

The Extent to which the Fourth-Grade Primary "My Beautiful Language" Textbook Incorporates 21st Century Skills: An Analytical Study of the First and Second Semesters (1446 AH – 2024/2025 AD)

By

Dr. Yasser Saud Al-Mutairi*

***Ministry of Education, Kingdom of Saudi Arabia
y2030y9@gmail.com**

Abstract: The present study aimed to reveal the degree of inclusion of 21st-century skills in the "My Beautiful Language" (Lughati Al-Jamilah) textbook for the fourth grade of primary school in the Kingdom of Saudi Arabia, across the first and second semesters of the 1446 AH (2024/2025) edition. The researcher adopted a descriptive analytical approach using the content analysis method. A content analysis card was developed, consisting of three main domains and fourteen sub-skills derived from the Partnership for 21st Century Skills (P21) framework issued by the "Battelle for Kids" organization. To verify the instrument's validity, it was presented to five specialized referees holding postgraduate degrees in relevant fields, yielding an agreement rate of 92%. Reliability was calculated between two coders using Holsti's formula (Holsti, 1969), resulting in an agreement rate of 87.3%, which exceeds the minimum acceptable threshold in academic research. The results showed that the total frequency of 21st-century skills in the first semester reached 165 frequencies, and 184 frequencies in the second semester, with a grand total of 349 frequencies for both semesters. Learning and innovation skills ranked first with a percentage of 48.14%, achieving a high degree of inclusion; followed by life and career skills with a percentage of 41.54%, achieving a moderate degree; while information, media, and technology skills ranked last with a percentage of 12.03%, achieving a low degree. At the sub-skills level, the skill of "collaboration" topped the list for the first semester with a frequency of 25 (15.15%), whereas the skill of "flexibility and adaptability" topped the list for the second semester with a frequency of 25 (13.58%). Conversely, the skill of "using technology effectively" was the least included across both semesters. In light of these findings, the researcher recommended the necessity of increasing the degree of inclusion of information, media, and technology skills in future editions of the textbook. Additionally, the study suggested enhancing self-direction, initiative, responsibility, and leadership skills through purposeful and diverse activities and projects, while conducting a periodic review of the textbook every three years to keep pace with developments in 21st-century skills frameworks.

Keywords: Content Analysis, 21st-Century Skills, My Beautiful Language (Lughati Al-Jamilah), Fourth Grade of Primary School, Kingdom of Saudi Arabia.

Introduction:

The concept of 21st-century skills encompasses a wide array of definitions, varying according to underlying intellectual and pedagogical paradigms. Wagner (2008) defines these as "a set of higher-order competencies required for individuals to succeed in a knowledge-based, innovation-driven economy," categorizing them into seven core skills: critical thinking and problem-solving; collaboration and leadership; agility and adaptability; initiative and entrepreneurship; effective oral and written communication; accessing, analyzing, and evaluating information; and curiosity, imagination, and innovation.

Globally, the Partnership for 21st Century Skills (P21) initiative has provided one of the most comprehensive and widely adopted frameworks in educational circles. This framework classifies these skills into three primary domains: Learning and Innovation Skills, Information, Media, and Technology Skills, and Life and Career Skills. These skills are presented in alignment with essential support systems—such as standards, curriculum, instruction, professional development, and assessment systems—required for their realization (Battelle for Kids, 2019).

Other notable frameworks include the OECD framework, which emphasizes creative thinking, critical thinking, communication, and collaboration; and the ACTS framework developed by Binkley et al. (2012), which categorizes skills into four dimensions: ways of thinking, ways of working, tools for working, and social skills. All these frameworks converge on the centrality of critical thinking, creativity, communication, and collaboration as the fundamental, undisputed pillars of 21st-century education (Voogt & Roblin, 2012).

Learning and Innovation Skills (The 4Cs):

Learning and Innovation Skills constitute the core of the P21 framework, collectively known as the "4Cs": Critical Thinking, Creativity & Innovation, Communication, and Collaboration.

Critical thinking is a fundamental pillar; Facione (2011) describes it as "purposeful, self-regulatory judgment which results in interpretation, analysis, evaluation, and inference." In the context of Arabic language instruction, critical thinking is manifested in a learner's ability to analyze, critique, and interpret written and auditory texts, distinguish between facts and opinions, and provide substantiated judgments.

Creativity and innovation are expressed through original literary production, creative writing, and the development of novel approaches to language usage. Communication is reflected in the four core language skills that constitute the essence of the My Beautiful Language curriculum, while collaboration is embodied in group activities and joint projects, which have become a hallmark of the textbook.

Information, Media, and Technology Skills:

The P21 framework delineates three critical dimensions of Information, Media, and Technology Skills: Information Literacy, Media Literacy, and ICT Literacy. Information literacy entails the learner's ability to access, identify, evaluate, and effectively use information with integrity and ethical citation. Media literacy involves understanding the nature and function of diverse media outlets, analyzing their explicit and implicit messages, evaluating their credibility, and utilizing them with critical awareness. ICT literacy refers to the capacity to utilize technological tools, networks, and digital systems within contemporary learning, communication, and professional contexts (Dede, 2010).

In contemporary educational literature, these are often described as "survival skills" for the information age; individuals lacking these competencies find themselves ill-equipped to navigate the overwhelming deluge of information characteristic of the current era. Research by Al-Zahrani (2022) and Al-Anzi (2020) indicates a relative deficiency in the inclusion of these skills within Arabic language curricula compared to learning and innovation skills—a recurring pattern in Arab educational contexts that warrants serious review.

Life and Career Skills:

The P21 framework classifies Life and Career Skills into five main categories: flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility. These skills are indispensable for professional and social success in a world characterized by rapid change and increasingly complex labor market requirements. Possessing an academic degree is no longer sufficient; life and "soft" skills have become decisive differentiators in today's professional landscape (Wagner, 2008).

Within the context of Arabic language instruction, textbooks possess significant potential to foster life and career skills through texts that exemplify positive models of initiative, leadership, and responsibility, alongside activities that stimulate teamwork, self-direction, and well-structured projects that encourage productivity and decision-making. Studies underscore the necessity of integrating these skills from early educational stages to lay solid foundations for a mature, leadership-oriented personality (Al-Fuhaid, 2021).

Content Analysis as a Scientific Methodology in Educational Research:

Content Analysis is a robust research methodology in educational studies, particularly those concerned with evaluating curricula and textbooks. Krippendorff (2004, p. 18) defines it as "a research technique for making replicable and valid inferences from data to their context," while Berelson (1952) characterizes it as "the objective, systematic, and quantitative description of the manifest content of communication." Researchers concur that this methodology is distinguished by its objectivity, replicability, and reliability, while allowing for qualitative interpretation of data gathered through quantitative tools.

Analytical units vary in this methodology, including words, sentences, paragraphs, themes, ideas, and characters. The current study has adopted the "idea" (thematic unit) as the unit of analysis, as it is best suited for identifying 21st-century skills within linguistic content—skills that are typically embedded within concepts, situations, or directives rather than isolated words or sentences (Weber, 1990). Furthermore, the study utilizes quantitative analysis, employing frequencies and percentages as a baseline, complemented by qualitative interpretation of the findings.

Previous Studies

Research interest in analyzing curriculum content in light of 21st-century skills has expanded significantly at both Arab and international levels over the last decade. The following is a review of the most prominent relevant studies, arranged from the most recent to the oldest:

First: Arab Studies:

- **Al-Zahrani (2022)** aimed to analyze the content of the My Beautiful Language textbooks for the primary stage in Saudi Arabia in light of 21st-century skills. The researcher utilized a descriptive-analytical approach using content analysis. The sample included textbooks for grades one through five for both semesters. Results indicated that the average availability of 21st-century skills in the curricula was (78.16%). Collaboration and communication skills were the most frequently included, while technological literacy skills ranked last.

- **Al-Fuhaid (2021)** sought to evaluate educational activities in the My Beautiful Language (My Eternal Language) textbook for the third intermediate grade in light of 21st-century skills. The study adopted a descriptive-analytical approach using a detailed analysis rubric. Results revealed that activities reflected critical thinking and communication skills at high rates (60–75%), while life and career skills, as well as technological skills, appeared at low-to-moderate rates (20–45%).

- **Al-Anzi (2020)** examined the extent of 21st-century skill integration in intermediate-level National Education curricula in Saudi Arabia. Findings showed that learning and innovation skills accounted for (52.3%), while media and technology skills recorded the lowest percentage (18.7%). The study recommended restructuring curricula to achieve the desired balance.

- **Hamdan et al. (2019)** analyzed the content of Arabic language textbooks for the basic stage in Palestine in light of 21st-century skills. The study revealed disparities in skill distribution across grade levels and a deficiency in the inclusion of creativity and initiative skills.
- **Al-Qahtani (2018)** aimed to determine the inclusion level of higher-order thinking skills in primary-level My Beautiful Language textbooks. Results demonstrated that remembering and understanding skills dominated the content, while evaluating and creative synthesis skills appeared at low levels.

Second: International Studies

- **Kivunja (2015)** examined the integration of 21st-century skill in Australian higher education curricula, concluding that innovation and creative thinking skills were neglected in favor of traditional cognitive skills.
- **Voogt and Roblin (2012)** conducted a comprehensive comparison of international frameworks for 21st-century skill, highlighting the broad consensus on the "4Cs" while noting the ongoing challenge of translating them into actual curricular content.
- **Binkley et al. (2012)** introduced a detailed framework under the ACTS project, classifying 21st-century skills into four categories and discussing how to integrate these skills into instructional design and curricula.
- **Trilling and Fadel (2009)** established the foundational reference framework for 21st-century skills. They explored the practical challenges of translating these skills into effective curricula that prepare learners for future demands.

Commentary on Previous Studies

The review of previous studies indicates a growing research interest in analyzing curricula in light of 21st-century skills. The findings consistently reveal three distinct patterns: first, the dominance of collaboration and communication skills in curricula; second, the weakness of media and technology skills; and third, the low inclusion of self-direction, leadership, and responsibility skills. The current study distinguishes itself by examining the fourth-grade My Beautiful Language textbook across both semesters in a single comparative analysis. Furthermore, it employs a newly developed list of observable sub-indicators that bridges the P21 framework with the requirements of the Saudi educational environment.

Research Problem:

The problem of the current study centers on the urgent need to provide an objective and comprehensive analytical picture of the extent to which 21st-century skills are incorporated into the My Beautiful Language textbook for the fourth grade of primary school. This necessity arises in light of the rapidly growing importance of these skills in both local and global educational agendas, and in view of the gaps in integration identified in previous studies. The researcher has observed a paucity of studies that examine both the first and second semesters of the textbook in a single comparative analysis, which constitutes a research gap that this study seeks to address.

Research Questions

The research problem is defined by the following main question: **"To what extent are 21st-century skills incorporated into the My Beautiful Language textbook for the fourth grade of primary school (first and second semesters, 1446 AH – 2024/2025 AD)?"**

This main question branches into the following sub-questions:

- To what extent are Learning and Innovation Skills incorporated into the textbook across both semesters?
- To what extent are Information, Media, and Technology Skills incorporated into the textbook across both semesters?
- To what extent are Life and Career Skills incorporated into the textbook across both semesters?
- Is there a significant disparity between the two semesters regarding the degree of incorporation of 21st-century skills?

Research Objectives

- To determine the extent to which the three domains of 21st-century skills are incorporated into the My Beautiful Language textbook (1446 AH edition).
- To track frequencies and percentages for each sub-skill across both semesters.
- To identify the most and least incorporated 21st-century skills within the textbook.
- To compare the two semesters regarding the degree of 21st-century skill incorporation.
- To provide scientific recommendations and research proposals for improving future editions of the textbook.

Research Significance

Theoretical Significance:

- Enriching Arabic educational literature with a comprehensive comparative analytical study of the My Beautiful Language textbook across both semesters.
- Providing an integrated theoretical framework that bridges the P21 framework with the requirements of the Saudi educational environment.
- Bridging the research gap by providing a comparative study of both semesters in a single analysis.

Practical Significance:

- Providing curriculum developers with objective data to enhance future editions of the textbook.
- Developing a content analysis rubric that can be applied to other My Beautiful Language textbooks for different grade levels.
- Guiding supervisors and teachers toward aspects that require further reinforcement within the classroom.
- Contributing to the achievement of Saudi Vision 2030 goals in the field of educational system development.

Research Limitations

- **Thematic Limitations:** 21st-century skills based on the P21 framework, covering its three domains and fourteen sub-skills.
- **Spatial Limitations:** The Kingdom of Saudi Arabia.
- **Temporal Limitations:** The academic year 1446 AH – 2024/2025 AD.

Description of the Analysis Sample:

The My Beautiful Language textbook for the fourth grade of primary school (1446 AH edition) consists of two independent semesters, totaling 349 pages; 165 pages for the first semester and 184 pages for the second. The curriculum includes two main units, which constitute the material for analysis as follows:

- **First Semester (165 pages):** The "My Health and Environment" unit, which includes diverse educational components: listening texts and reading comprehension (e.g., "Desertification and its Impact on the Environment," "Disease Carriers"); spelling patterns (e.g., addition and omission of the letter 'Alif', adding prefixes to words starting with 'Al'); grammatical functions (e.g., cognate accusative, types of plurals, types of nouns); calligraphy (Naskh script); and linguistic communication and projects, including a story-writing project and the "Environmental Conservation Treaty" project, which aligns with Saudi Vision 2030.
- **Second Semester (184 pages):** The "Manners and Duties" unit, which includes: listening texts and reading comprehension (e.g., "The Ringed Pigeon," "The Science Assemblies"); spelling patterns related to adding the definite article 'Al' and soft 'Alif' endings; the same grammatical functions covered in the first semester; calligraphy focusing on letters descending below the line; the poem "Be Patient"; and diverse oral and written communication tasks, including formulating questions, completing telephone conversations, storytelling, paragraph construction, writing cards and letters, and completing registration forms.

Research Methodology

The current study adopts the descriptive-analytical approach, utilizing **content analysis** as its primary research tool. This method allows for an objective, systematic, and quantitative examination of educational content, while enabling qualitative interpretation of the findings. The researcher adhered to the four fundamental pillars of this methodology: objectivity (freedom from personal bias), systematicity (following predefined steps), exhaustiveness (analyzing all units of the textbook), and quantification (expressing results through numerical data) (Krippendorff, 2004).

Research Tool and Categories of Analysis:

A) Tool Development and Procedures:

The researcher developed the content analysis rubric through the following steps: (1) reviewing educational literature related to 21st-century skills and their reference frameworks; (2) adopting the P21 framework as the foundation for the rubric; (3) leveraging previous studies, such as Al-Zahrani (2022) and Al-Fuhaid (2021); (4) formulating observable and measurable indicators for each main and sub-skill; and (5) validating the tool through expert review and refining it based on their feedback. In its final form, the rubric comprises three main domains, fourteen sub-skills, and fifty-seven observable indicators.

B) Validity and Reliability of the Tool:

The initial version of the rubric was presented to five specialized experts holding postgraduate degrees in Arabic language, curriculum and instruction, and educational supervision. Their feedback led to the following modifications: renaming "Innovation" to "Innovative Thinking," changing "Technology Use" to "Effective Technology Use," and adding sub-indicators for "Social Skills." The experts' agreement reached 92%, indicating a high level of validity. Reliability was calculated between two analysts using **Holsti's method (1969)**: Agreement Percentage = $(2 \times \text{Number of Agreements}) \div (\text{Total number of items recorded by both analysts}) \times 100$. The reliability coefficient reached 87.3%, exceeding the minimum acceptable threshold of 80%.

C) Unit of Analysis and Categories:

The study adopted the **"idea"** as the unit of analysis—defined as any activity, statement, situation, or instruction that incorporates a 21st-century skill. The analysis categories represent the three domains: Learning and Innovation Skills, Information, Media, and Technology Skills, and Life and Career Skills. Below are the criteria for determining the degree of skill incorporation:

Classification	Percentage	Level	Degree of Incorporation
(4)	75% and above	High	Highly Incorporated
(3)	50% – 74%	Medium	Moderately Incorporated
(2)	25% – 49%	Low	Weakly Incorporated
(1)	Less than 25%	Absent	Not Incorporated

Research Procedures

1. **Defining the General Specifications of the Analysis Material:** Reviewing the curriculum and identifying its units, sections, and components across both semesters.
2. **Reviewing the Final Skills Rubric:** Carefully reading the 21st-century skills and their sub-indicators to ensure analytical accuracy.
3. **Conducting the Analysis:** Thoroughly reading all topics in both textbooks, documenting every idea or activity representing an indicator as a single frequency, and recording the findings in the analysis rubric.
4. **Independent Analysis for Reliability Verification:** A specialized peer analyzed 25% of the units independently, followed by a comparison of results to calculate the inter-rater agreement coefficient.
5. **Statistical Processing:** Using frequencies and percentages via SPSS software (version 26).

Presentation of Study Results:

First: Results of the First Semester:

To address the research questions regarding the extent to which 21st-century skills are incorporated into the first-semester textbook, the researcher conducted a comprehensive and precise analysis of all activities and units. Table (1) presents these findings:

Table (1): Frequencies and Percentages of 21st-Century Skills in the First Semester

Main Domain	Main Skill	Frequency	Percentage (%)	Rank
Learning and Innovation Skills	Innovative Thinking	10	6.06	8
	Critical Thinking	17	10.30	4
	Problem Solving	5	3.03	10
	Communication	22	13.33	3
	Collaboration	25	15.15	1
Subtotal		79	47.87	
Information, Media, and Technology Skills	Technological Knowledge	12	7.27	7
	Media Literacy	9	5.45	9
	Effective Technology Use	1	0.60	14
Subtotal		22	13.33	
Life and Career Skills	Flexibility and Adaptability	24	14.54	2
	Initiative	5	3.03	11
	Self-Direction	2	1.21	13
	Social Skills	15	9.09	5
	Productivity	13	7.87	6
	Leadership	3	1.81	12
	Responsibility	2	1.21	13
Subtotal		64	38.78	
Total		165	100.00	

As shown in Table (1), the total frequency of 21st-century skills in the first semester reached (165). Collaboration ranked first among sub-skills with a frequency of (25) and (15.15%), followed by Flexibility and Adaptability in second place with (24) and (14.54%), and Communication in third place with (22) and (13.33%). Regarding the main domains, Learning and Innovation Skills ranked highest with (79) frequencies (47.87%), followed by Life and Career Skills with (64) frequencies (38.78%), while Information, Media, and Technology Skills ranked last with (22) frequencies (13.33%). Effective Technology Use was the least incorporated skill, with only one occurrence (0.60%).

Second: Results of the Second Semester:

Table (2) presents the detailed analysis results for 21st-century skills in the second-semester textbook:

Table (2): Frequencies and Percentages of 21st-Century Skills in the Second Semester

Main Domain	Main Skill	Frequency	Percentage (%)	Rank
Learning and Innovation Skills	Innovative Thinking	12	6.52	7
	Critical Thinking	20	10.86	4
	Problem Solving	6	3.26	10
	Communication	27	14.67	2
	Collaboration	24	13.04	3
Subtotal		89	48.36	
Information, Media, and Technology Skills	Technological Knowledge	10	5.43	9
	Media Literacy	8	4.34	10
	Effective Technology Use	2	1.08	13
Subtotal		20	10.86	
Life and Career Skills	Flexibility and Adaptability	25	13.58	1
	Initiative	8	4.34	10
	Self-Direction	5	2.71	12
	Social Skills	18	9.78	5
	Productivity	16	8.69	6
	Leadership	4	2.17	11
	Responsibility	5	2.71	12
Subtotal		81	44.02	
Total		184	100.00	

As illustrated in Table (2), the total frequency of 21st-century skills in the second semester was (184), an increase of (19) occurrences compared to the first semester. Communication ranked first among sub-skills, with (27) occurrences (14.67%). This is attributed to the overtly communicative nature of the "Etiquette and Duties" unit, which is replete with activities involving telephone conversations, letter and card writing, and paragraph construction. Flexibility and Adaptability ranked second with (25) occurrences (13.58%). Consistent with the first semester, the Information, Media, and Technology domain remained the least incorporated, with (20) occurrences (10.86%), with a slight increase in "Effective Technology Use" from one to two occurrences.

Comprehensive Comparative Results of Both Semesters:

Table (3) displays the comprehensive analysis results for both the first and second semesters combined:

Table (3): Total Frequencies and Percentages of 21st-Century Skills – Combined Semesters

Domain	Main Skill	F1	F2	Total
Learning and Innovation	Innovative Thinking	10	12	22
	Critical Thinking	17	20	37
	Problem Solving	5	6	11
	Communication	22	27	49
	Collaboration	25	24	49
Subtotal		79	89	168
Info, Media, & Tech	Technological Knowledge	12	10	22
	Media Literacy	9	8	17
	Effective Technology Use	1	2	3
Subtotal		22	20	42
Life and Career Skills	Flexibility and Adaptability	24	25	49
	Initiative	5	8	13
	Self-Direction	2	5	7
	Social Skills	15	18	33
	Productivity	13	16	29
	Leadership	3	4	7
	Responsibility	2	5	7
Subtotal		64	81	145
Total		165	184	349

As indicated in Table (3), the total frequency of 21st-century skills across both semesters was (349). Communication, Collaboration, and Flexibility and Adaptability shared the top three rankings, each with (49) occurrences (14.04%). The "Learning and Innovation" domain ranked first (168 occurrences, 48.14%), followed by "Life and Career Skills" (145 occurrences, 41.54%), while "Information, Media, and Technology Skills" ranked last (42 occurrences, 12.03%).

Table (4): Degree of Incorporation of 21st-Century Skill Domains

Domain	Frequency	Percentage (%)	Level of Incorporation
Learning and Innovation Skills	168	48.14	Moderate
Life and Career Skills	145	41.54	Moderate
Information, Media, and Technology Skills	42	12.03	Weak
Total	349	100.00	

Note: Table (4) demonstrates that the "Learning and Innovation" domain achieves a moderate level of incorporation (nearing the high threshold), "Life and Career Skills" achieves a moderate level, while the "Information, Media, and Technology" domain is weakly incorporated, failing to reach the 25% threshold.

Table (5): Detailed Comparison of Skill Frequencies Between Semesters

Skill	First Semester	Second Semester
Innovative Thinking	10	12
Critical Thinking	17	20
Problem Solving	5	6
Communication	22	27
Collaboration	25	24
Total Learning and Innovation	79 (47.87%)	89 (48.36%)
Technological Knowledge	12	10
Media Literacy	9	8
Effective Technology Use	1	2
Total Technology Skills	22 (13.33%)	20 (10.86%)
Flexibility and Adaptability	24	25
Initiative	5	8
Self-Direction	2	5
Social Skills	15	18
Productivity	13	16
Leadership	3	4
Responsibility	2	5
Total Life and Career Skills	64 (38.78%)	81 (44.02%)
Grand Total	165	184
Innovative Thinking	10	12
Critical Thinking	17	20
Problem Solving	5	6
Communication	22	27
Collaboration	25	24
Total Learning and Innovation	79 (47.87%)	89 (48.36%)
Technological Knowledge	12	10
Media Literacy	9	8
Effective Technology Use	1	2
Total Technology Skills	22 (13.33%)	20 (10.86%)
Flexibility and Adaptability	24	25
Initiative	5	8
Self-Direction	2	5
Social Skills	15	18
Productivity	13	16
Leadership	3	4
Responsibility	2	5
Total Life and Career Skills	64 (38.78%)	81 (44.02%)
Grand Total	165	184

Discussion of Results:

First: Learning and Innovation Skills:

Learning and Innovation Skills emerged as the most incorporated domain in both semesters, with an overall rate of 48.14%, reaching a "high" level of incorporation. This superiority is attributed to the fact that the Arabic language curriculum is inherently an interactive, multi-dimensional communicative system. The reading texts and oral/written activities provide a fertile environment for developing communication skills. Collaboration was clearly manifested in group projects and interactive activities; for instance, the first semester's "Environmental Conservation Treaty" project necessitates teamwork, while the second semester's storytelling and question-formulation activities encourage peer exchange. These findings align with Al-Zahrani (2022), Al-Fuhaid (2021), and Vooget & Roblin (2012), reinforcing the notion that 4Cs skills are naturally prioritized in language curricula, though problem-solving remains in need of further reinforcement given its modest 3.15% rate.

Second: Information, Media, and Technology Skills

This domain ranked last in both semesters, with an overall rate of 12.03%, categorized as "weakly incorporated." This deficiency is linked to structural factors: printed textbooks inherently constrain direct integration of digital activities, and the curriculum lacks explicit systematic guidance on utilizing technological tools for linguistic processing. Furthermore, there is a clear gap between the digital enrichment content available on the "Ien" platform and the printed textbook. This corroborates findings by Al-Anzi (2020) and Kivunja (2015). Given the rapid digital transformation and Vision 2030's objectives, future editions must integrate clear digital activities that engage learners in evaluating and producing digital content.

Third: Life and Career Skills:

Life and Career Skills ranked second with an overall rate of 41.54% (moderate incorporation). "Flexibility and Adaptability" topped this domain (14.04%), as the textbook's texts frequently promote values of tolerance and coexistence. While "Social Skills" showed promising results (9.45%), "Self-Direction," "Leadership," and "Responsibility" appeared at low rates (2.00% each), indicating a shortfall in fostering leadership-oriented and self-reliant citizenship traits.

Fourth: Comparative Analysis Between Semesters:

Comparative analysis reveals that the second semester outperformed the first in total frequency (184 vs. 165), an 11.5% growth. This is primarily attributed to the second semester's rich communicative tasks (telephone conversations, correspondence, and paragraph construction). Conversely, collaboration and technological knowledge saw a slight decline compared to the first semester.

Conclusion:

This study analyzed the 1446 AH (2024/2025 AD) fourth-grade My Beautiful Language textbook in light of the P21 framework. The analysis revealed a total of 349 occurrences of 21st-century skills. While Learning and Innovation Skills are highly incorporated (48.14%) and Life and Career Skills are moderately incorporated (41.54%), Information, Media, and Technology Skills remain weakly represented (12.03%). The study emphasizes the urgent need to address the underrepresented skills—particularly technology, self-direction, responsibility, and leadership—to ensure the curriculum effectively prepares Saudi learners for the challenges of the 21st century.

Recommendations:

- Increase the incorporation of "Effective Technology Use" by embedding digital activities that guide learners to employ internet tools for linguistic tasks.
- Enhance "Innovative Thinking" by including open-ended creative tasks that encourage original literary production.
- Improve "Self-Direction" by including sections that motivate students to set personal learning goals and track their progress.
- Strengthen "Responsibility" and "Initiative" through projects that promote civic, national, and environmental stewardship.
- Explicitly link textbook activities to the "Ien" enrichment platform.
- Conduct periodic triennial reviews of the textbook to ensure alignment with evolving 21st-century skill frameworks.
- Direct educational supervisors and teachers to reinforce underrepresented skills through supplementary enrichment activities.

Proposals for Further Research

- Conduct a comparative longitudinal analysis across all primary grade levels of the My Beautiful Language curriculum.
- Perform a comparative study of different textbook editions to map the evolution of 21st-century skill integration over time.
- Carry out field research on the actual classroom application of 21st-century skills by Arabic language teachers.
- Conduct experimental studies to measure the impact of units designed according to 21st-century frameworks on learners' linguistic and life competencies.
- Examine the awareness level of curriculum developers regarding 21st-century frameworks and their translation into study content.
- Investigate the inclusion of tolerance, citizenship, and national identity values within the My Beautiful Language curriculum.

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