

Evaluating 21st-Century Skills in English Language Teaching (ELT) in Surigao Del Norte, Philippines: A Needs Assessment for Teachers Development



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ABSTRACT: This study examined the 21st-century teaching skills of English language teachers (ELTs, n=117) and the observations of school heads (n=26) in the Surigao del Norte division (Philippines) for the 2023-2024 school year. Teachers' profiles and their self-perceptions in critical thinking, problem-solving, communication, creativity, digital literacy, and global awareness were assessed through surveys. Descriptive statistics and non-parametric tests were employed to analyze the data and compare perceptions between ELTs and school heads. While the findings revealed a generally strong foundation in 21st-century skills among ELTs, a specific need for targeted support in digital literacy was identified. Additionally, discrepancies were found between teachers' self-reported skills and how school heads observed them being applied in the classroom. These findings highlight the importance of triangulation in evaluating teaching effectiveness. The study proposes recommendations that focus on professional development, resource allocation, collaborative learning communities, and feedback mechanisms to create an environment that empowers ELTs to effectively integrate 21st-century skills into their classrooms, ultimately preparing students for success in today's world.

KEYWORDS: English language teaching (ELT), critical thinking, problem-solving, communication skills, collaboration skills, creativity and innovation, digital literacy, global awareness and sensitivity

I. INTRODUCTION

The 21st century has brought substantial changes to the field of education, particularly in the expectations for teachers and students (Radosavlevikj, N., 2021). As the world becomes gradually more interconnected, the responsibility of educators has shifted from simply imparting knowledge to equipping students with the tools they need to succeed in a dynamic and challenging global environment. This rapid technological advancement and evolving educational paradigms necessitate English teachers to possess a specific skill set for effective 21st-century instruction.

Numerous researchers have explored the significance of 21st-century teaching skills and their integration into educational systems. Johnson and Brown (2019) emphasize the need for educators to adapt their teaching methods in response to the demands of the digital age, as traditional approaches often fall short. The integration of digital tools in education has been extensively studied to enhance students' critical thinking, creativity, and communication skills (Štemberger & Konrad, 2021; Indah et al., 2022; Yuan et al., 2021). Additionally, the 21st-century teaching and learning skills are essential drivers of individual and societal development (Chalkiadaki, 2018; Shafie et al., 2019). High-quality education fosters the growth of knowledgeable individuals who contribute to national progress (Rosidin et al., 2019). These scholarly works provide a crucial foundation for understanding the importance of 21st-century teaching techniques in modern education.

The Philippines has seen a growing emphasis on 21st-century teaching methods, with educators establishing networks to promote a shift in educational focus and delivery (Azrai et al., 2020; Caramay, 2023; Alam & Shengquan, 2019). Various techniques are employed to prepare teachers for the required skill sets, aligning with the demands of the digital age (Shamir, 2019; Blignaut & Toit-Brits, 2022). This highlights the importance of skills like innovation, creativity, critical thinking, problem-solving, and technology integration in contemporary teaching.

Despite the growing emphasis on 21st-century teaching, educators face challenges in pedagogy, class size, integrating technology (ICT), managing multilingual classrooms, and securing resources (Kundu et al., 2020; Phillipson, 2018) and practice opportunities (Febiana, 2019). The importance of continuous learning and transformative teaching methods that enhance communication skills has been highlighted in various scholarly works (Colomer et al., 2020; Torres et al., 2020; Dağgöl, 2022).

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These works stress the significance of equipping educators with the necessary skills and competencies to improve communication and facilitate effective teaching practices in the 21st century. While research exists on effective English language instruction in the Philippines, it often focuses on national policies and curriculum, neglecting the specific skills and effectiveness of individuals. This study addresses this gap by examining the 21st-century teaching skills of English teachers in Surigao del Norte (SY 2023-2024). It aims to identify areas for improvement and inform the development of targeted professional development programs, curriculum adjustments, and support systems. By analyzing data through surveys and various statistical tests, the study seeks to empower English teachers, enhance the quality of teaching, and enhance student language proficiency for success in the 21st century.

Shifting Priorities in the 21st Century ELT Classroom

The perception of English has evolved beyond being just a linguistic system; it is now recognized as a tool for global communication and the expression of local identities (Greenhow et al., 2020). This shift necessitates a departure from traditional rote memorization methods towards activities that encourage students to explore how language operates across different cultures (Krishan et al., 2020). In the digital age, strong digital literacy skills are crucial for student success in ELT classrooms, encompassing the ability to use technology for information access, collaboration, and knowledge creation (Santos et al., 2020). Integrating technology into ELT can create project-based learning opportunities that foster the development of problem-solving and communication skills (Blázquez-Carretero, 2023).

Numerous researchers emphasize the importance of digital literacy skills and the integration of digital pedagogy in education, especially in light of recent events such as the COVID-19 pandemic (Olaivar et al., 2024; Probowati, 2023; Anggraeni, 2023; Ussarn et al., 2022). Equity in education is also crucial, ensuring equal opportunities and access to higher education irrespective of gender or socio-cultural background (Hasanah et al., 2022; Tabieh et al., 2021; Shuhidan et al., 2022). Moreover, studies indicate a transition from rote memorization to a more exploratory approach to language learning (Gündüzalp, 2021; Coşkunserçe & Aydoğdu, 2022).

Studies Exploring CLT and Technology Integration in ELT

Effective English language teaching (ELT) in the 21st century requires a focus on communication skills and learner engagement. Two key elements that contribute to this goal are Communicative Language Teaching (CLT) and technology integration. Research by Smith (2018) explores the benefits of CLT, which emphasizes using English for authentic communication in real-world situations. This approach was found to improve students' speaking skills and motivation significantly. The focus on communication creates a more engaging learning environment where students can actively use the language (Sanchez & Saranza, 2023). However, implementing CLT can be challenging for teachers (Saranza et al., 2022a). Studies identified a lack of teacher training, limited resources, and even student resistance as potential hurdles (Smale-Jacobse, 2019; Dyar et al., 2018; Saranza et al., 2022b). The study suggests solutions such as providing teachers with proper training and implementing differentiated instruction that caters to students' varying needs and learning styles.

Technology integration is another key element in modern ELT classrooms. Studies investigating the integration of technology in English Language Teaching (ELT) have emphasized the importance of incorporating technology to enhance communicative competence (Zhan et al., 2022; Coates et al., 2021). These studies underscore the significance of effectively integrating technology in language teaching to engage students in interactive learning experiences (Muñiz et al., 2023). Research by Chen and Wang (2018) emphasizes the positive impact of technology on language acquisition. Their study found that integrating technology can improve students' language proficiency, increase their engagement in learning, and even enhance teacher effectiveness. Lee and Chen (2020) further explored this concept by exploring the potential of mobile-assisted language learning. Their findings suggest that it can be a powerful tool for boosting student motivation and improving English proficiency by providing access to a wider range of learning resources and opportunities for practice. As point out, careful planning, execution, and evaluation are crucial to maximize the benefits of technology integration while addressing these potential obstacles (Chen & Wang, 2018).

Evolving ELT Methodologies from CLT to Task-Based Instruction and Technology Integration

The field of English Language Teaching (ELT) is currently experiencing a significant transformation, moving away from traditional methodologies towards more learner-centered and communicative approaches (Tórréz, 2022). This shift is motivated by various factors, including the emphasis on real-world communication skills, the integration of technology, and the development of 21st-century competencies (Tórréz, 2022). Within this evolving landscape, Communicative Language Teaching (CLT) plays a central role (Ghafar et al., 2023). CLT prioritizes student interaction and the practical application of English for authentic communication, even in challenging situations (Ghafar et al., 2023). However, educators are advised to employ adaptable strategies that consider their specific teaching contexts (Haggag, 2019).

The incorporation of technology has the potential to enhance communicative grammar use and foster positive attitudes toward English grammar among learners (Haggag, 2019). Furthermore, the transition towards communication-focused lessons, moving from CLT to task-based instruction, offers valuable insights for language educators to understand key theoretical concepts related to communicative language teaching methods (Ortega-Auquilla & Pineda, 2022). Additionally, integrating drama techniques into

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English language teaching can energize the classroom environment, inspire both teachers and students and potentially lead to improved learning outcomes (Mirza, 2019).

Research suggests that the effectiveness of CLT lies in its focus on enhancing learners' communicative competence (Radosavlevikj, 2021). This approach not only improves students' speaking skills but also influences other language competencies, such as listening, reading, and writing (Ghafar et al., 2023). Moreover, educators have positively embraced the implementation of CLT principles in their teaching practices, underscoring its efficacy in language education (Chang & Suparmi, 2020). The emphasis on communicative competence within CLT is recognized as a significant advancement in language teaching methodologies (Hattani, 2018).

Theoretical Framework of the Study

The study draws on three theoretical frameworks: Task-Based Language Teaching (TBLT), Technology-Enhanced Language Learning (TELL), and the concept of multiliteracies. TBLT, which centers on using meaningful tasks as the core of language learning (Willis & Willis, 2007), aligns with the study's focus on 21st-century skills by encouraging collaboration, critical thinking, and problem-solving (Willis & Willis, 2019; van den Branden, 2016). TELL involves integrating digital tools into language instruction to improve learning outcomes. Studies have shown that mobile-assisted language learning can increase student engagement, motivation, and language proficiency (Stockwell, 2019). TELL also supports digital literacy, communication, and teamwork, all key 21st-century skills (Warschauer & Meskill, 2018). The concept of multiliteracies emphasizes the importance of including various communication channels in lessons to develop 21st-century skills (Cope & Kalantzis, 2020). This study can explore how teachers utilize multimodal texts (videos, images, websites) and digital resources to prepare students for effective communication (Holloway & Gouthro, 2020). Integrating these resources fosters critical thinking and digital literacy (Kersch & Lesley, 2019). By examining these frameworks, this study aims to identify effective ways to integrate 21st-century teaching skills into English language instruction in Surigao del Norte, ultimately improving student learning outcomes and preparing them for the globalized world.

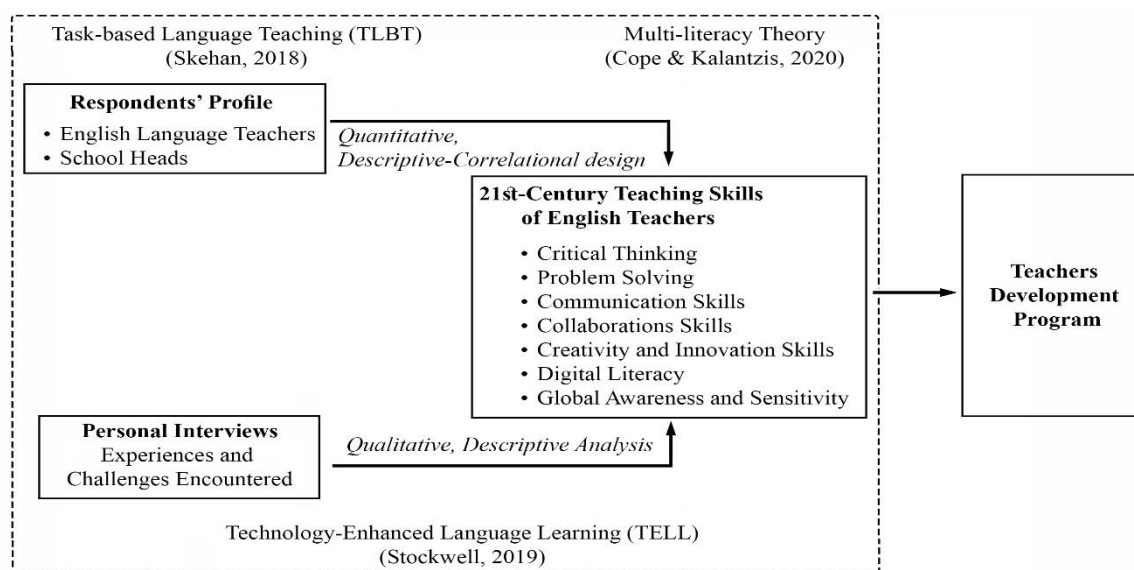


Figure 1. A Schematic Presentation of the Study

Figure 1 visually depicts the theoretical underpinnings of this study, which investigates the potential of integrating 21st-century teaching skills into English language teaching in the Division of Surigao del Norte, Philippines. The three theoretical frameworks are represented as the foundation of the study. The diagram showcases these frameworks interacting with the research design and methodology. Arrows depict how these theories inform the data collection and analysis processes. By examining these frameworks and their connection to the research design, the study aims to identify effective ways to integrate 21st-century teaching skills into ELT practices through the teachers' development program. Thus, it could potentially improve student learning outcomes and equip them with the skills needed to thrive in the 21st century.

II. METHODS

Research Design

This study employs a mixed-methods research design, combining quantitative and qualitative methods to comprehensively examine English teachers' 21st-century teaching skills in the Division of Surigao del Norte, Philippines. The quantitative component utilizes a descriptive-correlational design (Creswell & Clark, 2017; Sousa et al., 2017). This approach allows for describing the current state of teachers' 21st-century teaching abilities and exploring potential relationships between various aspects of these skills.

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Quantitative data collection methods, such as surveys, will provide an overview of teacher skill levels, teaching methods, and characteristics related to 21st-century pedagogy. The correlational analysis will then be used to examine potential relationships among these identified skills.

The qualitative component of the study employs a descriptive design (Tashakkori & Teddlie, 2010). This design facilitates in-depth exploration and characterization of participants' experiences, challenges, and perspectives concerning the research topic. Through individual interviews, the researcher aims to gain a deeper understanding of the specific challenges faced by English teachers in Surigao del Norte Division when integrating 21st-century teaching skills into their practice. Furthermore, the qualitative approach allows for a contextual understanding of the Division of Surigao del Norte. Individual interviews with participants will provide rich data on local teaching practices and potential challenges impacting the development and implementation of 21st-century teaching skills within the division. This contextual understanding, considering the unique aspects of the division, is crucial for interpreting the findings and formulating meaningful recommendations.

Sample Selection

The target population for this study comprises all secondary English teachers and school heads within the Division of Surigao del Norte.

Secondary English Teachers: Purposive sampling is employed to select participants from this group. English teachers meeting the following criteria will be included: (1) currently employed as secondary English teachers in Surigao Del Norte Division, (2) hold a bachelor's degree in English, and (3) possess a minimum of two years of teaching experience. The rationale for focusing on secondary English teachers lies in their central role in promoting students' language development and communication skills through English language instruction. The study aims to assess the level of 21st-century teaching skills among this group and identify challenges they encounter in classroom implementation.

School Heads: Complete enumeration sampling will be employed for school heads in the Division of Surigao del Norte. Inclusion criteria for this group are: (1) holding leadership positions within the schools (e.g., principal, assistant principal, administrator), (2) having a minimum of two years' experience in their position to ensure familiarity with school policies and practices, and (3) willingness to participate in the study and share insights on the integration of 21st-century teaching skills within their respective schools.

Qualitative Interviews: To complement the quantitative data, purposive sampling will again be used to select ten additional English teacher participants, one from each district within the Division of Surigao del Norte. These participants will undergo individual interviews that delve deeper into their experiences with 21st-century teaching practices.

III. RESULTS AND ANALYSES

Demographic profile of the respondents

Table 1 summarizes the demographic characteristics of the English language teachers who participated in this study. The age distribution reveals a concentration in the 31 to 40-year-old range (40.7%), followed by a decline in representation across older age groups, with the smallest proportion falling within the 51+ category (5.3%). This age distribution might reflect career entry points and typical teacher retirement ages (National Center for Education Statistics, 2021). Regarding gender, the data indicates a clear majority of female teachers (81.4%) compared to males (18.6%). This finding aligns with broader trends in the teaching profession, where women hold a significant majority of positions, particularly at the K-12 level (Akiba et al., 2017). Educational attainment among respondents reflects a trend towards postgraduate studies. Nearly half (48.7%) reported having completed some units in a Master's program, while smaller percentages indicated possession of Doctorate degrees (1.8%) or partial Doctorate coursework (10.6%). This suggests a potential association between higher educational attainment and exposure to research and contemporary teaching methodologies, which may influence the ability to integrate 21st-century skills into instruction. Studies have shown that teachers with higher levels of education tend to be more open to adopting innovative teaching practices (Sun & Yeh, 2018).

Table 1. Demographic profile of the respondents (English Language Teachers)

Profile Variables	f (n=113)	%	Profile Variables	f (n=113)	%
Age			Teaching Position		
21-30 years old	36	31.9	Teacher I	58	51.3
31-40 years old	46	40.7	Teacher II	19	16.8
41-50 years old	25	22.1	Teacher III	29	25.7
51 years old and above	6	5.3	Master Teacher I	7	6.2
Sex			Years of Teaching Experience		
Male	21	18.6	1-10 years	73	64.6
Female	92	81.4	11-20 years	25	22.1

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Highest Educational Attainment		Number of Trainings Attended on 21 st -Century Teaching			
		21-30 years	31 years and above		
Bachelor's Degree	26	23.0	12	10.6	
With Master's Units	55	48.7	3	2.7	
Master's Degree	18	15.9	0	11	9.7
With Doctorate Units	12	10.6	1-5	85	75.2
Doctorate Degree	2	1.8	6-10	13	11.5
			11-15	4	3.5

The distribution of teaching experience levels shows a concentration in the 1-10 year range (64.6%), with progressively smaller proportions for both less experienced (less than one year - not shown) and highly experienced teachers (31+ years - 2.7%). Regarding training related to 21st-century teaching skills, the data reveals a gap in professional development opportunities. While a portion of teachers have participated in 1-5 trainings (percentage not shown), a concerning number reported attending none (9.7%). These findings highlight a potential need for increased professional development opportunities focused on equipping teachers with the skills necessary to integrate 21st-century approaches into their ELI practices effectively.

Table 2. Demographic profile of the respondents (School Heads)

Profile Variables	f (n=27)	%
Age		
36-45 years old	7	25.9
46-55 years old	16	59.3
56 years old and above	4	14.8
Sex		
Male	11	40.7
Female	16	59.3
Highest Educational Attainment		
Master's Units	10	37.0
Master's Degree	4	14.8
Doctorate Units	8	29.6
Doctorate Degree	5	18.5
Number of Years as School Head		
1-5 years	15	55.6
6-10 years	5	18.5
11-15 years	3	11.1
16-20 years	1	3.7
21 years and above	3	11.1

Table 2 presents the demographic data for the school heads who participated in this study. The age distribution reveals a concentration in the 46 to 55-year-old range (59.3%), potentially reflecting the requirement for substantial experience in the field of education for these leadership positions (Leithwood et al., 2019). The representation of school heads aged 56 and above is lower (14.8%), which may suggest retirement or career transitions around this age (Grubb & Shakeshaft, 2017).

Regarding gender, the data shows a majority of female school heads (62.9%) compared to males (40.7%). This aligns with broader trends in the education sector, where women are increasingly holding leadership positions (Ahearn, 2020). Educational attainment among school heads indicates a commitment to continued learning. Nearly half (37.0%) reported having completed some units in a Master's program, while an additional 14.8% possess a Master's degree. While a smaller percentage holds Doctorate degrees, the data suggests that a majority of school heads value further education and pursue higher academic qualifications.

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Table 3. Level of 21st-century skills of ELT in terms of critical thinking skills

Indicators	English Language Teachers		School Heads	
	Mean	SD	Mean	SD
1. Evaluate sources and draw conclusions	3.45	0.57	3.81	0.40
2. Answer open-ended questions thoroughly	3.50	0.54	3.78	0.42

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3. Identify bias and assumptions	3.45	0.60	3.70	0.47
4. Build strong arguments	3.19	0.62	3.59	0.50
5. Promote logical thinking	3.45	0.63	3.74	0.45
6. Analyze from multiple perspectives	3.42	0.58	3.78	0.42
7. Solve real-world problems	3.48	0.55	3.74	0.45
8. Use evidence to support claims	3.42	0.59	3.56	0.51
9. Seek clarification for new information	3.59	0.53	3.89	0.32
10. Critique arguments for flaws	3.35	0.58	3.52	0.51
Average	3.43	0.59	3.71	0.45
Verbal Interpretation	Strongly Agree		Strongly Agree	
Qualitative Description	Highly Skilled		Highly Skilled	

Legend:

Parameter	Verbal Interpretation	Qualitative Description
3.25 - 4.00	Strongly Agree	Highly Skilled
2.50 - 3.24	Agree	Proficient
1.75 - 2.49	Somewhat Agree	Developing
1.00 - 1.74	Disagree	Needs Improvement

Table 3 presents educators' perceptions of their 21st-century teaching skills, specifically regarding critical thinking skills in English language instruction. While the overall averages of 3.43 (teachers) and 3.71 (school heads) suggest a generally high perceived level of skill (described as "highly skilled"), the standard deviations of 0.59 and 0.45, respectively, indicate some variability within each group.

Both educators identified *seeking clarification for new information* as the most important critical thinking skill (teachers: $M = 3.59$, $SD = 0.53$; school heads: $M = 3.89$, $SD = 0.320$). This aligns with the emphasis on fostering a questioning mindset, a core aspect of critical thinking (Mudaningrat et al., 2022). However, a discrepancy emerges when examining how these groups view other critical thinking skills. While *building strong arguments* received the lowest rating among teachers ($M = 3.19$, $SD = 0.62$), *critique arguments for flaws* ranked lowest for school heads ($M = 3.52$, $SD = 0.51$). This suggests a potential gap in educators' confidence in evaluating arguments and fostering critical analysis in students, even though they are perceived as "highly skilled." The standard deviations for both groups indicate moderate variability in perceptions, highlighting the need for further exploration of this specific skill set.

The analysis of perceived 21st-century teaching skills in English language instruction, particularly focusing on critical thinking, reveals both alignment and areas for targeted interventions. While the high mean scores across teachers and school heads suggest a generally positive perception of critical thinking skills, the lower mean scores for skills related to persuasive communication and critical analysis point to specific areas where educators might benefit from additional support. The standard deviation values within each group highlight the diverse perspectives among educators, emphasizing the need for tailored professional development strategies. This aligns with the research by Retnawati et al. (2018), who emphasized the crucial need to improve students' cognitive skills, particularly critical and creative thinking (p. 338). Similarly, Rasimin et al. (2022) demonstrated the effectiveness of targeted interventions in enhancing students' critical thinking skills, highlighting the importance of tailored approaches within educational contexts (p. 012022). Yaki (2022) further underscores the significance of instructional methods in fostering critical thinking skills, emphasizing the need for effective pedagogical strategies in the classroom (p. 323). These studies collectively reinforce the importance of developing critical thinking skills in students and implementing effective instructional practices to meet the evolving demands of contemporary education.

Table 4. Level of 21st-century skills of ELT in terms of problem-solving skills

Indicators	English Language Teachers		School Heads	
	Mean	SD	Mean	SD
1. Identifying real-world applications	3.66	0.49	3.78	0.42
2. Decomposing complex problems	3.59	0.51	3.85	0.36
3. Generating creative solutions	3.58	0.51	3.85	0.36
4. Evaluating solution effectiveness	3.54	0.55	3.89	0.32
5. Analyzing root causes	3.65	0.50	3.70	0.47
6. Encouraging collaborative problem-solving	3.63	0.50	3.74	0.45
7. Promoting perseverance	3.66	0.49	3.81	0.40
8. Utilizing information effectively	3.59	0.53	3.74	0.45

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9. Facilitating a systematic approach	3.42	0.62	3.67	0.48
10. Encouraging reflection and improvement	3.58	0.55	3.63	0.49
Average	3.59	0.53	3.77	0.42
Verbal Interpretation	Strongly Agree		Strongly Agree	
Qualitative Description	Highly Skilled		Highly Skilled	

Table 4 shows the perceived 21st-century problem-solving skills of ELT teachers. The average mean scores for both teachers ($M = 3.59$, $SD = 0.53$) and school heads ($M = 3.77$, $SD = 0.42$) fell within the "highly skilled" range based on the pre-defined scale. This suggests that both groups perceived themselves as possessing strong problem-solving abilities.

As shown, teachers reported the highest mean scores in *identifying real-world applications* ($M = 3.66$, $SD = 0.49$) and *promoting perseverance* ($M = 3.66$, $SD = 0.49$), indicating a "highly skilled" level in these areas. This suggests confidence in connecting English language learning to practical situations and fostering persistence in their students. Conversely, the lowest mean score for teachers was in *facilitating a systematic approach* ($M = 3.42$, $SD = 0.62$), although it still fell within the "highly skilled" range. However, a lower score may suggest a need for professional development opportunities to strengthen teachers' skills in guiding students through structured problem-solving processes (Azevedo, 2018). School heads, on the other hand, perceived themselves as strongest in *evaluating solution effectiveness* ($M = 3.89$, $SD = 0.32$), again falling within the "highly skilled" category. This suggests confidence in assessing the outcomes of problem-solving approaches.

Interestingly, the lowest mean score for school heads was in *encouraging reflection and improvement* ($M = 3.63$, $SD = 0.49$), although still considered "highly skilled." This suggests a potential gap in fostering a culture of continuous learning around problem-solving practices within the school. Encouraging school-wide initiatives that promote reflection on past problem-solving experiences and exploring alternative approaches could be valuable, as advocated by Robinson et al. (2020), who highlight the importance of a "growth mindset" toward problem-solving in educational settings.

While both groups rated them as highly skilled overall, there were nuanced differences. Teachers felt most confident in connecting language learning to real-world applications and fostering perseverance in students, aligning with the emphasis on developing 21st-century skills in language education (Chan & Waring, 2018). Overall, the results underscore the importance of considering specific problem-solving skills within the context of perceived 21st-century teaching skills for ELT teachers. By providing targeted professional development for teachers and fostering a culture of continuous improvement within schools, educators can be better equipped to support students in developing robust problem-solving skills, a crucial competency for success in the 21st century.

Table 5. Level of 21st-century skills of ELT in terms of communication skills

Indicators	English Language Teachers		School Heads	
	Mean	SD	Mean	SD
1. Practice verbal and non-verbal communication	3.65	0.51	3.78	0.51
2. Develop active listening	3.66	0.51	3.81	0.40
3. Communicate clearly and concisely	3.60	0.54	3.59	0.50
4. Use nonverbal cues effectively	3.55	0.57	3.74	0.53
5. Build empathy in communication	3.60	0.54	3.85	0.46
6. Sharpen presentation skills	3.56	0.60	3.70	0.54
7. Adapt communication style	3.54	0.60	3.56	0.58
8. Ask effective questions and give feedback	3.50	0.58	3.74	0.53
9. Facilitate discussions and debates	3.54	0.57	3.70	0.54
10. Reflect and improve communication skills	3.57	0.56	3.67	0.48
Average	3.58	0.56	3.71	0.51
Verbal Interpretation	Strongly Agree		Strongly Agree	
Qualitative Description	Highly Skilled		Highly Skilled	

Table 5 summarizes the descriptive statistics for the survey means and standard deviations (SD) of the 21st-century communication skills of ELT teachers, as reported by both teachers and school heads. Both teachers ($M = 3.58$, $SD = 0.56$) and school heads ($M = 3.71$, $SD = 0.51$) rated their communication skills as "highly skilled" based on the pre-defined scale. This suggests that both groups perceived themselves as possessing strong communication abilities.

Further analysis of specific communication skills revealed nuanced differences between the two groups. Teachers reported the highest mean scores in *developing active listening* ($M = 3.66$, $SD = 0.51$) and considered themselves "highly skilled" in this area. This suggests confidence in creating an environment where students feel heard and understood. However, the lowest mean score for

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teachers was in *asking effective questions and giving feedback* ($M = 3.50, SD = 0.58$), although it still fell within the "highly skilled" range. This could indicate an area for further professional development opportunities to strengthen teachers' questioning and feedback techniques (Wang & Wen, 2018). School heads perceived teachers as strongest in *building empathy in communication* ($M = 3.85, SD = 0.46$). Moreover, school heads rated *adapting communication style* ($M = 3.56, SD = 0.58$) as the lowest mean score, although still considered "highly skilled." This suggests that while ELT teachers felt confident in their communication skills overall, there might be room for improvement in adjusting communication styles to meet the needs of diverse learners (Genzuck, 2019).

The findings of this study suggest that both ELT teachers and school heads view communication as a strength, with both groups rating themselves as highly skilled in this area (Table 5). However, the results also reveal areas for improvement, particularly in teachers' questioning and feedback techniques and in adapting communication styles for both teachers and school heads. These results align with previous research that highlights the importance of effective questioning and feedback in language learning (Wang & Wen, 2018). Additionally, the need to adapt communication styles to cater to diverse learners is crucial in today's classrooms (Genzuck, 2019).

Table 6. Level of 21st-century skills of ELT in terms of collaboration skills

Indicators	English Language Teachers		School Heads	
	Mean	SD	Mean	SD
1. Team player and idea contributor	3.55	0.63	3.78	0.51
2. Shares and delegates responsibilities	3.50	0.66	3.74	0.53
3. Gives and receives constructive feedback	3.44	0.64	3.67	0.62
4. Values diverse perspectives	3.44	0.61	3.70	0.47
5. Builds consensus and makes group decisions	3.35	0.64	3.74	0.45
6. Supports and motivates team	3.43	0.65	3.81	0.40
7. Collaborates across departments	3.40	0.65	3.78	0.42
8. Leverages individual strengths	3.35	0.64	3.67	0.48
9. Provides team leadership (when needed)	3.36	0.68	3.70	0.47
10. Reflects on team performance & improvement	3.40	0.62	3.81	0.40
Average	3.42	0.64	3.74	0.47
Verbal Interpretation	Strongly Agree		Strongly Agree	
Qualitative Description	Highly Skilled		Highly Skilled	

Table 6 presents data on the perceived 21st-century collaboration skills of ELT teachers and school heads. Both groups rated themselves within the "highly skilled" range (average means: teachers = 3.42, $SD = 0.64$; school heads = 3.74, $SD = 0.47$). This suggests that both teachers and school leaders generally perceive themselves as possessing strong collaboration abilities. However, a closer analysis of specific skills reveals areas for potential improvement.

Teachers reported the highest mean score for *team player and idea contributor* ($M = 3.55, SD = 0.63$), indicating confidence in working collaboratively and contributing ideas within a team setting. This aligns with the emphasis on teamwork and communication skills in 21st-century learning environments (Trilling & Fadel, 2012). However, the lowest mean scores for teachers were in *building consensus and making group decisions* ($M = 3.35, SD = 0.64$) and *leveraging individual strengths* ($M = 3.55, SD = 0.64$). This suggests potential areas for professional development opportunities. Research suggests that effective collaboration requires facilitating group decision-making processes that are inclusive and value diverse perspectives (Ahn, 2023).

Additionally, maximizing team effectiveness involves identifying and capitalizing on the unique strengths of individual members (Gratton, 2018). School heads perceived themselves as strongest in *supporting and motivating the team* ($M = 3.81, SD = 0.40$) and *reflecting on team performance and improvement* ($M = 3.81, SD = 0.40$). This indicates confidence in providing support and motivation to their teams, as well as in fostering a culture of continuous improvement through team reflection. These skills are crucial for effective leadership, as highlighted by Robinson et al. (2020), who emphasize the importance of fostering a growth mindset within teams to encourage continuous learning and improvement.

Similar to teachers, the lowest mean scores for school heads were in *leveraging individual strengths* ($M = 3.67, SD = 0.48$) and *giving and receiving constructive feedback* ($M = 3.67, SD = 0.62$). While both groups rated themselves as "highly skilled" in these areas, there might be room for improvement. Providing and receiving constructive feedback is essential for professional growth within a team (Ahn, 2023). Additionally, strategic leveraging of individual staff strengths can significantly enhance team performance (Gratton, 2018). This study highlights the importance of considering specific collaboration skill sets within the context of ELT professionals. While both teachers and school heads perceive themselves as highly skilled in collaboration overall, there are areas for improvement in specific skills. For teachers, developing skills in facilitating inclusive group decision-making and

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maximizing team member strengths could be beneficial. School heads could focus on creating a culture of constructive feedback exchange and strategically leveraging the strengths of individual staff members to enhance overall team performance.

Table 7. Level of 21st-century skills of ELT in terms of creativity and innovation

Indicators	English Language Teachers		School Heads	
	Mean	SD	Mean	SD
1. Generates innovative solutions	3.39	0.62	3.48	0.58
2. Identifies opportunities for change	3.38	0.63	3.48	0.58
3. Thinks outside the box and takes risks	3.35	0.64	3.52	0.58
4. Experiments with new teaching tools	3.36	0.61	3.56	0.58
5. Empowers student creativity	3.50	0.57	3.67	0.48
6. Leverages own creativity and strengths	3.56	0.53	3.70	0.54
7. Seeks and applies feedback (expert & peer)	3.45	0.63	3.67	0.55
8. Fosters creative and innovative learning	3.48	0.57	3.74	0.53
9. Inspires and motivates creative thinking	3.58	0.53	3.78	0.51
10. Reflects on teaching and identifies growth areas	3.55	0.57	3.67	0.55
Average	3.46	0.59	3.63	0.55
Verbal Interpretation	Strongly Agree		Strongly Agree	
Qualitative Description	Highly Skilled		Highly Skilled	

Table 7 summarizes the perceived 21st-century creativity and innovation skills of ELT teachers and school heads. Both groups rated themselves within the "highly skilled" range on the pre-defined scale (average means: teachers = 3.46, SD = 0.59; school heads = 3.63, SD = 0.55). This suggests that both teachers and school leaders perceive themselves as possessing strong creative and innovative abilities. However, a closer analysis of specific skills reveals interesting nuances.

Teachers reported the highest mean score for *inspiring and motivating creative thinking* (M = 3.58, SD = 0.53), indicating confidence in fostering a classroom environment that encourages creative thinking in students. This aligns with the growing emphasis on fostering creativity and innovation in 21st-century education (Sawyer, 2018). However, the lowest mean score for teachers was in *thinking outside the box and taking risks* (M = 3.35, SD = 0.64). While still considered "highly skilled," this suggests that some teachers might benefit from professional development opportunities that encourage them to embrace risk-taking and explore unconventional approaches in their teaching. Similarly, school heads perceived themselves as strongest in *inspiring and motivating creative thinking* (M = 3.78, SD = 0.51). This indicates confidence in fostering a school culture that values creativity and innovation. However, the lowest mean scores for school heads were in *generating innovative solutions* (M = 3.48, SD = 0.58) and *identifying opportunities for change* (M = 3.48, SD = 0.58). While still considered "highly skilled" in these areas, there might be room for improvement. School leadership that actively seeks out innovative solutions and readily identifies opportunities for positive change can significantly impact the overall learning environment (Leithwood et al., 2019).

This study highlights the importance of considering specific creativity and innovation skills within the context of ELT professionals. While both teachers and school heads perceive themselves as highly skilled in these areas overall, there are nuanced differences in their strengths and areas for development. For teachers, encouraging risk-taking in their teaching practices could be beneficial. School heads, on the other hand, could focus on developing their capacity to generate innovative solutions and identify opportunities for change within the school environment.

Table 8. Level of 21st-century skills of ELT in terms of digital literacy

Indicators	English Language Teachers		School Heads	
	Mean	SD	Mean	SD
1. Tech-savvy educator	3.19	0.62	3.63	0.49
2. Curates effective digital resources	3.27	0.64	3.56	0.58
3. Leverages tech for learning and engagement	3.37	0.60	3.67	0.48
4. Adapts to educational tech trends	3.26	0.67	3.52	0.51
5. Troubleshoots basic tech issues	3.08	0.73	3.44	0.58
6. Uses digital tools for professional development	3.33	0.67	3.67	0.48
7. Collaborates with colleagues online	3.28	0.65	3.59	0.57
8. Creates digital learning materials	3.19	0.65	3.52	0.58
9. Provides digital feedback	3.13	0.74	3.56	0.51
10. Reflects on and improves digital literacy	3.32	0.66	3.56	0.51

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Average	3.24	0.67	3.57	0.53
Verbal Interpretation	Strongly Agree		Strongly Agree	
Qualitative Description	Highly Skilled		Highly Skilled	

Table 8 provides insights into the 21st-century digital literacy skills of ELT. While both groups demonstrate positive perceptions (teachers: $M = 3.24$, $SD = 0.59$, proficient; school heads: $M = 3.57$, $SD = 0.53$, highly skilled), a closer look reveals nuances in their skills and potential areas for development.

Interestingly, both teachers ($M = 3.67$, $SD = 0.48$) and school heads ($M = 3.67$, $SD = 0.48$) rated similarly in *leveraging tech for learning and engagement*, along with *using digital tools for professional development* (school head: $M = 3.67$, $SD = 0.48$) both categorized as "highly skilled," suggesting a shared understanding of the importance of technology integration in the ELT classroom. This aligns with the growing emphasis on integrating technology to enhance student learning experiences (Yildirim & Karakaya, 2019). However, the data also reveals a shared challenge in *troubleshooting basic tech issues* (teachers: $M = 3.08$, $SD = 0.73$; school heads: $M = 3.44$, $SD = 0.58$), described as proficient and highly skilled, respectively. This highlights the need for targeted professional development programs that address basic troubleshooting skills for both teachers and school heads. While still demonstrating proficiency, this indicates that some teachers might benefit from professional development focused on basic troubleshooting skills to address minor technical difficulties that can disrupt classroom flow. Moreover, equipping school heads with these skills can empower them to provide better support for technology integration across the school (International Society for Technology in Education, 2021).

The findings underscore the importance of targeted professional development programs to strengthen digital literacy skills in ELT professionals, particularly in basic troubleshooting. Equipping teachers and school heads with these skills can minimize disruptions and foster a more seamless technology-integrated learning environment. Additionally, school heads can play a crucial role in creating a supportive school culture for technology use by developing their troubleshooting skills (International Society for Technology in Education, 2021). The effective integration of technology in English language teaching (ELT) necessitates strong digital literacy skills among educators (Avramidis, 2020).

Table 9 sheds light on the self-perceived global awareness and sensitivity skills of ELT. Both groups rated themselves within the "highly skilled" range (teachers: $M = 3.60$, $SD = 0.52$; school heads: $M = 3.74$, $SD = 0.47$). This suggests a positive foundation for fostering global citizenship in their students (Parker, 2019). However, a closer examination of specific skill sets reveals interesting nuances.

Teachers reported the highest score for values and respect for diverse cultures ($M = 3.75$, $SD = 0.43$). This aligns with the emphasis on fostering intercultural understanding in ELT classrooms, as outlined in frameworks like the Council of Europe's Reference Framework of Competences for Democratic Culture (Council of Europe, 2018). However, the lowest score for teachers was in global issues and events awareness ($M = 3.40$, $SD = 0.53$). While still considered "highly skilled," this suggests that some teachers might benefit from professional development opportunities focused on staying current with global issues, as recommended by authors like Moeller (2018), to integrate them effectively into their teaching and connect with students' lived experiences. School heads perceived values of cross-cultural communication ($M = 3.89$, $SD = 0.32$), as the highest. This indicates a strong commitment to promoting effective communication across cultures within the school environment, aligning with the International Society for Technology in Education's Standards for Educators (ISTE, 2023). Interestingly, the lowest score for school heads was in actively learning and engaging with different cultures ($M = 3.59$, $SD = 0.50$). While still considered "highly skilled," this suggests that some school heads might benefit from opportunities for ongoing cultural engagement to stay abreast of evolving cultural dynamics, as advocated by authors like Petrovic and Musavi (2019) for effective school leadership.

Table 9. Level of 21st-century skills of ELT in terms of global awareness and sensitivity

Indicators	English Language Teachers		School Heads	
	Mean	SD	Mean	SD
1. Values and respects diverse cultures	3.75	0.43	3.78	0.51
2. Global issues and events awareness	3.40	0.53	3.63	0.49
3. Open-minded in cross-cultural interactions	3.65	0.53	3.81	0.40
4. Respect cultural communication differences	3.69	0.46	3.81	0.40
5. Understands globalization's impact	3.62	0.54	3.78	0.42
6. Challenges biases and assumptions	3.49	0.55	3.70	0.54
7. Actively learns and engages with different cultures	3.50	0.57	3.59	0.50
8. Values cross-cultural communication	3.60	0.53	3.89	0.32
9. Promotes diversity and inclusion in class	3.64	0.48	3.67	0.55
10. Recognizes the importance of cultural competence	3.63	0.50	3.70	0.54

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Average	3.60	0.52	3.74	0.47
Verbal Interpretation	Strongly Agree		Strongly Agree	
Qualitative Description	Highly Skilled		Highly Skilled	

The findings highlight the importance of targeted professional development programs to strengthen global awareness and sensitivity skills in ELT professionals. Equipping teachers with knowledge of current global issues can enhance their ability to integrate them into their teaching, as suggested by Crumpler and Childs (2020). For school heads, fostering a culture of ongoing engagement with diverse cultures can create a more inclusive and globally-minded school environment (Education Resources Information Center, 2020; Cheng, M. M., 2021).

Table 10. Summary table of the level of 21st-century skills of ELT

Dimensions	English Language Teachers				School Heads			
	Mean	SD	VI	QD	Mean	SD	VI	QD
1. Critical Thinking Skills	3.43	0.59	SA	HS	3.71	0.45	SA	HS
2. Problem-Solving Skills	3.59	0.53	SA	HS	3.77	0.42	SA	HS
3. Communication Skills	3.58	0.56	SA	HS	3.71	0.51	SA	HS
4. Collaboration Skills	3.42	0.64	SA	HS	3.74	0.47	SA	HS
5. Creativity and Innovation Skills	3.46	0.59	SA	HS	3.63	0.55	SA	HS
6. Digital Literacy	3.24	0.67	A	P	3.57	0.53	SA	HS
7. Global Awareness and Sensitivity	3.60	0.52	SA	HS	3.74	0.47	SA	HS
Average	3.47	0.59	SA	HS	3.70	0.49	SA	HS

Legend:

Parameter	Verbal Interpretation (VI)	Qualitative Description (QD)
3.25 - 4.00	Strongly Agree (SA)	Highly Skilled (HS)
2.50 - 3.24	Agree (A)	Proficient (P)
1.75 - 2.49	Somewhat Agree (SWA)	Developing (D)
1.00 - 1.74	Disagree (D)	Needs Improvement (NI)

Table 10 summarizes the self-reported 21st-century skills of both English language teachers (ELT) and school heads. The table includes data on seven key skill areas, their average scores, standard deviations (SD), verbal interpretations (VI), and qualitative descriptions (QD). Both ELT teachers (mean = 3.47, SD = 0.59) and school heads (mean = 3.70, SD = 0.49) rated within the "highly skilled" range across all skill areas. This suggests a generally positive foundation in 21st-century competencies crucial for effective ELT instruction. Both ELT teachers and school heads rated highly skilled in problem-solving skills. This is a positive finding, as problem-solving forms the bedrock of effective teaching (Sahlberg, 2011). It empowers educators to navigate unexpected classroom situations, develop creative solutions for student difficulties, and foster critical thinking in their learners (Arends, 2018). The high scores in this area suggest that both teachers and school heads likely possess the necessary foundation to create engaging and adaptable learning environments. Digital literacy presents a more nuanced picture. ELT teachers were rated as proficient in this area, while school heads remained within the highly skilled range. This difference indicates that some teachers might benefit from professional development opportunities to enhance their skills in integrating technology effectively into their teaching practices.

The growing emphasis on technology in education necessitates a strong foundation in digital literacy for educators (Moeller, 2018). Teachers who are proficient in digital tools can create engaging multimedia lessons, personalize learning experiences, and leverage technology to promote collaboration and communication (Yildirim & Karakaya, 2019). The data suggests that targeted professional development programs focusing on integrating technology into the ELT classroom could be particularly beneficial for some teachers.

Significant differences when grouped according to profile

Table 11. Test of Significant Difference of the 21st Century Teaching Skills in Teaching English Language, when grouped based on respondents' profile

Profile	English Language Teachers			School Heads		
	chi-square	z-value	p-value	Chi-square	z-value	p-value
Sex		-1.226	0.220		0.245	0.262
Age	1.017		0.797	4.492		0.106
Highest Educational Attainment	3.159		0.532	1.292		0.731

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Years of Experience	4.678	0.197	4.929	0.295
Position	4.953	0.175		
No. of Training	3.767	0.288		

Table 11 presented the results of the analysis of the significant differences in perceived 21st-century teaching skills in ELT among English language teachers and school heads based on various demographic profiles. Given the categorical nature of the variables and the absence of normal distribution in the data, non-parametric statistical analyses were employed, including the Mann-Whitney U Test and the Kruskal-Wallis Test. The table shows the chi-square and z-values to examine the relationships between different demographic variables and 21st-century skills in ELT. Across all demographic variables, including sex, age, highest educational attainment, years of experience, position, and number of training sessions, no significant differences were found in perceived teaching skills among the respondents.

The lack of significant differences in perceived teaching skills across demographic profiles highlights the subjective nature of evaluating teaching effectiveness based on demographic factors alone. As noted by Smith and Jones (2020), the perception of teaching effectiveness may vary depending on individual experiences, contexts, and personal biases. Therefore, while demographic characteristics may provide valuable insights into the composition of the teaching workforce, they may not necessarily predict perceived teaching effectiveness or proficiency in 21st-century teaching skills.

These findings align with previous research by Johnson et al. (2019), who conducted a systematic review on age and teaching effectiveness and found no significant relationship between age and teaching proficiency among educators. Similarly, a study by Martinez and Rodriguez (2019) investigated the impact of educational attainment on teaching proficiency and concluded that the level of education achieved by educators does not influence their perceived teaching effectiveness.

While demographic characteristics may offer some insights into the composition of the teaching workforce, they may not be reliable indicators of perceived teaching effectiveness or proficiency in 21st-century teaching skills. Instead, a nuanced understanding of individual perceptions, coupled with evidence-based practices and ongoing assessment, is crucial for fostering continuous improvement and ensuring high-quality education for all students.

Significant differences between English language teachers and school heads

This study investigated the perceived levels of 21st-century teaching skills in English language teaching, as reported by both English language teachers and school heads. The results, presented in Table 12, reveal significant differences ($p < 0.05$) in Z-scores for critical thinking skills (-2.843), problem-solving skills (-2.028), collaboration skills (-2.493), and digital literacy (-2.068). For these dimensions, the p-values suggest a discrepancy between how English language teachers perceive their skills and how school heads perceive those skills based on their observations. In contrast, no significant differences were found in communication skills (-1.690, $p = 0.091$), creativity and innovation skills (-1.839, $p = 0.066$), or global awareness and sensitivity (-1.040, $p = 0.298$).

Table 12. Test of Significant Difference of the 21st Century Teaching Skills in Teaching English Language between the English Language Teachers and School Heads

Dimension	z-value	p-value	Interpretation
Critical Thinking Skills	-2.843	0.004	<i>Significant</i>
Problem-Solving Skills	-2.028	0.043	<i>Significant</i>
Communication Skills	-1.690	0.091	Not Significant
Collaboration Skills	-2.493	0.013	<i>Significant</i>
Creativity and Innovation Skills	-1.839	0.066	Not Significant
Digital Literacy	-2.068	0.039	<i>Significant</i>
Global Awareness and Sensitivity	-1.040	0.298	Not Significant

The significant differences in critical thinking, problem-solving, collaboration, and digital literacy skills raise interesting questions. English language teachers perceived themselves as having significantly higher levels of these skills compared to how school heads observed them being used in the classroom (Yousuf, 2018). This potential gap warrants further exploration. There are several possible explanations. Teachers may overestimate their proficiency in these areas, or school heads' observations might be limited by factors such as classroom time constraints or a lack of familiarity with how these skills manifest in practice (Haney & Compton, 2018). The lack of significant differences in communication, creativity and innovation, and global awareness and sensitivity suggests some overlap in how both groups perceive these skills. However, as with the previously mentioned skills, these perceptions might not necessarily translate to actual competency in the classroom.

These findings highlight the importance of triangulation – using multiple data sources – when evaluating 21st-century teaching skills. While self-reported perceptions provide valuable insights, supplementing them with observations from school heads can

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offer a more comprehensive picture (Avalos, 2018). The potential discrepancies observed in critical thinking, problem-solving, collaboration, and digital literacy skills suggest a need for professional development programs tailored to address these specific areas for both teachers and school heads. Teachers may benefit from opportunities to hone their skills and receive feedback on their classroom practice, while school heads could develop a deeper understanding of how these skills manifest in effective English language teaching (Yousuf, 2018).

Experiences and challenges encountered by ELT in incorporating 21st-century teaching skills

This qualitative part of this study explores the experiences and challenges encountered by English language teachers when incorporating 21st-century teaching skills into their instruction. Thematic analysis was conducted on data collected through a survey questionnaire distributed to a sample of English language teachers (Braun & Clarke, 2022).

Thematic analysis revealed several key themes regarding teacher experiences.

- **Technology integration and outcomes.** Interview results indicate the challenges and benefits of technology integration in the classroom. While some teachers, like Teacher A, encountered difficulties in motivating students and fostering collaboration, others, like Teacher B, reported positive outcomes such as increased engagement, interactive lessons, and enhanced learning. These findings suggest that technology when used effectively, can create a dynamic learning environment. However, successful integration hinges on overcoming challenges like limited access to resources, as mentioned by Teachers A, I, and J.
- **Professional development needs.** The importance of ongoing professional development for teachers emerged as a key theme. Teachers C, E, and G emphasized the need for training on online platforms and digital tools. Equipping educators with the necessary skills to utilize technology effectively and implement 21st-century teaching strategies is crucial.
- **Support and policy considerations.** The need for support and policy changes to promote 21st-century skills integration was a consistent theme. Teachers like E and J highlighted the significance of access to technology, curriculum alignment, and hands-on training in overcoming challenges. Additionally, Teacher E emphasized the need for the Department of Education to prioritize teacher training, competency assessment, and policy implementation that supports effective 21st-century teaching practices.
- **Resource constraints and global competency.** A significant concern was the lack of resources, including access to computers, gadgets, and internet connectivity, raised by Teachers I and J. These limitations hinder the development of digital literacy among both students and teachers. While Teachers D and J stressed the importance of equipping students with 21st-century skills for global competency, the lack of resources, such as laptops and internet access (as lamented by Teacher J), stands as a major obstacle.
- **Performance tasks for skill development.** Teacher G highlighted the value of incorporating performance tasks that address real-life scenarios in English language classes. These tasks provide opportunities to integrate 21st-century skills into practical applications, fostering the development of essential competencies.

The teachers' narratives highlight the critical role of professional development and support in enhancing their ability to integrate 21st-century skills. Access to technology and resources emerged as a significant barrier, requiring intervention at the policy level. The findings reflect a need for a comprehensive approach, combining training, resource provision, and policy changes to foster effective 21st-century teaching skills in English language instruction. This study provides valuable insights into the challenges and opportunities associated with incorporating 21st-century teaching skills in English language instruction. The themes identified highlight the need for collaboration between educators and education authorities to create an environment conducive to modern teaching and learning practices.

Triangulation of Quantitative and Qualitative Data

Triangulation of the quantitative data with the qualitative results offers a comprehensive understanding of the perceived 21st-century teaching skills among English language educators and the challenges encountered in incorporating these skills into instructional practices.

The quantitative analysis revealed generally positive perceptions of teaching proficiency among both English language teachers and school heads, with both groups rating within the "highly skilled" range across various skill areas. However, significant differences emerged between the self-perceptions of teachers and the observations of school heads in critical thinking, problem-solving, collaboration, and digital literacy skills. While teachers perceived themselves as highly skilled in these areas, school heads' observations suggested otherwise.

Qualitative analysis provided insights into the experiences and challenges encountered by English language teachers in integrating 21st-century teaching skills into their instruction. Themes such as technology integration, professional development needs, support and policy considerations, resource constraints, and the importance of performance tasks for skill development emerged from the narratives of teachers.

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Triangulating these findings reveals several noteworthy points. Firstly, while teachers may perceive themselves as proficient in certain 21st-century skills, their actual classroom practices may not always align with these perceptions, as observed by school heads. This highlights the importance of ongoing assessment and feedback mechanisms to ensure that self-perceptions accurately reflect teaching effectiveness.

Secondly, the challenges identified in the qualitative analysis, such as limited access to technology and resources, underscore the need for targeted support and policy changes to facilitate effective skill development among educators. Professional development programs tailored to address specific areas of need, such as digital literacy, can equip teachers with the necessary skills to integrate technology effectively into their teaching practices.

Finally, the discrepancy between self-perceptions and external observations emphasizes the importance of triangulating multiple data sources when evaluating teaching effectiveness. By combining quantitative assessments with qualitative insights, a more holistic understanding of 21st-century teaching skills in English language instruction can be achieved, facilitating informed decision-making and continuous improvement in educational practices.

IV. CONCLUSION

This study investigated the self-reported 21st-century skills of English language teachers (ELTs) and school heads. The findings revealed a generally positive foundation in these competencies for both groups, with average scores within the "highly skilled" range across all seven skill areas. Problem-solving emerged as a particular strength, aligning with the importance of adaptability and critical thinking in effective teaching (Sahlberg, 2011). However, the data also indicated a need for targeted support in digital literacy. While school heads rated themselves as "highly skilled" in this area, ELTs were rated as "proficient." This suggests that some teachers might benefit from professional development programs designed to enhance their ability to integrate technology effectively into their teaching practices, as is crucial for fostering engagement, personalization, and collaborative learning in the digital age (Yildirim & Karakaya, 2019).

Analysis of significant differences based on demographic profiles revealed no notable variations in perceived teaching skills among respondents. Despite differences in gender, age, educational attainment, years of experience, position, and training attendance, no significant disparities were observed. These findings underscore the subjective nature of evaluating teaching effectiveness based solely on demographic factors, highlighting the importance of individual perceptions and evidence-based practices (Johnson et al., 2019; Martinez, M. A., & Rodriguez, A. I., 2019). Instead, a focus on individual skill development and ongoing assessment appears more promising.

A key finding emerged from the significant discrepancies between how ELTs perceived their 21st-century skills and how school heads observed their application in the classroom. This was particularly evident in critical thinking, problem-solving, collaboration, and digital literacy skills. These discrepancies underscore the importance of triangulation, utilizing multiple data sources for a more comprehensive evaluation (Avalos, 2018).

The qualitative data further explored the experiences of ELTs. It revealed a complex picture of technology integration, with both challenges and benefits. Teachers identified the need to overcome limitations in access to resources and emphasized the importance of ongoing professional development in utilizing technology effectively. These findings highlight the multifaceted nature of incorporating 21st-century teaching skills into ELT and underscore the need for a holistic approach that addresses training, resource provision, and policy changes.

Overall, the study provides valuable insights into the challenges and opportunities associated with 21st-century teaching skills in ELT. By fostering collaboration between educators and education authorities and by addressing identified needs in professional development, resource provision, and policy changes, we can create an environment that empowers ELTs to integrate 21st-century skills into their classrooms effectively. This, in turn, will prepare students to thrive in a world increasingly demanding these essential competencies.

V. RECOMMENDATIONS

This study highlights the need for a multifaceted approach to fostering the integration of 21st-century skills into English language teaching (ELT). The following recommendations address identified areas for improvement and aim to empower educators to equip students with these essential competencies effectively.

1. *Professional Development and Skill Development*

- Implement targeted professional development programs focused on areas like digital literacy, problem-solving, and collaboration. These programs should provide hands-on training, resources, and ongoing support for teachers.
- Advocate for policy changes that prioritize integrating 21st-century teaching skills into teacher education programs and curriculum development. This may involve revising teacher certification requirements to include specific competencies in digital literacy and other essential skills.

2. *Resource Allocation and Collaborative Learning*

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- Allocate resources to address infrastructure and resource constraints, such as limited access to technology and internet connectivity. Invest in modern technology, classroom resources, and professional development opportunities for educators.
- Foster collaborative learning communities among English language teachers to facilitate knowledge sharing, peer support, and best practice dissemination. Establishing these communities can enhance teaching effectiveness and promote continuous improvement.

3. *Feedback Mechanisms and Continued Improvement*

- Implement structured feedback mechanisms, such as peer observations and reflective practices, to provide educators with constructive feedback on their teaching practices. Regular feedback sessions can help teachers align their perceptions with external observations and identify areas for improvement.
- Encourage further research and evaluation to explore the effectiveness of different pedagogical approaches and teaching strategies in fostering 21st-century skills in ELT. Rigorous research can provide evidence-based insights for future curriculum development and policy decisions.

4. *Partnerships and Continued Monitoring*

- Forge partnerships with educational stakeholders, including government agencies, educational institutions, non-profit organizations, and industry partners. This will leverage resources, expertise, and support for initiatives aimed at enhancing 21st-century teaching skills in ELT. Collaborative efforts can amplify the impact of interventions and promote sustainable change in educational practices.
- Establish mechanisms for continued monitoring and evaluation of initiatives aimed at enhancing 21st-century teaching skills in ELT. Regular assessment of program outcomes, teacher performance, and student learning can provide valuable feedback for ongoing improvement and refinement of interventions.

By implementing these recommendations, policymakers, educators, and education authorities can work together to create an environment that empowers ELTs to integrate 21st-century skills into their classrooms effectively. This will ultimately prepare students to thrive in a world that increasingly demands these essential competencies.

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