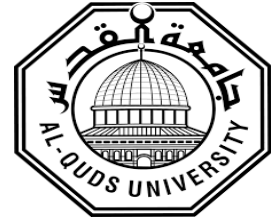


Deanship of Graduate Studies

Al-Quds University



**Reality of Secondary School English Language
Teachers' Practices of 21st Century Skills in Teaching
and the Obstacles they Encounter**

Areej Hamad Abu Atwan

M.Sc. Thesis

Jerusalem-Palestine

1446-2024

**Reality of Secondary School English Language Teachers' Practices of 21st
Century Skills in Teaching and the Obstacles they Encounter**

Prepared by: Areej Hamad Abu Atwan

Supervisor: Dr. Mahmoud Itmeizeh

A thesis submitted in partial fulfillment of requirements for the degree of Master of
English Teaching Method \ Teaching method Faculty of Educational Science\ Al-Quds
University

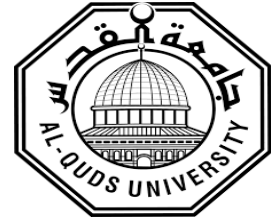
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Thesis Approval

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21st Century Skills in Teaching and the Obstacles they Encounter**

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Dedication

To the soul of my beloved grandmother (Fatimah), grandfather (Mohammad) and uncle (Mahmoud)

To the endless supporters, my father and mother

To my sisters, Haneen and Hadeel

To my brothers, Lo'ay, Mohammad, and Hani

To my dear nephews Farah, Raghad, Ghina, Abd Al-Aziz, Omar, Mohammad, Hamad, and Ridah

Declaration

I declare that this submitted master thesis is only of my work in search and design, exempt where it is acknowledged. Besides, this thesis contents were not submitted for any higher degree to other institutions or universities



Signature:

Name: Areej Hamad Abu Atwan

Date: 28/7/2024

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I would like to express my gratitude to the referees committee for their remarkable comments

I am enormously thankful for all who answered the interviews' questions, filled in the questionnaire and helped me in conducting my thesis

Finally, sincere thanks to all my colleagues and friends

Reality of Secondary School English Language Teachers' Practices of 21st Century Skills in Teaching and the Obstacles they Encounter

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Abstract

Nowadays, it is no longer enough for teachers to teach students English using the traditional methods as they have a great responsibility in teaching through utilizing new skills like the 21st ones that allow students to be competitive and creative. The purpose of the current study is twofold. The first is to determine the use of 21st century skills by secondary school English language teachers at the Southern Hebron Governorate. Besides, it aims to reveal the obstacles facing English teachers in applying such skills within their classes.

This study was applied during the second semester of the academic year of 2023-2024 at the governmental schools at Southern Hebron. To conduct this study, it was carried out using the descriptive method as it is the most convenient. Also, the researcher has used mixed qualitative and quantitative designs for data collection as the researcher has used both semi-structured interviews and questionnaires which were sent to the English teachers online. The population of the study consisted of all English language teachers at the Southern Hebron Directorate who were (400) male and female teachers while the sample included 32 male and 44 female teachers who were chosen through the stratified way.

The results of the study indicated that English teachers in the Southern-Hebron Directorate highly integrate the 21st century skills in their teaching process with a total

mean of 3.92. Also, the results show that there are significant differences in the reality of secondary school English language teachers' practices of 21st century skills in teaching due to their gender with a mean of 0.035 in favor of the female teachers. Besides, it is shown that there are significant differences in the reality of English language teachers' incorporating of the 21st century skills due to the grades they teach as the total mean was 0.032. Moreover, there are no significant differences in the reality of secondary school English language teachers' practices of 21st century skills in teaching according to the years of experience as the total mean was 0.958.

As for the obstacles facing the secondary English teachers in using the 21st century skills in their teaching process, the results were the class size, the general circumstances, students' different levels, lack of financial support and proper guidance, students' attitudes while the skills' implementation, students' demotivating, lack of needed resources, time constraints, classes numbers that teachers teach, lack of teachers' training, some students' inability to use the modern technology well, students' shyness, and most students don't have their own phones.

Keywords: The 21st Century skills, Curriculum, Secondary stage

واقع ممارسة معلمي اللغة الإنجليزية في المرحلة الثانوية لمهارات القرن الحادي والعشرين

في التدريس والتحديات التي تواجههم

الطالبة: أريج حمد أبو عطوان

المشرف: د. محمود طميري

الملخص

لم يعد كافياً أن يقوم معلمي اللغة الإنجليزية بتدريس الطلبة اعتماداً على الأساليب التقليدية بل يتحتم عليهم اليوم القيام بذلك من خلال توظيف المهارات الحديثة والتي من ضمنها مهارات القرن الحادي والعشرين التي تنمي روح التنافس والإبداع لدى الطلبة. وبالتالي، فإن هذه الرسالة هي ذات هدفين، الأول يتعلق بمعرفة مدى توظيف مهارات القرن الحادي والعشرين من قبل معلمي اللغة الإنجليزية في التدريس للمرحلة الثانوية في تربية جنوب الخليل. أما الشق الثاني فيتمثل في معرفة العوائق التي تواجه المعلمين في تطبيق مثل هذه المهارات.

تم تطبيق هذه الرسالة خلال الفصل الثاني من العام الدراسي 2023-2024 في المدارس الثانوية الحكومية التابعة لتربية جنوب الخليل وكان المنهج المتبع فيها المنهج الوصفي لمناسبتة طبيعة الرسالة. أيضاً، قامت الباحثة بجمع المعلومات اللازمة من خلال الأساليب الكمية والنوعية والتي شملت كلاً من المقابلات شبه المقننة والاستبيان الذي تم إرساله إلى معلمي اللغة الإنجليزية إلكترونياً. ضم مجتمع الدراسة جميع معلمي اللغة الإنجليزية للمرحلة الثانوية والبالغ عددهم (400) معلم ومعلمة بينما اقتصرت العينة على 32 معلم و44 معلمة لغة إنجليزية في المرحلة الثانوية والذين تم اختيارهم من خلال العينة الطبقية.

توصلت الباحثة إلى مجموعة من النتائج والتي من ضمنها أن معلمي اللغة الإنجليزية للمرحلة الثانوية في تربية جنوب الخليل يوظفون مهارات القرن الحادي والعشرين بدرجة كبيرة حيث بلغ المتوسط الحسابي 3.92. أيضاً، أظهرت النتائج وجود فروق ذات دلالة إحصائية في ممارسة معلمي اللغة الإنجليزية للمرحلة الثانوية لمهارات القرن الحادي والعشرين تعزى للجنس حيث بلغ المتوسط الحسابي 0.035 وكانت الفروق لصالح الإناث. ومن النتائج كذلك وجود فروق ذات دلالة إحصائية في ممارسة معلمي اللغة الإنجليزية للمرحلة الثانوية لمهارات القرن الحادي والعشرين تعزى للصفوف حيث بلغ المتوسط الحسابي 0.032 وكانت الفروق لصالح الصفوف الحادي

عشر والثاني عشر معاً. إضافة إلى ذلك، أظهرت النتائج عدم وجود فروق ذات دلالة إحصائية في ممارسة معلمي اللغة الإنجليزية للمرحلة الثانوية لمهارات القرن الحادي والعشرين تعزى لسنوات الخبرة بمتوسط حسابي 0.958 وفيما يتعلق بالمعوقات التي تواجه معلمي اللغة الإنجليزية في المرحلة الثانوية أثناء توظيف مهارات القرن الحادي والعشرين، فقد كان من ضمن الإجابات عدد الطلبة في الصف، الأوضاع العامة المحيطة، مستويات الطلبة المختلفة، عدم توفر الدعم المالي والتوجيه المناسب، تصرفات الطلبة أثناء توظيف المهارات، عدم وجود حافز لدى الطلبة للمشاركة في الأنشطة، نقص الموارد اللازمة، محددات الوقت، عدد الصفوف التي يدرسها المعلم، قلة التدريبات المقدمة للمعلمين، عدم مقدرة بعض الطلبة على الاستخدام الجيد للتكنولوجيا الحديثة، الشعور بالخجل، عدم امتلاك بعض الطلبة لهواتف خاصة بهم.

الكلمات المفتاحية: مهارات القرن الحادي والعشرين، والمنهاج، والمرحلة الثانوية

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Chapter One

1.1 Introduction

Due to the tremendous change in all aspects of life in this digital era, the whole globe has become a small village that requires each person additional life skills to help individuals adapt to these rapid and ever-lasting changes. The skills that people needed in the past to achieve success in careers become insufficient for today's requirements to meet the huge advancement in this crazy world. Therefore, the skills that a person has to acquire holistically to contribute to the advancement and development of his or her community, country, and the entire planet are known as 21st century skills. Equipping EFL learners with these skills is another complicated job that Palestinian English teachers should be ready for. To provide our students with 21st century skills, all parties must be involved in the process of teaching and learning so that our students will be well-prepared for the future. In the future, recruitment is supposed to be based on skills rather than on just degrees.

21st century skills can't be achieved by adhering to traditional ways of teaching and learning. So, it is always preferable and advisable to adopt interesting, innovative and genuine teaching methods, learning styles and strategies that help both teachers and learners to feel positive about them and about learning itself with varied degrees due to the existence of mixed-ability classes. Students' individual differences mean that varied tasks and activities should be included in the EFL curriculum that aims at teaching genuine and reliable skills that suit 21st century life. These tasks should focus on multiple life skills taking into account the individual differences among learners. So, utilizing and adopting a particular way of teaching will fit a certain rank of students while the others may fail to acquire the needed knowledge as planned. Based on the learning styles, individuals can be divided into visual, auditory and kinesthetic learners. This requires teachers to take these learning styles into account in their teaching practices. If the same medicine is given to all patients with varied illnesses, most of the sick might be killed by the physician. The same is applicable in the case of teaching and learning. Therefore, it is of paramount importance to include varied methods of teaching, strategies and techniques that not only equip EFL learners with the knowledge to be learned by heart, but also enhance varied life skills that may create critical thinkers, collaborative, responsible and autonomous learners. Moreover, English textbooks should include activities and tasks that highlight these life skills represented by the 21st century skills which will be the target of this study. Thus, teachers have to integrate various and creative strategies in teaching away from the traditional ones that do not allow students to be active in classes. To use 21st century skills in teaching, teachers should design innovative classes and lessons and develop their teaching by benefiting from technology. Also, 21st century skills pave the way for each student to express their abilities and to develop themselves to be effective persons in schools and society in general.

The classrooms of today are supposed to be very different from those we remember from our childhood. 21st century skills are so important for each student who plans to be distinguished and successful in his future life. Many of us have realized that to adequately educate our kids for success in the international society of the future, they require new skill sets (Halvorsen, 2018).

However, these new skills and concepts might not be obvious to many EFL teachers who may face some trouble in putting innovative teaching methods and strategies into practice to enhance the utilization of 21st century skills in the process of teaching and learning. In this study, the researcher tries to explore the use of 21st century skills by secondary school English language teachers and the obstacles they face. The study investigates the extent to which these teachers utilize 21st century skills in their teaching practices throughout the scholastic year 2023/2024. The contribution of this study is represented by its concentration on the actual use of 21st century skills that exist in the curriculum as perceived by EFL teachers themselves. The data will be collected via a questionnaire and a semi-structured interview.

1.2 Statement of the problem

More and more politicians, educators, and leaders are coming together to support the notion that all learners need 21st century skills to succeed in the modern world. It's thrilling to think that we are living in such revolutionary times that urge us to equip our students with the necessary up-to-date skills that help them to stand firm in the face of difficulties in this world. However, the abilities that students require in the twenty-first century are not novel.

Many developed countries in the world decided to hire, in the future, employees with varied and modern skills rather than those with degrees or certificates. Therefore, the researcher believes that equipping our students with as many life skills as possible should be one of the

major aims of all policymakers. 21st century skills should become not only the crucial ingredients of any Palestinian curriculum but also should be intensively practiced by teachers themselves in the field.

The sense of the problem stemmed from the work of the researcher as a substitute English language teacher for over 6 years. During this period, the researcher observed that teachers either do not integrate 21st century skills into their teaching practices or utilize them inappropriately when they decide to teach these skills. The researcher believes that 21st century skills should be integrated into the teaching of any school subject for the secondary stage, especially in English classes. Therefore, Students need to be taught 21st century skills to prepare them for a world that is more challenging, complicated, harsh, and mysterious. These skills develop students' abilities to deal with problems and communicate with others in a better way and be more confident.

To the best of the researcher's knowledge, no previous studies have focused on finding out how much secondary school English language teachers utilize 21st century skills in their lessons and the challenges the teachers face while using these skills at the Southern-Hebron Directorate or tackled the same variables, sample, domains and context as this study did. Moreover, the lack of 21st century skills researches that used both the questionnaire and the semi-interview was another point that distinguished my study from others.

1.3 Objectives of the study

The 21st century skills are considered the foremost skills teachers must equip students with. So, this study tries to address the following objectives:

1. The extent to which EFL teachers integrate 21st century skills in their teaching practices in 11th and 12th grades.

2. Investigating whether EFL teachers' responses will vary due to the variables of the study (gender, experience, and grades)
3. Exploring the obstacles that EFL teachers face while teaching 21st century skills.
4. Highlighting the importance of integrating 21st century skills in English curriculum and teaching practices.
5. Providing a rich theoretical background related to 21st century skills regarding their types and their use in classes.
6. Stating some suggestions, conclusions, and recommendations for the favor of all who are involved in the process of teaching and learning.

1.4 Questions of the Study

In accordance with the objectives of the study mentioned above, the following research questions are aimed to be answered:

The first question: To what extent do 11th and 12th grade teachers use 21st century skills in their teaching practices?

The second question: Are there any statistically significant differences in the English teachers' use of the 21st century skills in their teaching practices due to their gender?

The third question: Are there any statistically significant differences in the English teachers' use of the 21st century skills in their teaching practices due to the grades they teach?

The fourth question: What Obstacles do 11th and 12th grade teachers face when they use 21st century skills in teaching practices ?

The fifth question: Are there any statistically significant differences in the English teachers' use of the 21st century skills in their teaching practices due to the years of experience?

1.5 Hypotheses of the Study

The researcher has converted the third, fourth and fifth questions into the following hypotheses:

The first null hypothesis: There are no statistically significant differences at the level of ($\alpha \leq 0.05$) in the means of the English teachers' use of the 21st century skills in their teaching practices due to their gender

The second null hypothesis: There are no statistically significant differences at the level of ($\alpha \leq 0.05$) in the means of the English teachers' use of the 21st century skills in their teaching practices due to the grades they teach

The third null hypothesis: There are no statistically significant differences at the level of ($\alpha \leq 0.05$) in the means of the English teachers' use of the 21st century skills in their teaching practices due to years of experience.

1.6 Significance of the Study

The importance of the study stems from the fact that it serves all who are engaged in the education process as the English teachers, curriculum designers and headteachers. As for teachers, it helps in improving their personalities and competencies and keeping pace with developments. Also, it helps them in knowing how to use 21st century skills in the teaching processes so that students become more cooperative, critical thinkers, technology users and active participants in classes.

Moreover, the study helps teachers to design their lessons and teaching process according to these skills and to make activities and tasks in reference to 21st century skills which make teaching more authentic, effective and fruitful compared to the traditional way of teaching. Besides, teachers who utilize 21st century skills in teaching play an utmost role in equipping

students with skills needed in education and for an informative age like critical thinking and cooperation.

As for curriculum designers, this study helps them develop and be inventive thinkers and highly productive. It also contributes to raising their awareness of the paramount importance of integrating these skills into English for Palestine textbooks. It may also make English supervisors urge teachers to use these skills in their teaching practices and evaluate them concerning these skills. Besides, supervisors may hold meetings for teachers to teach them 21st century skills and how to use such skills in teaching.

As for the headteachers, this study may draw their attention to the importance of fusing 21st century skills in English language teaching and learning practices. It also provides head teachers with new ideas and ways of assessing teachers' achievements in addition to the grade records.

As for EFL learners themselves, utilization of 21st century skills in English language teaching and learning enhance many basic and soft skills required from the future generation. This may create critical thinkers, responsible, collaborative, adaptable, sensible, creative, eloquent, digital, autonomous and initiative learners.

1.7 Limitations of the Study

The limitations of the present study are shown below:

Human limitation: The population and sample of the study consisted of secondary English language teachers at Southern Hebron Directorate of Education.

Locative limitation: The study was conducted at the secondary schools at the Southern Hebron Directorate of Education.

Temporal limitation: The study was carried out in the second semester of the scholastic year 2023-2024.

Conceptual limitation: The study investigated the utilization of 21st century skills by secondary school teachers and the obstacles they face.

1.8 Definitions of terms

The 21st Century Skills: The Glossary of Education defines them as "A broad set of knowledge, skills, work habits, and character traits that are believed—by educators, school reformers, college professors, employers, and others—to be critically important to success in today's world ". Ekizer and Yildirim (2023) state that these are the skills needed to be developed in the individuals to fit the demands of the 21st century and that schools have to concentrate on equipping their students with such necessary skills to meet the obligations faced them after graduation.

The Operational Definition: As for the researcher, 21st century skills are a set of vital knowledge, competencies, and skills that need to be utilized by Palestinian secondary school teachers within the context of subject areas and themes to get their learners better participate and succeed in 21st century life. These skills are categorized into four types which are the 4Cs (Critical thinking, Creativity, Collaboration, and Communication), IMT (Information, Media, and Technology Literacies), FLIPS (Flexibility, Leadership, Initiative, Social interaction), and local and global connections.

Curriculum: Cambridge dictionary defines it as " the subject studied in a school, college, etc. and what each subject includes". According to the Merriam Webster website, it is "the course offered by an educational institution "and" a set of courses constituting an area of specialization"

The Operational Definition: It is the English language materials and the subject matter or content taught to Palestinian EFL learners in 11th & 12th grades in West bank and Gaza Strip.

Secondary school: Merriam Webster website states that it means " A school intermediate between elementary school and college and usually offering general, technical, vocational, or college-preparatory courses". It is also defined according to Collins as "A high school or a school of corresponding grade, ranking between a primary school and a college or university".

The Operational Definition: It is 11th & 12th scholastic year in studying. Students are aged between 16 and 18 years and this stage precedes the university and college. Materials and content are more advanced from those in the lower primary (grades 1-4) and upper primary (grades 5-10) stages at schools.

Global Connections: It refers to an understanding of universal issues, including awareness of geography, culture, language, and historical background of other cultures (Hixson, Ravitz, and Whisman 2012).

The operational definition: global connections refer to the skills needed for students in order to comprehend the other nations and communities' cultures, traditions, and life style.

Local Connections: It refers to learners who are capable of applying what they have learned to local environments and community issues (Hixson et al., 2012).

The operational definition: Local connections relate to students and individuals' ability to be a part of their local community life and experience the local life depending on the learned general knowledge.

Chapter Two

Theoretical Framework and Related Studies

This chapter highlighted the theoretical framework of the study elaborating about the types of 21st century skills and the obstacles EFL teachers face while utilizing these skills in the process of teaching and learning. It also reviewed the previous studies on the use of 21st century skills in the educational field.

2.1 Introduction

Nowadays, life has to go along with the changes occurred due to globalization and digitization which are parts of the 21st century skills in order to duly prepare individuals for effective functioning in the modern world and properly progressing and being productive. Singh et al. (2020) indicate that an individual is the nucleus of everything happens. Thus, the development of nations and the world go hand-in-hand with the individuals' development. Bolat (2022) demonstrates that 21st century skills have become an indicator of

a well-functioning economy and society, and thus, countries with citizens empowered with these skills have been at the forefront of economic developments.

The present education is characterized by some features of the 21st century skills by being the digitalized, globalized, creativity-enhancing and leading age which should be organized depending on these notions. González-Pérez and Ramírez-Montoya (2022) states that Digital transformation and Education 4.0 which stands for a learning approach associated with the fourth industrial revolution differ from traditional education because they are enabled, supported, and guided by technology, including artificial intelligence, data management, ubiquitous technologies, robots, cloud computing, and sustainable technologies. Karim (2018) emphasizes that globalization has assigned teachers new tasks as helping the learner develop the ability to communicate, collaborate, think critically and be creative. The aforementioned skills which are referred to as 21st century skills, have become an integral part of language teaching curricula. Thus, education standards and criteria must be changed from the old ones and to be planned according to these new adaptations in life that help students to be creative in schools and community in general and stop depending on the traditional and 20th century skills that don't benefit any more as needed and don't consider many of the students' abilities. Rakhmawati and Priyana (2019) indicates that as information communication technology spreads its influence on various aspects of human life, it becomes clear that educational systems must consider the importance of 21st century skills. Furthermore, the traditional methods don't help developing the student's personality and general life competences as required these days. Halvorsen (2018) emphasized that students today need new sets of skills to prepare themselves to be successful participants in the globalized society of the future.

Learning languages not only helps in the education sector, but also in all our life aspects. Thus, FL teachers have a great responsibility in enhancing the 21st century skills in the

learning process and making it more enthusiastic and exciting than before where the 20th century skills that round about the traditional 3Rs skills (Reading, Writing and the arithmetic) were enormously adopted and to connect the 21st century skills taught in schools with real cases so that students are more eager to apply these skills and learn more about them. Ataberk and Mirici (2022) says that the teachers of the 21st century should be able to cope the rapid changes around them, and this can only be possible through updating their knowledge and skills in accordance with the rapid changing economic, political, and social conditions and changing realities of globalized society.

Due to economic shift, people now require a few basic abilities in order to get along with others, be employed, and fully engage in the workforce. For advanced global and national economies, there is a need for "mind workers," or workers with high skills like complex communication, expert thinking, creativity, collaboration, communication, and critical thinking, who can identify and solve problems and mediate information instead of routine production workers with low skills like those of the 20th century (Voogt and Roblin, 2010).

2.2 Theoretical Framework

2.2.1 The 21st Century skills

The term "21st century skills" has become mandatory in education to meet the needs of the business world, which has new definitions and expectations. It is defined as "those skills and competencies young people will be required to have in order to be effective workers and citizens in the knowledge society of the 21st century" (Ananiadou and Claro 2009, p.8). The educational system must change in the twenty-first century to prepare students for a future that is:

1. More definite, complicated, and ambiguous than in earlier centuries.
2. Changing so quickly.

3. Offering new technologies to expand and improve human minds and give them new abilities and talents that they have never had before. (Prensky, 2014)

According to Trilling and Fadel (2009) a large number of the occupations that today's students will have in the future do not yet exist. The primary duty of education in this complicated age is to provide students with the 21st century skills they need to meet new problems and actively engage in the economy and society (Luna Scott, 2015). The traditional teacher-led, assessment-driven educational model from the previous century has not been able to keep up with the rapidly evolving demands. Teachers' duties have been reinterpreted in light of the most recent pedagogical progress, known as "Pedagogy 2.0" (Luna Scott, 2015). Teachers' responsibilities in earlier ages included imparting information and teaching material.

However, it is well recognized that educational systems and nations that have successfully incorporated 21st century skills into their curricula, employ qualified educators in this domain, and provide the next generation of learners with these updated abilities will continue to prosper in the years to come. Accordingly, twenty-first-century education has to be adaptable, captivating, extremely successful, and student-centered (Luna Scott, 2015).

These are a set of skills and knowledge necessary to effectively function in today's world and has to respond to the growing needs of students. Besides, teachers have a prominent role in preparing students for the real work life. In preparing students for the working life, education needs to develop the students' understanding of the information and communication technology (ICT) which are the foremost features of the 21st century skills (Baran-Lucarz and Klimas, 2020).

The 21st century skills have numerous positive impacts in developing the students' competences in the various aspects. Setyowati (2022) illustrates that the 21st century has an

important essence to prepare competitive and skilled individuals. Oppositely, the 20th century skills block student's developing and interacting with others. Thus, teachers have to prepare students to be compatible with the 21st century (Rakhmawati and Priyana, 2019). Students need to be well-trained and have the sufficient knowledge about the how and means of implementing the 21st century skills within their teaching process, otherwise, the 21st century objectives won't be properly achieved.

In planning to emerge the 21st century skills, teachers should take into consideration the classroom environment in which creative and innovative atmosphere must be involved. Agaoglu and Demir (2020) state that educational environments are as essential as the education programs. As for the educational environments of industrial societies, they were rote-learning in which teachers were active and students were merely listeners and such environments cannot be any more successful for the 21st century students and need to be revised.

Students will better reach the aimed and targeted outcomes and goals when activities are performed in classroom environments that allow students to express themselves and actively participate in them. Stehle and Peters-Burton (2019) manifest that by transitioning to student-centered learning environments that depend on the knowledge construction, teachers become more of facilitators than just lecturers.

The 21st century skills contain different useful skills in various life aspects. For instance, there are the learning skills which named as the 4Cs skills that are critical thinking, communication, collaboration and creativity and each one of these skills have a great impact on student's achievements and progress in school and daily life. Halvorsen (2018) says that these skills are often seen as the key skills for 21st century educators as they have been reforming education around the world over the past 10-15 years.

There are other skills related to the 21st century deal with the digital literacy which are the information, technology and media literacies that need to be taught and actively practiced and applied in classrooms (Halvorsen, 2018). Others deal with the citizenship and life career skills such as flexibility, leadership, initiation and social interaction. The significance of such skills stem from the fact that today's life and work environments don't require just to be a skillful thinker or knowledgeable rather, to navigate the complex environments in order to have an adequate life skill. Incorporating the 21st century skills should not only be considered in the planning and teaching process but also in the assessment process.

There are many frameworks of the 21st century skills like the Partnership for 21st century, EnGuage, and European Union. All these frameworks have in common many skills and the figure below that the researcher has designed shows the categorization of the main components of the 21st century skills with their subdivisions that the researcher will discuss later.

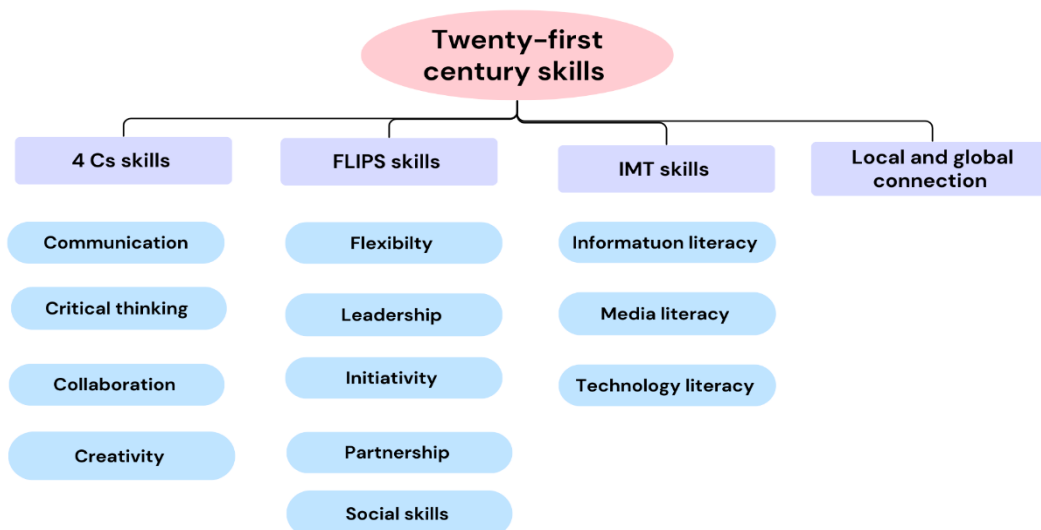


Figure (2.1): The categorization of the main 21st century skills

2.2.1.1 The 4C skills

As mentioned above, the 4Cs are critical thinking, communication, collaboration and creativity. These four 21st skills are considered of paramount importance among the other skills. Following is more elaboration about each of these four 21st century skills.

Critical thinking

Although critical thinking predates the educational system and is as ancient as human civilization (Facione, 2015), it has become more important in the 21st century and is acknowledged as one of the key abilities that students today need to be proficient in (Kivunja, 2015).

Based on literature, Hixson et al. (2012) provided a comprehensive definition of critical thinking. They stated that “CT skills refer to students being able to analyze complex problems, investigate questions for which there are no clear-cut answers, evaluate different points of view or sources of information, and draw appropriate conclusions based on evidence and reasoning” (p.8).

Cambridge dictionary defines it as "thinking carefully about a subject away from being affected by feelings". The ability to think clearly and rationally and understand the logical connection between ideas" (Partnership for 21st century, 2007) cited in (Barseghyan, 2022). Merriam Webster defines it as "the practice of thinking critically by applying questioning and assumptions to evaluate information and solve problems". It is often accompanied by problem solving skills. Critical thinking acquires students with the ability to analyze and evaluate knowledge rather than just receiving it and thus create new and beneficial ones.

Aouane (2022) indicates that students have to consider different points of view, form judgments, and present opinions with logical reasoning and evidences. Yuan and Liao (2023) assure the importance of engaging students actively and critically with the knowledge,

language, and conventions concerned the fields they are studying which in turns form the basis of their CT (Critical Thinking). For teachers, this means utilizing a repertoire of discipline-specific teaching strategies and materials to enhance students' Critical Thinking growth through content-rich learning.

Communication

Nearly all human actions require some kind of interpersonal and intrapersonal communication, whether direct or indirect, and each person's communication style has an effect on both the success of their own actions and those of their organizations (Lunenborg, 2010).

Communication is defined as "The ability to express one's opinions, desires, needs, apprehensions etc. appropriately, verbally and non-verbally" (Singh et al. 2020). Qobilovna (2023) illustrates that the effective communication is the essence of any successful teaching for its important part in providing a conducive learning environment. It is necessary for students to adopt different interactive methods and strategies that may participate in enhancing the active communication with peers and teachers. Rybchynska (2023) states that the use of various interactive methods in FL classes is a crucial factor for increasing communications which results in close ties and therefore an increase in students' interest and activity.

Moreover, the interactive teaching methods help teachers to provide communicative environment in which new tokens are learnt comfortably, everyday problems are discussed, each student's thoughts are freely expressed and being discussed. Barseghyan (2022) states that students should be given the appropriate tools to enable them to communicate effectively in a variety of settings and situations. This is because newer media and communication

technology solutions necessitate an even stronger focus on overcoming communication issues.

To ensure successful and sound communication, three elements should be available: speaker, message, and listener. The speaker's primary goal is to persuade the audience by demonstrating their expertise and good intentions. To do this, however, they must also play on the emotions of the audience and make logical arguments (Metusalem, Belenky and Dicerbo, 2017). Based on the sender's area of expertise, including his major, culture, and language, the sender interprets the message. Deciphering is facilitated by the user's area of expertise. For communication to go place as intended, the sender and the recipient must have similar backgrounds in their respective fields (Croft, 2004). Therefore, feedback is sent by the recipient to the sender, making communication a reciprocal process.

Because of the two-way channel of communication, certain duties have been placed on both the sender and the recipient. Lunenburg (2010) and Metusalem et al. (2017) introduced some guidelines for effective communication between the sender and the recipient. The sender is accountable for the following:

- Clarifying the intended message's conclusion before speaking with someone.
- Making the message more understandable by using the right words in the right context.
- Modifying the message in light of the recipient's area of expertise.
- Keeping in mind the customs (educational or professional contexts).
- Considering the social and cultural background of the recipient.
- Selecting the best channel (in person or via email).

Collaboration

The world has become a small village due to the quick development of technology and globalization, and as a result, people in the 21st century have begun collaborate together physically or virtually to manage activities in order to accomplish shared objectives.

In terms of education, modern society needs people to think and act collaboratively toward shared objectives in order to achieve great accomplishments and outcomes. A key educational approach and style to teaching and learning is collaboration, which involves groups and teams of students working together to address a variety of challenges. Din, M. and Riaz M. (2023) define collaboration as the process of solving issues, finishing a job, and working together to produce a product. They also add that with collaborative learning, students may propose and defend various concepts by exchanging a variety of viewpoints with their classmates, as well as compare, contrast, and oppose those ideas. Students can be actively involved and ask questions about other people's theoretical and conceptual frameworks in this way.

Cambridge Dictionary defines it as "the situation of two or more people working together to create or achieve the same thing." It is essential for people to work with others in all life aspects to have better results than working individually which results in a productive participation in society. A very critical point in collaborating is respecting the others' perspectives, views, cultures and general differences.

Aouane, (2022) states that students need to be taught how to collaborate before they can be forced to work in groups. Making sure that everyone is aware of their responsibilities and their place in the group is one approach to achieve fruitful collaboration. Genuine collaboration is supposed foster the learners of accountability by informing each of his/ her duties.

Septiyanti and Fajriah (2021) illustrate that there are many collaboration skills in teaching English as a foreign language as:

1. Giving and receiving feedbacks from mate about certain English tasks.
2. Sharing roles and useful ideas in the English classes.
3. Recognizing the other students' and mates' skills, experience, and contributions.
4. Listening to the others' ideas, opinions, and worries.
5. Developing the colleagues or team members' ideas and thoughts.
6. Listening to the others tolerantly when there is an argument.

Creativity

According to Plucker, Beghetto, and Dow (2004) and Ramalingam, Anderson, Duckworth, Scoular, and Heard (2020), historical notions of creativity differed greatly throughout academic domains and frequently depicted creativity as being unattainable by the general public. Early ideas led to misconceptions about creativity and creative potential and were mostly connected to the arts. For instance, early studies proposed that the concept of creativity was unmeasurable, that creative individuals tended to be nonconformist and introverted, and that creativity was a hereditary gift.

Plucker et al. (2004) provided a concise and helpful definition of creativity that will direct future study by synthesizing common characteristics found in definitions of creativity saying that “Creativity is the interaction among aptitude, process, and environment by which an individual or group produces a perceptible product that is both novel and useful as defined within a social context, P.9”

Oxford dictionary defines creativity as "the use of skill and imagination to produce something new or to produce art". Aouane (2022) illustrates that students can think creatively by analyzing and assessing concepts from various angles, taking fresh approaches to

problems, and effectively synthesizing information. Kalogeratos, Anasopoulou, Tsagri, and Tseremegklis (2023) state that the development of creativity is critical at all levels of schooling. Secondary education is a critical transitional period in the lives of youth, and efforts are made to broaden and preserve this creative energy. As a result, educators must employ instructional approaches that promote creativity through a variety of strategies, such as brainstorming exercises to generate ideas and provide emotional assistance.

Literature shows many personal traits of a creative person. Among these features are demonstrating cognitive, emotional, and motivational mental habits that affect individual's creative process, in addition to openness to taking intellectual chances, ambiguity tolerance, resilience and autonomous thought. However, Claxton et al. (2006) as cited in (Brandt, W. Christopher, 2021) identified six habits of mind most supportive of creativity:

- **Curiosity:** Willingness to ask questions, ponders over issues, and engages in "problem-finding."
- **Resilience:** The capacity to enjoy a task, endures hardships, and bear confusion and frustration.
- **Experimenting:** The process of addressing objects, concepts, action, and opportunities with an open mind, good humor, and delight.
- **Attentiveness:** Focusing intently and smoothly, devoting oneself totally to an event, closely examining what are present and spotting cues that lead to fresh perspectives.
- **Thoughtfulness:** The skillful use of cognitive processes, such as considering options and questions, exercising caution and procedure, controlling emotions, and testing feelings and intuition.

- **Environment-setting:** Managing the external environment to foster creativity via surrounding oneself with creatively inclined individuals, finding a balance between work and leisure, and generating ideas at periods most suitable for such endeavors.

2.2.1.2 Literacy skills (IMT)

Teaching has to cope with the rapid changes happen around. Rakhmawati and Priyana (2019) states that it's obvious that educational systems need to take 21st century skills into account as information and communication technology continues to impact more and more facets of human life. Therefore, it is imperative that policymakers incorporate into curricula the various literacy skills required to fully engage in the technological and globalized modern world. Also, teachers should have these skills to design effective classroom environment and activities. Besides, they have to equip students with these skills as possible to better interact and communicate. These literacy skills are:

1-Information literacy

Nikou and Avakare (2021) state that the American Library Association defines the information literacy as “the understanding and set of abilities enabling individuals to recognize when information is needed and have the capacity to locate, evaluate and use effectively the needed information”. Ayyanar and Thirunavukkarasu (2018) state that there are many types of the information literacy like:

- 1- **Computer Literacy:** An instrument helps in facilitating our abilities to learn and process the different information and it is considered as a goal due to the fast changes happening in the information technology which make the existing skills antiquated and necessary to be updated.
- 2- **Network Literacy:** It the ability to access and use information in the networks. A network literate has an awareness of use of the global networked services and

resources, has a comprehension of the systems that generate and manage the networked information, can use various information discovery tools to retrieve specific information from the networks.

- 3- **Digital Literacy:** It refers to understanding and using information in various formats via computers. It is also the ability to use digital tools to identify access, integrate, and analyze digital resources, form new knowledge, and communicate with others in different life situations.
- 4- **Visual Literacy:** It is divided to visual learning, visual communication and visual thinking. Visual learning means the acquisition of knowledge due to the interaction with visual phenomenon. Visual communication is the use of visual symbols to convey meanings and express notions. Visual thinking refers to the ability to use shapes, colors, shapes, and textures to organize mental images. Visual communication is defined as using visual symbols to express ideas and convey meaning.

Saryanto, Saadillah, Mutmainnah, Mahendika, and Astuti (2023) states that to turn information into new knowledge, everyone needs to be able to find, use, and analyze it with effectiveness and efficiency. Additionally, education ought to enable people to transform information into new understanding. Teachers have the difficult task of assisting students in comprehending and identifying the phrase "information overload" and need to be very proficient in information literacy in order to address these issues. Pixton (2023) explains that information literacy requirements put pressure on schools to develop a proficient level of knowledge in their students which can be achieved through the Decision-Based Learning that aims at explicitly building conceptual, procedural, and conditional knowledge.

Coonan and Jane (2014) state that there are many skills to be developed for those want to be information literate such as:

- How to interact with the digital world.
- How to interpret the information you find.
- How to express the type of information that a person needs.
- How to use data in an ethical manner.
- Recognize the part a person can play in their profession's communication.
- Know how to assess the authority of information.

2-Media Literacy

Bulger and Davison (2018) define it as "different skills aim at promoting the critical engagement with messages produced by media." The Center for Medi Literacy CML states that media literacy "is a 21st century approach that provides a framework to access, evaluate, analyze, create and participate with the various messages forms. It builds an understanding of the media role in society as well as needed competencies that citizens should obtain for inquiry and self-expression".

Ayyanar and Thirunavukkarasu (2018) state that fictional and non-fictional media convey and organize information, reinforce and modify attitudes, and shape expectations. Media literacy education reveals what are frequently hidden mechanisms, with the purpose of developing well-informed citizens. Current research has showed favorable benefits of media literacy projects as a technique of connecting critical thinking and behavior change for youth.

Eristi and Erdem (2017) indicate that there are four main traits that the effective media literate should have which are:

Accessing

Access indicates being able to use the appropriate media tools (Hobbs, 2010). Accessing to the needed media tools should be connected with the effective use of them. Accessing

consists of two phases, the first is the physical access to media and its contents, and the second is the ability to use media properly (Pérez Tornero, Celot & Varis, 2007). Hobbs & Moore (2013) put some access skills competences as using appropriate technology tools, listening skills, asking questions, comprehending content, gathering information from the different sources, and solving a problem.

Analyzing

It is the most prominent skill and it contains a set of competences needed to analyze the media contents such as examining the messages sequences, forms and designs from a critical perspective (Jolls, 2008). When encountering media messages, individuals can either embrace them superficially or break them down into components and delve deep into the contents by evaluating these sections separately (Potter.2008).

Evaluating

The ability to complete the analyzing step and making judgments about the quality of the media content value and without this step, accessing and analyzing steps are inconclusive. Making judgments about the media contents is done by comparing them with the standards or criteria (Perez Tornero, Celot and Varis 2007). Besides, it is vital to take into consideration the potential effects of the messages in this process (Hobbs, 2010).

Communicating

This skill enables individuals to create their own media messages, learn how to select the proper contents, and know different techniques which result in better comprehension of media use (Bilici, 2014). Also, this skill helps in equipping the participation skill (Jolls, 2008) which means using the media tools to solve the different problems encounter

individuals. Moreover, communicating through media enables individual to be active to defend their rights.

3-Technology literacy

As education nowadays moves more and more towards the technological uses and depending less on the traditional learning and teaching aspects, it becomes essential for FL teachers to educate their learners the how, when and what technology skills are needed in order to have more interactive learning environment.

Before planning to incorporate the technology skills within the learning classrooms, teachers have to be equipped with the main technology competences that enable them to teach the needed skills well. Nurzhanova, Stambekova, Zhaxylikova, Tatarinova, Aitenova and Zhumabyeva (2024) state that the European Commission (2006) has prepared a European framework for digital competences of educators. This framework states that instructors should have the following digital competencies: First, professional engagement refers to leveraging digital technologies for professional development, collaboration, and communication. Second, enabling digital resources that involves sharing and developing digital resources.

In additions, the digital technologies which are used in learning and teaching. In addition, processes assessment is conducted using digital technology. As well as, empowering learners and utilizing digital technologies to promote active involvement and individual learning processes. Finally, strengthening learners' digital competencies by enabling them to use digital technology creatively and responsibly. Nurzhanova et al. (2024) believes that using technology and digitalization allows teachers to teach in more interactive situations with students making the learning process more efficient. While digital technologies help students learn more effectively, they can also assist teachers improve their teaching skills.

Because of these realities, teachers must be familiar with technology and digital abilities in order to use them effectively in the classroom. As a result, it is critical for present and future teachers to possess these qualities. Nikou and Avakare (2021) illustrate that there are many abilities to be acquired through the information and digital literacy skills as:

- 1- Using many digital tools to access and search for information efficiently.
- 2- Evaluate the reliability of sources in a critical way.
- 3- Managing and organizing information from different sources.
- 4- Understanding the how to avoid plagiarism using digital tools.

Erwin and Mohammed (2022) state that there is a crucial need for students to have digital literacies as they quite depend on the internet to access information to make sure of the sources' credibility they use.

2.2.1.3 Social life skills

Besides the learning skills and IMT literacy skills there are many social and life skills student have to be equipped with in order to integrate properly in the digital and modern world, these skills are:

Flexibility

Arman, Bhais and Abu Tair (2023) defines it as the one's ability to adapt his skills and developing them to deal with surrounding situations. Cambridge Dictionary defines flexibility as "the ability to change or be changed easily according to the situation". Also, Merriam Webster indicates that flexibility is "characterized by a ready capability to adapt to new, different, or changing requirements".

Ran (2009) states that there are two main types of flexibility as cited in Arman et al. (2023), these types are:

1- **Adaptive Flexibility:** It is the person's ability to alter the way he/she thinks when facing a certain problem and thus solving it and make the proper decision, this occurs as a result of the individual's openness to new ideas and perspectives. It is also considered as the change in the available solutions to the obstacles that individuals are exposed to where they live, as well as the change in his thinking methods in various directions.

2- **Spontaneous Flexibility:** It means producing different, and multiple ideas about situations or problems, and being able to move from one thought to another when having a specific problem. Also, it is the diversity and spontaneity in issuing solutions and ideas in the different situations.

As talking about flexibility in education, teachers, students and stakeholders and all those interested in education have to adapt their processes and methods to fit the current digitalized era. It is very crucial for teachers to encourage students to be flexible and capable to behave and be integrated in the different situation especially the ones happen coincidentally.

Leadership

Singh et al. (2020) state that it is "the skill that helps individuals in learning the how of building relationships within the teams, defining identities and achieving the tasks properly". In schools, teachers make a lot of effort to equip students with the best leadership skills and train them to acquire such skills which in turn affects their personality positively and make them efficient members in school and real life. The most important skills by which teachers and schools can enhance the leadership within students as INVICTUS School Hong Kong website indicates are;

1. **Communication skills:** It is critical for learners to communicate well with people and when students' leader can effectively send and receive messages, they can build better

understanding and coordination among team members. The three most significant forms of communication are written, verbal, and nonverbal communication (body language).

2. **Decision-making skills:** A leader needs to be assertive and decisive. Students must develop the characteristics necessary to effectively lead a team. When deciding which route to take or which technique to employ in order to achieve a specific goal, a leader should be relied on. If a leader is indecisive, the team will lack a clear understanding of what needs to happen.

3. **Organizational skills:** Being organized is a part of being a successful leader since it allows the entire team to work well. A well-organized leader is vital for being productive and motivating team members to follow him/her. It removes the chance of inefficiency and allows the leader to monitor and manage their work effectively. This will save time and energy, freeing you more time to address other pressing issues.

4. **Risk management:** We want to succeed regardless of what it takes. However, every undertaking has some level of risk. Being an effective leader also entails developing risk management skills. As the team's leader, you must be aware of and comprehend the dangers associated with your actions. This will set your expectations and help you prepare for any problems or consequences that may occur. Accepting the danger and determining when and how severe its impact will allow you to mitigate or even prevent it entirely.

Initiation

"The ability to begin a task independently" (Singh et al. 2020). Cambridge Dictionary defines it as "the act of beginning something". This is a very essential skill to be taught in schools as students have to get out of their comfort zone where they stay passive and inactive. Thus, teachers have a great burden here to adopt the best strategies that help students to be initiative and not waiting the teachers to appoint them tasks or orders. When teachers do so,

students will be more eager about learning as this will make learning untraditional which will have a positive effect in their life as they will apply this skill in the different daily life occasions.

Climb website states that there are many initiative skills as:

- 1- **Self-starter:** It allows the individual to take initiative and start projects without being told to do so. Self-starter can be developed over time and the more a person practices taking initiative, the easier it will be for him/her
- 2- **Time management:** It allows the individual to take initiative while completing the work in a timely manner and this happens when a person can plan his/her day well and prioritize tasks as needed.
- 3- **Goal oriented:** This skill is essential in initiative as it helps individuals to accomplish tasks and focus on certain realistic aims.
- 4- **Resourcefulness:** It is the ability to reach solutions without having all the needed resources. It is an important initiative talent since it allows you to take action even when you do not have all of the necessary resources. When you're resourceful, you may discover inventive solutions to complete a task even when you have limited resources. Being resourceful requires a person to discover the surroundings and to benefit from the opportunities. Besides, it requires a person to be open-minded, creative, and willing to take risks.
- 5- **Passionate:** When people are passionate, they are driven and be determined to achieve their goals. They are often the most successful ones since their passions control them and this makes them do their best to get the work done properly.

Productivity

It means that "student can be understood by fulfillment of any task within a given time period" and its purposes are to prioritize, plan and apply skills to make decisions in order to enhance the quality of the work in changing environments. Yadav and Marwah (2015) state that productivity refers to the average efficiency of production. It measures a production process's overall efficiency and aims to maximize its effectiveness and how certain objectives can be accomplished through using specified resources as stated in terms of quality and quantity. Anisah, Gistituati, and Rusdinal (2020) state that increasing school productivity requires increasing the productivity of instructors and personnel.

Teachers play a crucial role in achieving school productivity by fulfilling their basic responsibilities of providing education and learning services to pupils. Prince-Ifoh (2022) states that instructors must participate in a continual in-service training program and be encouraged to broaden their scope of learning. In a system with little or no in-service training programs and other opportunities for teachers to broaden their expertise, it is evident that they will become inept. He also adds that A high teacher-student ratio, as well as inadequate facilities, equipment, and materials, may have an impact on teachers' efficacy and lower the learners' performance level.

Teachers may struggle to work effectively in an unfavorable school climate atmosphere is the totality of the values and attitudes held by those attending the school including the interpersonal interactions that exist between the principal and teachers, between teacher-students and other people in the surroundings, and everything that the school represents.

Social skills

The APA (American Psychological Association) defines the social skills as "a set of learned abilities that enable an individual to interact competently and appropriately in a given social

context". Elfeky, Najmi and Elbyaly (2023) state that social competences term refers to the ability to use the appropriate social behaviors to successfully achieve goals in the social contexts where they are used. Perez, Montero, Melendez and Navarro (2022) explain that there are many dimensions that make up the social skills like:

- 1- **The decoding skills:** They are related to the message's reception and perceptions besides the proper interpretations and an assertive performance.
- 2- **Decision ability:** This concerns knowing the amount of the information usefulness.
- 3- **Behavior (output) emitting:** It requires naturally elaborating the skillful and contextualized responses which must correspond the reciprocal attitudes (Schlundt & McFall, 1985).

2.2.1.4 Global and local connections

Global connection

Wilcox, Liu, Thall, and Howley (2017) stated that global connections indicate the individuals' understanding of the others' cultures including various experience and issues, geography, and global aspects. Teaching students the global connection skills help them knowing the knowledge bases of a nation and the main beliefs it based on. In his study, Abualrob (2019) indicates that students need to acquire participatory competences like the local and global connections and not only the individual ones like self-direction and critical thinking. Gonzales (2019) indicates that enhancing and reactivating the global connections is necessary and can be done by integration of the blended learning method, and international and global partnerships.

Local connection

Wilcox et al. (2017) state that local connections refer to the individuals' ability to deal and interact with his local society, apply his community knowledge in order to solve local

problems, and properly respond to the local community various needs. Through local connections, students will deeply understand and participate in their local community. Gonzalez (2019) states that teachers can enhance the local connections by the different training activities in the societies and activating the partnerships and cooperation within the local government bodies.

2.2.2 The importance of the 21st century skills

When teaching, teachers should take into consideration the importance of incorporating these core 21st skills within their teaching process starting from lesson planning till assessment as these skills help both of teachers and students to get out of their preferable comfort zone and try new interesting ideas and techniques that will definitely change their mentality, behavior and prospects.

Paschal (2022) indicates that the 21st century skills "increase students' language proficiency and encourage them to practice more collaborative activities". Aouane, Fatima-Zahrae (2022) states that students have to be equipped with such skills to thrive in an internationally competitive environment.

The importance of each of the main 21st century skills is shown in the following table (Ratama et al., 2021; Septiyanti and Fajriah, 2021; Tuzlukova et.al. 2017; Baran-Łucarz, 2020; Laal and Ghodsi 2012; Qobilovna, 2023; Singh et al., 2020; Rybchynska, 2023; Nurzhanova et al. 2024; Paschal, 2022; González-Pérez, and Ramírez-Montoya, 2022; Al-Sultani and Al-Saidi, 2022; Lwandiko, 2023; Toker, 2022; Elfeky, Najmi, and Elbyaly, 2023; Wilcox et al. 2017):

Table (A- 2.1): Importance of the main 21st Century Skills

The skill	The importance
Critical thinking	<ol style="list-style-type: none"> 1- Helping students to tackle the obstacles and provide solutions to their life problems besides increasing student’s capability in analyzing the cases deeply to discover problems and resources. 2- Assisting students to develop their thinking quality through letting students know where they are and how to deal with some matters. 3- Focusing on analyzing statements correctly, analyzing texts, solving problems, realizing events, and deciding based on reasonable causes and evidence.
Collaboration	<ol style="list-style-type: none"> 1- Allowing people, who are capable of offering diverse skills and perspectives, to jointly tackle problems more soundly. 2- Strengthening harmonious ties between students and contributes to their psychological well-being. 3- Increasing students' awareness to achieve the learning aims and fostering the core idea of creating students who collaborate with each other.
Creativity	<ol style="list-style-type: none"> 1- Preparing pupils to improve their creativity which results in making different innovative breakthroughs. 2- Discovering new things, improving various new solutions, and involving the ability to create varied and unique notions
Communication	<ol style="list-style-type: none"> 1- Creating an engaging and conducive learning environment. 2- Equipping students with the capability in communicating and conveying their opinions effectively and clearly. 3- Fully incorporating oneself in the speech environment and mastering language at various levels – from phonetic and lexical till the syntactic and stylistic

Table (B- 2.1): Importance of the main 21st Century Skills

<p>Information Literacy</p>	<ol style="list-style-type: none"> 1- Using a variety of digital tools to access and search for information efficiently and effectively. 2- Filtering and organizing information from various sources. 3- Understanding the how of avoiding plagiarism and using digital tools for referencing. 4- Affecting staff and students' performance and effort expectations positively and in relation to using digital technology for teaching and learning purposes.
<p>Media literacy</p>	<ol style="list-style-type: none"> 1- Learning how to effectively engage with the media for fundamental information, entertainment, and education. 2- Encouraging critical thinking and responsible use of digital tools and empowering individuals to make informed decisions regarding sustainable development, freedom of expression, and information access. (UNISCO) 3- Helping individuals to acquire the needed awareness of the different communication process and means including print, internet and broadcasting ones that help individuals to use them rationally.
<p>Technology Literacy</p>	<ol style="list-style-type: none"> 1- Helping students to access the educational contents and environments easily and fast. 2- Allowing overcoming uncertainty like lockdown through the distance learning, and blended learning. 3- Addressing critical challenges like the skill gaps, student experience, teaching and learning innovations and promoting teachers' training in digital competencies (doing and being) to gain the needed digital skills.

Table (C- 2.1): Importance of the main 21st Century Skills

Flexibility	<ol style="list-style-type: none"> 1- Learners become able to compete in this accelerated era in which success and excellence are connected with the extent of thinking well and skilling in it. 2- General social benefits: community members will acquire good thinking abilities that make them good citizens to serving their community. 3- Mental health: Thinking well makes people more psychologically comfort and enables them to adapt to changes more than those who do not think well. 4- Thinking: It is the initial basis in production and dependence on it precedes reliance on knowledge. It is a renewable and beneficial trait for both teachers and learners.
Leadership	<ol style="list-style-type: none"> 1- Helping individuals to have a respectable and firm personality and being an idol that influences people around him/her. 2- Helping individuals to provide guidance of the different activities and predict and build the right leading structure. 3- Building trust among team members and making a supportive communicative environment for them.
Initiative	<ol style="list-style-type: none"> 1- Setting aims with considerable and intangible success standards. 2- Being self-directed person by analyzing the past events in a critical and positive way to make the future better
Productivity	<ol style="list-style-type: none"> 1- Determining and achieving aims even if facing obstacles and competing stress 2- Prioritizing, planning and managing work to meet the intended goals and objectives. 3- Practicing ethics and professionalism skills, punctuality, receptiveness, and time management to give perfect results.

Table (D- 2.1): Importance of the main 21st Century Skills

Social Interaction	<ol style="list-style-type: none"> 1- Helping individuals to interact and communicate with others besides achieve the social acceptance. 2- Helping individuals to be able to perform behaviors that achieve the needed and desirable results. 3- Helping individuals to accept and share knowledge and have a motivation for more ideas sharing. 4- Increasing individuals' social cohesion and fulfill their desires as prominent members in classrooms, family, and community in general.
Local connection	<ol style="list-style-type: none"> 1- Investigation issues related to students' society and family 2- Analyzing the different community members' view about topics 3- Applying students and individuals' knowledge to local issues and situations.
Global connection	<ol style="list-style-type: none"> 1- Studying the others' cultures. 2- Reflecting on the how of individuals' local issues and experience are related to the global ones. 3- Helping individuals to understand the life experience of other cultures besides their one.

2.2.3 The incorporating of the 21st century skills in EFL classes

While planning to incorporate the 21st century skills within the teaching and learning process, teachers have to select the appropriate and innovative methods and techniques that increase the students' engagement and elevate their motivation. Barseghyan (2022) indicates to three main techniques that participate in incorporating the 21st century skills in EFL classes:

1. Project-based learning (PBL)

It is an instructional method depends on real problems and learning activities that cause problems for learners to solve and it is a creative learning approach for students to not just learn content, but also to succeed in the 21st century (Pawar, Kulkarni, and Patil, 2020). Barseghyan (2022) indicates that project-based learning provides students with communication, critical thinking, and creative problem-solving skills. Also, it helps students to work in a collaborative way with their mates on a certain project while keeping their independence and individuality.

2. Problem-solving approach (PSA)

Aouine and Fodil (2020) indicate that problem solving is an important factor in teaching and learning that teachers should stress and promote in teaching practices and it requires critical thinking skills and a safe atmosphere to speculate, test out ideas, and try out all notions respectfully. When students face a difficult situation and identify a meaningful solution, they learn skills that serve them well in their daily lives (Adelson-Goldstein). There are many ways by which teachers can help EFL students to become creative problem solvers and one of these is teaching to asses problem solving appropriately through following the best procedures (Aouine and Fodil, 2020). (Adelson-Goldstein) presents certain steps to be followed for this procedure that are:

1. Present a problematic case: This can be done in various ways like providing students with a text version of the problem to be read and restated or providing a picture story and asking students about it.
2. Check students' comprehension of the main vocabulary and notions.
3. Ask students to elicit the problematic situation.

4. Brainstorm solutions within a time limit: This can be done in many ways like forming teams in which members have to suggest solutions and teachers have to record the suggestions, asking students to individually write their solutions or conducting a whole class brainstorming to reach the most proper solutions.
5. Report the students' suggestions to the class by listing them on the board.
6. Discuss each of the proposed solutions and its consequences.
7. Have students to list the consequences of their proposed solutions then, decide the best.
8. Evaluate the students' work.

3. Communicative language teaching (CLT)

Radosavlevikj (2020) states that CLT emphasizes the use of language interaction (student-teacher, student-student) inside and outside the class. According to the CLT method, the focus is not given to the grammatical competence but rather it is on the communication in the target language. Barseghyan (2022) assures that to have a successful communication, linguistic competence is not enough and there are other factors should be taken into consideration like the society and context as learners may use vocabulary and grammar well but fail to apply them in a certain situation.

Santos (2020) indicates that CLT approach offers a set of advantages for teachers and students. Firstly, CLT approach is a situation-oriented and student-centered teaching practice (Da Silva Cintra & Bittencourt, 2015; Dos Santos, 2019a; Dos Santos, 2019b; San-Valero et al, 2019) in which teachers develop activities connected to students living communities. Understanding of the vocabulary and applying them in the real life, students' comprehension of language use, and communication abilities will increase.

Secondly, CLT approach implies the active interaction between teachers and students should be highly considered. Through CLT, both teachers and students can alter their traditional teaching and learning process into an innovative one. Thirdly, the CLT approach increasing the students' interesting in the overall learning beyond the classroom environment as for when allowing students to participate in real-life exercises and events.

2.2.4 The teaching process elements in light of 21st century skills

It's clear that in order to get successful teaching outcomes and achieving the expected objectives connected to the present time, it's crucial to adjust the teaching process elements (teachers, environment and curricula) to fit the digital era and encourage students to better comprehend these 21st century skills and apply them in the daily situations.

Concerning teachers, they have to be well-knowledgeable of the 21st century skills' nature and the ways in which they can emerge such skills in their teaching process as teaching materials depending on the 21st century skills without knowing their techniques and means will obviously meet none of the intended goals. They also have to continuously develop their knowledge and stay up-to-date with the novice means, techniques, knowledge and researches relating to the 21st century.

Luciana, Padmadewi, Artini, and Budiarta (2020) express that teachers need to prepare themselves to teach and insert the 21st century skills in their teaching besides have a sufficient understanding of the skills. They also manifest that teachers have to teach the material integrated with the 21st century skills to make the student's' competencies developed and suitable for the 21st era. Agaoglu and Demir, (2020) state that teachers should support the students and enable them to effectively and correctly use the available materials. Halvorsen (2018) indicates that teachers have to know the students' differences (visual, aural

and kinesthetic) in order to conduct a diversity of methods in the classroom which requires teachers to be flexible.

Besides, 21st century teachers have to be technologically and digitally trained and equipped with the necessary skills enable them to well-use and enhance the 21st century skills within their classrooms and in their teaching process as the 21st century is a technical time where technology with its various applications and means are the core traits of it.

Classroom environments are also a core part that should fit the 21st century. It's no longer advisable to depend on the traditional environment when teachers want to explain materials that eliminate critical thinking, leadership or digital literacy abilities. Agaoglu and Demir (2020) illustrate that the environments should be designed particularly to provide the 21st century skills as it's better and easier for students to achieve the needed goals when taking parts in the designed activities and for this, there is an increasing need for educative games and workshops. Furthermore, technological infrastructure should be implemented for safe and rapid information access. 21st century classrooms should be designed as space to acquire cultural knowledge and language to connect with others.

In addition, curricula must be designed according to the 21st century themes and concepts and the materials inside the curricula should be written and chosen in a way that encourages students to be equipped with the 21st century skills and be able to apply these skills in their daily life so that teaching becomes more productive and innovative. Luciana et al. (2020) state that curricula have to encourage and improve the students' 21st century skills.

The 21st century curricula are characterized with providing readiness to solve real problems, independent in learning, contextual knowledge, group cooperation, multidisciplinary learning and higher thinking processes (Husain and Kahary,2020: Jayadi et al., 2020: Keraf and Komalasari, 2019: Riyanti et al., 2020) as cited in (Alifah ,2022). The 21st curricula

depend on four essential dimensions that are knowledge, character, skills and meta-learning (Fadel et al. 2015) as mentioned in Agaoglu and Demir (2020) who also state that curriculum systems should integrate skill development, character enhancement, and meta-learning methods to promote self-discovery and in students, ensuring they can access and utilize these dimensions effectively.

2.2.5 The utilization of 21st century skills in the Palestinian contexts

Abualrob (2019) states that The Ministry of Education (MOE) has developed guidance recommendations for enhancing the 21st century skills in schools' different aspects like teacher development and training, learning and teaching process, curricula presentation, assessment and instructions. The decision-makers in the Ministry believe that these dimensions should be included within a technology-friendly environment therefore, the Ministry of Education has provided schools with LCDs, computers and internet access points besides extending labs size to accommodate these technological appliances.

As dealing with the EFL Palestine curriculums, Nassar (2022) provides that English for Palestine curricula have been designed to elicit students' communication using the four main language skills and they contain numerous activities to practice the skills like the functional language that is presented in a simple way to encourage educators to interact and collaborate in many ways including group and pair works to express their personal and social needs. The same researcher also states that English for Palestine is designed in a way that achieve many goals relating to the 21st century skills like using the four language skills to communicate, identifying speech parts, increasing learners' respect for others by demonstrating several lessons which emphasize the benefits of cultural differences, increasing students' high-thinking skills, enabling students to write and talk about their culture, heritage, and national

values using the English language, reflecting on reading passages, narrating stories or events, gathering and assessing information, and expressing thoughts, needs, and emotions.

However, Amr (2020) states that in the Palestinian educational context, the assessment is still exam-oriented which in turns leads to the abandonment of instructional objectives in favor of test preparation. He also states that the educational hierarchy nature of English for Palestine textbooks deeply focuses on testing students' epistemological dimensions. Therefore, 21st century skills are neglected in the assessment criteria.

One of the prominent incorporation of the 21st century skills in the Palestinian contexts examples is the "Emancipatory Action Research" done by Al-Quds Open University QOU, the Ministry of Education and Higher Education (MOEHE) of Palestine, Open University of Cyprus (OUCY), and the Belgian Technical Cooperation (BTC) in five Palestinian schools in (Hebron, Nablus, Jennin, Beit Sahoor, Qabatiya, and Bethlehem from August 2014 to January 2015 with the aim at reflecting on the quality of the 21st century skills integration and the effect of ICT on school communities including students, parents, and teachers and their relation to the Critical Education. In this research, teachers and principals altered the content and learning process into the target 21st century skills which made students motivated and enjoyed the new learning ICT experience and both teachers and students were confident in using the ICT competences and able to implement the critical- reflective practices in their curriculum contexts. (Fragkaki, Abu Maliq, Najdi, Al Abed, Farhani, and Hawamdeh, 2015). Amr (2020) stated that the acquisition of 21st century skills has become a global trend in education and is now considered necessary. In his research, he explores the extent to which the 21st century skills are included in the 12th grade Palestinian curriculum, stemming from the fact that they are increasingly becoming the de facto need for students to fulfill the demands of the workforce. In this Palestinian curriculum, it was found that the most frequent

21st century skills incorporated into the textbook are teamwork, collaboration, critical thinking, communication, problem solving, creativity, and innovation.

2.2.6 The obstacles facing EFL teachers in incorporating the 21st century skills

Although the 21st century skills are increasingly advised to be incorporated and integrated in English teaching yet, there are many obstacles facing the EFL teachers and hindering them from well-incorporating and using them. One of these challenges is the teachers' lack of knowledge. It's clearly difficult for teachers especially the novice ones to teach students concepts using the 21st century skills without being sufficiently aware of the skills themselves and their incorporating means. Uka and Bedir (2023) state that improving teachers' competences and abilities can lead to better students' achievements as teachers who prioritize integrating the 21st century skills in their academic and extracurricular activities can improve their students learning process and the education quality locally and globally.

Also, teachers are not well-taught or trained about how to plan, organize, manage the 21st century skills within the English classes. Furthermore, teachers face difficulties in preparing the tools and resources that connect with the 21st century skills. Another obstacle is the students themselves as they are not highly equipped with the 21st century skills and most of them behave negatively when teachers want to apply new methods and strategies which in turns, affects the general teaching outcomes and make teachers feel disappointed and may cause them to repeat not the strategy or even plan not to teach untraditionally.

Furthermore, some students are not eager to apply the 21st century skills in their learning process or even in their life. For example, most students nowadays have access to the internet and know how to use computers and the different webs but when teachers ask them to use technology for educational purposes, they refuse or pretend knowing not how to use technology. Moreover, we have the classrooms problem as they consider one of the main

teaching process elements. There is more and more trend towards developing the classrooms in schools by providing them with LCDs, TV screens, internet access and other devices still, these are not sufficient for teachers and students to well use the 21st century skills as we have many large size of classes that hinder the use of many 21st century skills and prevent many students from participating in discussions or in strategies.

Besides, the infrastructure of classes is often makes it hard to apply such skills especially in case of the old ones that were designed for the traditional teaching methods. Teachers also generally consider that class size and time restrictions hinder the application of 21st century skills in addition to shortage of adequate training to incorporate these skills into the teaching and learning process (Amr, 2020).

2.2.7 Teaching and assessing 21st century skills

Ouboumerrad (2016) states that preparing today's students for future entails assisting them in acquiring the necessary competencies to obtain a job, deal with various situations, solve problems, and interact with people from various cultural, social, and economic backgrounds. An educational system that addresses the needs of 21st century students should assist them in becoming critical thinkers, independent, productive and efficient users of technology, and autonomous which replaces the traditional learning approaches where curricula are information-based with stressing the memorization and mastery of topic knowledge over student-designed skill demonstrations. Furthermore, the mere knowledge transmission and accumulation in schools does not provide possibilities for applying knowledge to instinct context but rather a robust instructional process.

According to Amr (2020), the components of the final General Certificate Exam is one of the primary causes of the underutilization of 21st century skills in classroom activities and assessments (Tawjihi).

Ouboumerrad (2016) adds that assessing the 21st century skills like team working and collaboration can't be done through traditional exercises like the multiple-choice or gap-filling rather, there is a need for newer ways having designed and certain standards like

- 1- The performance assessments which are alternative to high-stakes testing and considered as time-consuming and subjective.
- 2- Journal assessment which contains the learner's reflections about a topic, experiences, and expressions
- 3- Portfolio assessment which is a purposeful work collection contains the learner's achievements and works in a specific course or area.
- 4- Project assessment that measures the learner's ability in real-life circumstances.
- 5- Self-assessment that reflects the learner's own progress and aspects needed to be improved.

2.3 Related studies

There are plenty previous studies relating to the integration of the 21st century skills in the EFL classes and the obstacles facing the EFL teachers. One of such is Paschal (2022) which aimed to figure out the EFL teachers' experience through 21st century skills in ELT for a pedagogical transformation. The participants in the study were teachers and educators from public, private, vocational and independent institutions and the data were gathered using the qualitative approach (A semi directive interview) and a case study design. The findings showed that the 21st century pedagogy promoted teachers' practices which results positive learning engagement. It also showed that there are many challenges that affect the 21st century skills effectiveness like class size, technology integration, multilingualism, teaching resources, and chances of practices.

Baran-Lucarz and Klimas (2020) conducted a study that examined the EFL teachers' opinions and awareness of integrating the 21st century skills especially the 4Cs in their

classrooms. The participants were 53 English language teachers having master's and bachelor degrees from which the data were collected using a questionnaire. The results showed that teachers have low understanding of the 21st century skills still, they are positively eager to incorporate such skills in their teaching and they want to overrate their abilities to help their students in developing their 4Cs that help them in their future.

Setyowati (2022) conducted a study to investigate the EFL teachers' perspectives about the 21st century skills and their integration into English learning. The study was carried out in Kartasura and the participants were English teachers. The data were gathered using descriptive qualitative methods through the observations and interviews with EFL teachers. The results showed that teachers mastered the 21st century skills and learning besides, they incorporate the 4Cs in English teaching.

Bolat (2022) carried out a study to indicate the extent to which English teachers in the secondary schools use the 21st century skills and the challenges facing them. The researcher used a mixed- methods design and collected the data digitally with the 21st century teaching and learning scale besides the semi-structured interviews. 119 English teachers in the secondary schools participated in the study and 26 of them were interviewed. The findings of the 21st century scale indicated that the most used 21st century skill was technology and the least was local connection. Also, teachers in private schools incorporate the 21st century skills more than teachers in public schools. Moreover, the results showed that teachers who had training about the 21st century skills used these skills more than untrained teachers and less years of experience teachers integrate the skills in their classes more than more experienced ones. Also, the educational status of teachers has no differences in teaching using the 21st century skills. Concerning the interview results, it showed that many challenges face English teachers in incorporating the 21st century like inadequate curriculum,

lack of infrastructure, lack of pre- and in-service training, and unsupportive attitude of administrators.

Amr (2020) made a study relating to the extent to which 21st century skills are incorporated in the English for Palestine curriculum for the 12th grade. The researcher used a questionnaire to gather the needed data and the participants were 40 EFL teachers in the governmental schools in Palestine. The findings of the questionnaire showed that the 12th grade English for Palestine textbook integrate the 21st century skills with different frequencies and the most frequent skill is collaboration with a mean of 2.28 followed by the critical thinking then communication, problem solving, creativity and innovation. However, the ICT skills are the least integrated skills. The findings indicate that the nature of the final national examination (Tawjihi), classes' size and time and lack of teachers' training are some of the obstacles that face the skills implementation.

Uka and Bedir, (2023) made a study to investigate the English language teachers' perception and use of the 21st century skills. The researchers chose the convenience sampling methods and collected data through qualitative and quantitative methods. The participants of the qualitative method (questionnaire) were 105 English language teachers and of the quantitative method (interview) were 10 teachers who completed KWLA chart and created lesson plans including 21st century skills and reflection reports. The results showed that the teachers are aware of the 21st century skills and their importance in English teaching and learning, but they need more guidance to know when and how to use these skills.

Seng, Muhamad and Kiely (2020) examined the extent to which the ESL Malaysian teachers integrate 21st century learning skills in their classrooms and the teachers' perceptions of their traits regarding the 21st century skills. The participants were 291 ESL teachers from which data were collected via a questionnaire. The results showed that satisfactory level in

integrating the 21st century skills in the Malaysian classrooms and teachers consider themselves as reflecting the required traits of the 21st century teachers.

Shalamish (2021) conducted a study to investigate the awareness degree of the vocational schools' principals and teachers of the 21st century skills in the Northern-West Directorate from their point of view and the obstacles facing the 21st century skills' implementation. The researcher used a questionnaire and interviews to collect data from the sample that was (122) female and male teachers in addition to (4) principals from vocational schools. the results showed that teachers have a high awareness degree of the 21st century skills (4.24). another result is that there are no statistically significant differences at the level of ($\alpha \leq 0.05$) in the principals and teachers' awareness of the 21st century skills due to the gender, educational qualification, directorate, and specialization.

Howeversz, there are statistically significant differences at the level of ($\alpha \leq 0.05$) in the principals and teachers' awareness of the 21st century skills due to the years of experience. As for the obstacles facing the proper 21st century skills' integration, the results were related to the needed infrastructure, lack of teachers' necessary skills and knowledge of the 21st century skills, the lack of the financial support, lack of the needed counseling, limited educational planning, teachers' non-convictions of the 21st century skills' significance.

Guntar (n.d) investigated the integration of the 21st century learning skills in the EFL classes in senior high schools and to show how the learning and innovation skills are integrated in the classes. The method of the study was a descriptive qualitative and the participants were two English teachers teaching in senior high school at Jambi. The data were gathered via class observations then the data were analyzed based on the P21 Framework 2015. The results indicated the implementation of the 21st century learning skills including creativity, communication, critical thinking and collaboration.

Muhammad and Seng (2022) investigated the implementation of the 21st century skills in the ESL Malaysian classes. The study used the qualitative methods that were semi-structured interviews and written surveys. The participants were five School Specialist Improvement Coaches SISCs and 116 EFL teachers. The findings showed that there is a need for more understanding measures to ensure effective 21st century skills integration in the ESL Malaysian classes.

Şahin and Han (2020) conducted a study to explore the Turkish EFL teachers' perception towards the 21st century skills. The participants were 56 teachers from different school types and the study used the mixed method sequential explanatory strategy. A quantitative method (questionnaire) was used to investigate the differences of EFL teachers' teaching experience and working environment and the use of technological tools in EFL teaching. The researchers also used a qualitative method (semi-structured interview) to assure the questionnaire results. The findings revealed that EFL teachers have positive attitudes towards 21st century skills and that they integrate technological tools in their EFL classrooms.

Monib (2023) had a study to investigate the perceptions of the Afghan students and lecturers toward the integration of the 21st century skills in their EFL classrooms. The researcher adopted the quantitative method which was a questionnaire that was given to 197 participants in three public universities in Afghanistan. The results showed that the eight 21st century skills included in the questionnaire and study were implemented to some degree in the EFL classrooms and the implementation level differ between key skills, subcategories, and specific practices listed within each domain whereas none of the skills were fully incorporated in the classroom.

Barseghan (2022) conducted a thesis to investigate the 4Cs 21st century skills integration in an American EFL classroom and how students' attitudes towards their language learning are affected by the implementation of these skills. This research adopted an explorative intervention approach. The participants were 19 students from the 7th grade and their English teacher in a public school of Yerevan. The researcher used the mixed method design and data were collected via pre- and post-interview with the teacher, lesson observation, content analysis, and pre- and post- survey with the students. The results showed that mainly collaboration and communication were used in that classroom which made students more active and engaged in their English classes and confident in speaking as students stated. Also, their communication, collaboration, creativity, and critical thinking skills were also developed.

2.4 Summary

This chapter provides an overview of different previous studies concerning the 21st century skills' implementation in general and in the EFL classes in particular. Besides, it provides the researches' findings about the reality and obstacles of 21st century skills implementation. The retries of these studies were different in their objectives, samples, tools, and approaches. These studies were of a huge benefit for the researcher as the researcher used them to conduct her study and design the study tools. Some of the previous studies included in this research talked about a certain branch of the 21st century such as Barseghan (2022) and didn't explain the main 21st century skills as this study did while others talked just about the teachers' perceptions of the 21st century skills like Muhammad and Seng (2022).

Chapter Three

Methodology and Procedures

3.1 Introduction

In this chapter, the researcher has described the procedures, population and sample as well as the instruments used to conduct the study besides the variables and statistical methods used to analyze the data.

3.2 Methodology

This quantitative and qualitative study has adopted the mixed-method designs. It utilized the descriptive analytical approach using a questionnaire for data collection since it is a convenience instrument as it aims to study a phenomenon or a problem without the researcher's interfering.

As a qualitative instrument, the researcher has used a semi-structured interview to collect additional data to support that collected via the questionnaire. The mixed-method research designs are used to develop a comprehensive understanding of the phenomenon and are used to best answer the research questions.

The researcher has developed a questionnaire which is a quantitative mean to investigate the reality of the English language teachers' use of the 21st century skills in their teaching and whether there will be a statistically significant differences between the means of participants' responses that can be attributed to any of the three variables of the study (gender, grades and years of experience).

In the second phase, the researcher has conducted a qualitative tool which is the semi-structured interview to shed light on the quantitative data and gain a deeper understanding about the phenomenon investigated in this study. The interview included 6 questions that aimed at answering the second question of the study and to elaborate about other themes related to the domains of the questionnaire.

3.3 Population

The population of the study has consisted of all English language teachers in the secondary governmental schools at the Southern Hebron Directorate for the 2023-2024 academic year. The population of this study was 400 male and female English language teachers.

3.4 Sample

The sample of the study has consisted of 76 English language teachers (32 males and 44 females) from the governmental schools at the Southern-Hebron Directorate through the stratified simple way. The following table shows the sample distribution according to the core three independent variables (gender, grades, and years of experience)

Table (3.1): Sample distribution by gender, grades and years of experience

Variables	Number	Percentage
Gender		
Male	32	42.1
Female	44	57.9
Grades they teach		
11 th grade	19	25.0
12 th grade	6	7.9
11 th and 12 th grades	51	67.1
Years of experience		
1-5	9	11.8
6-10	9	11.8
11-15	14	18.4
16+	44	57.9

As for the qualitative part, the sample was 10 English language teachers who were selected through the convenience sampling that indicates choosing participants who are accessible to the researcher.

3.5 Instruments

The researcher has adopted two different types of data collection instruments with an aim to investigate the reality of the 21st century skills incorporation according to the Southern Hebron Directorate English teachers' perspectives and the obstacles they face while incorporating 21st century skills in their teaching practices. These instruments were:

3.5.1 Teachers' questionnaire

The teacher's questionnaire was developed after reviewing the previous related literature that aimed to find out the extent to which EFL teachers integrate the 21st century skills in their teaching practices. The design of the questionnaire's items was also based on the researcher's own experience in English language teaching in addition to some ideas and views collected

from peers while responding to some questions on the extent to which the 21st century skills are really used in the process of English language teaching and learning.

The questionnaire consisted of (47) items based on 5-point Likert scale that was ranged from "1 = always" to "5 = never" and was divided into four main domains: 4Cs skills (Critical thinking, Cooperation, Creativity, and Communication), IMT skills (Information, Media and Technical Literacy), FLIPS skills (Flexibility, Leadership, Initiative and Social Interaction) and Local and Global Connections domain.

3.5.1.1 The validity of the questionnaire

To guarantee validity, the researcher has used the referees' and the internal consistency validity as follows:

The referees' validity

The questionnaire was reviewed by some experienced ELT professors who are specialists in applied linguistics (Appendix 1). The referees suggested some comments, recommendations and notes in terms of the questionnaire content, items' suitability, meaning, clarity and comprehensiveness. The researcher took all comments and recommendations into account before coming up with the final version of the questionnaire (Appendix 2).

The internal consistency validity

The internal consistency shows the scores correlation of each item compared to the total items score. In order to verify the questionnaire internal consistency, the researcher has calculated the Pearson's correlation coefficient between each item's score and the items' total score as seen in table (3.2)

Table (3.2): Pearson's correlation coefficient

N	Pearson correlation	Sig	N	Person correlation	Sig
1	0.351	0.002	25	0.644	0.000
2	0.618	0.000	26	0.686	0.000
3	0.566	0.000	27	0.631	0.000
4	0.477	0.000	28	0.512	0.000
5	0.508	0.000	29	0.649	0.000
6	0.627	0.000	30	0.479	0.000
7	0.427	0.000	31	0.578	0.000
8	0.470	0.000	32	0.574	0.000
9	0.614	0.000	33	0.668	0.000
10	0.555	0.000	34	0.695	0.000
11	0.580	0.000	35	0.495	0.000
12	0.604	0.000	36	0.611	0.000
13	0.532	0.000	37	0.536	0.000
14	0.616	0.000	38	0.540	0.000
15	0.580	0.000	39	0.581	0.000
16	0.557	0.000	40	0.598	0.000
17	0.497	0.000	41	0.555	0.000
18	0.545	0.000	42	0.416	0.000
19	0.487	0.000	43	0.544	0.000
20	0.593	0.000	44	0.536	0.000
21	0.621	0.000	45	0.606	0.000
22	0.596	0.000	46	0.645	0.000
23	0.391	0.000	47	0.541	0.000
24	0.509	0.000			

Table (3.2) shows that all the questionnaire's items are strongly consistent, reliable and statistically significant at the level of (0.01). Besides, the items clearly measure what the researcher wants to measure.

3.5.1.2 The reliability of the questionnaire

As for the reliability, the researcher verified it by using Cronbach's Alpha Coefficient and the total degree of the questionnaire's reliability was 0.95 which indicates a high degree.

3.5.2 The semi-structured interview

Interviews are the second instrument that were also used to collect data regarding the utilization of 21st century skills in ELT teaching practices and the obstacles that English

teachers face. The interviews were developed based on extensive reading of the previous related studies like Ekizer and Yildirim (2023) and Muhamad and Seng (2022) in addition to the researchers experience in the field. The interviews included questions that aim at validating the responses collected from the respondents via the questionnaire and it had 6 questions. The participants shared their answers orally and the researcher wrote down all answers in order to properly document the findings. These interviews were conducted in the end of the second semester of the academic year 2023/2024. The interview questions were as follows:

1. What 21st century skills do you usually use in your teaching practices?
2. How do you incorporate 21st century skills into your English language teaching practices?
3. What are the proper environments for the utilization of the 21st century skills in your English classes?
4. What support and resources should be available to effectively utilize 21st century skills in your teaching practices?
5. What are the main obstacles you encounter while using 21st century skills in your English language classes?
6. What are the benefits of integrating 21st century skills in English Language teaching practices?

3.5.2.1 The validity of the semi-structured interview questions

Construct validity: The interview questions were designed not only based on the researcher's experience in English language teaching, but also on a comprehensive literature review and they were refined through experts' feedback. This process ensures that the questions accurately captured the theme of integrating 21st century skills in EFL teaching at

Palestinian secondary schools. The interview covered most relevant themes of 21st century skills incorporated into EFL teaching at Palestinian secondary schools. Minor adjustments and changes were made based on the referees' feedback.

3.5.2.2 The reliability of the semi-structured interview questions

To ensure the reliability of the in-depth interview, the researcher made sure that all respondents understood the questions asked in English and that their answers were also reported in English. All questions were consistently related to the research core questions. A standardized interview protocol was used to ensure consistent data collection across all interviews. This happened by introducing the researcher to the purpose of the interview, assuring confidentiality and obtaining consent from the participants, thanking the participants for their time, starting with warm-up questions, then main questions, and closing by thanking the participants for their valuable insights and finally offering them an opportunity to add any additional comments or suggestions.

3.6 Variables of the study

Each study should consist of both dependent and independent variables. As for this study, these were as follows:

Independent variables: Gender (male and female), grades (11th, 12th, and 11th and 12th) and years of experience (.1-5 years, 6-10 years, 11-15 years, and more than 16 years)

Dependent variables: Reality of the English language teachers' integration of the 21st century skills and obstacles encountering them.

3.7 Data analysis

After collecting the necessary data via the questionnaire and the semi- structured interviews, the researcher analyzed the data collected from these two instruments. As for the

questionnaire, the researcher used the Statistical Package for Social Science [SPSS] by using the analytical and descriptive statistics like means, frequencies, percentages, standard variation, independent t-test, two-way ANOVA, Cronbach's Alpha and Tukey test.

As for the semi-structured interview, qualitative data collected from semi-structured interviews undergoes thematic analysis to identify patterns, themes, and meanings relevant to the research questions. Thematic analysis is a flexible and widely used qualitative method which is suitable for exploring complex phenomena and interpreting participants' perspectives (Braun & Clark, 2006). Therefore, the reality of integrating 21st century skills in ELT teaching was analyzed using thematic analysis.

3.8 Procedures of the study

1. Reviewing of the theoretical background and previous studies related to the topic of the thesis in order to gain thorough and comprehensive vision and understanding about the phenomenon investigated and then to gather items and domains for the instruments to be used in the study.
2. Designing the proposal of the study by identifying the aims, statement of the problem, the importance of the study, the instruments of the study, and limitations of the study based on the researcher's experience and the relevant literature reviewed.
3. Administering the proposal to the university academic committee for reviewing. Upon receiving their approval on the proposal with some alternations suggested by them, the final copy of the proposal was prepared.
4. Designing the studies' instruments (a questionnaire and a semi-structured interview) and checking their validity with a panel of experts and the internal consistency by using Pearson equation. The reliability was assured by using Cronbach's Alpha coefficient.

5. Collecting the quantitative and the qualitative data via teachers' semi-structured interviews and the questionnaire.

6. Analyzing the data gathered by using SPSS package for social sciences through which means, percentages, frequencies, ANOVA, standard deviations, T-test, and Tukey Test were used.

6. Collecting the qualitative data, jotted down and analyzed thematically.

8. Discussing results and stating recommendations.

3.9 Mean's Range Key

The key of the arithmetic means' range with respect to the scale value is stated in table (3.4) below:

Table (3.3): Mean's Range Key:

Levels	Average
Low	$x \leq 2.33$
Moderate	$2.33 < x \leq 3.66$
High	$3.66 < x$

Chapter Four

Results of the Study

4.1 Introduction

In this chapter, the researcher stated the results after investigating the use of the 21st century skills by English teachers at Southern-Hebron Directorate. The questionnaire and the interviews were discussed in detail.

4.2 Results of the of the First Question

The first question of the study is "**To what extent do 11th and 12th grade teachers use 21st century skills in their teaching practices at the Southern-Hebron Directorate?**" In order to answer this question, means (M) and standard deviations (SD) for each main domain of the questionnaire besides the domains' total score were calculated as shown in the following table.

Table (4.1): Means and standard deviations of the questionnaire's main domains

	Means	Standard Deviations
Teacher's perspectives about the integration of the 4Cs skills (Critical thinking, Communication, Creativity and Collaboration skills)	4.01	0.52
Teacher's perspectives about using the IMT skills (Information, Media and Technical Literacy)	3.70	0.62
Teachers' perspectives about the FLIPS skills incorporating (Flexibility, Leadership, Initiative and Social Interaction)	4.06	0.58
Local and Global Connections	3.92	0.60
Total	3.92	0.49

Table (4.1) shows that the means' total degree of English language teachers' incorporation of the 21st century skills is 3.92 which indicate a high degree. The highest mean of the 21st century skills used by English language teachers goes for the FLIPS with a mean of (4.06), then the 4Cs skills with a mean of (4.01). The local and global connections got a mean of (3.92) scoring the third rank, and the last one was the IMT skills that had a mean of (3.70). As for the perspectives of the English language teachers about the use of the main four domains of the 21st century skills, the following four tables show the means and standard deviations of the incorporation of each domain separately.

Table (A-4.2): Means and standard deviations of the English language teachers' perspectives about the use of the 4Cs skills (Critical thinking, Communication, Creativity and Collaboration skills)

NO.	Items	M	SD	Degree
4	I encourage students to answer questions in front of their classmates.	4.43	0.83	High

Table (B-4.2): Means and standard deviations of the English language teachers' perspectives about the use of the 4Cs skills (Critical thinking, Communication, Creativity and Collaboration skills)

6	I motivate students to think creatively.	4.36	0.76	High
16	I encourage oral discussions in class.	4.17	0.85	High
3	I use brainstorming in most classes.	4.16	0.88	High
2	I motivate students to think critically.	4.14	0.89	High
9	I encourage students to provide varied answers for most questions.	4.09	0.88	High
13	I use concept mapping to explain certain activities.	4.05	0.86	High
5	I plan my lessons based on the 4Cs skills.	4.04	0.88	High
15	I reinforce the persuasive arguments among students.	3.97	0.90	High
8	I encourage students to think outside the box for authentic solutions.	3.91	0.91	High
7	I train students on the scientific procedure of problem-solving.	3.91	0.76	High
17	I encourage peer-assessment.	3.88	0.90	High
10	I equip students with the skills related to self-autonomy learning.	3.87	0.85	High
11	I encourage students to analyze and assess themes.	3.83	0.88	High
14	I help students to draw conclusions based on given data.	3.80	0.84	High
1	I encourage team-working in my language classes.	3.80	0.86	High
12	I utilize tasks and activities related to the 4Cs.	3.78	1.00	High
Total		4.01	0.52	High

Table (4.2) shows that the English teachers' perspective about the use of the 4Cs skills is high with a mean of (4.01). Item (4) 'I encourage students to answer questions in front of

their classmates' had the highest score with a mean of (4.43) while item (12) 'I utilize tasks and activities related to the 4Cs' received the lowest score with a mean of (3.78)

Table (4.3): Means and standard deviations of the English language teachers' perspectives about the incorporation of IMT skills in teaching practices

NO.	Items	M	SD	Degree
4	I encourage students to use technology to share information.	3.91	0.88	High
8	I help students in how to distinguish between credible and incredible information.	3.84	0.92	High
7	I use online tools and sources to enrich the teaching-learning process.	3.83	0.98	High
11	I look for the technological updates related to English curriculum.	3.79	0.92	High
3	I urge students to use technology for self-instruction.	3.76	0.86	High
5	I use technology to keep track of the students' work as extended tasks and assignments.	3.70	0.98	High
1	I equip students with needed skills to digitally access the information.	3.67	0.98	High
2	I demonstrate different tasks digitally.	3.64	0.84	Medium
12	I teach students about the ethics of obtaining digital information.	3.61	0.95	Medium
9	I negotiate with students on the best technology tools to be used in classes.	3.61	0.95	Medium
10	I use different technological media that fit individual differences.	3.57	1.01	Medium
6	I use technology in class to better explain the lessons.	3.51	0.90	Medium
Total		3.70	0.62	High

Table (4.3) illustrates that the English teachers' perspectives about the incorporation of the IMT skills in English language teaching practices is high with a mean of (3.70). Item (4) 'I encourage students to use technology to share information' had the highest high score with

a mean of (3.91) while item (6) ‘I use technology in class to better explain the lessons’ had the lowest medium score with a mean of (3.51).

Table (4.4): Mean and standard deviations of the English language teachers' perspectives about the incorporation of FLIPS skills in teaching practices

No.	Items	M	SD	Degree
6	I encourage students' self-independency.	4.30	0.76	High
2	I demonstrate how to be effective citizens and students.	4.24	0.81	High
3	I inform students how to be aware of the social issues that affect their lives.	4.13	1.01	High
8	I explain students the how of being accountable for their actions and behaviors in class.	4.11	0.85	High
4	I teach students how to monitor their own progress.	4.08	0.86	High
7	I equip students with the needed steps to accomplish a task within a specific period of time.	4.04	0.88	High
5	I encourage students to find solutions to complex, open-ended questions or problems.	3.99	0.90	High
9	I provide students with abilities that help them to be a leader in class and at school.	3.95	0.89	High
10	I teach students how to be initiators.	3.95	0.92	High
1	I apply various effective team management strategies.	3.87	0.82	High
Total		4.06	0.58	High

Table (4.4) illustrates that the English teachers' perspectives about the incorporation of the FLIPS skills is high with a mean of (4.06). Item (6) ‘I encourage students’ self-independency’ had the highest score with a mean of (4.30) while item (1) ‘I apply various effective team management strategies’ received the lowest score with a mean of (3.87).

Table (4.5): Means and standard deviations of the English language teachers' perspectives about the incorporation of the local and global connections in teaching practices

NO.	Items	M	SD	Degree
1	I motivate students to benefit from what they have learned in local situations, issues, or problems.	4.22	0.75	High
7	I encourage students to reflect on how their own experiences and local issues are connected to global issues.	3.95	0.92	High
3	I encourage students to respond to questions or tasks in a way that considers the concerns and viewpoints of others.	3.95	0.76	High
4	I help students in comprehending the different viewpoints of groups or community members.	3.93	0.88	High
8	I discuss with students' global issues.	3.89	0.90	High
15	I help students understand the life experiences of people in cultures besides their own.	3.86	0.90	High
2	I deliver topics or issues that are relevant to students' families or communities.	3.79	0.86	High
6	I urge students to learn more about other countries or cultures.	3.79	0.95	High
Total		3.92	0.60	High

Table (4.5) above shows that the English teachers' perspectives about the incorporation of the local and global connections in English language teaching practices is high with a mean of (3.92). Item (1) 'I motivate students to benefit from what they have learned in local situations, issues, or problems' had the highest score with a mean of (4.22) while item (6) 'I urge students to learn more about other countries or cultures' received the lowest score with a mean of (3.79)

4.3 Results of the first null hypothesis:

There are statistically significant differences at the level of ($\alpha \leq 0.05$) in the means of the English teachers' use of the 21st century skills in their teaching practices due to the gender.

To check this null hypothesis, the researcher used a t-test to find out whether the differences between the means of the participants' responses are statistically significant or not.

Table (4.6): An independent samples t-test for the teachers' gender

	Gender	No.	Mean	St. Deviation	d.f	T	Sig
Teacher's perspectives about the integration of the 4Cs skills	Male	32	3.87	0.50	74	2.034	0.046
	Female	44	4.11	0.51			
Teacher's perspectives about using the IMT skills	Male	32	3.52	0.56	74	2.212	0.030
	Female	44	3.83	0.64			
Teachers' perspectives about the FLIPS skills incorporating	Male	32	3.91	0.56	74	1.920	0.059
	Female	44	4.17	0.58			
Local and Global Connections	Male	32	3.85	0.56	74	0.828	0.410
	Female	44	3.97	0.63			
Total	Male	32	3.78	0.45	74	2.149	0.035
	Female	44	4.03	0.50			

Table (4.6) shows that the total degree of the reality of secondary school English language teachers' practices of 21st century skills in teaching due to their gender is (0.035) which means that there are statistically significant differences at the level of ($\alpha \leq 0.05$) and therefore, the first null hypothesis is rejected. The differences were in favor of females with a mean of (4.03) while the males' mean was (3.78). There were significant differences in the total degree of the Teacher's perspectives about the integration of the 4Cs skills due to their gender

that was (0.046) and in favor of females with a mean of (4.11), while the males' mean was (3.87).

As for the Teacher's perspectives about the integration of the IMT skills due to their gender, there were significant differences in the total degree that was (0.030) in favor of the females with a mean of (3.83) while the males got a (3.52) mean degree. Concerning the Teacher's perspectives about the integration of the FLIPS skills attributed to their gender, there were significant differences in the total degree that was (0.059) in favor of the females with a mean of (4.17) while the males got a (3.91) mean degree. The total degree of the Teacher's perspectives about the integration of the local and global connections due to their gender shows a significant difference with a degree of (0.410) in favor of females which got a mean of (3.97) and the male got a mean of (3.85).

4.4 Results of the second null hypothesis

There are statistically significant differences at the level of ($\alpha \leq 0.05$) in the means of the English teachers' use of the 21st century skills in their teaching practices due to the grades they teach

To check this null hypothesis, the means and standard deviations of the grades that teachers teach were calculated as shown below

Table (A- 4.7): Means and standard deviations of the grades the English language teachers teach

	Grades	No.	Mean	St. Deviation
Teacher's perspectives about the integration of the 4Cs skills	11 th grade	19	4.01	0.54
	12 th grade	6	3.50	0.63
	11 th and 12 th grades	51	4.06	0.47

Table (B- 4.7): Means and standard deviations of the grades the English language teachers teach

Teacher's perspectives about using the IMT skills	11 th grade	19	3.90	0.46
	12 th grade	6	3.23	0.48
	11 th and 12 th grades	51	3.68	0.66
Teachers' perspectives about the FLIPS skills incorporating	11 th grade	19	3.95	0.51
	12 th grade	6	3.48	0.71
	11 th and 12 th grades	51	4.17	0.55
Local and Global Connections	11 th grade	19	3.78	0.47
	12 th grade	6	3.50	0.50
	11 th and 12 th grades	51	4.02	0.62
Total	11th grade	19	3.93	0.45
	12th grade	6	3.42	0.53
	11th and 12th grades	51	3.98	0.48

Table (4.7) illustrates that the total mean's degree of the reality of secondary school English Language Teachers' practices of 21st century skills in teaching due to the grades they teach is (3.93) for the 11th grade, 12th grade scored a mean of (3.42) while 11th & 12th grade scored a mean of (3.98).

To know if these differences in means are statistically significant or not, a One-Way ANOVA test was used as seen in the following table.

Table (A- 4.8): One-Way ANOVA Results

		DF	Sum of squares	Mean Squares	F	Sig
Teacher's perspectives about the integration of the 4Cs skills	Between groups	2	1.741	0.870	3.379	0.039
	Within groups	73	18.799	0.258		
	Total	75	20.540			

Table (B- 4.8): One-Way ANOVA Results

Teacher's perspectives about using the IMT skills	Between groups	2	2.092	1.046	2.784	0.068
	Within groups	73	27.426	0.376		
	Total	75	29.519			
Teachers' perspectives about the FLIPS skills incorporating	Between groups	2	2.882	1.441	4.586	0.013
	Within groups	73	22.933	0.314		
	Total	75	25.814			
Local and Global Connections	Between groups	2	1.972	0.986	2.855	0.064
	Within groups	73	25.214	0.345		
	Total	75	27.186			
Total	Between groups	2	1.662	0.831	3.597	0.032
	Within groups	73	16.871	0.231		
	Total	75	18.534			

Table (4.8) indicates that the total degree of the reality of English language teachers' use of the 21st century skills in their English language teaching due to the grades they teach is (0.032) which means that the differences in the participants' responses means were statistically significant at the level of ($\alpha \leq 0.05$) and therefore the hypothesis is rejected. Table (4.8) also shows statistically significant differences in the English language teachers' use of the 4Cs skills (0.039) and the FLIPPS skills (0.013). However, there were no statistically significant differences in the English language teachers' incorporation of the IMT skills (0.068), and the local and global connections with a mean of (0.064).

In order to know in favor of which grade/grades the statistically significant differences were, a Tukey test was used as seen in the following table

Table (4.9) A Tukey Test Results

	Grades I teach	11th grade	12th grade	11th and 12th grades
Teacher's perspectives about the integration of the 4Cs skills	11 th grade		-0.51858	-0.05063
	12 th grade			*-0.56920
	11 th and 12 th grades			
Teachers' perspectives about the FLIPS skills incorporating	11 th grade		0.46930	-0.22188
	12 th grade			*-0.69118
	11 th and 12 th grades			
Total	11th grade		-0.50597	-0.05035
	12th grade			*-0.55632
	11th and 12th grades			

Table (4.9) shows that the total degree indicates statistically significant differences between teachers who teach 12th grade and those teach 11th and 12th grades in favor of teachers teaching 11th and 12th grades (*0.55). Also, there are significant differences in the English teacher's perspectives about the integration of the 4Cs skills between teachers who teach 12th grade and who teach 11th and 12th grades in favor of teachers teaching 11th and 12th grades (*0.56).

Moreover, the table illustrates statistically significant differences in the English teacher's perspectives about the integration of the FLIPS skills between teachers who teach 12th grade and who teach 11th and 12th grades in favor of teachers teaching 11th and 12th grades (*0.69).

4.5 Result of the third null hypothesis

There are statistically significant differences at the level of ($\alpha \leq 0.05$) in the means of the English teachers' use of the 21st century skills in their teaching practices due to the years of experience

To check this null hypothesis, the means and standard deviations were calculated as below

Table (4.10): Means and standard deviations of the teachers' years of experience

	Years of experience	No.	Mean	St. Deviation
Teacher's perspectives about the integration of the 4Cs skills	1-5	9	4.03	0.53
	6-10	9	3.92	0.75
	11-15	14	4.10	0.68
	16+	44	3.99	0.41
Teacher's perspectives about using the IMT skills	1-5	9	3.95	0.45
	6-10	9	3.94	0.64
	11-15	14	3.78	0.65
	16+	44	3.57	0.62
Teachers' perspectives about the FLIPS skills incorporating	1-5	9	4.04	0.47
	6-10	9	3.84	0.56
	11-15	14	4.04	0.64
	16+	44	4.12	0.60
Local and Global Connections	1-5	9	3.83	0.43
	6-10	9	3.79	0.61
	11-15	14	3.88	0.71
	16+	44	3.98	0.60
Total	1-5	9	3.98	0.40
	6-10	9	3.89	0.64
	11-15	14	3.97	0.62
	16+	44	3.91	0.45

Table (4.10) shows the total mean's degree of the reality of secondary school English language teachers' practices of 21st century skills in teaching due to the years of experience is (3.98) for those who have 1-5 years of experience, (3.89) for teachers with 6-10 years of experience, (3.97) for teachers having 11-15 years of experience and (3.91) for teachers who have more than 16 years of experience.

To know whether these differences in means are statistically significant or not, a One-Way ANOVA test is used as seen in the following table

Table (4.11): One-Way ANOVA Test Results

		DF	Sum of squares	Mean Squares	F	Sig
Teacher's perspectives about the integration of the 4Cs skills	Between groups	3	0.207	0.069	0.244	0.865
	Within groups	72	20.333	0.282		
	Total	75	20.540			
Teacher's perspectives about using the IMT skills	Between groups	3	1.898	0.633	1.650	0.186
	Within groups	72	27.620	0.384		
	Total	75	29.519			
Teachers' perspectives about the FLIPS skills incorporating	Between groups	3	0.584	0.195	0.555	0.646
	Within groups	72	25.230	0.350		
	Total	75	25.814			
Local and Global Connections	Between groups	3	0.392	0.131	0.352	0.788
	Within groups	72	26.794	0.372		
	Total	75	27.186			
Total	Between groups	3	0.080	0.027	0.104	0.958
	Within groups	72	18.454	0.256		
	Total	75	18.534			

Table (4.10) indicates that the total degree is (0.958) that is more than the level of ($\alpha \leq 0.05$) which means that there are no statistically significant differences in the reality of secondary school English language teachers' practices of 21st century skills in teaching due to the years of experience and thus the hypothesis is accepted.

4.6 Results of the second question

The second question is "What obstacles do 11th and 12th grade teachers face when they use 21st century skills in teaching practices?"

In order to answer this question, the researcher analyzed the English teachers' responses to the fifth question of interviews. The participants' answers showed the following results:

Four respondents (40%) mentioned that the large class size is of the main obstacles that hinders the proper integration of the 21st century skills in the English classes. One of the respondents said that the non-relaxing circumstances had been started three years ago due to teachers' strikes and Corona Virus. This bad situation has been reinforced since the outbreak of the 7th October War on Gaza. What worsen the situation is the financial crises faced by the Palestinian Authority during and after these urgent cases. This new environment resulted in many subsidiary problems faced by the English teachers by being unable to implement the plans prepared beforehand to merge the 21st century skills in their teaching process especially when the whole process was being switched from face to face to online mode.

Four of the respondents (40%) mentioned another challenge that was represented by students mixed-abilities which greatly affected teaching and explaining lessons to learners. One respondent (10%) said that students' negative attitudes towards 21st century skills integration in EFL lessons is a main obstacle they faced. They added that some students are not serious while using the 21st century skills and others don't stick to the rules which harden the integration of the 21st century skills.

Another challenge mentioned by three of the respondents (30%) is the lack of technical support and resources like LMSs and computers. One of the respondents (10%) said that the lack of the methodological guidance is another problem facing the 21st century integration as it is crucial for English teachers to know how to well incorporate these skills and the strategies relating to each of them. Another three respondents (30%) mentioned another challenge that is students' demotivation. Certain students don't like to participate in the activities and tasks during English classes. Another respondent mentioned the time constraints as one of the main obstacles.

One of the respondents' (10%) mentioned many obstacles such as the lack of internet access in some schools especially the remote ones, the students' inability to use the modern technology properly, students' shyness to participate with their colleagues in activities, and that not all students own electronic devices such as smartphones, computers, or iPads which are needed for contacting with teachers and colleagues via the online applications.

Two of the respondents (20%) mentioned the students' different learning styles is considered as a main challenge that hinders incorporating the 21st century skills efficiently. In the same class there are auditory, visual and kinesthetic learners that necessitates utilizing varied instructional and digital materials

Another respondent (10%) presented many challenges such as the class size whether it is large or small as both sizes affect the integration of the 21st century skills in a way or another, the number of classes that the English teacher teaches. Teaching different classes places a heavy burden on them that frustrate the use of 21st century skills. He added that giving two or three successive classes, teachers feel tired and can't explain the next lesson properly.

4.7. Results of the semi-structured Interviews' questions

The first question of the interview deals with the 21st century skills used by EFL teachers in their teaching practices. Three of the respondents (30%) said that they continuously integrate technology in their teaching process. Five respondents (50%) said that the most used 21st century skill is creative thinking. One of the respondents (10%) mentioned that the problem-solving and the digital literacy are the most frequently practiced among the 21st century skills in teaching.

Another respondent (10%) said that leadership is the most frequent 21st century skills used in the English classes. Two respondents integrate the communication skills in most of their English classes. Two respondents (20%) mentioned team-working as the most practiced 21st century skill. Three respondents (30%) said that they continuously use digital tools in their teaching. Two respondents (20%) integrate collaboration skill in most of their English classes.

The second question was about how to incorporate the 21st century skills into teaching practices. Six respondents (60%) said that they use modern technical resources and internet. Three respondents (20%) said that they do activities that promote the integration of the 21st century skills. One of the respondents (10%) interacts with students via the forums.

The third question concerned with the proper environments for the utilization of the 21st century skills. Seven respondents (70%) mentioned that interactive environments enhance 21st century skills. Five respondents (50%) assured that cooperative work and activities do enhance these skills among students. One respondent (10%) mentioned project-based learning is a proper environment for fostering these skills. Three respondents mentioned the technology environment as the best one helps the better implantation of the 21st century skills.

As for the fourth question that was about the support and resources needed for a better 21st century skills integration. Eight respondents said that the class environment should be improved. Two respondents mentioned the existence of the e-learning sites and online forums. Two respondents said that the internet access should be provided to all schools. Two respondents said that it is important for English teachers to have an academic support from their headteachers and supervisors.

Concerning the last question which was about the benefits of integrating 21st century in the English classes, four respondents said that such skills help in improving and upgrading the students' levels. One respondent said that these skills develop the students' use of the different language skills. Two respondents stated that there are many benefits of integrating the 21st century skills like activating the students, developing the students' personality. Three respondents said that this will provide suitable and fun environment for teaching English. Four respondents stated that the developing of the students' skills like the critical thinking is of the traits of the 21st century skills integration. One respondent said that such skills enhance language proficiency and prepare students for the future. One respondent stated that these skills help students to become better problem-solvers and enable them to communicate and collaborate with others effectively.

Chapter Five

Discussion, Conclusion and Recommendations

5.1 Introduction

In this chapter, the main two questions and null hypotheses are summarized and discussed. Also, this chapter explains the findings in the context of the literature review and it provides recommendations for ELT teachers and supervisors, curriculum designers, policy makers and future researches.

5.2 Discussion of the results

5.2.1 Discussion of the result of the first question

The first question: To what extent do 11th and 12th grade teachers use 21st century skills in their teaching practices?

The results indicated that the general degree to which the secondary English teachers incorporate the 21st century skills in their teaching process at the Southern-Hebron Directorate is high. The highest incorporated 21st century skills are the FLIPS skills with a mean of (4.06) then the 4 Cs skills with a mean of (4.01) followed by the local and global connections that had a mean of (3.92) and the lowest skills were the IMT skills that have a mean of (3.70).

The results indicated that the FLIPS skills are the most incorporated 21st century skills by the English secondary school teachers according to item 6 "Teachers encourage students' self-independency" which has the highest degree with a mean of (4.30), and according to item 2 "Teachers demonstrate to students how to be effective citizens and students". Nowadays, it is important for teachers to equip students with the FLIPS skills and teach them the various skills and strategies that enable students to be leaders and initiators in their schools and community in general as in the 21st century, it is no longer preferable for the secondary students to be shy or isolated in schools and not interacting with others and not participating in the different activities. Thus, the teachers' role is to teach students the proper and needed skills that help them to socialize and freely interact with people around them. Teachers also should emerge management strategies in their teaching and English classes like the motivation, planning, decision-making and mentoring skills which are known for their role in activating the students and encouraging them to be effective in class. Also, teachers shouldn't neglect illustrating to students the social issues that affect their lives as it makes students apart from their community and knowing not how to tackle and deal with the situations face them.

English teachers also highly incorporate the 4Cs skills since item 4 "Teachers encourage students to answer questions in front of their classmates" was the highest one with a mean of (4.43). The researcher believes that teachers have to motivate all students to participate in

the English class and speak English as much as they can before their mates so that help all students especially the poor ones to break the ice and believe in themselves as they can speak English and improve. Furthermore, oral discussions should be highly emerged in English teaching process as it helps students to employ the vocabulary they taught in the proper cases and it increases the good relations between students within the same class and encourages them to not be afraid or shy. Also, teachers should plan and explain the lessons and assess the students according to the various strategies related to the 4Cs skills like team-working, brainstorming, problem-solving, concept mapping and others and explaining to students the procedures of each strategy which fit the individuals' differences in a way that makes students eager to learn and be active in the English classes. Also, teachers should encourage students to critically and innovatively think about the different topics and situations. These results are opposite to the ones found in Baran-Lucarz and Kilmas (2020)'s study where the results were that the English teachers had low comprehension of the 4 Cs skills still, they are enthusiasm to use these skills in their teaching and equip their students with such skills. Yet, there is a correspondent between these results and the one found in Guntar (n.d)'s study as it showed that there is an incorporating of the 4 Cs skills in teaching English and the ones of Barascghan (2022)'s study where the students' 4 Cs skills were developed and communication and collaboration were the most used skills which made students active in the English classes.

Regarding the local and global connections, this domain has a mean of (3.92) which indicates that it is also highly incorporated in the English teachers' teaching process. The highest item related to this domain was the first which states that "Teachers motivate students to benefit from what they have learned in local situations, issues, or problems". The researcher thinks that this domain should be integrated in both the teaching process and the English curricula for the secondary stage as it helps students to understand the opinions of the people around

them and participate in discussions and tasks with a consideration of the others' viewpoints. As for teachers, this domain gives them the chance to talk with students about the different cultures and nations and comprehend the life experiences in such communities. In his study, Bolat (2020) found that the least incorporated 21st century skills were the local connection which is opposite to this question's results.

As for the IMT skills, it was the lowest incorporated 21st century skills according to the English teachers with a mean of (3.70). Nowadays, most schools are equipped with the needed technical and online sources and tools like computers, the internet connection, LCDs, and many programs which the researcher believes that they surely facilitate and enrich the teaching- learning process and that teachers should benefit from them in teaching. Besides, teachers have to use different technology devices and sources to better explain and manifest the lessons and to fit the individual differences existed in the same class.

Furthermore, students in these days have their own phones that enables them to keep in contact with teachers even after school and helps teachers in giving them tasks and knowing the students' progress in doing them. Moreover, teachers need to look for the technological updates related to the English curricula in order to better benefit from them in their teaching. These findings contradict the findings of Bolat (2020)'s study where technology was the most used 21st century skill.

This question's results help in investigating the extent to which the English teachers in the southern-Hebron Directorate integrate the 21st century skills in their teaching process within the academic year of 2023-2024. The results of the first question correspond the results found in Setyowati (2020)'s study that the English teachers master the 21st century skills and to the ones found in Uka and Bedir (2023)'s study where the English teachers are aware of the 21st century skills and their importance in teaching English. Also, Sahin and Han (2020) indicated

in their study that the English teachers have positive attitudes towards the integration of the 21st century skills in their teaching process. Yet, these results are opposite to the one found in Muhamad and Seng (2022) which was that there is a need for further understanding of the 21st century skills for more effective 21st century English classes.

The reasons why English language teachers highly integrate the 21st century skills in their teaching are that it is required nowadays for English teachers to depend on such skills in order to get line with the current updates happen in the education filed. Teaching according to the traditional and 20th century skills is no longer advisable and proper for both teachers and students yet, there is a need for new strategies and methods that foster the students' abilities and encourage them to be creative and active in schools, community and life in general. Besides, English teachers integrate the 21st century skills in their teaching process enables them to help students being cooperative and communicative with others, succeed in their lives and tackle the different challenges facing them.

5.2.2 Discussion of the first null hypothesis' results

The first null hypothesis: There are no statistically significant differences at the level of ($\alpha \leq 0.05$) in the means of the English teachers' use of the 21st century skills in their teaching practices due to their gender

The total significant level for the English teachers' use of the 21st century skills in their teaching practices due to their gender was (0.035) which means that there are statistically significant differences due to the English teachers' gender in favor of the females which had a total mean of (4.03) while the male teachers had a total mean of (3.78) thus, the null hypothesis is rejected. This result is the opposite to the one found in Shalamish (2021)' study where there were no statistically significant differences in the English teachers' incorporation of the 21st century skills due to the English teachers' gender.

According to the English teachers, there were statistically significant differences in the use of the 4Cs skills with a total significant level of (0.046) where the female teachers got a mean of (4.11) that is higher than the males' which was (3.87). This indicates that the female English teachers integrate the 4Cs skills in their English classes and teaching process more than the males. Also, there were statistically significant differences in the use of the IMT skills with a total significant level of (0.030) where the female teachers got a mean of (3.83) that is higher than the males' which was (3.52) and that shows that the male English teachers incorporate the IMT skills in their teaching but not as frequently as the female English teachers. Besides, there were statistically significant differences in the use of the FLIPS skills with a total significant level of (0.05) where the female teachers got a mean of (4.17) that is higher than the males' which was (3.91)

However, the results showed that there were no statistically significant differences in the English teachers' perspectives about the use of the Local and Global Connections and that both male and female English teachers integrate these skills in their teaching with no differences scored.

Female English teachers use the 21st century skills more than the males due to many reasons. One of which is that female English teachers plan their lessons well and choose the proper 21st century skill fits the lessons and topics they want to explain but male teachers tend to randomly integrate the 21st century skills in general. Also, female teachers use different 21st century skills and don't rely on certain ones in all the lessons with reflect positively on students' psychology and activeness in class. Furthermore, female teachers can teach how to use the internet sites and the new technology programs and contact with their students at homes more than the males as they may have a job after school.

5.2.3 Discussion of the second null hypothesis' results

The second null hypothesis: There are no statistically significant differences at the level of ($\alpha \leq 0.05$) in the means of the English teachers' use of the 21st century skills in their teaching practices due to the grades they teach.

The total mean level for the English teachers' use of the 21st century skills in their teaching practices due to the grades they teach was (3.93) for the 11th grade, (3.42) for the 12th grade and (3.98) for the 11th and 12th grades. To know whether these differences are statistically significant or not, the researcher used a One-Way ANOVA test that showed that there are statistically significant differences in the teachers' integration of the 4Cs skills that had a total significant level of (0.039) and in the integration of the FLIPS skills that had a total significant level of (0.013) thus, the null hypothesis was rejected.

To know in favor of whom the differences were, the researcher used a Tukey test which showed that the total significant level or the integration of the 4Cs and FLIPS skills were in favor of the 11th and 12th grades that had a significant level of (0.55). As for the integration of the 4Cs, the significant differences between the grades were in favor of the teachers who teach both the 11th and 12th grades as the level was (0.56). Moreover, concerning the integration of the FLIPS skills, the significant differences between the grades were in favor of the teachers who teach both the 11th and 12th grades as the level was 0.69.

To the knowledge of the researcher, there are no previous studies talking about the integration of the 21st century skills in the secondary stages according to the grades variable to be compared with the current study.

Teachers who teach both the 11th and 12th grades use the 21st century skills more than others as students in these classes talk to each other about the different skills used by their teacher and in case the teacher integrate a skill in one grade than the other, students start complaining

about that and asking their teacher to integrate the same skill in their grade too. Also, being a teacher for the 11th and 12th grade gives the teachers the chance to use different 21st century skills than depending on certain skills throughout the whole academic year.

5.2.4 Discussion of the third null hypothesis' results

The third null hypothesis: There are no statistically significant differences at the level of ($\alpha \leq 0.05$) in the means of the English teachers' use of the 21st century skills in their teaching practices due to the years of experience.

The total level for the English teachers' use of the 21st century skills in their teaching practices due to the years of experience was (3.98) in favor of teachers who have 1-5 years of experience which was the highest mean level, (3.89) for those having 6-10 years of experience, (3.97) for the teachers who have 11-15 years of experience and (3.91) for the teachers having more than 16 years of experience.

To know whether these differences are statistically significant or not, the researcher made a One-Way ANOVA test that there are no statistically significant differences thus, the null hypothesis was accepted.

The total significant degree of the four main domains of the 21st century skills was 0.95. The most integrated 21st century skills according to the English teachers' years of experience were the 4Cs skills with a significant level of 0.86 then the local and global connections that had a significant level of 0.78 followed by the FLIPS skills that had a (0.64) significant level and the last skills were the IMT ones which had a significant level of 0.18

These results are the same to Bolat (2022)'s study result which was that the English teachers who had less years of experience in teaching use and incorporate the 21st century skills more

than the experienced ones and the results of Shalamish (2021)'s study as there were statistically significant differences in the teachers' awareness of the 21st century skills.

As the experienced English teachers depend highly in their teaching on the traditional methods and not eager to use the 21st century skills or they don't know the how of integrating such skills in their teaching process, the novice and unexperienced English teachers use these skills frequently as they have trainings and workshops relating to the 21st century skills and how to make the English classroom environment away from the traditional one.

5.2.5 Discussion of the second question's results

The second question: What Obstacles do 11th and 12th grade teachers face when they use 21st century skills in teaching practices?

Four respondents mentioned that the large class size is of the main obstacles and hinders the proper integration of the 21st century skills in the English classes as when there are numerous students in the same class, teachers will not have the enough time to make all the students participate in the different strategies and activities relating to the 21st century skills. Also, large class size makes teachers not wanting to apply some techniques relating to the 21st century skills due to the noise the students make.

One of the respondents said that the general circumstances happened during the last three years (teachers' strike, Corona Virus and Gaza war) is considered as problems facing the English teachers whenever they plan and want to emerge the 21st century skills in their teaching process. These circumstances played a core role in making teachers neglecting most of the 21st century skills and depending on the traditional methods in teaching as there was no enough time to explain the lessons as in the normal situation especially in the days of the blended learning. The most 21st century skill that was used during these hard periods was

the technology as teaching was online and both teachers and students met via the TEAM application.

Four of the respondents mentioned another challenge that is the students' mixed-abilities that greatly affect teaching and explaining lessons to them. As they believe that it is hard for teachers to teach lessons depending on these skills while the class has different students' levels and it takes much time to illustrate the lesson using the 21st century skills to all of them. Also, the different students' levels make it hard for teachers to implement the strategies and use the skills within the expected time and in the planned way. Another respondent said that of the obstacles is the students' attitudes as some students are not serious while using the 21st century skills and others don't stick to the rules which harden the integration of the 21st century skills.

Another challenge mentioned by three of the respondents is the schools' lack of technical and support and resources as some schools especially the remote ones that don't have the sufficient tools and equipment like the LSDs that facilitate teaching and learning. Two of the respondents added the lack of the methodological guidance as a problem facing the 21st century integration as it is crucial for English teachers to know how to well incorporate these skills and the strategies relating to each of them in order to have a better English teaching.

Three respondents mentioned another challenge that is students' demotivation as sometimes, certain students don't like to participate in the activities and strategies happened in the English classes or school relating to the 21st century skill and normally, the good ones do the activities which make the others passive during the English classes. Besides, some secondary students don't take part in the 21st century skills activities even if such activities fit their teaching style saying that secondary stage students are not young to do activities especially the male ones.

Another respondent mentioned the time constraints as an obstacle as sometimes, teachers have to complete lessons and activities within a certain time period particularly, in the exams and strikes time.

Two respondents mentioned the lack of the Internet access in some schools especially the remote ones as an obstacle. Two respondents mentioned many challenges as the students' inability to use the modern technology properly, students' shyness to participate with their colleagues in activities, and that not all students own electronic devices such as smartphones, computers, or iPads which are needed for contacting with teachers and colleagues via the online applications. Two of the respondents mentioned the students' different learning styles as a challenge hinders the incorporating the 21st century skills efficiently as the same class has oral, visual, physical learners and the use of the 21st century skills in the English classes should be in accordance with such learning styles which requires from teachers to use different methods and strategies to meet the learners varied learning styles and preferences.

Another respondent presented many challenges such as the class size whether it is large or small as both sizes affect the integration of the 21st century skills in a way or another and the number of classes that the English teacher teach. When teachers teach different and many classes, this makes it as a burden on them to plan for all lessons according to the 21st century skills and sometimes, when teachers give two or three consecutive classes, the teacher feels tired and can't explain the next lesson properly.

Another respondent mentioned many obstacles including the students' inability to use the modern technology properly. It is true that most students have their phones nowadays yet, there are some who have no knowledge about the how of using the educational application. Students' shyness to participate with their colleagues in activities is also of the obstacles. Some students refuse to take part in the activities thinking that they may not doing the

activities well as that they are not as better as others. Moreover, the respondent thinks that not all students own electronic devices such as smartphones, computers, or iPads that are needed for contacting via the online applications especially when there are many members have to use such devices in the same family.

These results of this question are similar to the ones of Amr (2020)'s study where the researcher concluded that of the obstacles are the class size and lack of teachers' trainings and the results of Paschal (2022)'s study where the obstacles are the class size, technology integration, and teaching resources. Besides, the results of Bolat (2002)'s study were almost the same as this questions' which are the lack of infrastructure and lack of pre- and in-service training. Shalamish (2021) also had similar results relating to the obstacles that are the teachers' lack of training and knowledge about the 21st century skills, the lack of needed infrastructure, and not having enough financial support.

The researcher believes that these obstacles and challenges are due to many reasons. One of which is the lack of the sufficient financial support for all secondary schools to provide their teachers and students with the needed 21st century skills technical devices and tools like LSDs, internet access, recorders and so on. The second reason is that there are no available chances for the novice graduate students to teach in schools especially the secondary stages that are given for those have been teaching for more than 11 years. Also, English supervisors should provide the English teachers with the new methods and updates relating to the English teaching including the 21st century skills' and the how of integrating such skills effectively.

The results of this questions present many obstacles facing the English teachers in the secondary stages while incorporating the 21st century skills in their teaching process during the academic year of 2023-2024 that are the class size, general situation, students' different levels, lack of financial support and guidance, students' attitudes while the skills'

implementation, students' demotivating, lack of needed resources, time constraints, classes numbers that teachers teach, lack of teachers' training, students' inability to use the modern technology well, students' shyness, and most students don't have their own phones.

5.3 Discussions of the results of the semi-structured interviews' questions

The first question of the interview was about the 21st century skills used by EFL teachers. Three of the respondents (30%) said that they integrate the technology in their teaching process especially in the past three years and the different circumstances occurred that results in blended-learning. Five respondents (50%) said that the most used 21st century skill is the critical thinking to help students be innovative and creative-thinkers.

One of the respondents (10%) mentioned the problem-solving and digital literacy as the most frequently used out of other 21st century skills in English teaching. These two skills are crucial for the secondary students to acquire the ability of dealing with problems and solving them depending on the modern technologies and problem-solving steps. Another respondent (10%) said that collaboration and leadership are frequently used in the English classes. The respondent equips the students with such skills as they help students to better communicate with other colleagues and teach them how to become successful members and leaders in school and community.

Two respondents (20%) integrate the communication skills in most of their English classes and believe that such skills are important in nowadays English skills. Two of the respondents (20%) mentioned the team-working as the most used 21st century skill as team-working enhances the good relations between students in the same class. Three respondents (30%) said that they continuously integrate the digital literacy in their teaching and this helps in better English teaching.

As for the second question that was about how to incorporate the 21st century skills into the English teaching practices, six respondents (60%) said that they use modern technical resources and some internet apps as they improve the students' productivity and efficiency. Three respondents (30%) said that they do activities that promote the integration of the 21st century skills and that these activities relate the main four English activities. One of the respondents (10%) mentioned that they enhance students' interaction through different online forums as a mean to incorporate the 21st century skills. Two respondents (20%) use group working to activate collaboration and team work.

The third question concerning about the proper environments for the utilization of the 21st century skills. Seven respondents (70%) stated that interactive environment is one of the proper atmospheres that strengthen 21st century skills. This depends on the use of different strategies and methods like dialogues and discussions to enable students to communicate with others well and encourage less-able students to participate. Five respondents (50%) assured that cooperative environment is another ideal one that enhances 21st century skills. They added that this can be achieved by group working and pair working activities. One respondent (10%) mentioned another answer that is the project-based learning environment as it allows students to display their works the way fits them. Three respondents (30%) mentioned technology environment as the best one that helps the better implantation of the 21st century skills since today's teaching to a huge extent depend on the technology use.

As for the fourth question which was about the support and resources needed for a better 21st century skills integration. Eight respondents (80%) said that the class environment should be improved to fit the different 21st century strategies such as having LSDs, smart boards and other important digital tools and devices. Two respondents (20%) mentioned the e-learning sites and online forums should be available to help students be in contact with their teachers after school and whenever they want. Two respondents (20%) said that the internet

connection should be provided to all schools especially the remote ones. Moreover, two respondents (20%) said that it is important for English teachers to have an academic support from their head teachers and that English supervisors should make workshops and training sessions to equip the English teachers with the newest English methods and how to benefit and use the 21st century skills in their lessons' planning and teaching besides students' evaluation.

Concerning the last question which was about the benefits of integrating 21st century in the English classes, four respondents (40%) said that such skills help in improving and upgrading the students' levels since the 21st century skills include ones that fit the aural, visual and physical students. One respondent (10%) said that these skills develop the students' use of the different language skills. Two respondents (20%) said that there are many benefits of integrating the 21st century skills like activating the students and developing the students' personality since the continuous use of the 21st century skills help the shy and demotivated students to participate in the different activities and not to be passive in the English classes. Three respondents (30%) said that this will provide suitable and fun environment for teaching English as the English teachers implement a variety of activities and strategies away from the traditional ones.

Four respondents (40%) said that the developing of the students' skills like the critical thinking is of the benefits of the 21st century skills integration which in turn makes students more productive and creative. One respondent (10%) said that such skills enhance language proficiency and teach students how to be prepared for the future and the upcoming changes. One respondent (10%) stated that these skills help students to become better problem-solvers and enable them to communicate and collaborate with others effectively.

These results corresponded the respondents' answers to the questionnaire items regarding the high degree of integration of the FLIPS and 4 Cs skills. Yet, they are the opposite of their response about the integration of the IMT skills as the interviewed respondents said they integrate the technical literacy a lot in their teaching while in the questionnaire, the IMT skills were the least integrated 21st century skills. Local and global connections were not mentioned by any teacher. The questionnaires' results showed that respondents assure that they integrate the 21st century skills in their English classes through technology and the online sources and forums.

As for the proper environment for the 21st century skills' integration, the respondents' answers in the questionnaire were almost the same as that of the interviews. Respondents said that the environment where students think creatively and critically was during team working, collaboration, discussions and a welcoming school environment that provides all technological devices needed for 21st century integration.

5.4 Conclusion

The aim of the current study was to learn the reality of the Secondary English teachers' use of the 21st century skills and the obstacles facing them and whether there were significant differences in the skills' integration due to the English teachers' demographic variables (gender, grades they teach and years of experience). Questionnaire and semi-structured interviews were conducted in order to achieve the study aims. The findings of the questionnaire were analyzed with means, standard deviations, independent t-test, One-Way ANOVA and Tukey test while the results of the semi-structured interviews were thematically analyzed.

The results of the first question illustrated that the English teachers in the Southern-Hebron Directorate highly integrate the 21st century skills in their teaching process and that there are

skills that are frequently used more than others. The FLIPS skills are the most frequent integrated skills while the IMT skills were the less integrated ones.

As for the second question which was about the obstacles facing the English teachers while implementing the 21st century skills in the English classes, the results were the class size, general economic and political situation, students' different levels, lack of financial support and guidance, students' attitudes, students' motivation, lack of needed resources, time constraints, classes' large sizes, lack of teachers' training, students' inability to use the modern technology well, students' shyness, and scarcity of cellphones with students.

The results of the first null hypothesis showed that there are statistically significant differences in the English teachers' incorporation of the 21st century skills in favor of the female English teachers. The second null hypothesis' results showed that there are statistically significant differences in the English teachers' use of the 21st century skills due to the grades English teachers teach in favor of the 11th and 12th grades. However, the results of the third null hypothesis showed that there are no statistically significant differences in the English teachers' utilization of the 21st century skills due to the English teachers' years of experience.

The results of the current study presented information about the present situation of the utilization of the 21st century skills by the secondary English teachers and the obstacles facing teachers while incorporating these skills in their teaching practices. Findings are supposed to be useful for English teachers, English curricula designers, schools head teachers and policy-makers. These results can improve the English teaching and learning through starting integrating the 21st century skills in the Palestinian English Curricula and encourage English teachers to use such skills in their teaching. Also, these results can be

used as a guide for English curriculum designers to know the most needed 21st century skills to be integrated in the English curriculum.

In addition, English teachers can integrate these skills with the different teaching methods and strategies they use for a better teaching result and encouraging students to present their hidden skills. Moreover, English teachers have to be trained on how to use the technical resources and devices so that they can present their lessons easily and effectively.

5.5 Recommendations

Recommendations for English teachers

- Using 21st century skills in teaching English and evaluating students.
- Using technological tools in their schools to better explain the English lessons and do the activities.
- Using various activities and strategies taking into consideration the students' different variances for better English learning.

Recommendations for English curriculums designers

- Including the 21st century skills in the English lessons.
- Designing tasks and activities reflecting 4Cs skills in units or modules.
- Incorporating lessons that foster the FLIPS skills.

Recommendations for English supervisors

- Training the English novice teachers on the 21st century.
- Making workshops and training sessions for the English teachers to teach them some strategies and techniques related to the 21st century.
- Urging the English teachers to plan their lessons based on the 21st century skills

- Cooperating with the English teachers to overcome the obstacles facing them in implementing the 21st century skills as possible.

Recommendations for future studies

- Studying the students' perspectives about the implementation of the 21st century skills in university level.
- Studying the implementation of the 21st century skills in the primary and upper-primary stages
- Studying the English teachers' incorporating of the 21st century skills depending on other variables like the school's location, class size, and teachers' academic qualifications.
- Studying how to integrate the IMT skills in the secondary English classes.
- Identifying the obstacles facing the 21st century skills' incorporating and how to overcome these obstacles
- Studying the 21st century skills integration extent in the English classes from the English supervisors' perspectives at the Southern-Hebron Directorate.

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Appendices

Appendix 1: List of referees

No.	Referee's name	Place of work
1.	Prof. Afif Zaidan	Al-Quds University
2	Dr. Mohammad Farrah	Hebron University
3.	Dr. Hazim Bader	Hebron University
4.	Dr. Adnan Shehadeh	Palestine Polytechnic University
5.	Dr. Ahmad Raba'	An-Najah University
6.	Dr. Naem Salah	Palestine Aylyah University

Appendix 2: The final version of the questionnaire



Al-Quds University

Faculty of Higher Studies

English Language Teaching Methods

Dear Teachers,

The following questionnaire aims at collecting data for my MA thesis titled "**Reality of Secondary School English Language Teachers' Practices of 21st Century Skills in Teaching and the Obstacles they Encounter**". The study is supposed to investigate the extent to which English Language Teachers at Southern Hebron Directorate use the 21st century skills in their teaching practices. Besides, it seeks to find out the obstacles the EFL teachers face while utilizing these skills in their English classes. You are cordially invited to fill this questionnaire by putting (x) in the box that suits your case. The researcher greatly appreciates your acceptance to respond to the questionnaire. Data collected from this questionnaire will solely be used for scientific research purposes.

Section 1: Personal Information

Please put (x) in the place that suits your case:

Gender: a- Male () b-Female()

Grades I teach: a-11th grade () b-12th grade () c-11th and 12th grades ()

Years of experience: a- 1-5 () b- 6-10 () c- 11-15 () d. +16

Section two: Teacher's questionnaire

This section deals with the extent to which English language teachers at Southern Hebron Directorate use the 21st century skills in their English classes.

Could you please respond to the following items by putting (x) in the box that suits your perspective?

Domain One: Teachers' perspectives of the integration of the 4Cs skills (Critical thinking, Communication, Creativity and Collaboration skills)						
Item No.	Statements	Always	Often	Sometimes	Seldom	Never
1.	I encourage team-working in my language classes.					
2.	I motivate students to think critically.					
3.	I use brainstorming in most classes.					

4.	I encourage students to answer questions in front of their classmates.					
5.	I plan my lessons based on the 4Cs skills.					
6.	I motivate students to think creatively.					
7.	I train students on the scientific procedure of problem-solving.					
8.	I encourage students to think outside the box for authentic solutions.					
9.	I encourage students to provide varied answers for most questions.					
10.	I equip students with the skills related to self-autonomy learning.					
11.	I encourage students to analyze and assess themes.					
12.	I utilize tasks and activities related to the 4Cs.					
13.	I use concept mapping to explain certain activities.					
14.	I help students to draw conclusions based on given data.					
15.	I reinforce the persuasive arguments among students.					
16.	I encourage oral discussions in class.					
17.	I encourage peer-assessment.					

Domain Two: Teacher's perspectives of using the IMT skills (Information, Media and Technical Literacy)

1.	I equip students with needed skills to digitally access the information.					
2.	I demonstrate different tasks digitally.					
3.	I urge students to use technology for self-instruction.					
4.	I encourage students to use technology to share information.					
5.	I use technology to keep track of the students' work as extended tasks and assignments.					
6.	I use technology in class to better explain the lessons.					
7.	I use online tools and sources to enrich the teaching-learning process.					
8.	I help students in how to distinguish between credible and incredible information.					
9.	I negotiate with students on the best technology tools to be used in classes.					
10.	I use different technological media that fit individual differences.					

11.	I look for the technological updates related to English curriculum.					
12.	I teach students about the ethics of obtaining digital information.					
Domain Three: Teachers' perspectives of the FLIPS skills incorporating (Flexibility, Leadership, Initiative and Social Interaction)						
1.	I apply various effective team management strategies.					
2.	I demonstrate how to be effective citizens and students.					
3.	I inform students how to be aware of the social issues that affect their lives.					
4.	I teach students how to monitor their own progress.					
5.	I encourage students to find solutions to complex, open-ended questions or problems.					
6.	I encourage students' self-independency.					
7.	I equip students with the needed steps to accomplish a task within a specific period of time.					
8.	I explain students the how of being accountable for their actions and behaviors in class.					
9.	I provide students with abilities that help them to be a leader in class and at school.					
10.	I teach students how to be initiators.					
Domain Four: Teachers' perspectives of the local and global Connections' incorporation						
1.	I motivate students to benefit from what they have learned in local situations, issues, or problems.					
2.	I deliver topics or issues that are relevant to students' families or communities.					
3.	I encourage students to respond to questions or tasks in a way that considers the concerns and viewpoints of others.					
4.	I help students in comprehending the different viewpoints of groups or community members.					
5.	I help students understand the life experiences of people in cultures besides their own.					
6.	I urge students to learn more about other countries or cultures.					

7.	I encourage students to reflect on how their own experiences and local issues are connected to global issues.					
8.	I discuss with students' global issues.					

Appendix 3: The final version of the interview

1. What 21st century skills do you usually use in your teaching practices?
2. How do you incorporate 21st century skills into your English language teaching practices?
3. What are the proper environments for the utilization of the 21st century skills in your English classes?
4. What support and resources should be available to effectively utilize 21st century skills in your teaching practices?
5. What are the main obstacles you encounter while using 21st century skills in your English language classes?
6. What are the benefits of integrating 21st century skills in English Language teaching practices?

واقع ممارسة معلمي اللغة الإنجليزية في المرحلة الثانوية لمهارات القرن الحادي والعشرين في

التدريس والتحديات التي تواجههم

الطالبة: أريج حمد أبو عطوان

المشرف: د. محمود طميري

الملخص

لم يعد كافياً أن يقوم معلمي اللغة الإنجليزية بتدريس الطلبة اعتماداً على الأساليب التقليدية بل يتحتم عليهم اليوم القيام بذلك من خلال توظيف المهارات الحديثة والتي من ضمنها مهارات القرن الحادي والعشرين التي تنمي روح التنافس والإبداع لدى الطلبة. وبالتالي، فإن هذه الرسالة هي ذات هدفين، الأول يتعلق بمعرفة مدى توظيف مهارات القرن الحادي والعشرين من قبل معلمي اللغة الإنجليزية في التدريس للمرحلة الثانوية في تربية جنوب الخليل. أما الشق الثاني فيتمثل في معرفة العوائق التي تواجه المعلمين في تطبيق مثل هذه المهارات.

تم تطبيق هذه الرسالة خلال الفصل الثاني من العام الدراسي 2023-2024 في المدارس الثانوية الحكومية التابعة لتربية جنوب الخليل وكان المنهج المتبع فيها المنهج الوصفي لمناسبته طبيعة الرسالة. أيضاً، قامت الباحثة بجمع المعلومات اللازمة من خلال الأساليب الكمية والنوعية والتي شملت كلاً من المقابلات شبه المقننة والاستبيان الذي تم إرساله إلى معلمي اللغة الإنجليزية إلكترونياً. ضم مجتمع الدراسة جميع معلمي اللغة الإنجليزية للمرحلة الثانوية والبالغ عددهم (400) معلم ومعلمة بينما اقتصرَت العينة على 32 معلم و44 معلمة لغة إنجليزية في المرحلة الثانوية والذين تم اختيارهم من خلال العينة الطبقية.

توصلت الباحثة إلى مجموعة من النتائج والتي من ضمنها أن معلمي اللغة الإنجليزية للمرحلة الثانوية في تربية جنوب الخليل يوظفون مهارات القرن الحادي والعشرين بدرجة كبيرة حيث بلغ المتوسط الحسابي 3.92. أيضاً، أظهرت النتائج وجود فروق ذات دلالة إحصائية في ممارسة معلمي اللغة الإنجليزية للمرحلة الثانوية لمهارات القرن الحادي والعشرين تعزى للجنس حيث بلغ المتوسط الحسابي 0.035 وكانت الفروق لصالح الإناث. ومن النتائج كذلك وجود فروق ذات دلالة إحصائية في ممارسة معلمي اللغة الإنجليزية للمرحلة الثانوية لمهارات القرن الحادي والعشرين تعزى للصفوف حيث بلغ المتوسط الحسابي 0.032 وكانت الفروق لصالح الصفوف الحادي عشر والثاني عشر معاً. إضافة إلى ذلك،

أظهرت النتائج عدم وجود فروق ذات دلالة إحصائية في ممارسة معلمي اللغة الإنجليزية للمرحلة الثانوية لمهارات القرن الحادي والعشرين تعزى لسنوات الخبرة بمتوسط حسابي 0.958

وفيما يتعلق بالمعيقات التي تواجه معلمي اللغة الإنجليزية في المرحلة الثانوية أثناء توظيف مهارات القرن الحادي والعشرين، فقد كان من ضمن الإجابات عدد الطلبة في الصف، الأوضاع العامة المحيطة، مستويات الطلبة المختلفة، عدم توفر الدعم المالي والتوجيه المناسب، تصرفات الطلبة أثناء توظيف المهارات، عدم وجود حافز لدى الطلبة للمشاركة في الأنشطة، نقص الموارد اللازمة، محددات الوقت، عدد الصفوف التي يدرسها المعلم، قلة التدريبات المقدمة للمعلمين، عدم مقدرة بعض الطلبة على الاستخدام الجيد للتكنولوجيا الحديثة، الشعور بالخجل، عدم امتلاك بعض الطلبة لهواتف خاصة بهم.

الكلمات المفتاحية: مهارات القرن الحادي والعشرين، والمنهاج، والمرحلة الثانوية