, during analysis, activities were categorized according to the cognitive life skills on which emphasis is placed.

Limitations of the Study

In this research, the *Jordan High Note Grade 11* English language textbook is the only material to be investigated. Consequently, these results cannot be hypothesized to other *Jordan High Note* series textbooks.

Validity of the instrument

A jury of specialists (university professors, 11th-grade EFL educators, and EFL supervisors) evaluated the instrument of the research.

Reliability of the materials

To achieve the reliability of the analysis, the textbook activities were independently analyzed by using the same procedure and techniques to establish inter-rater reliability. The objective of the analysis aimed to get the consistent results no matter who performed it. The frequencies and percentages of agreement in the researcher's evaluations were 88%, establishing a sufficient degree of agreement and confirming the reliability of the content analysis.

Results and Their Discussions

To answer the research question, to what extent, if any, are cognitive life skills—critical thinking, creative thinking, problem-solving, and decision-making—

represented in the *Jordan High Note Grade 11* textbook? The researcher analyzed the content of this textbook in light of the cognitive life skills rating scale. The results are presented in Table 1, followed by its discussion.

Table 1: Frequency of Cognitive Life Skills in *Jordan High Note Grade 11* Textbook

Cognitive Life Skill	Skill Description	Example Task from Textbook	Frequency	Percentage	Rank
Critical Thinking	Inference, opinion analysis, bias detection	“Discuss with your partner: How can a means of correspondence change someone’s life?” (p. 4)	262	52.93%	1st
Decision Making	Evaluating lifestyle choices, prioritizing alternatives	“Can we all do something to help our planet? If so, what might you suggest?” (p. 17)	103	20.81%	2nd
Creative Thinking	Hypothetical reasoning, personal expression	“Invent your own superhero character and describe their abilities.”(hypothetical)	102	20.61%	3rd
Problem Solving	Offering structured solutions, reflective analysis	“Propose and defend a method for decreasing school bullying. “(recommended improvement)	28	5.66%	4th
Total			495	100%	

Table 2: Coefficient Correlation among Results and Reliability through Researchers

Domain	Results
Problem Solving	0.89
Critical Thinking	0.90
Creative Thinking	0.87
Decision Making	0.88
Total	0.88

An analysis of cognitive life skills distribution in the *Jordan High Note Grade 11* textbook shows a combination of similar but uneven distribution. The analysis reveals that critical thinking content in the analyzed tasks (52.93%) is overwhelming; on the other hand, problem-solving content only appears in 5.66% of the tasks. This discrepancy indicates similar results in other textbook content analyses (e.g., Abu Saiba and Al-Hadidi, 2018; Al Masri et al., 2016) that Jordanian English textbooks excessively focus on certain aspects of the cognitive domain, with a particularly strong emphasis on analytical reasoning at the expense of applied problem-solving. The *Jordan High Note* textbook adequately supports the development of analytical and decision-making skills, but the limited incorporation of problem-solving detracts from the aim of equipping learners with the competencies needed for the interconnected real world of the twenty-first century (OECD, 2021; UNESCO, 2016).

No emphasis on critical thinking is largely observed. The depth of critical thinking tasks presented—from inference to bias detection to perspective analysis—parallels the skill priorities singled out by Davidson (1998), Facione (2011), and Halpern (2014) as essential to academic success. Nevertheless, incorporating critical

thinking marginally violates the advice from Jonassen (2010) and Tan (2004), who assert that structured problem-solving is essential for innovation, adaptability, and real-world functioning. Here is an example: Activity Discuss with your partner: How can a means of correspondence transform a life? Using a method with a clear hypothesis-testing and solution-design process, such as problem-solving, would be more effective than reflective thinking.

Excessive Emphasis on Critical Thinking at the Expense of Problem-Solving

The textbook prioritizes critical thinking (52.93%) through tasks requiring inference, viewpoint analysis, and bias identification, which are undeniably key for academic success. However, problem-solving, a fundamental skill for real-world adaptability, is severely underrepresented (5.66%). Given that problem-solving is essential for innovation, conflict resolution, and functional decision-making, this imbalance undermines learners' capacity to apply knowledge in dynamic situations.

Example:

"Discuss with your partner: How can a means of correspondence change someone's life?" (p. 4)

While this task encourages viewpoint expression, it does not necessitate students to engineer structured solutions or test hypotheses; key components of problem-solving. Near-Equal Portrayal of Decision-Making and Innovative Thinking (20.81% and 20.61%); But Are They Effectively Applied?. The textbook includes decision-making (e.g., assessing lifestyle choices) and innovative thinking (e.g., hypothetical situations, personal expression) at nearly equal frequencies. However, without structured problem-solving frameworks, these abilities remain theoretical rather than actionable.

Examples:

"Can we all do something to help our planet? If so, what might you suggest? Discuss with your partner." (p. 17). This task stimulates discussion but lacks a problem-solving element, such as designing an applicable plan or evaluating the feasibility of proposed solutions.

The discrepancy between communicative exercises and practical cognitive demands while the communicative language teaching approach used in the Jordanian curriculum emphasizes discussion and opinion sharing, thereby cultivating critical and imaginative thinking, real life requires more than just talk; it necessitates structured problem-solving and the implementation of decisions.

Take this example: "Why should we avoid mocking others? Discuss with a partner." (p. 31) This task fosters empathy and moral reasoning, yet it provides no training in conflict resolution strategies or concrete steps for tackling bullying, missing a key opportunity for integrating problem-solving.

Decision-making and critical thinking follow closely behind in frequency in the textbook, mimicking the patterns found in the textbook analysis conducted by Alghazo (2024). However, without being embedded in the processes of addressing problems, such skills may be largely academic. According to Hmelo-Silver (2004) and Cosgun and Atay (2021), tasks should require repeated testing and revising of ideas to help turn conceptual understandings into practical solutions. For the textbook line: "Can we all do something to help the planet? If so, what might you propose to them? Discuss with your partner." While it does not contain all bad ideas, it promotes a creative experience without providing for a follow-up evaluative and implementation stage. The result is a model that, in practice, is not applicable to the real world of science.

The Need to Enhance the Curriculum: Explicitly Incorporate Problem Solving

Problem-solving appears to be the weakest domain (5.66%), so designers ought to: include more scenario-

based assignments necessitating the design, testing, and assessment of solutions; combine critical and creative thinking with problem-solving (e.g., "Propose and defend a method for decreasing school bullying based on evidence"); incorporate case studies and project-based learning to simulate genuine real-world challenges.

The low representation of problem-solving (5.66%) further confirms the advocacy made by Bani Amer and Khataybeh (2022) for raising scenario-based, project-oriented activities in EFL materials. The inclusion of assignments that involve designing, testing, and refining solutions—for example, "Propose and defend a solution to bullying in schools, drawing on evidence"—will bridge the divide between critical thinking and applied competence. This is in line with UNESCO (2016) efforts to embed life skills within a meaningful, context-based learning process reflective of students' daily realities.

In Conclusion: A Partial Accomplishment with Room for Growth

The Grade 11 textbook for *Jordan High Note* does effectively promote discussion-centered and critically analytical abilities, in line with CLT principles. However, its neglect of problem-solving constrains students' ability to transition from theoretical examination to practical application. To fully equip learners for modern challenges, a deliberate redesign emphasizing problem-solving alongside other cognitive skills is fundamental. Without such change, the textbook remains strong in discourse but weak in implementable competence. The *Jordan High Note Grade 11* textbook analysis indicates an imbalance in cognitive life skills. The study indicated that critical thinking skills scored the highest scores and thus presented as 52.93%, and the least on problem-solving skills, which was in 5.66%. Creative thinking skills (20.61%) and decision-making (20.81%) were nearly equal percentages. These different percentages may hinder the students' performance in practicing and applying knowledge in real-life situations. The findings can be summarized in terms of strengths and weaknesses points. Strengths include high integration of critical thinking, balanced creative thinking, and decision-making. Weaknesses include a significant underrepresentation of problem-solving skills.

Aligned with the ideals of the Communicative Language Teaching (CLT) approach, the *Jordan High Note* textbook promotes discussions and sharing of ideas (Littlewood, 1981; Richards & Rodgers, 2014). Even if these kinds of activities help with language fluency and initiating conversation, there is a need for concrete action, decision implementation, and conflict resolution in real-life settings (Turban et al., 2011). Here is an example of one of the moral lessons: "Why is it bad to mock? Discuss with a partner." Durlak et al. (2011) nurture empathy and moral reasoning (p. 31) but lack specific steps for students to navigate potential conflict resolution, thus missing a chance for conservationists to

exploit their communicative competence while concurrently developing conflict resolution skills.

Judging overall, the *Jordan High Note Grade 11* textbook does an excellent job of developing a discussion and analysis-focused approach in line with the principles of CLT. However, as noted by Al Jar (2021), its shallow treatment of structured problem-solving limits students' preparation to transfer knowledge to new, unpredictable environments. They need a conscious redesign that places problem-solving on par with other cognitive processes. Absent such reform, the textbook will continue to shine as a tool for encouraging dialogue but will grow even less effective as a vehicle for applied, real-world knowledge.

The research could be useful to *Jordan High Note Grade 11* textbook educators and curriculum designers, as it raises their awareness of the content of *Jordan High Note* textbooks, and it investigates the extent to which the textbook is congruent with the cognitive life skills.

Recommendations

Based on the findings of this study, to make students ready for the challenges of the 21st century and to be better prepared, educators and curriculum designers should take several recommendations. For example, educators should incorporate activities that tackle problem-solving skills. This outcome aligns with the importance of developing students' cognitive life skills, as they will also inevitably use English during critical situations. It is also suggested that *Jordan High Note* teachers exploit supplementary instructional materials that address cognitive life skills stages that might not be focused on in specific textbooks. Teachers should focus on integrating the cognitive life skills domains to prepare future challengers and provide them with the necessary skills needed to become more successful. Therefore, textbooks should not be the only source of knowledge for both teachers and students. They should select more than one source of knowledge and tailor them to their teaching and learning strategies. Finally, more studies should be conducted on analyzing other *Jordan High Note* textbooks in light of the cognitive life skills rating scale.

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