

# Promoting 21<sup>st</sup> Century Skills in English Language Teaching: A Pedagogical Transformation in Ivory Coast

Mahona Joseph Paschal

Department of Educacional Foundation

St. Augustine University of Tanzania, Mwanza

E-mail: [pajo.toronto@gmail.com](mailto:pajo.toronto@gmail.com)

<https://orcid.org/0000-0001-9842-9849>

Saman Ange-Michel Gougou

Language and Communication Sciences

Alassane Ouattara University of Bouaké (Ivory Coast)

E-mail: [michelgougou1@gmail.com](mailto:michelgougou1@gmail.com)

<https://orcid.org/0000-0003-2673-2261>

Received: August 28, 2022      Accepted: September 27, 2022      Published: October 5, 2022

doi:10.5296/gjes.v8i2.20333      URL: <https://doi.org/10.5296/gjes.v8i2.20333>

## Abstract

This study intended to understand English teachers' experiences through 21<sup>st</sup> century skills in English Language Teaching (ELT) for a pedagogical transformation. In the world, many teaching challenges that negatively affect the English Language Teaching (ELT) effectiveness could be teaching approach, class size, technology integration, multilingualism, teaching resources, and opportunities of practices. Thus, the integration of the 21<sup>st</sup> century skills encounter some contextual challenges. The study used qualitative approach and a case study design to investigate the experiences of English Language teachers in Ivory Coast, a West Africa francophone country. Through a constructivist perspective, this case study applies the semi directive interview to evaluate the integration of 21<sup>st</sup> pedagogical skills in ELT in the Ivorian context. Participants used in this study were teachers' educators from public schools, private schools, vocational and independent educative institutions to understand the ELT experience in various context. Findings revealed that 21<sup>st</sup> Century pedagogy is promoting in

Teachers practices and that results in positive learning engagement. Yet, many contextual challenges and issues affect the effectiveness of ELT. The study recommended that a pedagogical transformation requires a communicative approach and lifelong learning to provide opportunities to update teaching and learning strategies for an effective language skills acquisition by all the learners and education system stakeholders.

**Keywords:** Pedagogical Transformation, ELT, Challenges, 21st century pedagogy, Communicative approach, Lifelong Learning

## 1. Introduction and Background to the Study

Today's challenges cannot be fixed with yesterday's solutions. With this notable reality, 21<sup>st</sup> century skills have initiated a significant paradigm shift of the way social, political and economic life is organized. The structured norms which have been brought by 21<sup>st</sup> century skills have set new norms for change and development in social, political, economic and organizational life. Recently studies have found that integrating 21<sup>st</sup> century skills in teaching and learning is a catalyst to personal and societal development, Paschal and Mkulu (2020) demonstrated that the development of a modern society is firstly influenced by the significant provision of quality education which has potential to create and develop skillful citizens to contribute to the national growth and development. Although there are many considerable factors that contribute to the development of a modern society, the language spoken by the people within the society has significant potential to foster growth and transformation of any society in this ever-changing world. In this developing world, English has become the language of internationalization in most human activities as medium of education and communication (Derakhshan & Shirmohammadli, 2015). In the past decades and more in the 21<sup>st</sup> century, English Language Teaching (ELT) has been significant in native and non-native countries following globalization, transformation of human activities and internationalization trends (Chehimi & Alameddine, 2022). According to the STATISTA report (April 1st, 2022), there were around 1.5 billion people worldwide who spoke English either natively or as a second language, slightly more than the 1.1 billion Mandarin Chinese speakers at the time of survey. The increase number of English speakers globally has been influenced by the English countries such as United States of America, British, Canada, and Ireland which have played a vital role in providing appropriate educational support to non-English speakers as a way to strengthen international relationships, global citizenship and competitiveness (Paschal, 2022). Some countries intent to integrate English language in their curriculum so that to prepare their citizens with the aim of keeping pace with the changes and competitiveness happening in this globalized world. With this regard, educators and educational planers have been innovating variety methods of teaching and integrating English language into their systems of education. Yet Jha (2019) argued that there is a variety of ELT approaches, methods, and techniques in this 21<sup>st</sup> century. Moreover, nowadays, digital revolution paves a vital development in the digital devices which facilitates ease access to quality educational resources, structured learning in accordance with multimedia and constructivist learning approaches. Multiple tools permit access to comprehensive content with on-demand availability and with no requirement for additional resource provision and organized body or association (Pureta, 2015; Mohammed & Kinyo, 2020). However, Febiana (2019) noted that results in many teachings contextual challenges regarding the pedagogy, class size, ICT integration, multilingualism, teaching resources, opportunities of practices etc. So, in this changing world, Toffler (2006) asserted that *"the illiterate of the 21<sup>st</sup> century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn"*. In other words, a transformative teaching including communicative approach and lifelong learning is required to empower individuals and ELT practitioners in their teaching context. This means that one should be continuous leaning as teacher educators or educative system stakeholders to apply the best practices in their classrooms.

### *1.1 Problem Statement*

English language has become an essential tool for communication in this globalized world. With its eminence as the lingua franca of academic, political, social and business, the need for English as an international language in education, social and business has become a high priority for communication around the globe. Given the vital role played by the 21<sup>st</sup> century skills in enhancing effective impact and exposure to students in today's world, it's crucial for 21<sup>st</sup> century skills to be integrated as a transformative pedagogy (Paschal, 2022). Although, some of the country in the world such as Nigeria, Tanzania and Ivory Coast, a West Africa francophone country have tried to improve communication through technology, educators and young people in Tanzania and Ivory Coast are still experience difficulties in their classrooms and communication in general (Gougou & Paschal, 2022). Among the challenges are large class size which affect the learners' collaboration in the classroom. Some learners get intimidation to participate or contribute their informed ideas due to the large classes (Paschal, Pacho, & Adewoyin, 2022). Furthermore, according to the experience of different practitioners in public, private, vocational and independent education in Tanzania and Ivory Coast, as non-English native context, it's been noticed that most of the learners in general English language classrooms find it difficult to closely follow the teaching process due to the fact that the teachers of English language face a significant challenge in managing the class. With this reality, learners find themselves losing motivation to keep up with the instruction given by their teachers about the English lesson something contribute to students drop out from schools. Therefore, the traditional methods of teaching and learning in educational institutions need to be reshaped and revised to enhance the effective learning (Mahona & Pacho, 2022). Moreover, Jiang, Perkins, and Pena (2021), emphasize that traditional teaching pedagogies need to change by integrating 21<sup>st</sup> century teaching pedagogy which has proved to be a transformative teaching and learning approach. Hence, promoting 21<sup>st</sup> century skills in teaching and learning can inspire students to enjoy their classes. Educators will have an effective chance to teach and influence students during the teaching and learning process in learning institutions in Ivory Coast and other non-English native contexts like Tanzania.

### *1.2 Objective*

The objective of this study was to describe and understand the experience of English language teachers using 21<sup>st</sup> century pedagogy to empower learners with English Language proficiency and provide a pedagogical transformation in their teaching context.

### *1.3 Significance of the Study*

In this changing world, Toffler (2006) asserts that "*the illiterate of the 21<sup>st</sup> century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn*". So, this research intended to provide new perspectives for a pedagogical transformation including the 21<sup>st</sup> century skills and lifelong learning in ELT according to the experience encountered by teacher educators in Public, Private, Vocational and Independent English teaching institutions in Ivory Coast. Explicitly, this research will benefit the education system stakeholders, community, students and future researchers.

Indeed, this research was conducted to increase the awareness, capacities and competences building of the education system stakeholders, to provide an effective teaching and transformative sustainable pedagogy through lifelong learning in ELT. Then, this research intends to benefit to the community involvement in English language skills acquisition through daily practice of 21<sup>st</sup> century skills, engagement in communities of practice and an appropriate communicative approach to lever the students with skills. In addition, students and learners will be directly benefited from this research as its findings may increase their language proficiency and encourage English teachers, educators to practice more collaborative activities. This communicative approach will empower them with the 21<sup>st</sup> century pedagogy skills to help the students solve the issues and challenges encountered in the various environment. Moreover, this study is sought to be useful for future researches by exploring the question of effective teaching pedagogy and 21<sup>st</sup> century skills in English teaching or other education field. The findings could be used as empirical resources supporting future researchers's studies and publication as useful academic contribution.

## **2. Literature Review**

This research is led in Ivory Coast, a West Africa francophone country where English is taught as a foreign language to provide opportunities to citizens. To reach our goal, we have to establish a research background in order to have a good understanding of the 21<sup>st</sup> century skills and pedagogical transformation concepts

### *2.1 21<sup>st</sup> Century Pedagogy*

21<sup>st</sup> Century pedagogy is a wide concept allowing to describe the methods, techniques, practices and skills required for an effective teaching approach. It is a multi-dimensional because it acknowledges the multifaceted and changing needs of learners, teachers and society (Johnson, 2019). This fact is underlined by the diagram below.

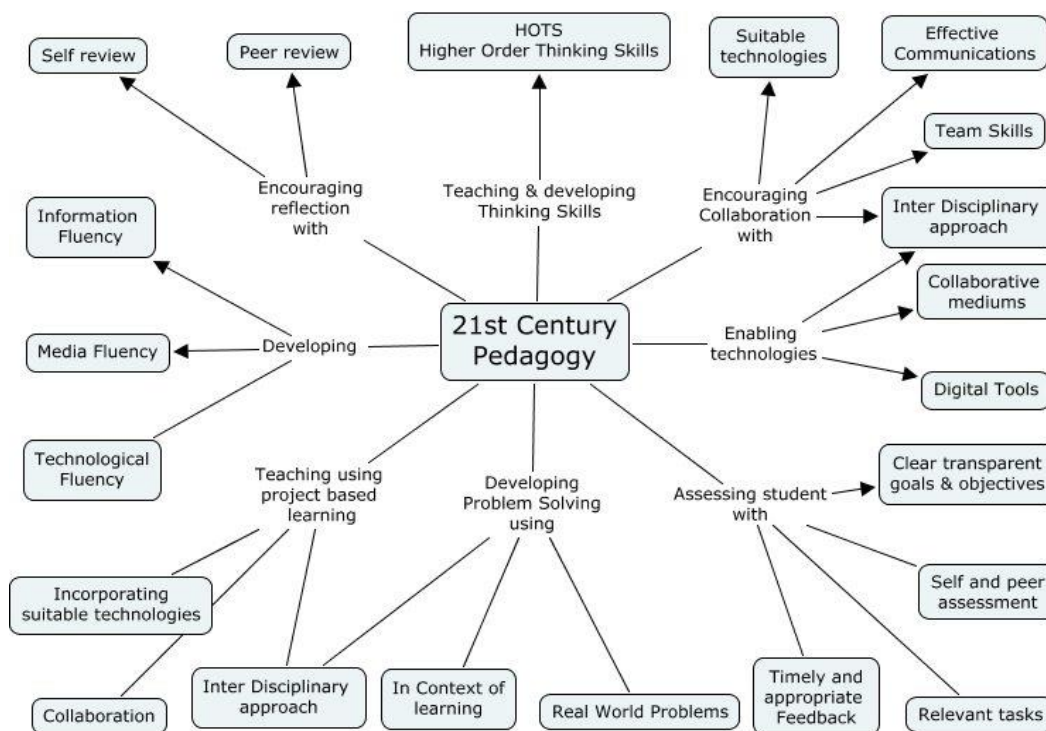


Figure 1. 21<sup>st</sup> century pedagogy framework

The figure shows that the 21st century pedagogy includes so much items and requirements in sort that the practices can seem as confusion for teachers. The main instructions are: Developing problem solving using, technology, teaching project-based learning, developing, encouraging reflection collaboration, assessment with teaching and developing thinking skills among learners and educators. Consequently, the integration of all these new requirements is source of new challenges and it is useful to reduce the number of items for a better pedagogical integration. Face to the too wide number of items limiting the understanding of this concept, a more accessible study is required to improve the understanding of this concept for an effective integration in ELT classrooms.

In the book “Promoting 21<sup>st</sup> century skills” published by the British Council, Norris (2019) presents the six main elements of the 21<sup>st</sup> century pedagogy: *Collaboration and communication*, *Creativity and imagination*, *Critical thinking and problem solving*, *Digital literacy*, *Citizenship*, *Student leadership and personal development*. For the author, firstly *collaborative work* happens when learners participate proactively in a group with a shared purpose. Secondly, language is a tool for *creative and imaginative* expression: connecting two ideas in a new way is a good example of creative thinking. Thirdly, *critical thinkers* are able to reason and analyze information to generate solutions and solve problems. These are core 21<sup>st</sup> century skills for work, school and life. Additionally, *digital literacy* requires both *cognitive* and *technical* skills, such as the ability to create a professional online identity when people or an individual connect and interact with others online, as well as the ability to use different software, tools and devices. Moreover, *Citizenship* involves understanding the values of a society (e.g. respect, tolerance and democracy) as well as the skills and knowledge needed



to participate as responsible, informed citizens locally (i.e. in our schools and neighborhoods) and globally. To sum up, Norris (2019) argues that more than ever, 21<sup>st</sup> century teachers and learners are encouraged to develop personal qualities that enable them to make good decisions and choices. When learners value themselves and trust their ability to develop skills, teaching and learning communities are successful. In this article, the 21<sup>st</sup> century pedagogy refers to the integration and application of the six factors identified by Norris (2019) in the British Council publication to improve ELT practitioners' practices and activities.

According to Kustini, Suherdi and Musthafa (2020), learning materials are considered as one of the primary agents of conveying knowledge to learners that their roles are undoubtedly pivotal in the teaching and learning process. So, teaching and learning materials play an important role in the integration of 21<sup>st</sup> century pedagogy for an effective ELT whatever the context and environment to empower learners and create a sustainable capacity development of the education system. Similarly, in an empiric qualitative study, Chehimi and Alameddine (2022) explored the Making of a 21<sup>st</sup> Century English Language Teacher during the Pandemic. Their study found that the 21<sup>st</sup> century skills are very useful to support English Language Teaching and learner's skills proficiency. However, as this study took place in a context of pandemic, the results were relevant to understand the perceptions and practices of these English teacher educators. Regarding these past researches, it appears as limitation that a study on this topic deserves a depth reflection, and its contribution is in a West Africa Francophone country for a personal and professional capacity building including formal and informal trainings through in person and online resources supports for a good integration of 21<sup>st</sup> century skills in ELT

## *2.2 Pedagogical Transformation*

The Pedagogical Model describes what effective teachers do in their classrooms to engage students in ELT through a communicative approach even if they encounter situational challenges. It provides an overview of the learning cycle and breaks it down into five domains or phases of instruction: Engage, Explore, Explain, Elaborate and Evaluate (State of Victoria, 2020).

In an empiric study, Siregar, Fauziati and Marmanto (2020) explored the English teachers' perceptions of effective 21<sup>st</sup> century pedagogical competencies. According to their study, the pedagogical transformation means predominantly conceived that the term 21<sup>st</sup> century pedagogical competence focused on how teachers assimilate technology in the classroom and how to facilitate the students' creativity due to the widely opened sources of information which positively affect students' proficiency. Their study suggested to consecutively provide more courses and training about confronting the 21<sup>st</sup> century education to keep teachers voguish of any adjustments, innovations, and modifications in education. So, for an effective integration of 21<sup>st</sup> century skills a transformation is required to empower the stakeholders through changing the traditional approaches with a communicative approach. This transformation in pedagogy requires application of the four pillars of education for the future according to Delors (1996) in Dhaliwal (2015): *Learn to know, learn to do, learn to live together and with others, learn to be*” Indeed, the first pillar, *learning to know*, refers to the

mastering learning tools rather than acquisition of structured knowledge by practitioners in ELT. It means that as change makers, Teachers of English and practitioners have to update their teaching approach and skills through the lifelong learning for an effective communicative approach application and knowledge sharing in their teaching environment. Secondly, *learning to do* refers to equipping people for the types of work needed now and, in the future, including innovation and adaptation of learning to future work environments in education. Through the lifelong learning approach, teachers and educators learn to improve their own teaching practices or approaches, empower their colleagues and students for a better education system. Thirdly, *learning to live together, and with others* means cultivating good values for a sustainable development including peacefully resolving conflict, discovering other people and their cultures, fostering community capability, individual competence and capacity, economic resilience, and social inclusion. Then, *learning to be* refers to education contributing to a personal development: mind and body, in ELT license, sensitivity, innovation and effective enhancement of learners' skills.

Thus, Pedagogical transformation is a step within the pedagogical reasoning process, considered to be “the essence of the act of pedagogical reasoning of teaching” (Shulman, 1987). According to Shulman, transformation of content knowledge happens long before the actual teaching. The pedagogical transformation also means the transformation of pedagogy realization that using curriculum as a backdrop for responding student questions and inquiries rather than as a script for filling their empty minds, 'opens up' one's pedagogical repertoire (Scholl, 2014). It is conceptualized as *pedagogical transformation*, which has been defined as “the instructional principle in which scientific ideas are simplified and reconstructed into what can be readily accessible to and understood by students without distorting the essential features of the ideas” (Oh & Oh, 2011). In this study, the pedagogical transformation refers to the transformation in pedagogy to adapt the 21<sup>st</sup> century skills in the teaching environment in order to empower both teachers and learners through a communicative, conversational, centered, flexible approach source of resilience. This transformation in pedagogy can be engaged by teachers to impact the education policy

### 3. Methods

#### 3.1 Research Design

This research was done to enhance teachers and educators teaching skills through their opinions about the integration of the 21<sup>st</sup> century pedagogy in ELT regarding their teaching experiences. For this purpose, a case study used in Ivorian context to identify in depth the teachers and educators views related to the situation of the 21<sup>st</sup> pedagogy application in their own English teaching context. This approach allows researchers to understand and analyze the real teaching facts (Derakhshan & Shirmohammadli, 2015).

The study employed a case study in a non-native English environment and a constructivist approach to investigate easily and understand the target audience (Teachers and learners) practices in English classroom. As qualitative an interpretative study, through a holistic research design, The study aimed to identify teachers and educators experience sharing about the integration of the 21<sup>st</sup> pedagogy in their teaching of English and the outcomes on the



student's proficiency to reveal the advantages and encountered challenges (Siregar, Fauziati, & Marmanto, 2020; Linda la Velle , 2020; Voogt & Roblin , 2010; Ustadzah, 2019 ) .

Following the constructivist approach, this study results from a single pattern have shown the construction of identity and knowledge sharing between English teaching stakeholders will allow to overcome these teaching challenges for an effective communicative English language approach in this francophone context.

In brief, this study adopts a constructivist perspective (McKinley, 2015; Dewey theory in Jia, 2010). This is a descriptive qualitative and interpretative approach applied to identify the 21<sup>st</sup> century pedagogy teaching effects according to participants own point of views. In our research, the opinions of teachers and educators involved in the Teaching of the English Language was considered as a single descriptive situation taking in account the different situations that they experience to adapt 21<sup>st</sup> pedagogy in their teaching environment (Ustadzah. 2019) .

### 3.2 Research Group

This research used a convenience sampling method to determine the participants. This method is preferred in cases where the researchers have difficulty reaching the individuals to be included in the study. The researchers selected participants in some education institutions both in public, private and confessional area in person and via phone. The research was conducted with twelve Participants working as English teachers, educators, practitioners, vocational and independent in Ivory Coast, both male and female, constituting a convenience sample. It is a qualitative study and our investigation is more focused on participants ELT experience in various teaching context. After the pretest interviews, we understood that the study needed to be extended to two cities as there is a similar teaching policy. Moreover, the study found that there was a similar point of view in public schools, so we decided to extend our analysis in another field including a rural town (Bouake) and the city capital (Abidjan). Through this approach, we have many sources of views from participants in deferent environment. Bouake (3), Abidjan (9) from April to May 2022.

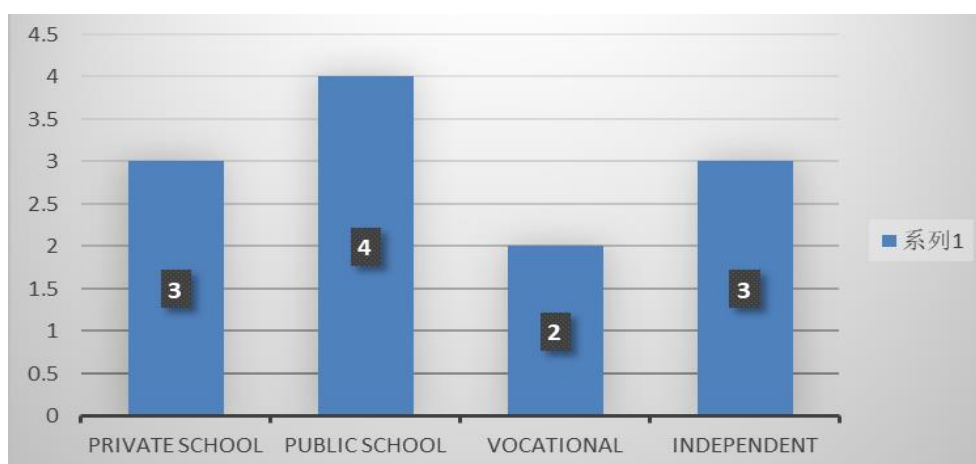


Figure 2. Participant teaching institutions

According to the Figure 2, most of our study participants are from public schools. Then the independent and private institutions have the same number of participants. Vocational refers to volunteering practitioners in a community service.

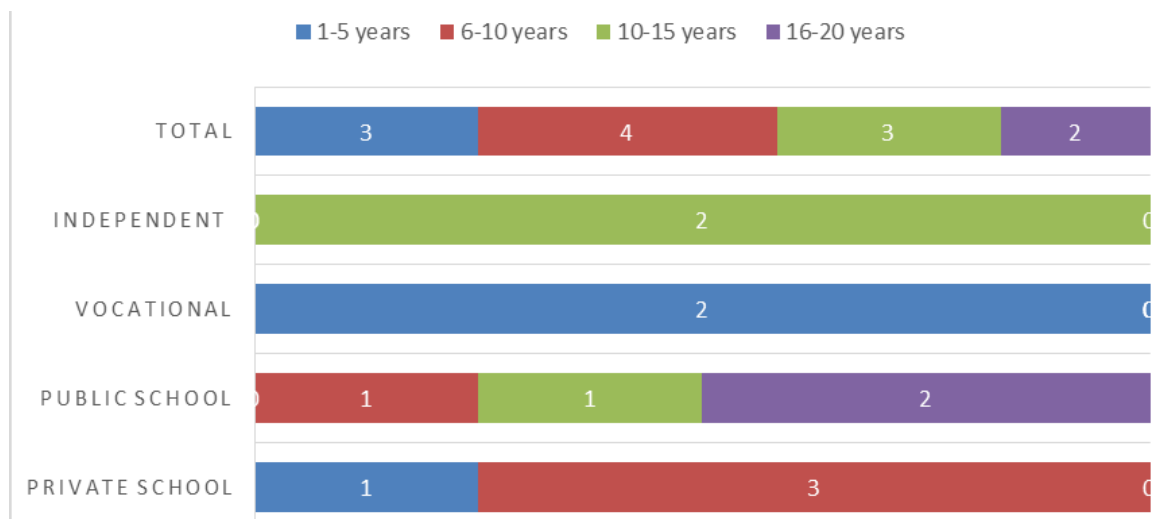


Figure 3. Participant teaching experience

Regarding the participants’ professional experience, most of them have experienced between 6-10 years. Public schools have the most experienced with 16-20 years while the private school top experience is 6-10 years. All the independent practitioners have 10 – 15 years. Similarly, all the vocational participants’ experience between 1-5 years. The distribution of the data shows that public school participants have the most teaching experience distribution (Figure 3).

### 3.3 Data Collection Tool and Data Collection

Literature review was used for the background information about the social representation and perception of 21<sup>st</sup> century pedagogy and the pedagogical transformation. It helped to understand the topic and identify the gap allowing to justify our reflection. Then, the observations in English Language Teaching environment helped to get insightful ideas from the teaching context and create the interview guide. It is a good approach to collect the participants view (Opeifa et al., 2022).

The researchers used a semi-structured open-ended form to determine the opinions of the English teacher’s educators and practitioners who agreed to participate to our study (Telenta, 2018; Can & Bardakci, 2022) to create the data collection tool. The questions of the interviews concerned the six components of the 21<sup>st</sup> pedagogy identified in the British Council handbook (Norris, 2019). We asked participants what they experience in their teaching including each element of the 21<sup>st</sup> century pedagogy through opened end questions about their practices. It was decided that there was no problem with the questions and the interview was processed to the participants. As a result of the research, twelve participants were reached to collect their teaching of English experiences and stated their ideas about the

integration of the 21<sup>st</sup> pedagogy in their teaching environment. The interviews have been recorded and we used some extracts of the participant views to make the corpus of our findings. We could get pros and cons information from verbatim on this pedagogy transformation inclusion in the traditional teaching approach.

### 3.4 Data Analysis

As qualitative research, we did not use statistics to present our findings (Telenta, 2018). The conversational analysis method was used in order to identify the sample participant's point of view regarding their teaching views of the 21<sup>st</sup> century pedagogy integration in their English Language Teaching. Finally, the data analysis used a conversation analysis (Sacks, 1992) to identify insights and draw data sets items. It is a good method to record and present participants view through verbatim resulting from researchers' consistency analysis of the findings to explain and correlates them with the research objective.

For our study, the approach of Norris (2019) and Telenta, (2018) helped to get the participants perception and experience regarding the integration of 21<sup>st</sup> century skills in ELT. We presented the corpus regarding the six items of the 21<sup>st</sup> pedagogy integrated in the participant's practices: *Collaboration and communication, Creativity and imagination, Critical thinking and problem solving, Digital literacy, Citizenship, Student leadership and personal development.*

## 4. Findings

In every country, the teaching approaches depend on the policy established according to the international and local trends by the education stakeholders such as the State, ministry, Education institutions, and school, among others. In Ivory Coast and other nations like Tanzania, the curricula and teaching approach used in most schools are generally oriented by the national education ministry policy. The results of the investigation are presented as verbatim and mainly focus on the experience encountered in Teaching of English Language to speaker of other language. So, in this study, the results from the conversation analysis cover six items on present ELT 21<sup>st</sup> century pedagogy (Norris, 2019): *Collaboration and communication, Creativity and imagination, Critical thinking and problem solving, Digital literacy, Citizenship, Student leadership and personal development.*

### 4.1 Collaboration and Communication

In a communicative approach, collaboration and communication are very important in the teaching process to increase the participation and effective language skills acquisition. According to our participant's opinions, we present the following views from Ivory Coast:

- *The curricula design and teaching pedagogy encourages teachers to use collaboration and communication in our classroom. The children in my English class at Lycée Modern 2 Bouake appreciate these activities. But we do not have enough time and materials, as they are very talk active, the peer to peer activities result often in distraction in our very large size class. (P3)*
- *As English teacher in a private institution of Abidjan, the students have limited English*

*proficiency and they do not have motivation to participate. The curricula design encourages them, yet students lack motivation and fear to speak. Moreover, we do not have enough time for these activities in the overcrowded classroom. (P9)*

*- I am an independent English practitioner. As volunteer, my teaching approach is focused on communication and collaborative activities. Learners are engaged in conversation, dialogues and practice with peers to learn English. They like the listening, discussion, play role and game. It increases their motivation and this approach is very effective in my Teaching because I have a small class size or individuals as learners. But the poor vocabulary, fear to speak and personal challenges affect my teaching often. (P1)*

According to the participant, collaboration and communication activities are engaged in their teaching of English. It is a good way to practice the language. However, there is a low students' engagement in collaboration and communication activities in English due to the class size, lack of vocabulary or personal motivators. Therefore, it is very hard to make English learning participative and communicative. It results in a limited teaching effectiveness and learner engagement. In the investigation context, the time management, overcrowded class and learners' proficiency are three main challenges encountered to reach an effective communication in ELT class management.

#### *4.2 Creativity and Imagination*

Learning is not linear, but it requires to apply activities developing alternatives acquisition of knowledge and practices of skills like in activities of creation and imagination. In education it is a very important factor to increase the retention and learning effectiveness in the language skills acquisition applied in daily life. Below, the experiences of participants:

*- Storytelling or pictures description help me to develop the creativity and imagination. I do not have enough materials for my teaching and time management is a challenge. (P4.)*

*- In my classroom, it is involved in writing activities. But low engagement in home assessment and even if my students want to participate, they have a limited English proficiency. (P6)*

*- I teach in a private school and my pupils have enough materials to practice creativity activities. This approach is very appreciated by my students to speak English and they like these exercises of singing, open-end stories and games. Personally, we use a Canadian curriculum in our English teaching and it produces good results in the English class. (P9)*

The participants state that the creativity and imagination activities are encouraged by teachers, educators in their teaching practices. But there is a low engagement in creativity and imagination activities because of the lack of vocabulary, materials and motivation to interact in English. It results in a low expression and engagement of students. Even if they are interested by the activities or possess a good culture background to create, the context and English level prevent them to share their ideas, creativity because of the fear to commit a mistakes or lack of confidence. But in some private school using an international curriculum, it is very easy to apply creativity in English classroom.

### 4.3 Critical Thinking and Problem Solving

In the education process, it is very important to enhance critical thinking skills to improve the collaboration and positive integration in a multicultural context. As problem solvers, critical thinking helps students to get insightful analyzes to generate solutions to solve problems in a communicative approach. These are core 21<sup>st</sup> century skills for work, school and life. In a context of globalization, it allows to increase values of tolerance while problem solving skills help the learners to get the aptitudes to resolve society and self-problems. In ELT, this aspect of the 21<sup>st</sup> century skills acquisition is underlined by our survey participants:

- *I try these activities of reflection about a local problem. Only some learners participate actively. In my school, many students use French and mother tongue, they lack vocabulary and motivation while the culture barrier do not allow them to catch the skills easily. During the activities, they have a good occasion to speak English, share ideas and I give bonus to the most active learners. (P2)*
- *I think that critical thinking and problem solving are very good for my students to speak fluently. My students are very engaged in these activities. But the time management and curricula are a difficulty because I have less than 3h to teach them English each week and when they finish the classroom, they return in their communities. (P11)*
- *In my school, we have small class size and, in our teaching, it is recommended to allow students to speak and reflect. Problem solving is the best way to practice the language and my students learn easily during the debates and discussion. But the time and the lack of vocabulary are some difficulties that I encounter. (P9)*

According to the respondents, they practice critical thinking and problem-solving activities in their teaching of English to empower learner's values and language proficiency. The class size, time management, learner's low vocabulary limits the engagement during these teaching activities. Yet, this engaged communicative approach allows to develop speaking skills and thinking ability enhancing the learners' engagement to influence decisions in their communities and practice the language.

### 4.4 Digital Literacy

In 21<sup>st</sup> century pedagogy, Information and Communication Technology (ICT) integration in education is a very important factor for an effective communicative teaching approach. It allows to overcome uncertainty like lockdown by adopting blended learning, distance learning, listening and speaking activities for an active learning in English Teaching Language (ELT). In Ivory Coast, the participants of our interviews share the views below:

- *Personally, I do not have technology for the course. I am not really very good with digital tools. I prefer traditional materials. In my rural school, it is very difficult to adopt digital material because of the environment (lack of power, internet, overcrowded and it is forbidden to students to come at school with mobiles). But I think that my English class can be effective if technology is added to empower my learners in practice activities. (P7)*
- *As an independent adult teacher, I am very excellent with digital tools to teach. So, I*

*propose some resources, homework and online material before and after my teaching. The challenge is the course preparation including technology and the student's digital proficiency because they need traditional class and do not do my assignment effectively often. (P10)*

*- In my schools, the students have access to technology. I can use tablets and laptop to teach English with songs, movies, and send homework's. The parents help their students to do the home exercises and it is very good for the pupils' proficiency. But the social media and children technology using need to be applied in order to avoid that devices be distractive and non-educative. (P9)*

For all the participants, the integration of technology in English class represent an opportunity to have more communicative activities and practice the language resulting in an effective learner's empowerment. However, the digital literacy skills gap, the teaching environment (Lack of material, power, internet, school's policy...) and the distraction are some challenges encountered.

#### 4.5 Citizenship

In the 21st century we live in a connected world, which require us to think about the impact of the choices we make in our daily lives. In society, students have to behave like good citizens and contribute to the common wellbeing by good practices. As teachers, we are educators and our impact on learners is very important through our teaching content and activities. Yet, we identify some challenges according to the survey.

*- The ministry teaching program books have units to learn the society rules with exercises. In the English class, the students are engaged when I use French to explain the words written in English and practice the two languages. I think that citizenship teaching in English helps my students to get new vocabulary and practice in their family. (P15)*

*- I teach English to adults and they are very engaged when we learn with the vocabulary of citizenship. In my Evening school, it is very motivating to use this method. But they do not practice when they go back home and the behaviors are the same in their community. (P3)*

*- It is a good way to teach English even if we do not practice that we teach to our students and the time management in various environment in neighborhood influence more the students' behaviors and practices. I know that my students encounter difficulties to speak English and practice in their community because of the teaching environment. (P10)*

The participant's views state that citizenship is an important part of the English teaching curricula. During the class, this aspect of the course is fundamental to empower learner's skills with the language acquisition and useful values for a sustainable development of society. Through the citizenship teaching, the learners could familiar themselves with English words and sentences related to their daily environment. In the English books, there are lessons to promote citizenships. But the teaching and acquisition of their skills encounter some obstacles or challenges due to the multicultural teaching environment, influence of neighborhood daily environment on learners and lack of motivation to practice the English as



foreign language in communities.

#### 4.6 Student Leadership and Personal Development

Every education system aims to empower learners and give them the right skills to be effective society leaders. So, teaching English language includes this aim and the respondents of this study gave their opinion on the experience encountered during their teaching while practicing activities of the 21<sup>st</sup> century pedagogy.

- *I appreciate group activities to see my student practicing the language. During these exercises they share experiences, peer to peer in English yet many students fear to participate in English club activities. (P12)*
- *During the assignment, lack of volunteer student to lead the group. This situation is a teaching challenge because in the communication method, students must speech a lot and I feel bad when I cannot engage my learners to be more active in the peers and group activities. (p8)*
- *I teach in a public school and we cannot provide leadership trainings for students due to the Lack of time and the formal teaching tasks of leadership and personal development training. As teacher, we Lack of information about online opportunity for teachers. (P2)*

In a communicative approach, teaching is a good way to increase capacity building if students and personal development. Indeed, English teacher educators use the English language as a way to empower students' skills. This communicative activity increases the learners' confidence in English language proficiency and allows them to be more involved in community development as leaders. However, in the investigation context, the ELT encounter a lack of engagement, lack of volunteering and motivation that result in low student confidence in English language used in their daily to take initiatives as leaders at school and their community.

## 5. Discussion

Our findings show that the six components of the 21<sup>st</sup> pedagogy are applied by the participants in their teaching methods even if they encounter some challenges related to our study in a nonnative context. Yet, this information can be analyzed in relation to theory and practice. So, different Strategies in Teaching English are supported by 21<sup>st</sup> century pedagogy (Norris, 2019; Derakhshan & Shirmohammadli, 2015).

In this study, the results show that collaboration and communication are promoting in English language teaching (Norris, 2019; Chu et al., 2017). This Effective collaboration requires learners to build positive working relationships, share their skills and knowledge, and engage in respectful dialogue. Indeed, the participants of our research assure that the English teaching books and curricula are oriented to a communicative or student-centered approach. It means that all the teaching activities must provide opportunities to learners to participate and practices the language skills by interactive activities (Watkins, 2016; Ustazah, 2019). As results, they develop real communicative competences and get a better language proficiency. The advantage of this transformative approach is to provide to learners and teachers a way for more

interactivity and teaching content applied directly in the learner's environment (Norris, 2019). Yet, the lack of material, time management and limited English proficiency of learners represent a big challenge in this context. According to Trilling and Fadel (2009), it closes with a focus on the urgent global challenges of our times and how learning can engage students and citizens around the world in collaborative 21st century design projects that contribute to creating a better world and to more meaningful and memorable learning. Similarly, this finding matches with Ustadzah (2019) research underlining that the environment and student behaviors are a very big challenges resulting in ELT classroom management experienced in the teaching context. Similarly, Yildiz (2020) and Goodsell et al. (1992) studies found that collaborative learning has a significant impact on improving student learning; however, teachers are challenged to adapt to collaborative learning approaches. It results in a difficulty to improve the level of all as students' simultaneous and limited English proficiency.

In our research, we found that *Creativity and imagination* are a very useful technique to empower English language learner's proficiency. In fact, when teaching of English includes some elements of the learner's real-life environment, it's easy for them to speak and practice in their community (Ustadzah, 2019). That is to say that they can use stories, description, poem, role play to share their ideas and culture in a multicultural context. For this reason, most of the participants in this study state that in teaching of English through activities allowing to practice creativity and imagination has a better impact in the language acquisition. In a study, Ustadzah (2019), found that the teacher should use more creative strategies to make the learning process more effective and efficient. This fact is underlined by Papadakis (2021) research stating that creativity is "defined as the production of original content and evidence of diverse forms of thinking, both often present in young children's play and everyday uses of technology" (Marsh et al., 2015). Even if this technique is very effective in language skills acquisition, the practitioners and learners encounter some challenges as a low engagement of students and lack of the pedagogy mastery in a multilingual context. These studies reinforce that finding showing that English teachers should use more creative strategies to make the learning process more effective and efficient (Papadakis 2021; Ustadzah. 2019; Norris, 2019).

In this study, we see that *Critical thinking and problem solving* is another method used to practice the language in communicative language teaching activities (Papadakis, 2021; Norris, 2019). According to the participants, debates and discussion activities are very engaging tools to practice the language skills. The aim is to involve the learners in speaking and writing in order to develop their language proficiency in our Ivorian context of teaching English to speakers of other languages. The different findings assure that it is a very impactful mean of teaching (Chehimi & Alameddine, 2022; Norris, 2019). However, in our context, teaching English language in a multilingual context is a big challenge for the Teachers of English due to linguistic diversity, time management and low learners' engagement in the distractive learner's activities (Noises, chat,) during the English class. The outcomes are the low student ability to understand and apply critical thinking skills and English vocabulary in their environment. Consequently, the learners cannot apply the critical thinking values effectively in communities. It means that they have low confidence to use English vocabulary or being involved to solve problems encountered in their community. Worst, they still fear using both

English and local language in their daily environment or at school. In their studies, Voogt and Roblin, (2010), Zhong and Yeung ( cited in Linda la Velle, 2020 ) stated similar situation and notice that the confidence of the teacher in these approaches can be affected negatively when it is the beginning of their career in sort that they can decide to avoid these activities because of students proficiency, misunderstandings or teaching environment challenges also.

According to Norris (2019), the *digital literacy* is another important element of the 21st century pedagogy. It means that in the curricula design, lessons and technology inclusion are encouraged to transform the teaching (Voogt & Roblin, 2010; Chehimi & Alameddine 2022; Opeifa et al., 2022). Our research discovered that Digital literacy is a very useful teaching tool. Regarding this corpus, the digital literacy is encouraged in the course book. Yet, English language teachers encounter some difficulties in their class when introducing an effective digital integration in their pedagogy in Ivory Coast classroom. The technology integration in English class is very insignificant because of a lack of materials, appropriate environment and practical understanding. The Imbalance technology access and mastery challenge result in low technology usage in English Teaching (Chu et al., 2017; Voogt & Roblin, 2010; Kustini, Suherdi & Musthafa, 2020). Likewise, in an empiric research, Katsaris and Vidakis (2021) found that challenges confronted by teachers are due to the lack of the technological equipment, as well as the insufficient training to new technologies. In addition, the time management, imbalance digital skill proficiency among the students and the teaching environment prevents the effectiveness of technology integration in ELT. Voogt and Roblin (2010) found the same results and underlined that both teachers and learners need to improve their digital skills in a changing environment for an effective 21<sup>st</sup> century appropriation. Consequently, even if the English teacher wishes to add technology in the English teaching, this lack of appropriate classroom environment and imbalanced digital literacy are an issue resulting in a low application of ICT activities to enhance learners' proficiency and teacher practices (Katsaris & Vidakis, 2021).

Our study found that *Citizenship* teaching is very important as tool of language acquisition. In fact, the concept of citizenship in school education emphasizes its role as way of active participation (Bennett, Wells, & Rank, 2009; Dalton, 2013; Telenta, 2018). Indeed, as English Language Teaching is also educating, it helps young and adult learners to play a part in helping to solve our collective problems (Trilling & Fadel, 2009). In ELT, the integration of citizenship is adopted in the curricula design. Yet, the practice of citizenships directives from English vocabulary encounters some obstacles such as the low interest and practice of English language in their community to share citizenship policies taught in the English class. Time management, lack of practices in communities and the influence of neighborhood environment affect the English Language Learners (ELL) proficiency. These challenges affect the 21<sup>st</sup> pedagogy integration effectiveness in our study context. Even if the Teachers of English teach communicatively the good practices, the lack of involvement in daily life and community service is an obstacle. As solution, the usage of English in classroom and community services by students and practitioners is a possible citizen activity that can encounter the agreement of community's involvement. Similarly, Siregar, Fauziati and Marmanto, (2020), Suyanto and Djihad (2012), Ismail and Jarrah (2019) stated that

teachers have responsibilities in the case of clarifying values, promoting moral development, transferring knowledge, and assisting students to optimally develop the potential. Since teachers have significant impacts on leading students to become successful learners and citizens, it is necessary for them to understand and continuously develop their quality in terms of their competence, or pedagogical practice. For example, “Many researchers have argued that the concept of digital citizenship should be redefined in the current digital environment and that the direction of digital citizenship education should be newly established” (Bennett & Fessenden, 2006; Yildiz, 2020).

Is *student leadership* important in teaching? Of course, because they have to lead teams and their own life. It is a part of personal development, and the teaching activities must include tasks allowing to develop their skills. According to our data set about *Student leadership and personal development*, participants stated that including opportunities of leadership building in English teaching is encouraged in the educative system. Results show that this approach includes the self-motivation to build a personal awareness and confidence to support English Language Teaching effectiveness including 21<sup>st</sup> century pedagogy. Through activities of critical thinking, play role, communicative tasks, and English teaching offers opportunities to increase the learner’s capacity building as leaders (Norris, 2019). English teaching is a good way to share good values for a sustainable development including peacefully resolving conflict, discovering other people and their cultures, fostering community capability, individual competence and capacity, economic resilience, and social inclusion for to a personal development in English proficiency and society (Dhaliwal, 2015). Yet, in our investigation context, the student leadership building through ELT encounters a lack of engagement, lack of volunteering and motivation that result in low student confidence in English language used in their daily to take initiatives as leaders at school and their community. According to Yildiz (2020) study, through the process of new ideas and collaborative work, students can create new meaning which leads to get self-autonomy learning skills as leaders. Teachers are educators and the English teaching is a way to empower students’ skills in English language proficiency but allow them to be more involved in community development by being leaders

To conclude, the 21<sup>st</sup> century pedagogy is included in the Teaching of English Language Teaching in Ivory Coast. Our Findings are similar with Chehimi and Alameddine (2022) studies stating that teachers believe that they should implement the 21<sup>st</sup> century skills in their classes because these skills are real life skills and would help learners become citizens of this century and always adapting to change. This pedagogical transformation allows to change the practices of educative system stakeholders for a better acquisition of English language by learners. This international language is very important for adults and young learners wherever at school, in vocational and informal context.

In our study, the findings revealed various challenges influencing the integration of 21<sup>st</sup> century skills in ELT. It is very important to update teaching and learning skills for an effective education system, and a recommendation is useful in the section below in order to support this pedagogical transformation. Similarly, Dhaliwal (2015) study stated that a transformation in pedagogy can involves four pillars for an effective teaching approach: *Learn to know, learn*

*to do, learn to live together and with others, learn to be.* Indeed, it refers to the mastering learning tools rather than acquisition of structured knowledge in ELT for an effective communicative approach. Also, it means that as change makers, Teachers of English and practitioners have to update their teaching approach and skills for an effective knowledge sharing in their teaching environment. 21<sup>st</sup> pedagogy in ELT. This pedagogical transformation requires to equipping people for the types of work needed now and, in the future, including innovation and adaptation of learning to future work environments in education. Our recommendations to overcome the pedagogical transformation challenges for an effective English Language Teaching in the education system must include practitioner's engagement in professional development programs, communities of practices, and lifelong learning to support communicative teaching approach and the pedagogical transformation.

Indeed, in a constructivism perspective, the knowledge construction by the learner can be formed from both their existing knowledge and their social interaction process with their surrounding environment and that theory is appropriate for lifelong learning in pedagogical transformation (Mohammed & Kinyo, 2020; Orak & Al-khresheh, 2021). In their research, Siregar, Fauziati, and Marmanto (2020) suggested teacher to be involved in a self-engagement in professional development programs which should be organized by every school and communities of practice to develop the teachers' pedagogical competencies. Similarly, according to Chiemi and Alameddine (2022), it is highly recommended that teacher-training programs for 21st century skills should be available for all teachers at all levels for the skills to be incorporated in the lessons and in teaching methodologies.

In the report (ILO, 2019), the International Labor Organization found that recent years have witnessed a growing interest in lifelong learning (LLL) as an indispensable element of policy responses to the future of work. Consequently, the recommendations for an effective pedagogical transformation in ELT requires the lifelong learning approach allowing teachers and educators to learn and improve their own teaching practices or approaches, empower their colleagues and students for a better education system and effective enhancement of English Language learners' skills. It means that everyone, even teachers, learners and education stakeholders have the responsibility to be involved in lifelong learning to empower themselves and enhance others skills. It is vital that any instructional approach supporting lifelong learning acknowledges that each teacher, as adult learner, possesses a learning style which is both characteristics and unique to them (Holmes, 2002) and provide an effective communicative teaching mastery in ELT. Therefore, the teachers have to reflect and reconstruct their own thinking for an effective teaching and centered students in pedagogical transformation. In fact, transformative education is one that considers four key components: personal, relational, institutional, and community (Markos & McWhinney, 2003). Moreover, researches revealed that in this millennium, the Information and Communication Technology (ICT) is a very important tool of communication, education and training (Riel & Polin, 2001; Chehimi & Alameddine, 2022; Jiang, Perkins, & Pena 2021; Katsaris & Vidakis, 2021; Shohel, 2022). So, the digital revolution and integration of ICT in teaching helps both teachers and learners to get and share knowledge online. It is a behavioral transformation of the education mode of learning because many digital platforms offer a diversity of resources for teachers



learning and the teaching using technology supports (Ghavifekr & Rosdy, 2015). Therefore, there are many tools promoting lifelong learning through the various connected devices like tablets, Mobil phones, and computers among others. In addition, many ELT lifelong learning sites offer opportunities of professional development to empower people and increase the capacity development of individuals in society. In this article, we mention some platforms allowing to empower teachers' pedagogical skills through lifelong learning. For example, *Canvas Network*, *Online Professional English Network (OPEN)*, *British Council*, *Commonwealth of learning* and *Literacy Information Network Community System (LINCS)* are some platforms of lifelong learning. These sites offer pace and self-paced Professional development opportunities, Opened Education Resources (OER), Networking and 21<sup>st</sup> pedagogy supports for a pedagogical transformation.

## 6. Conclusion and Recommendations

Our study aimed to describe and understand the experience of English language teachers using 21<sup>st</sup> century pedagogy to empower English learner's language proficiency and provide a pedagogical transformation in their teaching context through a qualitative case study in Ivory Coast. Findings revealed that 21<sup>st</sup> century skills are promoted in curricula and teaching methods thus some contextual challenges. So, a pedagogical transformation in ELT is a useful approach to enhance the education system stakeholders' skills for an effective appropriation of the 21<sup>st</sup> century skills in the teaching practices to value learner's English language proficiency. As recommendation, we state that engaging professional development programs, lifelong learning and community of practices should provide lot of benefits to English teaching and support the transformation in pedagogy if it is a self-engagement through a personal action plan. Following a constructivist perspective, this education system transformation includes an engagement for a sustainable English Language Teaching effectiveness in 21<sup>st</sup> century. More engagement and exposure in this subject would perhaps bring better outcomes. As limitations, this qualitative research was carried out with a short sample of English teacher's educators in Ivory Coast, a West Africa francophone country and the interviews were hold in various teaching context including private, public, vocational and independent education practitioners.

Following many researches, we recommend English language teacher educators' engagement in a community of practice as another lever to support the pedagogical transformation. According to Lave and Wenger (1998) in Jimenez-Silva and Olsen (2012), it is a sociocultural perspective arguing "*that people construct and develop their identities and understanding through their active participation and engagement with others in cultural practices that are situated in a particular social community, such as in a teacher education*". The main three elements of a CoP are *the domain* (defines the issue), *the community* (people who care about the domain) and *the practice* (sharing ideas, tools, information, goals...). Our recommendation is also promoting 21<sup>st</sup> century pedagogy by attending communities of practice in ELT which offer the opportunity to share with peers, get opportunities in professional development programs, and learn how to apply the 21<sup>st</sup> pedagogy regarding the teaching context for a pedagogical transformation (Telenta, 2018). As lifelong learner and change maker for positive pedagogical transformation, ELT and educative system



stakeholders should adopt a personal development plan following the clues bellow :

- **Creating time:** Being able to take time within the working week to learn, play and explore.
- **Reflecting:** Exposed to new ideas, new tools and new ways of teaching with these tools with peers. Use a self-assessment.
- **Developing Personal Learning Networks (PLNs):** Learning from and with others. Participation in a range of online professional networks (learn, share and collaborate and ideas).
- **Partnering with students:** Developing a mutual respect for the knowledge of the students to explore new ideas for and effective teaching learning.
- **Professional Reading:** Read frequently magazines and journals or digital resources such as blogs, websites or other online sources. Teachers, as Leaders are great readers.
- **Online Learning:** Opportunity to participate in a conference, Workshops on the path of lifelong learning.
- **Time to share:** By providing opportunities for teachers to share with each other's (Peers, students, administration etc.)

In sum, several Teachers of English and educators encounter many teaching challenges to apply the 21<sup>st</sup> pedagogy. Therefore, in this study we try to find a solution in the Ivory Coast context through an effective integration of 21<sup>st</sup> century skills in English teaching adopting a communicative approach. Gul (2016) argues that knowledge is the life itself and it is the learners' experiences, not something abstract out there independent from the learner (Dewey, 1916, 1938/1997).

## References

- Bloor, M., & Wood, F. (2006). *Keywords in qualitative methods* (pp. 39-43). SAGE Publications Ltd. <https://dx.doi.org/10.4135/9781849209403>
- Can, Y., & Bardakci, S. (2022). Teachers' opinions on (urgent) distance education activities during the pandemic period. *Advances in Mobile Learning Educational Research*, 2(2), 351-374. <https://doi.org/10.25082/AMLER.2022.02.005>
- Chehimi, G., & Alameddine, M. M. (2022). The making of a 21st century English language teacher during the pandemic. *International Journal on Social and Education Sciences(IJonSES)*, 4(1), 101-120. <https://doi.org/10.46328/ijonses.297>
- Chiţiba, C. A. (2012). Lifelong learning challenges and opportunities for traditional universities. *Procedia - Social and Behavioral Sciences*, 46(2012), 1943-1947. <https://doi.org/10.1016/j.sbspro.2012.05.408>
- Chu et al. (2017). 21 st Century Skills Development Through Inquiry - Based Learning, From Theory to Practice. <https://doi.org/10.1007/978-981-10-2481-8>

- Cleveland-Innes, M., & Wilton, D. (2018). *Guide to blended learning*. <http://oer4nosp.col.org/id/eprint/35/>
- Derakhshan, & Shirmohammadli. (2015). The Difficulties of Teaching English Language: The Relationship between Research and Teaching. *International Journal of Linguistics*, 7(1). <https://doi.org/10.5296/ijl.v7i1.6648>
- Dhaliwal. (2015). *A Compact List of ELT Approaches, Methods, Techniques (Short Communication)*. Amity University Gurugram, India.
- Febiana, E. F. (2019). *The difficulties of teaching English in vocational high schools*. [http://lib.unnes.ac.id/34243/1/2201415036\\_Optimized.pdf](http://lib.unnes.ac.id/34243/1/2201415036_Optimized.pdf).
- Ghavifekr, S., & Rosdy, W. A. W. (2015). Teaching and learning with technology: Effectiveness of ICT integration in schools. *International Journal of Research in Education and Science (IJRES)*, 1(2), 175-191. <https://doi.org/10.21890/ijres.23596>
- Goodsell, A. S., Maher, M. R., Tinto, V., Smith, B. L., & MacGregor, J. (1992). *Collaborative learning: A sourcebook for Higher Education* [Scholarly project]. Retrieved from <https://files.eric.ed.gov/fulltext/ED357705.pdf>
- Gougou, S. A-M. Paschal, M. J. (2022). Sociability and the Construction of Social Links on Social Digital Networks in Ivory Coast. A Case Study of Young Abidjanese. *Direct Research Journal of Social Science and Educational Studies*. Vol 10(7), 118-127. <https://directresearchpublisher.org/drjsses/files/2022/08/PUBLICATIONDRJSSES91144695.pdf>
- Gul, A. (2016). *Constructivism as a new notion in English language education in Turkey*. A dissertation submitted to the State University College of Education, Health, and Human Services in partial fulfillment of the requirements for the deg of Doctor of Philosophy, Kent University.
- Holmes, A. (2002). *Lifelong learning*. Oxford, U.K: Capstone Publishing.
- ILO. (2019). *Lifelong learning: concepts, issues and actions*. [https://www.ilo.org/wcmsp5/groups/public/---ed\\_emp/---ifp\\_skills/documents/publication/wcms\\_711842.pdf](https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_711842.pdf)
- Ismail, S. A. A., & Jarrah, A. M. (2019). Exploring Pre-Service Teachers' Perceptions of Their Pedagogical Preferences, Teaching Competence and Motivation. *International Journal of Instruction*, 12(1), 493-510. <https://doi.org/10.29333/iji.2019.12132a>
- Jia, Q. (2010). A Brief Study on the Implication of Constructivism Teaching Theory. *International Education Studies*, 3(2). <https://doi.org/10.5539/ies.v3n2p197>
- Jiang, X., Perkins, K., & Pena, J. (2021). Transnationalism contextualized in Miami: The proposed component of dialectal Spanish negotiations in undergraduate TESOL courses. In *Mobility of Knowledge, Practice and Pedagogy in TESOL Teacher Education* (pp. 169-190). Palgrave Macmillan, Cham. [https://doi.org/10.1007/978-3-030-64140-5\\_9](https://doi.org/10.1007/978-3-030-64140-5_9)

- Jimenez-Silva, M., & Olsen, K. (2012). A Community of Practice in Teacher Education: Insights and Perceptions. *International Journal of Teaching and Learning in Higher Education*, 24(3), 335-348. <https://files.eric.ed.gov/fulltext/EJ1000686.pdf>
- Johnson. (2019). *21<sup>st</sup> century pedagogy framework*. <https://www.teachthought.com/the-future-of-learning/a-diagram-of-21st-century-pedagogy/>
- Katsaris, I., & Vidakis, N. (2021). Adaptive e-learning systems through learning styles: A review of the literature. *Advances in Mobile Learning Educational Research*, 1(2), 124-145. <https://doi.org/10.25082/AMLER.2021.02.007>
- Keser, H., & Semerci, A. (2019). Technology trends, Education 4.0 and beyond. *Contemporary Educational Researches Journal*, 9(3), 39-49. <https://doi.org/10.18844/cej.v9i3.4269>
- Koper, R., & Tattersall, C. (2004). New directions for lifelong learning using network technologies. *British Journal of Educational Technology*, 35, 689-700. <https://doi.org/10.1111/j.1467-8535.2004.00427.x>
- Kustini, S., & Musthafa. (2020). Moving towards 21st Century English Language Teaching Developing ESP multiliteracies-based materials. *Advances in Social Science, Education and Humanities Research*, 509, 670-675. <https://doi.org/10.2991/assehr.k.201215.105>
- Lave, J., & Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*. Cambridge, UK: Cambridge University Press. <https://doi.org/10.1017/CBO9780511803932>
- Mahona, P., & Pacho, T. (2021). Reshaping Education in the Post-COVID-19 Pandemic in Africa. *African Research Journal of Education and Social Sciences (ARJESS)*, 8(3), 13-26. <http://arjess.org/education-research/reshaping-education-in-the-post-covid-19-pandemic-in-africa-pdf>
- Markos, & McWhinney. (2003). *Journal of Transformative Education*, 1(1). <https://doi.org/10.1177/1541344603252098>
- Marsh, J., Plowman, L., Yamada-Rice, D., Bishop, J. C., & Winter, P. (2015). *Exploring play and creativity in preschoolers' use of apps: report for early years practitioners*. Retrieved from [http://www.techandplay.org/reports/TAP Final Report.pdf](http://www.techandplay.org/reports/TAP%20Final%20Report.pdf)
- McKinley. (2015). Critical argument and writer identity: Social constructivism as a theoretical framework for EFL academic writing. *Critical Inquiry in Language Studies*, 12(3), 184-207. <https://doi.org/10.1080/15427587.2015.1060558>
- Mohammed, S., & Kinyo, L. (2020). Constructivist theory as a foundation for the utilization of digital technology in the lifelong learning process. *Turkish Online Journal of Distance Education-TOJDE*, 21(4). <https://doi.org/10.17718/tojde.803364>
- Nordstrom, N. (2008). *Top 10 Benefits of Lifelong Learning*. Retrieved from [http://www.selfgrowth.com/articles/Top\\_10\\_Benefits\\_of\\_Lifelong\\_Learning.html](http://www.selfgrowth.com/articles/Top_10_Benefits_of_Lifelong_Learning.html)
- Norris, L. (2019). *Promoting 21st century skills, Teaching English: British Council*. Retrieved

from

[https://www.teachingenglish.org.uk/sites/teacheng/files/J105\\_12\\_Promoting\\_21\\_Skills\\_web\\_0.pdf](https://www.teachingenglish.org.uk/sites/teacheng/files/J105_12_Promoting_21_Skills_web_0.pdf)

Oh, P. S., & Oh S. J. (2011). What teachers of science need to know about models: An overview. *Int. J. Sci. Educ.*, 33, 1109-1130. <https://doi.org/10.1080/09500693.2010.502191>

Opeifa, O., Adelana, O. P., & Atolagbe, O. D. (2022). Teaching oral English through technology: Perceptions of teachers in Nigerian secondary schools. *International Journal of Learning and Teaching*, 14(1), 41-54. <https://doi.org/10.18844/ijlt.v14i1.6434>

Orak S. D., & Al-khresheh, M. H. (2021). In Between 21st Century Skills and Constructivism in ELT: Designing a Model Derived from a Narrative Literature Review. *World Journal of English Language*, 11(2). <https://doi.org/10.5430/wjel.v11n2p166>

Paschal, M. J. (2022). Integrating Global Citizenship Education in Higher Education in Tanzania: Lessons from the Literature. *Global Research in Higher Education*, 5(2), 24-43. <https://doi.org/1022158/grhe.v5n2p24>

Paschal, M. J., & Mkulu, D. G. (2020). Online Classes during COVID-19 Pandemic in Higher Learning Institutions in Africa. *Global Research in Higher Education*, 3(3), 1-21. <https://doi.org/1022158/grhe.v3n3p1>

Paschal, M. J., Pacho, O. T., & Adewoyin, O. (2022). Teaching methods applied in higher education during COVID-19 pandemic in Africa. *International Journal of Educational Policy Research and Review*. 9(1). <https://doi.org/10.1579/IJEPRR.22.003>

Riel, M., & Polin, L. (2001). Communities as places where learning occurs. In *Annual Meeting of American Educational Research Association*, Seattle, WA. Retrieved from [https://www.researchgate.net/publication/268225530\\_Communities\\_as\\_Places\\_Where\\_Learning\\_Occurs](https://www.researchgate.net/publication/268225530_Communities_as_Places_Where_Learning_Occurs)

Roblin, N. P. (2010). 21st century skills discussion paper. University of Twente.

Ruiz, J. G., Mintzer, M. J., & Leipzig, R. M. (2006). The Impact of E-Learning in Medical Education. *Academic Medicine*, 81(3), 207-212. <https://doi.org/10.1097/00001888-200603000-00002>

Scholl, R. (2014). "Inside-out Pedagogy": Theorising Pedagogical Transformation through Teaching Philosophy. *Australian Journal of Teacher Education*, 39(6). <https://doi.org/10.14221/ajte.2014v39n6.5>

Shohel, M. M. C. (Ed.). (2022). E-Learning and Digital Education in the Twenty-First Century. Intech Open. <https://doi.org/10.5772/intechopen.87797>

Shulman L. S., (1987), Knowledge and teaching: foundations of the new reform. *Harvard Educ. Rev.*, 57, 1-22. <https://doi.org/10.17763/haer.57.1.j463w79r56455411>

Siregar, R. A., Fauziati, E., & Marmanto, S. (2020). An exploration on EFL teachers' perceptions of effective 21 st-century pedagogical competencies. *JEELS (Journal of English*

*Education and Linguistics Studies*), 7(1), 1-24. <https://doi.org/10.30762/jeels.v7i1.200>

State of Victoria. (2020). *Pedagogical Model*. Retrieved from <https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/practice/pedagogicalmodel.pdf>

STATISTA report. (April 1st 2022). Retrieved from <https://www.statista.com/statistics/266808/the-most-spoken-languages-worldwide/>

Tamm, S. (2020). What is the Definition of E-Learning? Retrieved from <https://e-student.org/what-is-e-learning/>

Telenta, G. (2018). *The gap between the peruvian english teacher and the education of the 21st century* (Tesis de maestría en Educación con Mención en Enseñanza de Inglés como Lengua Extranjera). Universidad de Piura. Facultad de Ciencias de la Educación. Piura, Perú.

Trilling, B., & Fadel, C. (2009). *21st century skills: Learning for life in our times*. John Wiley & Sons.

UNESCO. (2016). Education for people and planet: creating sustainable futures for all. *Global education monitoring report, 2016*. Paris, UNESCO. Retrieved from <http://unesdoc.unesco.org/images/0024/002457/245752e.pdf>

Ustadzah. (2019). *EFL Teachers' Teaching Strategies in the Distracted Classrooms*. A thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University Surabaya.

Watkins, C. (2016). Developing student-driven learning: The patterns, the context, and the process. *Student-Driven Learning Strategies for the 21st Century Classroom*, March, 1-9. <https://doi.org/10.4018/978-1-5225-1689-7.ch001>

Watson, L. (2003). *Lifelong Learning in Australia, Canberra, Department of Education, Science and Training*. Retrieved from [http://www.dest.gov.au/NR/rdonlyres/DBF92E32-99DA-4253-9C81F52157022BF6/805/03\\_13.pdf](http://www.dest.gov.au/NR/rdonlyres/DBF92E32-99DA-4253-9C81F52157022BF6/805/03_13.pdf)

Yildiz, H. (2020). *Promoting 21st-Century Learning: Online Collaboration through Design Thinking Framework for Today's ESL Students*. Retrieved from <https://repository.usfca.edu/capstone/1107>

### Copyright Disclaimer

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/3.0/>).