УНИВЕРЗИТЕТ „ГОЦЕ ДЕЛЧЕВ“-ШТИП
ФИЛОЛОШКИ ФАКУЛТЕТ

UDC 80 (82)

ISSN 1857-7059

ГОДИШЕН ЗБОРНИК

2023

YEARBOOK

2023

ГОДИНА 14
БРОЈ 21

VOLUME 14
NO 21

GOCE DELCEV UNIVERSITY - STIP
FACULTY OF PHILOLOGY

УНИВЕРЗИТЕТ „ГОЦЕ ДЕЛЧЕВ“ – ШТИП
ФИЛОЛОШКИ ФАКУЛТЕТ

ГОДИШЕН ЗБОРНИК
2023
YEARBOOK
2023

ГОДИНА 14
БР. 21

VOLUME XIV
NO 21

GOCE DELCEV UNIVERSITY – STIP
FACULTY OF PHILOLOGY

ГОДИШЕН ЗБОРНИК
ФИЛОЛОШКИ ФАКУЛТЕТ

За издавачот:
проф. д-р Луси Караниколова -Чочоровска

Издавачки совет
проф. д-р Дејан Мираковски
проф. д-р Лилјана Колева-Гудева
проф. д-р Луси Караниколова -Чочоровска
проф. д-р Светлана Јакимовска
проф. д-р Ева Ѓорѓиевска

Редакциски одбор

проф. д-р Ралф Хајмрат – Универзитет од Малта, Малта
проф. д-р Нецати Демир – Универзитет од Гази, Турција
проф. д-р Ридван Џанин – Универзитет од Едрене, Турција
проф. д-р Стана Смиљковиќ – Универзитет од Ниш, Србија
проф. д-р Тан Ван Тон Та – Универзитет Париз Ест, Франција
проф. д-р Карин Руке Британ – Универзитет Париз 7 - Дени Дидро, Франција
проф. д-р Роналд Шејфер – Универзитет од Пенсилванија, САД
проф. д-р Кристина Кона – Хеленски Американски Универзитет, Грција
проф. д-р Златко Крамариќ – Универзитет Јосип Јурај Штросмаер, Хрватска
проф. д-р Борјана Просев-Оливер – Универзитет во Загреб, Хрватска
проф. д-р Татјана Гуришиќ-Беканович – Универзитет на Црна Гора, Црна Гора
проф. д-р Рајка Глушица – Универзитет на Црна Гора, Црна Гора
доц. д-р Марија Тодорова – Баптистички Универзитет од Хонг Конг, Кина
доц. д-р Зоран Поповски – Институт за образование на Хонг Конг, Кина
проф. д-р Елена Андонова – Универзитет „Неофит Рилски“, Бугарија
м-р Диана Мистреану – Универзитет од Луксембург, Луксембург
проф. д-р Зузана Буракова – Универзитет „Павол Јозев Сафарик“, Словачка
доц. д-р Наташа Поповиќ – Универзитет во Нови Сад, Србија

проф. д-р Светлана Јакимовска, проф. д-р Луси Караниколова-Чочоровска,
проф. д-р Ева Ѓорѓиевска, проф. д-р Махмут Челик, проф. д-р Јованка Денкова,
проф. д-р Даринка Маролова, проф. д-р Весна Коцева, доц. д-р Надица Негриевска,
доц. д-р Марија Крстева, доц. д-р Наталија Поп Зариева, проф. д-р Игор Станојоски,
проф. д-р. Лидија Камчева Панова

Главен уредник
проф. д-р Светлана Јакимовска

Одговорен уредник
проф. д-р Ева Ѓорѓиевска

Јазично уредување
м-р. Лилјана Јовановска (македонски јазик)
доц. д-р Сашка Јовановска (англиски јазик)
доц. д-р Наталија Поп Зариева (англиски јазик)

Техничко уредување
Славе Димитров

Редакција и администрација
Универзитет „Гоце Делчев“-Штип
Филолошки факултет
ул. „Крсте Мисирков“ 10-А п. фах 201, 2000 Штип
Република Северна Македонија

YEARBOOK
FACULTY OF PHILOLOGY

For the publisher:
Prof. Lusi Karanikolova-Cocorovska, PhD

Editorial board
Prof. Dejan Mirakovski, PhD
Prof. Liljana Koleva-Gudeva, PhD
Prof. Lusi Karanikolova-Cocorovska, PhD
Prof. Svetlana Jakimovska, PhD
Prof. Eva Gjorgjievska, PhD

Editorial staff

Prof. Ralf Heimrath, PhD – University of Malta, Malta
Prof. Necati Demir, PhD –University of Gazi, Turkey
Prof. Rıdvan Canım, PhD – University of Edrene, Turkey
Prof. Stana Smiljkovic, PhD – University of Nis, Serbia
Prof. Thanh-Vân Ton-That, PhD – University Paris Est, France
Prof. Karine Rouquet-Brutin PhD – University Paris 7 – Denis Diderot, France
Prof. Ronald Shafer PhD – University of Pennsylvania, USA
Prof. Christina Kona, PhD – Hellenic American University, Greece
Prof. Zlatko Kramaric, PhD – University Josip Juraj Strosmaer, Croatia
Prof. Borjana Prosev – Oliver, PhD – University of Zagreb, Croatia
Prof. Tatjana Gurisik- Bekanovic, PhD – University of Montenegro, Montenegro
Prof. Rajka Glusica, PhD – University of Montenegro, Montenegro
Ass. Prof. Marija Todorova, PhD – Baptist University of Hong Kong, China
Ass. Prof. Zoran Popovski, PhD – Institute of education, Hong Kong, China
Prof. Elena Andonova, PhD – University Neofilt Rilski, Bulgaria
Diana Mistreanu, MA – University of Luxemburg, Luxemburg
Prof. Zuzana Barakova, PhD – University Pavol Joseph Safarik, Slovakia
Ass. Prof. Natasa Popovik, PhD – University of Novi Sad, Serbia

Prof. Svetlana Jakimovska, PhD, Prof. Lusi Karanikolova-Cocorovska, PhD,
Prof. Eva Gjorgjievska, PhD, Prof. Mahmut Celik, PhD, Prof. Jovanka Denkova, PhD,
Prof. Darinka Marolova, PhD, Prof. Vesna Koceva, PhD, Prof. Nadica Negrievska, PhD,
Prof. Marija Krsteva, PhD, Prof. Natalija Pop Zarieva, PhD, Prof. Igor Stanojoski, PhD,
Prof. Lidija Kamceva Panova, PhD

Editor in chief
Prof. Svetlana Jakimovska, PhD

Managing editor
Prof. Eva Gjorgjievska, PhD

Language editor
Liljana Jovanovska, MA (Macedonian language)
Prof. Saska Jovanovska, PhD, (English language)
Prof. Natalija Pop Zarieva, PhD, (English language)

Technical editor
Slave Dimitrov

Address of editorial office
Goce Delcev University
Faculty of Philology
Krste Misirkov b.b., PO box 201
2000 Stip, Republic of Nort Macedonia

СОДРЖИНА
CONTENTS

Книжевност / Literature

Јованка Денкова
РОМАНОТ „СРЕДБА ВО ОСАМЕНАТА КУЌА“ ОД ПЕТРЕ ДИМОВСКИ – КАКО КРИК ЗА ПОГОЛЕМА СВЕСНОСТ И ПРЕТПАЗЛИВОСТ
Jovanka Denkova
THE NOVEL “MEETING IN THE LONELY HOUSE” BY PETRE DIMOVSKI - AS AN OUTCRY OF YOUNG PEOPLE FOR GREATER AWARENESS AND CAUTION 9

Мерал Шехаби-Весели, Луљета Адили-Челику
БИБЛИЈАТА КАКО ИНТЕРТЕКСТ ВО ДЕЛОТО „ТАТКОТО МУСА ГОЛ“ НА ЧАЈУПИ
Meral Shekabi-Veseli, Luljeta Adili-Cheliku
THE BIBLE AS AN INTERTEXT IN THE WORK BABA MUSA LAKURIQ BY ÇAJUPI 19

Марија Леонтиќ
ПОЕТСКИТЕ КНИГИ НА ФЕРИД МУХИЌ
Marija Leontik
FERID MUHIC’S POETRY BOOKS 31

Маријана Ѓорѓиева
РЕЛИГИОЗНИТЕ АСПЕКТИ ВО ГЕРМАНСКОЈАЗИЧНАТА ЕКСПРЕСИОНИСТИЧКА ПОЕЗИЈА
Marijana Gjorgjieva
THE RELIGIOUS ASPECTS OF GERMAN LANGUAGE EXPRESSIONIST POETRY 43

Култура / Culture

Софија Иванова, Ана Витанова-Рингачева
ВОДАТА И КАМЕНОТ КАКО СИМБОЛИ ВО НАРОДНАТА ТРАДИЦИЈА НА СВЕТИ НИКОЛЕ И СВЕТИНИКОЛСКО
Sofija Ivanova, Ana Vitanova-Ringacheva
WATER AND STONE AS SYMBOLS IN THE FOLK TRADITION OF THE TOWN SVETI NIKOLE AND THE SURROUNDING AREA 57

Маријана Ѓорѓиева
СОЦИОЛОГИЈАТА И РЕЛИГИЈАТА
Marijana Gjorgjieva
SOCIOLOGY AND RELIGION 73

Јазик / Language

Билјана Ивановска, Гзим Џафери
НЕОЛОГИЗМИ ВО СОВРЕМЕНИОТ ГЕРМАНСКИ ЈАЗИК
ПРЕКУ ПРИМЕРИ ОД ДИГИТАЛНИОТ РЕЧНИК OWID
Biljana Ivanovska, Gëzim Xhaferri
NEOLOGISMS IN MODERN GERMAN PRESENTED
BY THE DIGITAL DICTIONARY OWID 89

Ana Koceva
THE VARIABILITY OF LINGUISTIC POLITENESS 99

Методика на наставата по јазик / Language teaching methodology

Марија Гркова-Беадер
ЗНАЧЕЊЕТО НА МЕТОДИТЕ ВО НАСТАВАТА ПО СТРАНСКИ ЈАЗИК
Marija Grkova-Beader
THE IMPORTANCE OF METHODS IN FOREIGN LANGUAGE TEACHING..... 109

Emin Idrizi
TEACHERS' KNOWLEDGE AND INCORPORATION OF THE
21ST CENTURY SKILLS IN LANGUAGE TEACHING 119

Преведување / Translation

Лидија Таушански, Даринка Маролова
ПРАВНИТЕ АКТИ ВО ПРЕВОДОТ ОД МАКЕДОНСКИ НА
ГЕРМАНСКИ ЈАЗИК
Lidija Taushanski, Darinka Marolova
LEGAL ACTS TRANSLATED FROM MACEDONIAN
TO GERMAN LANGUAGE 133

Меги Димова, Даринка Маролова
ПРИМЕНА НА ПРЕВЕДУВАЧКИ ПОСТАПКИ ВО МАКЕДОНСКИОТ
ПРЕВОД НА НОВЕЛАТА „МАЛИОТ ГОСПОДИН ФРИДЕМАН“ ОД
ТОМАС МАН
Megi Dimova, Darinka Marolova
APPLICATION OF TRANSLATION PROCEDURES IN THE
MACEDONIAN TRANSLATION OF THE NOVELLA LITTLE
HERR FRIEDMANN BY THOMAS MANN 143

УДК: 378.011.3-051.091.322.7:81“20” Original research paper

TEACHERS' KNOWLEDGE AND INCORPORATION OF THE 21ST CENTURY SKILLS IN LANGUAGE TEACHING

Emin Idrizi[1]
[1] Faculty of Education, International Balkan University - Skopje
e.idrizi@ibu.edu.mk

Abstract: The 21st century skills, also known as 4Cs, are considered key skills that learners need to acquire and master throughout their education since they are expected to empower and help them thrive and succeed in profession and career. These skills are gradually and increasingly covered in foreign language teaching and learning materials, such as language learning textbooks, and they are meant to be mastered along with standard language skills. However, since language teachers may lack sufficient education and training on these skills and ways they are incorporated in language teaching (Halvorsen, 2018), this study aimed to investigate and explore language teachers' awareness and knowledge of the 21st century skills as well as to investigate whether teacher professional development in the area is needed. The study adopted a survey research design while a questionnaire was utilized as a data collection instrument. Participants included high school teachers working in public schools in North Macedonia. The findings suggest that teachers in general have some knowledge and confidence in teaching 21st century skills, but further professional development is necessary to ensure the skills are fully integrated into language instruction.

Keywords: *21st century skills, high schools, language teachers, language teaching, professional development*

1. Introduction

The importance of 21st century skills and the need for their incorporation in contemporary education has been increasingly highlighted in the last two decades. For instance, the National Education Association (2015) stresses the fact that the standard skills, such as reading and writing, are not sufficient in the today's global workforce and that "if today's students want to compete in this global society…they must also be proficient communicators, creators, critical thinkers, and collaborators (the "Four Cs")" (p. 5). According to the association, this can be achieved by complementing the core subject areas, such as the arts, science, foreign languages, etc., with the 21st century skills. Similarly, Binkley et al. (2012) hold that in the new age students shall possess more than previous expectations of fundamental skills and knowledge; that includes advanced thinking abilities, various approaches to problem-solving, and effective communication and collaborations skills, which will be essential for their success in both personal and professional life. The 21st century skills typically include critical thinking, communication, collaboration, and creativity.

Critical thinking is seen as a key skill for learners in educational settings and beyond. Collins and O'Brien (2003) define critical thinking as "the ability to use higher-level thinking processes to search for meaning in an action or event" (p. 87). In education, these higher order thinking processes are considered a must in order to have learners engage in more advanced learning and beyond the basic learning abilities, such as remembering and memorizing. According to Partnership for 21st Century Learning (2019), critical thinking encompasses important thinking processes, such as analysis, evaluation, and synthesis, among others, which are considered useful competencies in learners. For instance, Liaw (2007) found that critical thinking can help learners develop language proficiency. In addition to benefits in education, critical thinking is also thought to bring many profits to the learners in their lives beyond education, such as it may help them in employment, communication, networking, as well as can empower them in society.

Communication is another essential competence learners are expected to develop. Communication entails having the ability to express views and ideas in all forms successfully; being able to listen effectively; having the ability to communicate for various purposes; being able to use various technologies and media in communication; and having the ability to communicate in various contexts (the Partnership for 21st Century Learning, 2019). Communication plays a central role in language classroom, considering that the ultimate goal of language teaching and learning is for learners to be able to communicate. In almost all language teaching approaches and methods that have emerged in the last several decades, the major aim has been to develop communication and fluency in learners (Larsen-Freeman & Anderson, 2011).

Collaboration refers to "an action where two or more learners pool knowledge, resources and expertise from different sources in order to reach a common goal" (Scoular et. al, 2020, p. 2). Collaboration as a skill has a special role in contemporary education, considering the fact that there is hardly any method or coursebook that does not include collaborative activities or cooperative learning (Johnson & Johnson, 2008). The skill has a sound foundation in Sociocultural Theory. According to Vygotsky (1978, as cited in Hubbard & Levy, 2016), learning takes place more effectively in social interactions as opposed to learning through individual effort. In addition to helping learners in the learning process as well as improving their cognitive development (Zhang, 1998), collaboration is also seen as a vital competence in one's career. According to O'Neil et al. (2003), in a global world and workplace one must work in groups or with others.

Finally, creativity is considered an additional key 21st century skill that has considerable relevance in the new era. It is defined as "the ability or power to create with originality, innovation, self-expression, and imagination" (Collins and O'Brien, 2003, p. 85). According to Richards (2013), creativity can enhance learning in various ways: it is an effective approach to engaging learners in the learning process; it can improve students' motivation as well as boost their self-esteem; it is believed that it is closely associated with levels of attainment in SLA. Besides the benefits in educational and language learning settings, creativity is also considered an important lifelong skill. For instance, it is increasingly becoming part of job descriptions and

a must in the workplace (Maggitti, 2013); it can contribute to improving societies (Richards, 2013), to name just a few.

Despite the many benefits that 21st century skills can offer to language learners, language educators may still hesitate or avoid integrating these skills in their teaching. As Halvorsen (2018) rightly points out, many teachers may not have enough competencies as well as ideas on their practical implementation in the teaching and learning process. This may be a bigger issue in developing countries considering that English teachers may not have been equipped with sufficient theoretical and practical knowledge on what these skills entail and how they are embedded in the standard language teaching content.

The current study, therefore, aimed to investigate English teachers' awareness and knowledge of the 21st century skills as well as to evaluate the extent to which they are able to incorporate them in their language teaching.

Two research questions guided the present study:

1. What is the teachers' level of understanding or knowledge of the 21st century skills and how confident are they in teaching them to foreign language learners?
2. Do teachers need further support and training on the 4Cs and ways they are incorporated in language teaching?

2. Methodology

This study adopted a survey research design, and it is mainly quantitative research. The participants for the study included 38 English secondary school teachers from various public schools in several major cities in North Macedonia, including the capital city, Skopje.

A questionnaire was used as a data collection instrument for the purpose of answering the research questions. The questionnaire consisted of seventeen items, of which eleven were multiple choice items, two yes/no questions, and fours open-ended questions. The multiple-choice items mainly included rating items as well as Likert Scale items using a scale from 'strongly agree' to 'strongly disagree'. The questionnaire was created electronically using Google Forms.

The questionnaire was delivered to the participants via email or a link and a one-week period was provided to be filled out. After the completion of the questionnaire and the process of collecting the data, the responses were mainly processed and analyzed statistically with the help of SPSS. Namely, the data was imported in SPSS via an Excel sheet from Google Form and then a descriptive statistics analysis was carried out.

3. Results

In this section the survey results will be introduced and analyzed using quantitative methods, except a brief qualitative analysis of remarks the participants provided during the survey. As SPSS was used to analyze the responses of the participants, tables and charts extracted from the platform will be used during the analysis.

The participants were asked about whether they have any formal education on

the 21st century skills, that is, as a unit or as a part of a methodology course during their studies. The question was a yes/no question and respondents were asked to select one response. As the results in *Table 1* below show, the majority of the teachers (78.9%) reported that the four skills had been addressed during their studies, while the rest responded negatively.

Statistics		
Formal Education		
N	Valid	38
	Missing	0

Formal Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	30	78.9	78.9	78.9
	No	8	21.1	21.1	100.0
	Total	38	100.0	100.0	

Table 1. *Teachers' responses on their education on 4Cs*

The participants were also asked to report on the number of professional development opportunities they had received in which the four skills had been addressed. The question was a yes/no question and respondents were asked to select one response. The results (Table 2) indicate that the vast majority of the teachers (84.2%) had attended such training in 4Cs, while the rest had not had such an opportunity.

Statistics

Participation in training

N	Valid	38
	Missing	0

Participation in training

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	32	84.2	84.2	84.2
	No	6	15.8	15.8	100.0
	Total	38	100.0	100.0	

Table 2. *Teachers' responses on whether they have received any training on 4Cs*

The participants who answered affirmatively to the aforementioned question were asked to provide a number of trainings they had attended. As the figures in *Table 3* indicate, only twenty-two participants provided valid numbers for this item. It is important to mention that some responses that did not indicate a specific

number or were considered ambiguous, such as "many" and "plenty", were excluded, while some other response boxes were left blank, which explains the low number of responses (32 responses in total were expected in this item). The descriptive statistics show that the teachers had attended an average of almost four trainings in which the 21st century skills had been addressed.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Number of trainings	22	1.00	7.00	3.8182	2.03859
Valid N (listwise)	22				

Table 3. *The mean for the number of trainings respondents reported to have attended*

Provided with multiple choice questions, the participants were asked to mark the level of their knowledge and understanding of the 4Cs individually. Each multiple-choice question (with single-select option) had four items which aimed to indicate the teachers' level of knowledge; these included: "advanced knowledge", "average knowledge", "little knowledge" and "no knowledge". As the figures below indicate, nearly all the answers selected are either "advanced knowledge" or "average knowledge" for each skill. When it comes to the teachers' knowledge of critical thinking, the statistics show that most of the participants (57.9%) reported to have average knowledge of the skill, although the difference does not seem to be very significant compared to those who reported to have advanced knowledge. The figures contrast when it comes to the teachers' knowledge of communication. Namely, nearly three quarters of the respondents (73.7%) reported that they have advanced knowledge of the skill, while the rest reported to have an average knowledge. Nearly two thirds of the respondents reported to have advanced knowledge of collaboration, whereas the remaining one third reported to have average knowledge. The respondents were nearly equally split when it comes to creativity. Namely, just over half of the participants reported to have advanced knowledge of creativity and the rest reported to have average knowledge. Something important to point out is that from the overall results in this section, it is evident that teachers have more advanced knowledge of communication as a skill as compared to other skills, which is then followed by collaboration.

Statistics

		Knowledge of critical thinking	Knowledge of communication	Knowledge of collaboration	Knowledge of creativity
N	Valid	38	38	38	38
	Missing	0	0	0	0

Knowledge of critical thinking					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Advanced knowledge	16	42.1	42.1	42.1
	Average knowledge	22	57.9	57.9	100.0
	Total	38	100.0	100.0	

Knowledge of communication					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Advanced knowledge	28	73.7	73.7	73.7
	Average knowledge	10	26.3	26.3	100.0
	Total	38	100.0	100.0	

Knowledge of collaboration					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Advanced knowledge	23	60.5	60.5	60.5
	Average knowledge	14	36.8	36.8	97.4
	Little knowledge	1	2.6	2.6	100.0
	Total	38	100.0	100.0	

Knowledge of creativity					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Advanced knowledge	20	52.6	52.6	52.6
	Average knowledge	18	47.4	47.4	100.0
	Total	38	100.0	100.0	

Table 4. *The teachers' level of knowledge and understanding of the four skills separately*

Similar to the set of questions about teachers' knowledge of 4Cs, another set of questions aimed to explore teachers' confidence in teaching the same skills individually. The questions were multiple choice (with single-select option) and each question consisted of five choices, ranging from "very confident" to "not confident". As Table 5 below shows, the most selected options were either "very confident" or "confident", while only a small and insignificant percentage of participants opted for "not sure" in each question. The data shows that the majority of participants reported to be "very confident" in teaching critical thinking skills, although the figures do not show a very significant difference when compared to those who reported to be "confident". The same can be said for communication and collaboration, although for

the latter, most of the responses were "confident" as compared to those who opted for "very confident". The figures contrast when it comes to the teachers' confidence in teaching creativity. Namely, a more significant number of respondents (55.3%) reported to be very confident in teaching creativity, while the rest reported to be confident (39.5%) and only a small percentage (5.3%) opted for "not sure".

Statistics

		Confidence_ critical_thinking	Confidence_ communication	Confidence_ collaboration	Confidence_ creativity
N	Valid	38	38	38	38
	Missing	0	0	0	0

Confidence in teaching critical thinking

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very confident	19	50.0	50.0	50.0
	Confident	18	47.4	47.4	97.4
	Not sure	1	2.6	2.6	100.0
	Total	38	100.0	100.0	

Confidence in teaching communication

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very confident	20	52.6	52.6	52.6
	Confident	16	42.1	42.1	94.7
	Not sure	2	5.3	5.3	100.0
	Total	38	100.0	100.0	

Confidence in teaching collaboration

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very confident	16	42.1	42.1	42.1
	Confident	20	52.6	52.6	94.7
	Not sure	2	5.3	5.3	100.0
	Total	38	100.0	100.0	

Confidence in teaching creativity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very confident	21	55.3	55.3	55.3
	Confident	15	39.5	39.5	94.7
	Not sure	2	5.3	5.3	100.0
	Total	38	100.0	100.0	

Table 5. *The teachers' level of confidence in teaching the 4Cs*

The participants were asked about the inclusion of 4Cs in their standardized coursebooks. This question was a multiple-choice question and consisted of three options: “all of these skills“, “some of these skills“, and “none of these skills“. As the results below indicate, the respondents were divided in their responses. Namely, half of them reported that all the 4Cs are incorporated in their coursebooks, while the rest reported that only some of the skills are included. None of the respondents selected “none of these skills“.

Statistics

Skills included in coursebooks

	Valid	38
	Missing	0

Skills included in coursebooks

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	All of these skills	19	50.0	50.0	50.0
	Some of these skills	19	50.0	50.0	100.0
	Total	38	100.0	100.0	

Table 6. *The inclusion of the 4Cs in the coursebooks – teachers’ evaluation*

The respondents were also asked to provide the skills they have noticed in their coursebooks, and the question was aimed for those respondents who selected “some of them“ in the previous item. They were asked to write the skills in an open-ended item. As the case summary figures below suggest, 71.1% provided responses to this item, which means around 21% of the respondents who selected “all of them“ still provided a response to this item although they were not required to do so. As the statistics below show, around one third of the respondents reported communication to be part of their coursebook, while each remaining skill was equally mentioned by 21.4% of the respondents.

Case Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Skills in coursebooks	27	71.1%	11	28.9%	38	100.0%
a. Dichotomy group tabulated at value 1.						

Skills in coursebooks - Frequencies

		Responses		Percent of Cases
		N	Percent	
Skills in coursebooks	Critical thinking in coursebooks	12	21.4%	44.4%
	Communication in coursebooks	20	35.7%	74.1%
	Collaboration in coursebooks	12	21.4%	44.4%
	Creativity in coursebooks	12	21.4%	44.4%
Total		56	100.0%	207.4%
a. Dichotomy group tabulated at value 1.				

Table 7. *The level of inclusion of the four skills in the standardized language coursebooks – teachers' evaluation*

The participants were asked to provide their opinion on their need for more professional development on the 4Cs, both in terms of knowledge of the skills and ways to incorporate them in teaching. Both items consisted of one statement ("I feel I need more professional training in terms of what the 21st skills exactly are and why they are important" and "I feel I need more professional training on how these skills can be incorporated in language teaching" respectively) while the participants were asked to select Likert scale options ranging from "strongly agree" to "strongly disagree". The data shows (Figure 1) very similar results in both items. Most of the respondents, that is roughly 60%, agreed with the idea that they need more training when it comes to knowing more about the skills and knowing how to teach them, while almost one third of the respondents strongly agreed with both statements. Only a small percentage of the respondents were neutral.

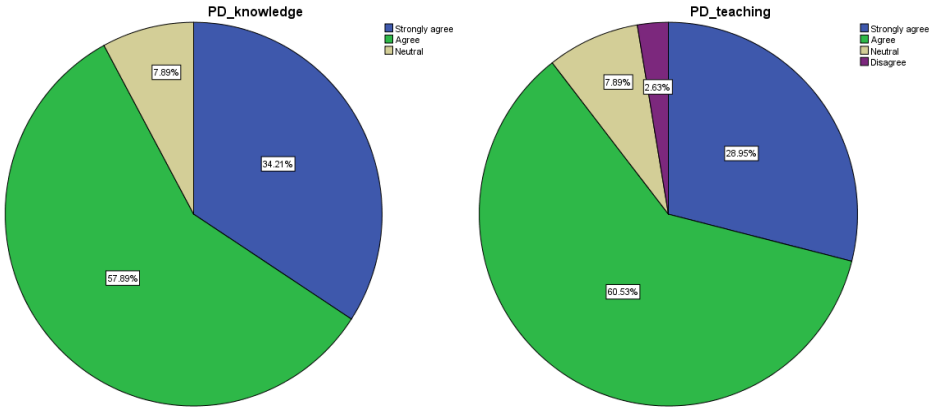

Figure 1. *Teachers' views on their need for more professional development on the 4Cs – knowledge (left chart) and teaching (right chart)*

Lastly, the participants were asked to provide additional remarks they might have regarding the 4Cs in an optional open-ended item. Only two remarks were provided. One respondent (T21) stressed the need for more professional development opportunities in order to keep teachers up to date with the latest developments and trends, referring to the 4Cs. Another respondent complained about the seminars on 4Cs being too theoretical and lacking practical elements. In the words of the respondent:

T26: In every seminar we attend there is a talk about these topics but only vaguely and none of the trainers doesn't put much effort on providing techniques that we can use in classroom.

4. Discussion

This study reveals that teachers have some education on the 21st century skills. As the results clearly indicated, most of the participants reported having learned about the skills during their formal education. However, the results also suggest that this is not the case with all teachers as the responses show that some teachers lack education on the 4Cs. The same could be said for professional development opportunities. This finding suggests that the skills may not be always taught effectively in schools since not all teachers have the necessary education or training on how these skills are taught along with the language skills.

The data from this study shows that almost all the participants have either advanced or average knowledge of the 4Cs. As the statistics suggest, teachers have more knowledge on communication and collaboration as skills, as compared to creativity and critical thinking. This is something to expect considering the former being more natural and very common part of language teaching materials and methodology (Johnson & Johnson, 2008; Larsen-Freeman & Anderson, 2011). In fact, what is surprising, and contrary to expectations, is the fact that not all the teachers reported to have an advanced knowledge of communication and collaboration, two crucial teacher competencies in contemporary language teaching. A possible explanation for this might be that some classroom teachers may still be guided by the principles of traditional language teaching approaches by practicing teacher-centered methodology and lecture-type instructions. The results also clearly demonstrate that teachers need more sound knowledge when it comes to creativity and critical thinking.

Similar results were seen when it comes to teachers' confidence in teaching the skills. Namely, the participants were nearly equally divided in responses, that is between being "very confident" or "confident" in teaching the skills. Therefore, the figures suggest that, in general, teachers reported having confidence in teaching the skills. It is important to point out that the high percentage of the participants who reported to have an advanced knowledge of communication and collaboration in the previous item is not reflected in the figures reporting their confidence in teaching the same skills. This inconsistency may be due to the fact that some teachers may have advanced knowledge of these skills, but this does not translate into all of them being sufficiently confident in teaching them. Another interesting and surprising finding is that the percentage of teachers who reported to be very confident in teaching creativity as a skill is the highest compared to other skills, including communication and collaboration.

Teachers' responses are not in agreement when it comes to the inclusion of 21st century skills in the standardized textbooks. As the data showed, precisely half of them reported that the standardized textbooks include all the skills, while the rest reported only some of the skills to be embedded in the textbook content. This discrepancy may be due to the fact that the 4Cs are hardly ever used or presented explicitly in language textbooks; they are typically embedded in the language learning content. As a result, language teachers may not always be aware of these skills being part of their teaching materials.

Another finding that stands out from the results reported earlier is the teachers' need for more professional development opportunities on the 4Cs. Although the respondents reported having both knowledge and confidence in teaching the skills, nearly all of them unanimously agreed that they need more professional development in the area, and this applies to both knowledge on the skills and their practical teaching. Due to the limitations of questionnaires as research instruments, this study could not explore their specific needs in more depth. Nevertheless, based on the few remarks provided by some participants, teachers need more training when it comes to new trends in ELT in order to keep themselves up to date, and that they are particularly in need of more hands-on trainings so they could learn how the 4Cs are practically implemented in the language classroom using actual techniques and activities as models.

5. Conclusion

This study found that language teachers in general have some knowledge and confidence in teaching 21st century skills. However, it was also found that, despite their familiarity with the skills, they still need more professional development opportunities in the area. Besides a state strategy and revised teaching and learning materials, teachers' supplementary support is necessary if we want to ensure the full and successful incorporation of the 4Cs in the language classroom.

5.1 Limitations of the study

This study had some limitations. Firstly, the number of participants was limited and thus they may not sufficiently represent the whole population. If the study had included more participants, it may have provided different results. Secondly, the survey was self-reporting, and it included a self-evaluation of teachers' knowledge and confidence in teaching the 21st century skills. The responses, as a result, may not represent the actual situation. Further studies that would include more accurate data collection instruments, such as interviews, observations, and other forms of evaluation, may cast more light on the actual situation.

5.2 Recommendations for further research

The present study had limitations and it could thus be complemented with more studies on the status and implementation of 4Cs in the language classrooms. This could be done using more in-depth research instruments, such as interviews or other evaluation instruments, which would explore the topic in more depth. In addition to researching language teachers and their competencies in 4Cs, more research is also

needed in evaluating the standardized language textbooks in terms of the extent to which they include the 4Cs in their language teaching and learning content. Having textbooks with the 4Cs embedded in their content is as important as having teachers prepared to incorporate the 21st century skills in their teaching process.

References:

[1] Battelle for Kids. (2019). Framework for 21st Century Learning. Retrieved from: https://static.battelleforkids.org/documents/p21/P21_Framework_Brief.pdf

[2] Binkley, M., Erstad, O., Herman, J., Raizen, S., Ripley, M., Miller-Ricci, M., & Rumble, M. (2012). Defining 21st-Century Skills. In P. Griffin, E. Care, & B. McGaw (Eds.), *Assessment and Teaching of 21st Century Skills*. Dordrecht: Springer.

[3] Collins, J. W. & O'Brien, N. P. (2003). The Greenwood dictionary of education. Greenwood Press.

[4] Halverson, A. (2018). 21st century skills and the "4Cs" in the English language classroom.

[5] Hubbard, P., & Levy, M. (2016). Theory in computer-assisted language learning research and practice. In The Routledge handbook of language learning and technology (pp. 24-38). Routledge.

[6] Johnson, D., & Johnson, R. (2008). Cooperative Learning: Successful Integration of Theory, Research, and Practice. The Annual Report of Educational Psychology in Japan, *47*(0), 4-8.

[7] Larsen-Freeman, D., & Anderson, M. (2011). Techniques and principles in language teaching (3rd ed.). Oxford University Press.

[8] Liaw, M. L. (2007). Content-based reading and writing for critical thinking skills in an EFL context. English Teaching and learning, 31(2), 45-87.

[9] Maggitti, P. (2013). Creativity requires a culture that respects effort and failure. Business Insider. Retrieved from: https://www.businessinsider.com/how-to-build-creativityin-business-2013-3

[10] National Education Association (2015). Preparing 21st century students for a global society: An educator's guide to the "Four Cs". Retrieved from: http://www.nea.org/assets/docs/A-Guide-to-Four-Cs.pdf

[11] O'Neil, H. F., Chuang, S. H., & Chung, G. K. (2003). Issues in the computer-based assessment of collaborative problem solving. Assessment in Education: Principles, Policy & Practice, *10*(3), 361-373.

[12] Richards, J. C. (2013). Creativity in Language Teaching. Iranian Journal of Language Teaching Research, *1*(3), 19-43.

[13] Scoular, C., Duckworth, D., Heard, J., & Ramalingam, D. (2020). Collaboration: Skill development framework. Australian Council for Educational Research.

[14] Tuzlukova, V., Al Busaidi, S., & Burns, S. L. (2017). Critical thinking in the Language Classroom: Teacher Beliefs and Methods. Pertanika Journal of Social Sciences & Humanities, 25(2).

[15] Zhang, J. (1998). A distributed representation approach to group problem-solving. Journal of American Society of Information Science, *49*(9), 801–809.