

Empowering Saudi EFL Learners with Life Skills - The Need of the Hour

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Abstract: Life skills are the abilities that help to promote mental wellbeing and competence in youth as they face the realities in life. They build the youth to take positive actions, protect themselves, promote healthy and meaningful social relationships. The different kinds of Life skills are cognitive skills, social skills, human skills and coping skills. The investigators being English students support the fact that ELT textbooks should focus on how to enhance cognitive skills, social skills, human skills and coping skills through life skills education which will help 21st century youth to achieve their goals, strengthen their abilities to meet the demands of the present society and lead a satisfying life. Analytical and descriptive methods of quantitative research have been used to evaluate EFL textbooks and analyze to what extent they develop life skills among Saudi EFL learners. Questionnaires have been administered to both English teachers and students to collect the data. English Teachers' sample comprised of 50 English teachers from high school and university levels. Students' sample comprised of 100 EFL learners from high school and university levels. The data collected by administering the life skills questionnaire has been analyzed. An analysis of the responses of the EFL teachers' and learners' in the life skills questionnaire showed that EFL textbooks of University, High school and Middle school develop life skills to some extent. Thereby, the investigators have known to what extent EFL textbooks develop life skills among EFL learners and further, recommended strategies to EFL teachers and suggestions to EFL learners. Life skills-based education will help to develop positive and holistic approaches to educate the future generations.

Keywords: Life skills, Life skills education

1. Introduction

Life skills are the skills that one needs, to deal with the challenges in everyday life, effectively, whether at school, college, work place, or in personal lives. They are known to be 21st century skills /soft skills /livelihood skills. If learners, along with their educational qualifications, are able to understand and use these skills, they will be better equipped to take advantage of educational and employment opportunities. In the present-day, students who enter the job market are expected to have flexible skills in order to adapt to a changing work environment. To cope with the increasing pace in modern life, students need to acquire new life skills to deal with stress and strain. By learning life skills, one is benefited in coping with the employability and wider society in general. Learning English opens a new horizon of employment opportunities for the students, within an international context. As a result, it is important for English students to develop employability skills simultaneously with language skills. It is not just students who need life skills, but even teachers do. Developing one's life skills helps to keep motivated in teaching and enable to impart the skills the students need.

1.1 Life Skills

The term "life skills" refers to a broad range of soft skills which often vary depending on our individual situations. For young learners, life skills might include numeric literacy and understanding how to share with others, while for university students, might include knowing how to manage different workloads and meet necessary deadlines.

Life skills are defined as "The abilities for adaptive and positive behavior that enable an individual to deal effectively with the demands and challenges of everyday life" (WHO, 1994). Life skills are the abilities that individuals can learn that will help them to lead a fruitful life.

1.1.1 Kinds of Life Skills

Life skills are cognitive skills, social skills, human skills and coping skills.

- 1) **Cognitive skills** are logical, analytical, creative thinking, critical thinking, decision making and problem-solving skills.
- 2) **Social skills** are communication, interpersonal relationship, negotiation, assertive, leadership and value prioritizing skills.
- 3) **Human skills** are self-awareness and empathy skills.
- 4) **Coping skills** are coping with emotions and stress.

1.2 Benefits of Life Skills

- Life skills education involves a dynamic teaching process;
- It will strengthen and improve school health and
- It will promote the development of long-term and holistic life skills curricula in schools.

1.3 Life Skills Education

Life skills-based education is defined by UNICEF as the behavior change or behavior development approach designed to address a balance in knowledge, positive attitude and desired skills. Life skills education aims to provide youth with strategies to make healthy choices that contribute to a meaningful life. Life skills education is a basic learning need for all youth. It will help the youth to empower in

challenging situations. It enhances self-direction of the individual.

2. Research Purpose

The investigators being English students support the fact that ELT textbooks should focus on how to enhance cognitive skills, social skills, human skills and coping skills through life skills education which will help 21st century youth to achieve their goals, strengthen their abilities to meet the demands of the present society and lead a satisfying life.

2.1 Research Title

The proposed research title is *“Empowering Saudi EFL Learners with Life Skills – The Need of the Hour”*.

3. Research Significance

The global village is moving in a direction to enhance the quality of human life. Especially youth need to be provided with many skills to enable them to keep pace with the progressing world. Youth are the productive members of the society due to their physical and intellectual capacity. But it is sad to recognize the fact that most of the youth are unable to utilize their potential in an appropriate way due to lack of guidance and motivation. This emerging, challenge requires an immediate and an effective response from a socially responsible system like Education.

The significance of learning the life skills is to be able to explore alternatives, weigh pros and cons, make rational decisions, communicate effectively and be assertive in day to day life. Life skills facilitate a complete and integrated development of individuals to function effectively as social beings. They are applied in various aspects of life like human relationships, knowing the responsibilities and health issues. Life skills education is gaining momentum in different countries of the world. It may hence be noted that the universities in a developing country like Saudi Arabia are proposing to initiate such programs for the benefit of their dynamic youth.

4. Research Questions

- 1) What are the life skills needed for EFL learners?
- 2) How to design a valid and reliable life skills questionnaire?
- 3) On what basis should the EFL textbooks be evaluated?
- 4) What are the strategies that can be used to impart life skills among EFL learners’?

5. Research Objectives

- 1) To identify life skills needed for EFL learners;
- 2) To design a valid and reliable life skills questionnaire;
- 3) To evaluate EFL textbooks with the designed questionnaire; and
- 4) To suggest strategies to impart life skills among EFL learners.

6. Research Hypotheses

There exists no significant association between life skills and EFL textbooks.

7. Operational Definitions

Life skills: are the abilities that help to promote mental wellbeing and competence in youth as they face the realities in life to take positive actions, protect themselves, promote healthy and meaningful social relationships.

Empower: is taking control of one’s life, setting goals and making positive choices.

EFL Learners: learners of English as a Foreign Language. {EFL Saudi students in this context}

8. Literature Review

8.1 Related Research Studies in KSA

Aishath Nasheeda, Haslinda Binti Abdullah, Steven Eric Krauss&Nobaya Binti Ahmed (2018) conducted a systematic review to investigate the literature on effectiveness of life skills programs. The aim of this review was to gain a comprehensive understanding on the effectiveness of life skills education globally, and to identify research gaps and priorities. The findings revealed differences in life skills education within developing countries and developed countries. In general, developed countries conduct more systematic life skills education programs promoting positive behaviour, with research articulating outcomes on individual youth. In contrast, the majority of developing countries’ life skills programs lack systematic implementation, evaluation and monitoring. Programs are often conducted to yield short term results only. This review will be useful to administrators, policy makers, researchers and teachers to implement effective life skills programs. The findings can be used as inputs for developing sustainable life skills programs to ensure transfer of knowledge and skills.

Amani K.H. Alghamdi (2017) in her research study examined the effects of an integrated mathematics and science curriculum with life-skills applications on academic achievement in a Saudi Arabian elementary school. An integrated unit was developed covering the grade 5 ‘sound and light’ science unit and the ‘perimeter, area, and size’ mathematics unit, using practical applications activities connected to the students’ everyday lives. The study involved treatment (n = 36) and comparison (n = 41) groups of grade 5 students (females) enrolled in a private school in Dhahran City. The comparison group was instructed using a conventional approach involving separate science and mathematics units, while the treatment group was instructed using the integrated unit. Two achievement tests for the target science and mathematics units were developed and used in the pre-test-post-test design to verify the equivalence of the treatment and comparison groups before conducting the study, and to compare the achievement results after implementing the conventional and treatment units. The

study found statistically significant differences favouring the treatment group on the achievement post-test (effect sizes were 0.44 for science and 0.49 for mathematics). These large effect sizes indicated the positive impact of using the proposed strategy of curriculum integration to evaluate the teaching program to see if the goal of improved achievement was actually realised.

Amani K.Alghamdi and Neama Abdulsalam (2018) conducted a research which aimed at examining the effectiveness of the Saudi Aramco Research Science Initiative (SARSI) Summer Immersion training program for developing time management and meta cognitive thinking life skills among female gifted secondary school students. The research sample comprised 31 female gifted students enrolled in various Saudi secondary schools. Their ages ranged from 15 to 17 years old with an average age of 16.23. The Abdul Salam scale was used for the measuring time-management performance and metacognitive thinking skills in the pre- and post-assessment of the SARSI program. Statistical analysis revealed significant differences between the students pre- and post-assessments on a) time management skills; b) the overall meta cognitive thinking life skills and c) two subcategories of metacognitive skills: planning and self-monitoring. However, no significant differences were identified in the pre- and post-assessment for self-assessment.

Hanadi A. Alyamani (2016) conducted a research study on "Targeted Areas of School Improvement in Saudi Arabia". Although the education system of Saudi Arabia has gone through several improvement efforts by the Ministry of Education and other agencies such as King Abdullah Bin Abdulaziz Public Education Development Project (Tatweer) and Public Education Evaluation Commission (PEEC), the need for further improvement is still calling. Initiating a vision for Saudi Arabia 2030 in 2016 has guided the work of Saudi citizens to fulfill the vision goals in all fields. The vision gave considerable focus to education, which guided the Ministry of Education to set eight strategic objectives and 36 initiatives for the National Transformation Program 2020. Accordingly, this paper targeted four areas of school improvement: professional development, student-centered learning model, developing students' core life skills, and school-family partnership. The strategy used to study the identified areas is comparing them to the same areas in the American education system, and then make recommendations for improvement based on the successful practices in the American system that align with the Saudi education system.

Ministry of Education (2017). "Education and Vision 2030 – Relationship: Education with Society". Ministry of Education in Kingdom of Saudi Arabia is seeking to develop General and Basic skills of all students, to enable them, to face modern life requirements, in addition to specialized skills, for each profession that covers all professional fields for young generation. The significance of Education and its Relationship with Development of National Economy:

- Education Sector is considered as one of the vital sectors that has close connection with society and has strong connection in developing national economy.

- Education is contributing in transition of the economy from dependence on one source of income to economy depending on mind-sets with high skills, creative, and productive human energies.
- Education System encourages dependence on reliability and safety resources, programs and projects, opening up investment opportunities, and eventually generate professional opportunities.
- Education is contributing in developing human capital, and also contributing in acquiring the requirements and needs of labour market.

Looking to work or study in the UK? (2016). IELTS Life Skills is an English test for people who need to prove only their speaking and listening skills at Levels A1, A2 or B1 of the Common European Framework of Reference for Languages (CEFR) for the purpose of applying for a UK Visa.

Life Skills PYP 003 – King Fahd University of Petroleum & Minerals (kfupm) (2016). This homepage has been created to keep students and instructors updated about matters related to the course.

8.2 Related Research Studies in other Countries

Steve Taylore-Knowles (2016) explains why teaching life skills matters in ELT. Education should prepare our students for the future, whether that involves going on to further study, joining the world of work or becoming an engaged member of society. Education is a process that enables students to take their place in society as effective learners, as effective professionals and as effective citizens. And English language education enables our students to do it in English.

Sara Hannam (2016) in developing critical thinking skills discusses the importance of developing critical thinking skills and how we can teach these skills to university level students in the EAP (English for Academic Purposes) classroom.

Ravindra Prajapati, Bosky Sharma and Dharmendra Sharma (2017) in their study, focused on the importance of life skills and benefits of imparting life skills education in the curriculum to develop social, emotional and thinking skills. These skills form the building blocks for the students to become dynamic and productive citizens who can cope up with future challenges. They have cited works of Smith et al., (2004), Tuttle et al., (2006), Vranda and Rao (2011) and Roodbari, Sahdipoor & Ghale (2013).

Nivedita and Budh Singh (2016) in their study discussed the need for life skills education and suggested some activities to develop life skills among the students.

Khosravani, M., Khalil Motalebzadeh & Hamid Ashraf (2014) designed a life skills questionnaire to examine and analyze the socio-cultural constructs of EFL textbooks and their degree of agreement with determined life skills.

Jagannath K. Dange (2016) conducted a research-based model study on life skills. Life skills are abilities for adaptive and positive behavior that enable us to deal effectively with

the demands and challenges of everyday life. They are a set of human skills acquired via teaching or direct experience that are used to handle problems and questions commonly encountered in daily human life. The key life skills include psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with managing their lives in a healthy and productive manner. The research findings on the core life skills are highlighted in this study. Based on the mentioned research findings, a model of life skills is developed, and which shows the correlation between the core life skills as suggested by the world health organization. The Life skills model describes that how one core skill is related with other life skills and development of one skill leads to the development of other related skills.

9. Methodology

Analytical and descriptive methods of quantitative research have been used to evaluate EFL textbooks and analyze to what extent they develop life skills among Saudi EFL learners.

9.1 Samples of the Study: The data has been collected from both female and male EFL teachers and learners.

Teachers' sample: comprised of 50 EFL teachers (female and male) from high school and university levels.

Students' sample: comprised of 100 EFL learners (female and male) from high school and university levels.

9.2 Questionnaire as Instrument for Data Collection:

The questionnaires contained question items related to -

- 1) **Cognitive skills** (logical, analytical, creative thinking, critical thinking, decision making and problem-solving skills)
- 2) **Social skills** (communication, interpersonal relationship, negotiation, assertive, leadership and value prioritizing skills)
- 3) **Human skills** (self-awareness and empathy skills)
- 4) **Coping skills** (coping with emotions and stress)

9.3 Validity and Reliability of the Questionnaire:

The Literature review has helped the investigators to identify and list the desired Life skills suggested by World Health Organization (WHO). Based on the suggested life skills list, the question items in the life skills questionnaire were prepared for both EFL teachers and learners. Thus, the objectives formulated "To identify life skills needed for EFL learners" and "To design a valid and reliable life skills questionnaire" included in the study have been realized.

ELT professors in the Department of English were consulted and asked to check the validity of the questionnaire for the finalization of the question items. A pilot study was also conducted to a sample of 5 EFL teachers and 10 EFL learners to check for the reliability of the questionnaires.

Life Skills Questionnaire has been administered for English teachers of University, high and middle schools. Please refer to Appendix A1 – English Teacher's - Life Skills Questionnaire.

Life Skills Questionnaire has been administered for English students of University, high and middle schools. Please refer to Appendix A2 – Students' - Life Skills Questionnaire.

10. Results and Discussion

The data collected by administering the life skills questionnaire has been analyzed. Thereby, the investigators have known to what extent EFL textbooks develop life skills among EFL learners.

The EFL textbooks considered to evaluate Life skills were from three levels such as University, High school and Middle school.

The responses in the life skills questionnaires were related to courses like Listening and Speaking and Reading and Writing at the University level, Mega goal textbook of High school and Super goal textbook of Middle school.

Table 1: EFL Teachers' and Learners' Responses in Life Skills Questionnaire based on EFL Textbook - Listening and Speaking – University Level

Course / Textbook Level: University Listening and Speaking	EFL Teachers' Responses	EFL Learners' Responses
1. Cognitive Skills		
1.1 Logical skills	100% To Some Extent	17% Yes, 75% To Some Extent and 8% No
1.2 Analytical skills	100% To Some Extent	25% Yes, 67% To Some Extent and 8% No
1.3 Creative thinking skills	50% Yes and 50% To Some Extent	33% Yes, 50% To Some Extent and 17% No
1.4 Critical thinking skills	50% Yes and 50% To Some Extent	-
1.5 Decision making skills	50% Yes and 50% To Some Extent	25% Yes, 50% To Some Extent and 25% No
1.6 Problem solving skills	50% Yes and 50% To Some Extent	50% Yes, 42% To Some Extent and 8% No
2. Social Skills		
2.1 Communication skills	50% Yes and 50% To Some Extent	17% Yes, 67% To Some Extent and 17% No
2.2 Interpersonal skills	50% Yes and 50% To Some Extent	33% Yes, 58% To Some Extent and 8% No
2.3 Negotiation Skills	50% Yes and 50% To Some Extent	17% Yes, 75% To Some Extent and 8% No
2.4 Assertive Skills	50% Yes and 50% To Some Extent	33% Yes, 50% To Some Extent and 17%
2.5 Leadership Skills	100% Yes	17% Yes, 67% To Some Extent and 17% No
2.6 Value prioritizing skills	50% Yes and 50% To Some Extent	33% Yes, 50% To Some Extent and 17% No
3. Human Skills		
3.1 Self-awareness skills	50% Yes and 50% To Some Extent	17% Yes, 58% To Some Extent and 25% No

3.2 Empathy skills	100% To Some Extent	17% Yes, 58% To Some Extent and 25% No
4.Coping Skills		
4.1Coping with emotions	50% Yes and 50% To Some Extent	75% To Some Extent and 25% No
4.2 Coping with stress	100% To Some Extent	17% Yes, 58% To Some Extent and 25% No

It is evident from Table:1, that the course textbook - EFL teachers' and learners' responses in life skills Listening and Speaking at the University level, develops life skills to some extent among Saudi EFL learners, based on questionnaire.

Table 2: EFL Teachers' and Learners' Responses in Life Skills Questionnaire based on EFL Textbook – Reading and Writing – University Level

Course /Textbook Level: University Reading and Writing	EFL Teachers' Responses	EFL Learners' Responses
1.Cognitive Skills		
1.1 Logical skills	94% To Some Extent and 6% No	7% Yes, 73% To Some Extent and 20% No
1.2 Analytical skills	29% Yes, 59% To Some Extent and 12% No	9% Yes, 57% To Some Extent and 34% No
1.3 Creative thinking skills	6% Yes, 76% To Some Extent and 18% No	14% Yes, 70% To Some Extent and 16% No
1.4 Critical thinking skills	41% Yes, 29% To Some Extent and 29% No	-
1.5 Decision making skills	6% Yes, 71% To Some Extent and 24% No	14% Yes, 49% To Some Extent and 37% No
1.6 Problem solving skills	41% Yes, 29% To Some Extent and 29% No	10% Yes, 64% To Some Extent and 26% No
2. Social Skills		
2.1 Communication skills	12% Yes, 71% To Some Extent and 18% No	13% Yes, 43% To Some Extent and 44% No
2.2 Interpersonal skills	59% Yes, 35% To Some Extent and 6% No	11% Yes, 60% To Some Extent and 29% No
2.3Negotiation Skills	29% Yes and 71% To Some Extent	10% Yes, 50% To Some Extent and 40% No
2.4 Assertive Skills	65% Yes and 35% To Some Extent	10% Yes, 64% To Some Extent and 26% No
2.5Leadership Skills	24% Yes, 71% To Some Extent and 6% No	10% Yes, 46% To Some Extent and 44% No
2.6Value prioritizing skills	65% Yes and 35% To Some Extent	10% Yes, 61% To Some Extent and 29% No
3. Human Skills		
3.1Self-awareness skills	12% Yes, 82% To Some Extent and 6% No	11% Yes, 46% To Some Extent and 43% No
3.2 Empathy skills	59% Yes and 41% To Some Extent	10% Yes, 61% To Some Extent and 29% No
4.Coping Skills		
4.1Coping with emotions	6% Yes, 82% To Some Extent and 12% No	9% Yes, 50% To Some Extent and 41% No
4.2 Coping with stress	59% Yes, 35% To Some Extent and 6% No	13% Yes, 61% To Some Extent and 26% No

It is obvious from Table - 2, that the course textbook – EFL teachers' and learners' responses in life skills Reading and Writing at the University level,develops life skills to some extent among Saudi EFL learners, based on questionnaire.

Table 3: EFL Teachers' and Learners' Responses in Life Skills Questionnaire based on EFL Textbook – Mega Goal – High School Level

Course /Textbook Level: High School Mega Goal	EFL Teachers' Responses	EFL Learners' Responses
1.Cognitive Skills		
1.1 Logical skills	78% To Some Extent and 22% No	100% Yes
1.2 Analytical skills	28% Yes, 50% To Some Extent and 22% No	100% No
1.3 Creative thinking skills	6% Yes, 67% To Some Extent and 28% No	100% To Some Extent
1.4 Critical thinking skills	17% Yes, 56% To Some Extent and 28% No	-
1.5 Decision making skills	22% Yes, 61% To Some Extent and 17% No	100% Yes
1.6 Problem solving skills	28% Yes, 56%To Some Extent and 17%NO	100% Yes
2. Social Skills		
2.1 Communication skills	28% Yes, 50% To Some Extent and 22% No	100% To Some Extent
2.2 Interpersonal skills	28% Yes, 50% To Some Extent and 22% No	100% To Some Extent
2.3Negotiation Skills	22% Yes, 56% To Some Extent and 22% No	100% No
2.4 Assertive Skills	17% Yes, 56%To Some Extent and 28% No	100% To Some Extent
2.5Leadership Skills	22% Yes, 50% To Some Extent and 28% No	100% To Some Extent
2.6Value prioritizing skills	22% Yes, 50% To Some Extent and 28% No	100% To Some Extent
3. Human Skills		
3.1Self-awareness skills	29% Yes, 59% To Some Extent and 12%No	100% No
3.2 Empathy skills	28% Yes, 50% To Some Extent and 22%No	100% Yes
4.Coping Skills		
4.1Coping with emotions	22% Yes, 61%To Some Extent and 17%No	100% Yes
4.2 Coping with stress	28% Yes, 39% To Some Extent and 33%No	100% No

It is noticed from Table -3, that the course textbook –Mega Goal,at the High school level,develops life skills to some extent among Saudi EFL learners,based on EFL teachers' and learners' responses in life skills questionnaire.

Table 4: EFL Teachers' and Learners' Responses in Life Skills Questionnaire based on EFL Textbook –Super Goal – Middle School Level

Course /Textbook	EFL Teachers' Responses	EFL Learners' Responses
Level: Middle School Super Goal		
1.Cognitive Skills		
1.1 Logical skills	38% Yes and 62% To Some Extent	100% To Some Extent
1.2 Analytical skills	15% Yes, 69% To Some Extent and 15% No	100% No
1.3 Creative thinking skills	58% To Some Extent and 42% No	100% To Some Extent
1.4 Critical thinking skills	17% Yes, 33% To Some Extent and 50% No	-
1.5 Decision making skills	23% Yes, 54% To Some Extent and 23 No	100% Yes
1.6 Problem solving skills	31% Yes, 23% To Some Extent and 46% NO	100% To Some Extent
2. Social Skills		
2.1 Communication skills	38% Yes, 54% To Some Extent and 8% No	100% To Some Extent
2.2 Interpersonal skills	23% Yes, 38% To Some Extent and 38% No	100% To Some Extent
2.3 Negotiation Skills	23% Yes, 54% To Some Extent and 23% No	100% To Some Extent
2.4 Assertive Skills	31% Yes, 31% To Some Extent and 38% No	100% To Some Extent
2.5 Leadership Skills	15% Yes, 62% To Some Extent and 23% No	100% To Some Extent
2.6 Value prioritizing skills	8% Yes, 38% To Some Extent and 54% No	100% To Some Extent
3. Human Skills		
3.1 Self-awareness skills	15% Yes, 62% To Some Extent and 23% No	100% To Some Extent
3.2 Empathy skills	31% Yes, 31% To Some Extent and 38% No	100% To Some Extent
4. Coping Skills		
4.1 Coping with emotions	15% Yes, 69% To Some Extent and 15% No	100% To Some Extent
4.2 Coping with stress	58% To Some Extent and 42% No	100% To Some Extent

It is visible from Table-4, that the course textbook –Super Goal, at the Middle school level, develops life skills to some extent among Saudi EFL learners,based on EFL teachers' and learners' responses in life skills questionnaire.

Please refer to the Graphs in Appendix A3 – EFL Learners' Responses and Appendix A4 – EFL Teachers' Responses.

It has been observed that EFL textbooks of University, High school and Middle school, develop life skills to some extent among Saudi EFL learners. Thus, the null hypothesis formulated that

“There exists no significant association between life skills and EFL textbooks” is not accepted. From the above analysis, the objective “To evaluate EFL textbooks with the designed questionnaire” included in the study is achieved.

11. Findings of the study

- 1) An analysis of the responses of the EFL teachers in the life skills questionnaire showed that the EFL textbooks of University, High school and Middle school develop life skills to some extent.
- 2) An analysis of the responses of the EFL learners in the life skills questionnaire showed that the EFL textbooks of University, High school and Middle school develop life skills to some extent.
- 3) The findings of this study may be useful to focus on the implementation of life skills-based teaching in EFL classrooms, which eventually helps EFL teachers and learners to improve their performance and get equipped with life skills. Life skills will enable individuals to translate knowledge, attitudes and values into actual abilities i.e. what to do and how to do it, given the scope

and opportunity to do so. The research results of Weissberg et.al. (1989) also proved that life skill education improves the academic performance of individuals.

- 4) The findings of the study reveal that university learners should develop –

- **Critical thinking skills** as they form an important part of logic, analysis, creativity, decision making, problem solving, interpersonal relations, self-awareness, emotions and stress maintenance and quantify one's judgements.
- **Creativity** which enables to see things through different perspectives, like self-imagination is used to approach problems and come up with innovative ideas and can contribute significantly to success in the work place as well as personal life.
- **Communication skills** as they are essential part of every relationship for effective communication and collaboration, as they affect everything from one's professional development to one's social interactions. Whether verbally or nonverbally, through writing or visual imagery, it is important to understand how one shares information, ideas and emotions with others.
- **Networking skills** as they are also social skills in building contacts and maintaining relationships with others. The students can develop English language in order to network effectively and boost their career prospects.
- **People management** as it is one of the important leadership traits which have a bearing on effective communication skills. Understanding how to manage people in a workplace situation can mean everything from motivating one's team and get the best out of the team members to being able to lead and lend support

through difficult situations. As everyone works in different ways, being able to manage different personalities rely on effective communication as well as tactful approach.

- **Interpersonal** relations as they involve negotiation, assertive communication and leadership skills.
- **Self-awareness** as it helps in recognising one's own strengths, weaknesses and personality traits. It is an important part of understanding for making choices, taking decisions to be happy in one's life.
- **Organising skills** as they involve planning by prioritizing different tasks that apply to all aspects of one's daily life. Creating an organised study space and being able to manage one's studies effectively, is most essential for an academic life. At the work place, employers often look for candidates who have the motivation to accept heavy workload.
- **Time management skills** as they are one of the demands in one's personal, professional and academic lives under modern-day pressures, by understanding how to set achievable goals, manage, prioritize and schedule different tasks.
- **Study skills** as they are an essential part of academic success. Regardless of age or level, understanding how to be an effective learner and comprehending how to manage studies is important for all students. Knowing appropriate techniques that can help students to retain information, plan revision timetable and gain self-confidence is all part of developing their study skills.
- **Coping skills** as they are knowing how to effectively manage emotions in helping one to retain a sense of balance and reduce levels of stress.

- 5) The findings of the study show that the EFL textbooks pave the way to prepare the learners for their future academic endeavors like IELTS.
- 6) The findings of the study show that the EFL learners should utilize the EFL textbooks to the optimum level to get paramount benefit in their professional and personal lives.
- 7) The findings of the study suggested few strategies to EFL teachers. Thus, the objective framed "To suggest strategies to impart life skills among EFL learners" has been realized.

12. Suggestions to EFL Teachers

Bandura, A (1977) social learning perspective states that, in teaching-learning process, the teaching methods facilitate the learners for active involvement in language acquisition, processing and structuring of experiences. So, the learner can learn skills and behavior by observing and listening to others (modelling and imitation). Modelling can be used to target their learning needs.

English teachers should realize the importance of life skills. They need to integrate life skills in their teaching. They should blend language work and life skills, to activate learners' language in a way to develop life skills and prepare to face the changing world. If English teachers take up this responsibility of developing a range of life skills in English, then learners will realize that language is indeed a life skill.

12.1 Strategies to impart Life Skills among EFL learners

Strategies such as:

- working in pairs and small groups,
- brainstorming,
- experiential learning,
- games,
- debates,
- discussion,
- modelling and role play

help EFL learners to develop, on how to organize things, time and people, respect for others, verbal /non-verbal communication (body language), class discussion, realizing self-behavior that may influence others. As a part of imparting life skills in EFL classes, home assignments may also be given to discuss and practice skills with family and friends.

13. Conclusion

Life skills education is the need of the hour to make persons "balanced adults" who will meaningfully contribute to the society. Therefore, the youth should have the knowledge of life skills and develop positive attitude, by which, they can empower themselves to take positive actions in real life with respect to social relations and health aspects. Life skills-based education will help to develop positive and holistic approaches to educate the future generations.

14. Acknowledgement

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Appendix A1: Life Skills Questionnaire for English Teachers

Dear Teacher,

This questionnaire is to evaluate life skills in EFL textbooks.

Your co-operation in furnishing the required information is solicited.

Personal Data Sheet

Name (Optional)	
Gender	1. Female 2. Male
Age	1. 25 years to 34 years 2. 35 years to 44 years 3. 45 years and above
Educational Qualifications	1. B.A. (Eng.) 2. M.A. (Eng.) 3. Ph.D (Eng.)
Teaching Experience	1. Less than 5 years 2. 5 years to less than 10 years 3. 10 years and above
Name of the Institution in which you are Teaching- *Please tick the appropriate level of the institution	----- 1. Middle School 2. High School

					3. University		
Campus-							
Which grade/level EFL textbook did you consider for the Evaluation of Life skills? Mention the Course name of the textbook.							
	To what extent the EFL text book imparts Life Skills among the learners?	Yes	To Some Extent	No	If "Yes" what strategy do you use to impart those life skills in EFL classes? Please indicate in percentage.	If "To Some Extent" Please indicate in percentage.	What type of practice exercises are there in the EFL textbook to impart life skills? Please indicate in percentage.
1.	Cognitive Skills						
	Logical skills						
	Analytical skills						
	Creative thinking skills						
	Critical thinking skills						
	Decision making skills						
	Problem solving skills						
2.	Social Skills						
	Communication skills						
	Interpersonal skills						
	Negotiation skills						
	Assertive skills						
	Leadership skills						
	Value prioritizing skills						
3.	Human Skills						
	Self-awareness skills						
	Empathy skills						
4.	Coping Skills						
	Coping with emotions						
	Coping with stress						

Do you have any other comments related to Life skills in EFL textbooks?

Appendix A2 – Life Skills Questionnaire for English Students

Dear student,

This questionnaire is to evaluate life skills in EFL textbooks.

Your co-operation in furnishing the required information is solicited.

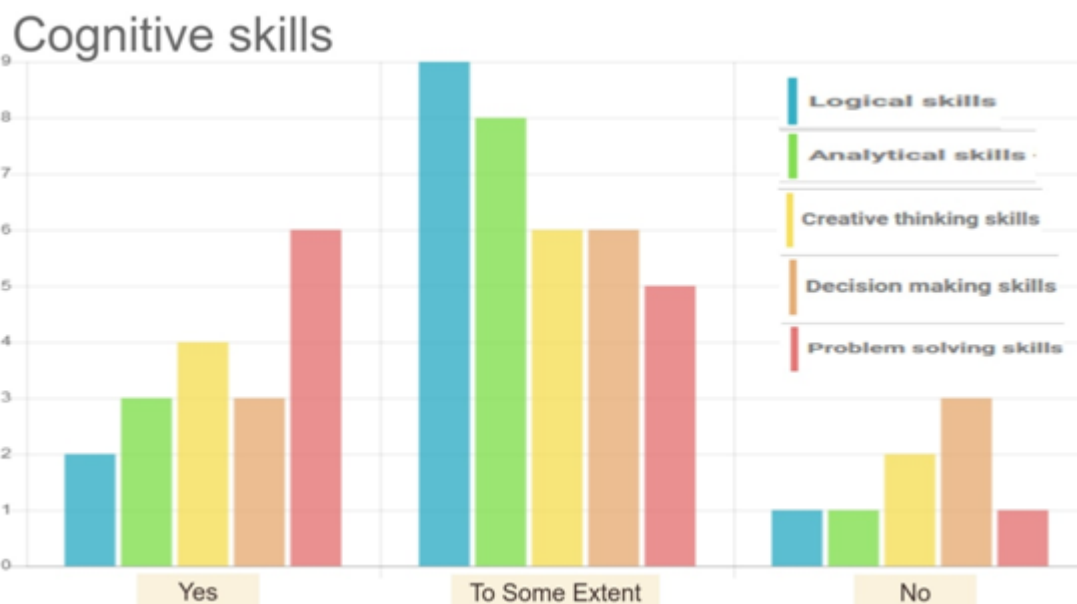
Personal Data Sheet

Name (Optional)		
Gender		1. Female 2. Male
Age		1. 20 years 2. 22 years 3. 24 years and above
Name of the Institution in which you are studying – *Please tick the appropriate level of the institution		----- 1. Middle School 2. High School 3. University
Campus-		
Which grade/level EFL textbook did you consider for the Evaluation of Life skills? Mention the Course name of the textbook.		

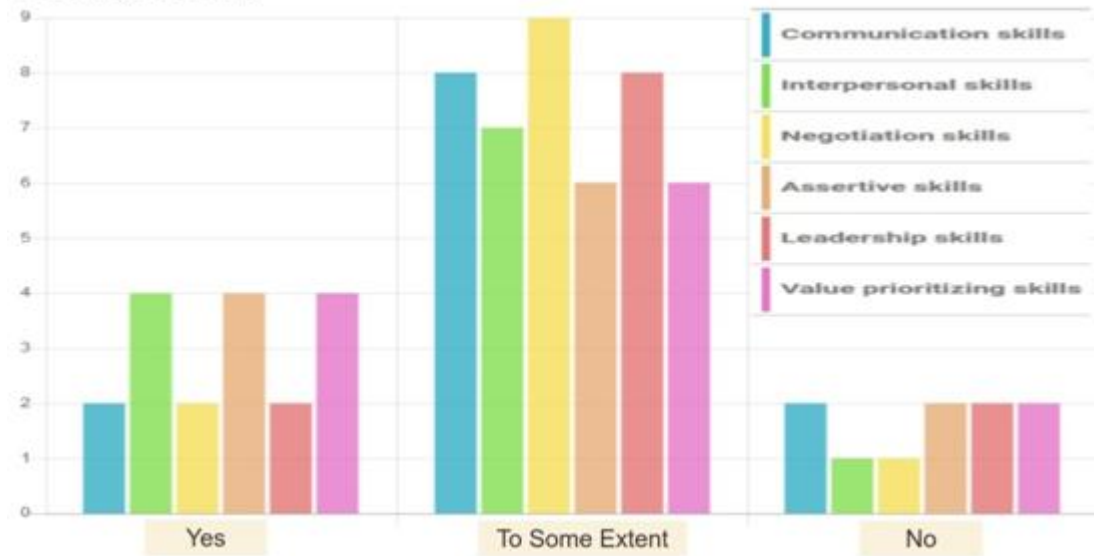
	To what extent the EFL text book imparts Life Skills among the learners?	Yes	To Some Extent	No	If “Yes” what strategy did your teacher use to impart those life skills in EFL classes? Please indicate in percentage.	If “To Some Extent” Please indicate in percentage.	What type of practice exercises are there in the EFL textbook to impart life skills? Please indicate in percentage.
1.	Cognitive Skills						
	Logical skills						
	Analytical skills						
	Creative thinking skills						
	Critical thinking skills						
	Decision making skills						
	Problem solving skills						
2.	Social Skills						
	Communication skills						
	Interpersonal skills						
	Negotiation skills						
	Assertive skills						
	Leadership skills						
	Value prioritizing skills						
3.	Human Skills						
	Self-awareness skills						
	Empathy skills						
4.	Coping Skills						
	Coping with emotions						
	Coping with stress						

Do you have any other comments related to Life skills in EFL textbooks?

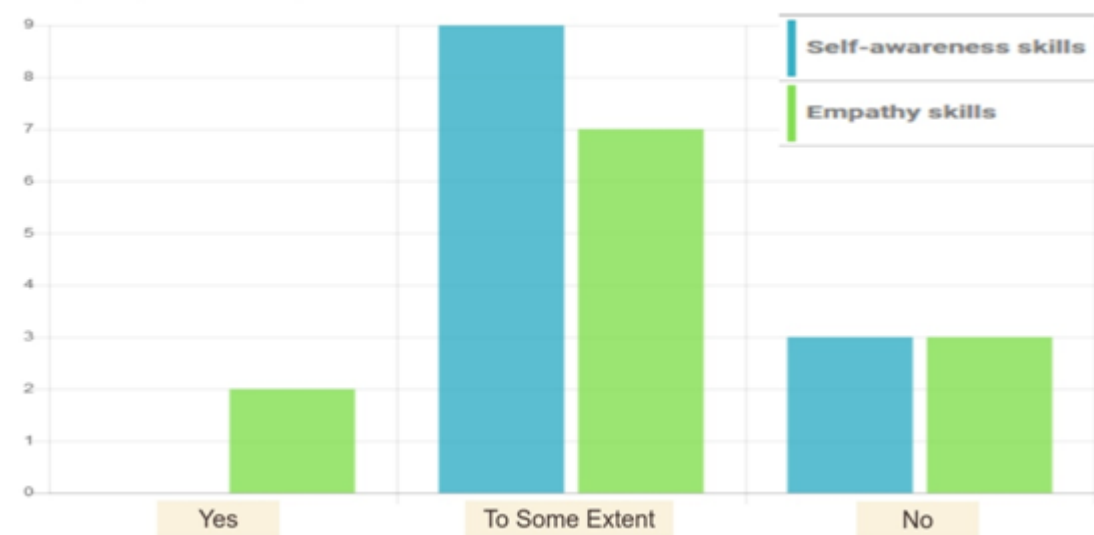
Appendix A3 – EFL Learners' Responses



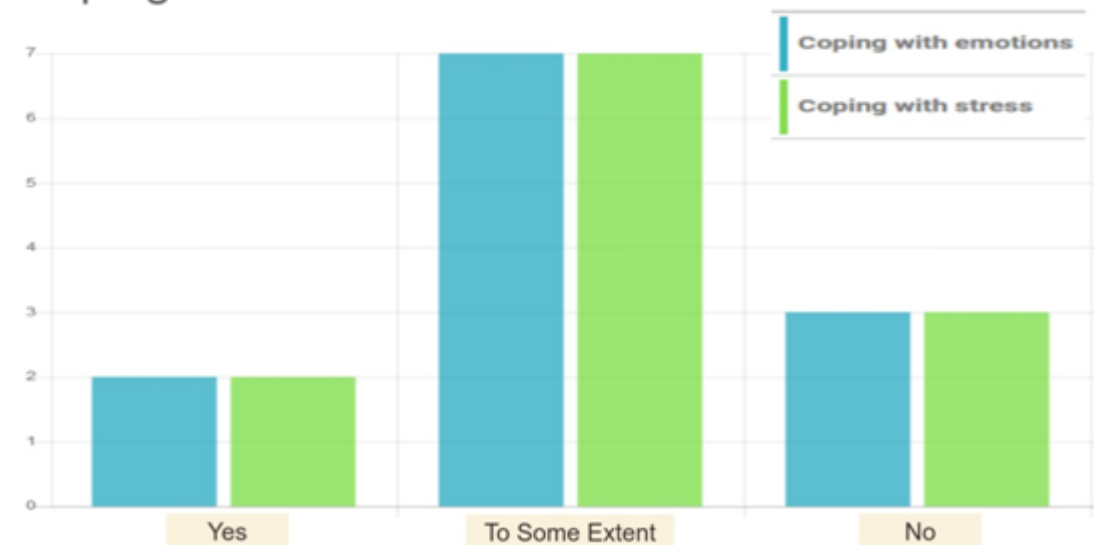
Social skills



Human skills



Coping skills



Appendix A4 - EFL Teachers' Responses



Coping skills

