

Examining the Integration of 21st Century Skills in EFL Instruction: A Case Study of Selected Saudi Universities

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Abstract

In an era characterized by rapid technological advancements and societal transformations, the importance of 21st-century skills in education cannot be overstated. Teachers play a pivotal role not only in imparting knowledge within the confines of the classroom but also in shaping the lives of individuals within their communities. This study investigates the acquisition of 21st-century skills among English teachers in Saudi Arabian universities, recognizing the significance of these skills in preparing educators for the evolving demands of modern society. A total of 150 respondents from five universities across Saudi Arabia participated in the survey, providing insights into their proficiency in various 21st-century skills. The results reveal that participants demonstrate that they have acquired a comparatively high level in social skills, leadership, communication, and aspects of creativity. However, skills such as digital literacy, collaboration, and critical thinking exhibit only a moderate level of acquisition among participants. Despite the overall positive indication of 21st-century skill adoption in English as a Foreign Language (EFL) instruction, there remains room for improvement. The findings suggest that while Saudi Arabian English teachers have begun integrating 21st-century skills into their teaching practices, further efforts are required to fully harness the potential of these skills. Addressing this gap may necessitate additional training opportunities and the development of English language curricula that explicitly incorporate and prioritize 21st-century skill development.

Keywords: 21st-century skills, English teachers, higher education, skill development, quality education

1. Introduction

In the contemporary educational setting, teachers are tasked not only with being innovative and adaptable but also with possessing lifelong skills crucial for nurturing 21st-century capabilities among students. Anagün (2018) underscores that educators who excel in problem-solving, critical thinking, collaboration, communication, and creativity are better equipped to instill these skills in their students. However, only education cannot solely cultivate responsible, target-oriented, and well-balanced societies. UNESCO (2017) highlights the importance of nurturing 21st-century skills among learners, who represent the future members and leaders of society, necessitating the equipping of teachers with these necessary skills, as noted by Urbani et al. (2017). Furthermore, Sustainable Development Goal 4 emphasizes the promotion of better education that encourages enduring scholarship (United Nations, 2013), while Goal 16 stresses for establishing inclusive and peaceful societies via active participation in decision-making processes (United Nations, 2013). These enterprises underscore the significance of evolving essential skills in learners to thrive in practical scenarios.

The framework, introduced by Battelle for Kids in 2019, offers educators a valuable tool for integrating skills of 21st-century into their teaching practices (Battelle for Kids, 2019). This framework delineates three basic 21st-century skill sets that must be cultivated by learners. Life and career skills encompass attributes such as flexibility, creativity, communal and inter as well as cross-cultural competence, and leadership. Promoting learning and innovative skills involves nurturing creativity, critical thinking, and effective communication. Additionally, information, media, & technology skills encompass competencies such as information literacy, media literacy, and ICT proficiency (Battelle for Kids, 2019). However, it is crucial for educators to acquire and develop these skills themselves before imparting them to students, as emphasized by Rotherham and Willingham (2010). Thus, teachers must undergo training to adapt themselves to the requirements of 21st-century.

Preparing teachers for 21st-century necessitates comprehensive preparation and ongoing development due to the myriad competencies and skills required. Priority should be given to training preservice teachers to guarantee that the professionals of next generation are well-equipped (Urbani et al., 2017). Furthermore, facilitating the growth of teachers requires a curriculum that prioritizes ICT literacy and fosters an environment of collaboration and highlights learner-centered approach (Boholano, 2017). Flipped classrooms could utilized another approach to instill skills of 21st-century among teachers, which can enhance self-efficacy, awareness, collaboration and team work (Hao & Lee, 2016). Additionally, alongside skill acquisition, spiritual norms and moral values must be emphasized to ensure holistic development (Afandi et al., 2019). Thus, a multifaceted approach is required to prepare educators to effectively foster 21st-century competencies in their students.

1.1 21st Century Skills in EFL Classrooms

In the realm of English as a Foreign Language (EFL) classrooms, the significance of nurturing 21st-century skills cannot be overstated. Handayani (2017) underscores that the traditional education model, where teachers are the sole fountains of knowledge, is no longer adequate. Instead, students must be equipped with the skills requisite for thriving in the contemporary world. English language teachers, therefore, play a pivotal role in instilling these skills in their students. To accomplish this effectively, EFL teachers must possess a profound comprehension of the theoretical underpinnings, attributes, and proficiencies associated with 21st-century skills. Furthermore, they must integrate innovative pedagogical approaches and activities into their instructional strategies. Techniques like modeling, coaching, scaffolding, reflection, exploration, and other supportive methods can be employed to cater to the diverse learning needs of individual students. Essentially, by embracing and incorporating 21st-century skills into their instructional methodologies, EFL teachers can better equip their students to face the challenges and grab the future opportunities.

Numerous studies underscore the importance of incorporating skills of the 21st-century into classrooms. Thang et al. (2014) conducted a seminal study revealing the positive reception of both teachers and students to the utilization of Digital Storytelling for teaching English for Academic Purposes (EAP). Their preliminary findings underscore the effectiveness of this innovative instructional approach in fostering interactive communication skills, technology literacy, interpersonal skills and language proficiency. In another pivotal study by Norahmi (2017), respondents expressed their expectations regarding the activities employed by teachers during the teaching-learning process. The outcomes indicate that students anticipate 21st-century educators to possess skills relevant to modern technology and future-oriented characteristics.

Furthermore, Ahmadi's comprehensive literature review (2018) delved into the impact of technology on EFL classrooms. The findings revealed that technology integration enhances interaction and communication between EFL learners and teachers, nurtures critical skills, helps in implementing student-centered approach, and enhances learners' self-sufficiency, self-assurance, and motivate them to effectively acquire a foreign language.

Bedir (2019) explores the opinions and observations of EFL teachers concerning the innovative learning skills pertinent to the 21st Century, with a particular focus on the 4Cs (critical thinking, communication, collaboration, and creativity). The findings unveiled that while EFL pre-service teachers associated 21st-century learning with technology integration in the teaching-learning process, their awareness of the 4Cs remained moderate, although they viewed them positively.

Asri (2019) proposed distinct techniques tailored for EFL classrooms in 21st-century which could enhance critical thinking in the process of language acquisition. These techniques encompass creating videos and multimedia "digital creations," formulating arguments based on gathered data, and composing various text-types for diverse purposes. Moreover, strategies revolving around information and ICT literacy involve managing the influx of data from diverse sources and utilizing technology for further research, organizing, storing, and disseminating information. Concerning life skills, students are encouraged to engage with the local or global community by addressing community issues or making decisions at different levels.

To effectively instill 21st-century skills to students, English teachers must adeptly integrate these skills into the teaching and learning process, as emphasized by Tican and Deniz (2018), "teachers instructing learners of the 21st Century should be proficient in applying 21st Century learner skills in classroom activities" (p.183). In this regard, Saavedra and Opfer (2012) outlined nine lessons for successfully teaching 21st-century skills, emphasizing the importance of a relevant curriculum, learning within disciplinary contexts, nurturing both lower and higher-order thinking skills, fostering self-directed learning, encouraging transfer of learning, addressing misunderstandings directly, promoting collaboration and technology utilization, and fostering student creativity. Essentially, Saavedra and Opfer (2012) advocate for equipping 21st-century teachers with robust learning tools

to nurture students' creativity and harness their potential in formal as well as informal learning settings within the global society.

1.2 Research Questions & Objectives

This study aimed to determine the 21st-century skill acquisition among English teachers working in the universities of Saudi Arabia. Specifically, this study seeks to explore the level of 21st-century skills among EFL university teachers in Saudi Arabia. In order to the objective of the study, the researcher tried to answer the following main question:

What is the level of 21st century skills among English teachers working in Saudi Universities?

2. Research Methodology

The research design of the study aimed to investigate the acquisition of 21st-century skills among English teachers in Saudi Arabian universities. The study adopted a quantitative approach to gather data from a sample of 150 respondents selected from five universities across Saudi Arabia.

The research employed a survey method, where participants were asked to respond to a structured questionnaire designed to assess their proficiency in various 21st-century skills. The questionnaire comprised items focusing on skills such as social skills, leadership, communication, digital literacy, collaboration, and critical thinking. These skills were identified as key components of 21st-century competency and were aligned with the objectives of the study.

2.1 Research Instrument

The research tool was modified from the investigation carried out by Anter & Bulonos (2022) to assess the proficiency of English teachers in 21st-century skills, in accordance with the research objectives and insights derived from the literature. The survey comprises 56 items related to various 21st-century skills, including critical thinking, collaboration, creativity, digital literacy, communication, social skills, and leadership.

2.2 Data Collection

The survey participants were English teachers with varying levels of experience and qualifications. Out of the two hundred teachers approached, a total of one hundred fifty (150) respondents completed the survey. Data on respondents' 21st-century skill acquisition was collected using questionnaire survey, which was handed to the teachers manually upon approval. Following the completion of data collection, the researcher analyzed and interpreted the results.

2.3 Data Analysis

The collected data underwent analysis using the mean to assess the extent of 21st-century skill acquisition among English teachers. Furthermore, a Kruskal-Wallis test was employed to examine variances in 21st-century skill acquisition levels based on gender.

3. Results and Discussions

The mean value and standard deviation for each component of 21st-century skill acquisition is given below. The result demonstrates that mean value for social skills ($\bar{x}=4.21$, $SD=.599$) is the highest, followed by leadership ($\bar{x}=4.11$, $SD=.514$), communication ($\bar{x}=4.11$, $SD=.589$), creativity ($\bar{x}=3.99$, $SD=.476$), collaboration ($\bar{x}=3.87$, $SD=.537$), critical thinking skills ($\bar{x}=3.70$, $SD=.551$), and digital literacy ($\bar{x}=3.65$, $SD=.531$) respectively.

Table 1. Leadership

| Indicator | \bar{x} | SD |
|---|-----------|------|
| Leadership | 4.11 | .514 |
| 1 I typically anticipate others' responses to new ideas beforehand. | 4.00 | .586 |
| 2 I recognize the significance of the social fabric within an organization. | 4.11 | .656 |
| 3 I possess the skills to effectively manage both people and resources. | 4.08 | .620 |
| 4 I have a keen ability to discern emotional dynamics within group settings. | 3.63 | .452 |
| 5 I take pleasure in engaging in discussions about organizational philosophy. | 4.32 | .653 |
| 6 I excel in resolving conflicts within group dynamics. | 4.19 | .650 |
| 7 I demonstrate flexibility in adapting to changes within group environments. | 4.10 | .615 |
| 8 I derive satisfaction from crafting strategic plans. | 4.14 | .674 |

The Table 1 above indicates the \bar{x} and SD of the leadership skills of the 150 ELT teachers that belonged to different five universities. The most important indicator take pleasure in engaging in discussions about organizational philosophy with \bar{x} value is 4.32 and SD .653. The least have been ability to discern emotional dynamics within group settings with \bar{x} value is 3.63 and SD .452.

Table 2. Critical Thinking Skills

| Indicator | \bar{x} | SD |
|--|-----------|------|
| Critical Thinking Skills | 3.70 | .551 |
| 1 I have faith in my capability to comprehend how knowledge can apply to various contexts. | 4.14 | .599 |
| 2 I have faith in my capability to acknowledge my limitations and devise alternative approaches. | 4.10 | .670 |
| 3 I have faith in my capability to assess my own reasoning. | 4.00 | .576 |
| 4 I have faith in my capability to discern necessary details through scientific investigation. | 3.82 | .724 |
| 5 I have faith in my capability to expand my own investigation. | 3.89 | .586 |
| 6 I have faith in my capability to revise ideas and provide justification. | 3.71 | .645 |
| 7 I have faith in my capability to grasp challenging questions. | 3.63 | .565 |
| 8 I have faith in my capability to evaluate the reliability of data. | 4.10 | .534 |

The Table 2 above indicates the \bar{x} and SD of the critical thinking skills amongst the 150 ELT teachers that belonged to different five universities. The most important indicator is their capability to comprehend how knowledge can apply to various contexts with \bar{x} value is 4.14 and SD .599. The least have been their capability to grasp challenging questions with \bar{x} value is 3.63 and SD .565.

Table 3. Creativity

| Indicator | \bar{x} | SD |
|--|-----------|------|
| Creativity | 3.99 | .476 |
| 1 I am skilled at elaborating and refining my ideas. | 4.02 | .560 |
| 2 I effectively utilize brainstorming techniques to generate innovative ideas. | 4.20 | .615 |
| 3 I adeptly locate pertinent sources of knowledge and information. | 3.53 | .670 |
| 4 I harness my imagination to create novel concepts. | 4.05 | .655 |
| 5 I produce unique and diverse outputs. | 4.10 | .652 |
| 6 I combine disparate ideas to generate fresh perspectives. | 3.42 | .700 |
| 7 I actively encourage a multitude of creative concepts. | 4.14 | .641 |
| 8 I generate ideas essential for fostering new developments. | 4.11 | .652 |

The Table 3 above indicates the \bar{x} and SD of the creativity amongst the 150 ELT teachers that belonged to different five universities. The most important indicator is their ability to effectively utilize brainstorming techniques to generate innovative ideas with \bar{x} value is 4.20 and SD .615. The least have been their adeptly locating relevant sources of information with \bar{x} value is 3.53 and SD .670.

Table 4. Collaboration

| Indicator | \bar{x} | SD |
|--|-----------|------|
| Collaboration | 3.87 | .537 |
| 1 I am adept at creating comprehensive task lists. | 4.10 | .611 |
| 2 I excel in assisting the team in problem-solving endeavors. | 4.09 | .670 |
| 3 I am proficient in providing constructive and valuable feedback. | 4.00 | .656 |
| 4 I am skilled in aiding in the resolution of team issues. | 3.21 | .699 |
| 5 I demonstrate respect for others' perspectives. | 3.89 | .651 |
| 6 I effectively engage others in collaborative tasks. | 3.51 | .642 |
| 7 I am capable of completing tasks with the assistance of my team members. | 4.05 | .643 |
| 8 I prioritize effective time management, especially in group projects. | 3.89 | .650 |

The Table 4 above indicates the \bar{x} and SD of the above indicates the \bar{x} and SD of the collaboration amongst the 150 ELT teachers that belonged to different five universities. The most important indicator is their adaptation at creating comprehensive task lists \bar{x} value is 4.10 and SD .611. The least have been their skill to aid resolution in issues of teamwork with \bar{x} value is 3.21 and SD .699.

Table 5. Social Skills

| Indicator | \bar{x} | SD |
|--|-----------|------|
| Social Skills | 4.21 | .599 |
| 1 I respond appropriately to peer pressure situations. | 4.12 | .664 |
| 2 I maintain composure in conflict scenarios. | 4.21 | .705 |
| 3 I am receptive to constructive criticism. | 4.20 | .710 |
| 4 I confidently initiate conversations with others. | 3.83 | .710 |
| 5 I am open to considering and accepting others' ideas. | 4.10 | .709 |
| 6 I easily forge connections and make friends. | 4.09 | .700 |
| 7 I foster positive relationships and rapport with others. | 4.00 | .703 |
| 8 I collaborate effectively with others | 3.79 | .685 |

The Table 5 above indicates the \bar{x} and SD of social skills of the 150 ELT teachers that belonged to different five universities. The most important indicator is their maintenance of composure in conflict scenarios with \bar{x} value is 4.21 and SD .705. The least have been their collaboration effectively with others with \bar{x} value is 3.79 and SD .685.

Table 6. Communication

| Indicator | \bar{x} | SD |
|---|-----------|------|
| Communication | 4.11 | .589 |
| 1 I proficiently utilize appropriate communication platforms. | 4.10 | .587 |
| 2 I adapt my communication style to suit diverse situations. | 4.03 | .581 |
| 3 I communicate fluently, clearly, and professionally. | 4.12 | .631 |
| 4 I craft clear and engaging discussions. | 4.00 | .579 |
| 5 I present information coherently and comprehensively. | 4.20 | .630 |
| 6 I effectively articulate various perspectives. | 4.01 | .712 |
| 7 I organize information logically and effectively. | 4.09 | .721 |
| 8 I respond to questions in a clear and logical manner. | 4.01 | .610 |

The Table 6 above indicates the \bar{x} and SD of the communication skill amongst the 150 ELT teachers that belonged to different five universities. The most important indicator is their ability to present information coherently and comprehensively with \bar{x} value is 4.20 and SD .630. The least have been their ability to craft clear and engaging discussions with \bar{x} value is 4.00 and SD .579.

Table 7. Digital Literacy

| Indicator | \bar{x} | SD |
|---|-----------|------|
| Digital Literacy | 3.65 | .531 |
| 1 I confidently utilize internet resources judiciously. | 3.79 | .550 |
| 2 I skillfully employ digital media to create original content. | 4.12 | .619 |
| 3 I adeptly save, store, and reuse information using ICT tools. | 4.00 | .721 |
| 4 I tailor outputs to suit different audiences and contexts. | 3.89 | .660 |
| 5 I use ICT appropriately and effectively. | 3.84 | .651 |
| 6 I proficiently utilize various ICT tools such as slides, spreadsheets, and documents. | 3.52 | .597 |
| 7 I am proficient in utilizing diverse types and formats of ICT. | 3.21 | .544 |
| 8 I efficiently utilize various educational technology platforms. | 3.17 | .515 |

The Table 7 above indicates the \bar{x} and SD of digital literacy amongst the 150 ELT teachers that belonged to different five universities. The most important indicator is their ability to skillfully employ digital media to create original content with \bar{x} value is 4.12 and SD .619. The least have been their ability to efficiently utilize various educational technology platforms with \bar{x} value is 3.17 and SD .515.

Table 8.

| Overall | \bar{x} | SD |
|---------|-----------|------|
| | 4.10 | .505 |

The overall the \bar{x} and SD of the seven indicators have been 4.10 and .505 respectively.

3.1 Discussion

It is essential to acquiring skills of 21st-century skills in our rapidly evolving society, with educators playing a crucial role in promoting students' all-inclusive development within the community. The overall mean score ($\bar{x}=4.10$, $SD=.505$) indicates a commendably high level of 21st-century skills among English teachers working in Saudi Arabia, with digital literacy exhibiting a moderate level, indicating a lack of awareness regarding the significance of digital skills in language education. Buckingham (2006) underscores the importance of media literacy in connecting classroom learning with ICT, which is especially crucial during educational transitions. As various ICT tools emerge, teachers are becoming increasingly equipped and adaptable in their instructional approaches. Therefore, necessary training sessions may be organized to assist English teachers in acquiring a high level of expertise in digital literacy.

However, despite the generally moderate acquisition levels in digital literacy, collaboration, and critical thinking, leadership skills exhibit the highest acquisition among the indicators. Although still relatively high, this finding emphasizes the importance of teachers' roles as leaders both within the classroom and the broader public (Valcks, Vanderlinde, & Devos, 2020). Lynch (2016) stresses the necessity for all teachers to develop leadership skills to enhance their effectiveness within their respective institutions.

Through analysis using the Kruskal Wallis test, both the program ($\chi^2=4.89$, $p>.01$) and gender (Mann-Whitney $U=1710.000$, $p>.01$) show there is insignificant associations with skills of 21st-century. However, it's evident that various programs yield varying levels of skill acquisition, potentially influenced by learners' preferences (Ching Sing, Liang, Tsai, & Dong, 2020), soft skills (Yan, Yinghong, Lui, Whiteside, & Tsey, 2019), attitudes (Soh, Arsad, & Osman, 2010), teachers' preparedness in terms of assessment and teaching methods (Griffin & Care, 2014), perceptions (Anagün, 2018), and learning and teaching skills (Saavedra & Opfer, 2012). Notably, female English teachers exhibit higher levels of communication, critical thinking, and leadership skills compared to males, aligning with the findings of the study conducted by Tican and Deniz in 2019. These disparities, along with factors like the learning atmosphere (Pearlman, 2010), collectively contribute to the acquisition of skills of 21st-century among English teachers in Saudi Universities.

4. Conclusion

The findings indicate that participants have achieved a notably high level in social skills, leadership, communication, and aspects of creativity. However, skills like digital literacy, collaboration, and critical thinking show only moderate levels of acquisition among participants. Although there's a generally positive trend in adopting 21st-century skills in English as a Foreign Language (EFL) instruction, there's still scope for improvement. The results suggest that while Saudi Arabian English teachers have started integrating 21st-century skills into their teaching methods, further endeavors are needed to fully exploit the potential of these skills.

Several factors may contribute to the moderate levels of acquisition of skills like digital literacy, collaboration, and critical thinking among EFL participants in Saudi Arabia. Limited access to technology, including unequal access to computers, internet connectivity, and educational software, may hinder participants' ability to develop digital literacy skills through hands-on practice and exploration. Additionally, traditional teaching methods prioritizing rote memorization and passive learning over active engagement and critical inquiry may not adequately foster collaboration and critical thinking skills. Curriculum frameworks and assessment practices may further exacerbate the issue by prioritizing content knowledge over 21st-century skills development, resulting in insufficient time and resources allocated for skill development. Language barriers, varying English language proficiency levels among EFL participants, may impede engagement in collaborative activities and effective navigation of digital resources. Furthermore, limited professional development opportunities and support for EFL teachers in enhancing their digital literacy, collaboration, and critical thinking skills may leave them ill-equipped to effectively develop these skills in their students. Cultural norms that prioritize teacher authority and passive learning, along with inadequate infrastructure including limited access to reliable internet connectivity and outdated technology infrastructure, pose additional challenges to implementing digital learning initiatives and collaborative activities effectively. Addressing these challenges requires a comprehensive approach involving investment in technology infrastructure, curriculum reform, professional development for teachers, and cultural shifts towards more student-centered and inquiry-based pedagogies.

4.1 Limitations of the Study

Sample Size and Representation: The study's sample consisted of 150 English teachers from five universities in Saudi Arabia, potentially limiting the representativeness of the broader population of English educators in the country. A larger and more diverse sample would offer a more nuanced understanding of 21st-century skill acquisition among English teachers across various contexts.

Self-Reported Data: Data collection relied on self-reported responses from participants, introducing the possibility of biases, inaccuracies, or social desirability effects. Participants may have provided responses they perceived as favorable rather than accurately reflecting their proficiency in 21st-century skills.

Cross-Sectional Design: The study adopted a cross-sectional design, providing a snapshot of participants' proficiency in 21st-century skills at a specific moment. Longitudinal studies tracking skill development over time could yield deeper insights into the effectiveness of skill acquisition initiatives and instructional practices.

Limited Scope of Assessment: The study primarily assessed the self-perceived proficiency of English teachers in various 21st-century skills without evaluating actual classroom practices or student outcomes resulting from the integration of these skills. Incorporating classroom observations or student performance assessments could offer a more comprehensive understanding of skill acquisition and application.

Contextual Factors: The study's findings may be influenced by contextual factors unique to Saudi Arabian universities and the EFL teaching environment. Cultural norms, institutional policies, and available educational resources specific to Saudi Arabia may impact the acquisition and implementation of 21st-century skills differently compared to other regions or educational settings.

Generalizability: While the study offers valuable insights into 21st-century skill acquisition among Saudi Arabian English teachers, caution is warranted when extrapolating the findings to other contexts or populations. Cultural, institutional, and contextual variations may limit the transferability of the study's conclusions beyond the specific context of Saudi Arabian universities.

4.2 Recommendations

Based on the study's findings, the following recommendations aim to enhance the acquisition and integration of 21st-century skills among English teachers in Saudi Arabian universities:

- (1) Professional Development Programs: Introduce tailored professional development initiatives to bolster English teachers' proficiency in 21st-century skills, with a focus on digital literacy, collaboration, and critical thinking. These programs should equip educators with the knowledge, strategies, and resources needed to effectively integrate these skills into their teaching methodologies.
- (2) Curriculum Enhancement: Conduct a thorough review and update of the English language curricula within Saudi Arabian universities to explicitly embed and prioritize the cultivation of 21st-century skills. Ensure that the curricula incorporate engaging instructional activities designed to foster digital literacy, collaboration, and critical thinking among students.
- (3) Technology Integration: Advocate for the seamless integration of technology into English language instruction to enhance digital literacy skills among both educators and learners. Provide comprehensive training and support on utilizing digital tools and platforms that facilitate collaborative learning, critical thinking, and effective communication.
- (4) Promote Collaboration: Encourage collaborative learning opportunities among English teachers across universities to facilitate the exchange of best practices, resources, and instructional methodologies for integrating 21st-century skills into the classroom. Foster a culture of collaboration and ongoing professional development among educators.
- (5) Implement Effective Assessment Methods: Develop robust assessment and feedback mechanisms to continuously monitor and evaluate the acquisition and application of 21st-century skills among English teachers and students. Utilize formative assessments, peer evaluations, and feedback loops to provide targeted support and guidance for skill development.
- (6) Support Research Initiatives: Invest in research and innovation initiatives aimed at exploring novel approaches to teaching and assessing 21st-century skills in English language instruction. Foster collaboration between researchers, educators, and policymakers to identify and implement effective practices and interventions.

By implementing these recommendations, Saudi Arabian universities can better equip English teachers to meet the evolving demands of contemporary society and empower students with the essential 21st-century skills required for success in the digital era.

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