



**Faculty Members' Practice of the 21st Century
Skills in the Institute of Languages at the
University of Tabuk From their Point of View.**

Mohammad Abdulsalam Alqudah

**Alkhaleej for Training & Education-University of Tabuk/
SAUDI ARABIA**

Ph.D. Student-Mutah University

Dr. Ahmad Issa Altweissi

**Faculty of Educational Sciences-
Mutah University/JORDAN**

تقديرات أعضاء هيئة التدريس في معهد اللغات بجامعة تبوك لدرجة ممارستهم لمهارات القرن الحادي والعشرين

محمد عبدالسلام القضاة¹، أحمد عيسى الطويسي²

كلية العلوم التربوية، جامعة مؤتة، الأردن

¹البريد الإلكتروني للباحث الرئيس: mohammadqdh@gmail.com

الملخص:

هدفت الدراسة إلى التعرف إلى تقديرات أعضاء هيئة التدريس في معهد اللغات في جامعة تبوك لدرجة ممارستهم لمهارات القرن الحادي والعشرين. تكونت عينة الدراسة من أعضاء هيئة التدريس في معهد اللغات في جامعة تبوك والبالغ عددهم (151). تم توظيف الاستبانة كأداة بحث بعد التأكد من خصائصها السيكمترية. أظهرت النتائج أن تقديرات أعضاء هيئة التدريس لممارستهم لمهارات القرن الحادي والعشرين مرتفعة، وجاء مجال (مهارات الإبداع والابتكار) في المرتبة الأولى ومجال (تكنولوجيا المعلومات والمهارات الرقمية) في المرتبة الأخيرة. كما أظهرت النتائج أنه لا توجد فروق ذات دلالة إحصائية في تقديرات أعضاء هيئة التدريس لممارستهم لمهارات القرن الحادي والعشرين تعزى لأي من متغيرات: الجنس أو للحالة اللغوية أو للتفاعل بينهما باستثناء مجال (تكنولوجيا المعلومات والمهارات الرقمية) فقد أظهرت النتائج فروقاً ذات دلالة إحصائية تعزى لمتغير الحالة اللغوية لصالح أعضاء هيئة التدريس غير الناطقين الأصليين للغة.

الكلمات المفتاحية: أعضاء هيئة التدريس، الممارسة، مهارات القرن 21، معهد اللغات، جامعة تبوك.



Faculty Members' Practice of the 21st Century Skills in the Institute of Languages at the University of Tabuk From their Point of View.

Mohammad Abdulsalam Alqudah¹, Ahmad Issa Altweissi²

¹Alkhaleej for Training & Education-University of Tabuk/SAUDI

²ARABIA, Ph.D. Student-Mutah University.

Faculty of Educational Sciences- Mutah University/JORDAN

¹**Correspondent author e-mail:** mohammadqdh@gmail.com

Abstract:

This study investigates faculty members' practices of the 21st Century skills in the institution of languages at the University of Tabuk from their point of view. The participants of the study were (151) faculty members. A self-completed questionnaire of five domains was developed then administered after verifying its validity and reliability. The findings revealed that faculty members' ratings of their practice for the 21st Century skills were at a high degree. The practice of skills related to the Creativity and Innovation domain occupied the first rank, whereas they rated their practice of the skills related to ICT and digital domain at the last rank. Moreover, findings revealed that there are no statistically significant differences in faculty members' ratings about their practice of the 21st Century skills attributed to the variables of gender, lingual status, or the interaction between them, whereas there were statistically significant differences related to the domain of ICT and digital skills, attributed to the variable of lingual status in favor of the non-native faculty members.

Keywords: Faculty Members, Practice, 21st Century Skills, Institute of Languages, University of Tabuk.

Introduction and Background of the Study

The 21st Century has witnessed a massive change in knowledge, technology, and media. This rapid and continuous change has had a strong impact on all aspects of life so that the world became profoundly different today than it was twenty years ago and a new paradigm started to emerge. Consequently, education has recently witnessed remarkable changes. Hence, many initiatives and reforms have appeared to change the way we educate students. An approach for developing and implementing certain skills emerged to equip educators with the necessary skills and requirements of the 21st Century to prepare students for the future. This approach concentrated on establishing essential skills. As a result of that, the idea of establishing 21st Century skills became necessary to successfully encounter the tremendous demands of the 21st Century that the educators and their students may face.

The concept of 21st Century skills was created in the United States in 2007 as a means of improving educational performance and preparing people for the demands of the 21st Century workplace. The implementation of these skills has resulted in a significant shift in educational objectives. As a result, several curriculum planning plans and projects have been developed and implemented to address these skills in the learning and teaching process. (Saleh, 2019). Many leaders and organizations all over the world have been striving to prepare undergraduates for a world in which they should master the academic content and many newly adopted skills needed such as critical thinking, communication, technology, literacy, and collaboration to cope with the recent challenges in life, college, and career. 21st Century knowledge and skills are considered a vital currency for participation, achievement, and competitiveness in our global community.

Partnership for 21st Century Skills (P21) established an agreement around the definition for the outcomes of the 21st Century student; to achieve that (P21) took many inputs from hundreds of parents, students, business and community leaders, educators, and policymakers. The inputs had an effective role in identifying a framework that describes skills and knowledge of the 21st Century that educators should equip their students with to succeed in work, life, knowledge, and literacies. (Partnership for 21st Century Skills, 2010).

It is worth mentioning that 21st Century skills have a strong relationship with the newly adopted theories of learning such as “Connectivism” the 21st Learning theory in the digital age and “Constructivism” the learning theory of the latest 30 years of the 20th Century. Within the same context, Anagün (2018) stated that the



constructivist approach to teaching 21st Century skills means new roles and requirements for teachers. Teachers must understand the goals of the constructivist curriculum, the students in the classroom, and how to construct a learning environment to meet their needs. The most important way to increase productivity in an educational environment based on the constructivist approach is to take into account the personal beliefs and values of the teachers.

In alignment with that, Siemens (2005) Confirms that in Connectivism the learner is not passive, but he participates in producing Knowledge which is mandatory for successful performance in all fields of life. Furthermore, Wagner (2008), as cited by McIntyre-Odoms, (2015), stated that 21st Century skills include Critical thinking and problem-solving; collaboration across networks and leading by influence, agility, and adaptability, innovation, and entrepreneurialism; effective oral and written communication skills; accessing and analyzing information; and curiosity and imagination. More importantly, several researchers, such as Ravitz (2014:1), outlined the main Four Cs guiding principles of 21st Century learning, these 4Cs include Critical thinking, Communication, Collaboration, and Creativity. Furthermore, Ravitz (2014), defined the 4c's as follows:

Critical Thinking: where educators and learners are expected to be able to analyze, investigate, evaluate, and draw appropriate conclusions based on evidence and reasoning.

Collaboration: where educators and learners are expected to be able to work together, to work effectively and respectfully, to share responsibility for completing a task.

Communication: where educators and learners are expected to be able to organize their thoughts, share these thoughts effectively, orally, and in writing.

Creativity and Innovation Skills: where educators and learners are expected to be able to generate and refine, analyze, and then combining or presenting what they have learned in new and genuine ways.

Wilcox, D., Liu, J. C., Thall, J, & Howley, T. (2017) believe that when students exercise critical thinking skills, they can investigate and evaluate the quality of information, conceptualize and develop original solutions to messy or ambiguous problems, and evaluate the adequacy of their solutions. Supporting that, Bedir (2019b) argued that communication skills are essential for collaboration and effective work in the 21st century. These skills allow students to communicate their

thoughts and ideas orally, in writing, or non-verbally; listen effectively and then gain meaning, knowledge, values, and attitudes from the interaction; use various media effectively and appropriately to express themselves, guide, and teach, motivate or inform.

Concerning collaboration skills, Saleh (2019) stated that these skills involve working as part of a team to set common goals, analyze and solve problems, answer questions, conceive and create collaborative products, provide individual and team feedback, and evaluate overall team efficiency. While regarding Creative thinking skills, involves trying or developing new approaches and ideas to get things done or develop new ways of overcoming a problem. To sum up, educators should teach students content as well as they should teach them how to use technology, communicate, collaborate, and think critically. This will not come true unless both educators and students are equipped with 21st Century skills. The Partnership of 21st Century Skills (2010) confirms that there are some experiences that best prepare teachers for 21st Century classrooms depending on the 21st Century skills; Learning how to use technology, incorporating digital resources in lessons, locating and using electronic teaching aids, and using electronic products as well as it is preferable to have the ability to utilize video or podcasts while teaching.

Halverson (2018) said that digital skills become essential for both teachers and students. Students will be able to learn on their own by using certain websites and social applications to share pictures and ideas. However, many skills need to be taught and practiced inside classrooms such as critical analysis of information, creating and editing videos and audios as projects for learning. Teachers should discard the idea that digital literacy skills are monopolized by “Digital natives”. Others will certainly be digitally successful if they got opportunities for that. In addition, teachers should believe in the importance of 21st Century skills as a strong tool for students to get involved in our new world which highlights the use of technology especially in learning English as the Lingua Franca of this century. Moreover, 21st Century Skills are part of and strongly related to the recent paradigm shift from Web.1 which depends on using the web as a learning assistant without any kind of interaction to using Web.2 as a source of learning where students can share, and receive knowledge interchangeably with others.

Fandiño (2013) pointed out that there is no doubt that today's EFL classrooms should be different from the mid-20th century. believes that today's English classroom requires expanded understanding and literacy development. Unlike single and inclusive literacy, English teachers must accept the constantly changing and flexible nature of



literacy, which involves different fields such as technology, multimedia, relationships, and culture. In turn, these fields require English classrooms to become a space that can solve the increasingly diversified and integrated modes of creating different meanings, in which text is related to vision, hearing, space and behavior. One possible way to respond to the new interests and needs of our students and our society is through clear but critical work, using what experts call 21st Century skills.

Pardede (2012) argued that however, the focus of English education in the 21st century should be very different from what it is today. ELT no longer focuses only on grammar, memorization, and memorization learning, not only because it requires communication in a particular location (e.g. classroom or office), but also because it requires interaction with other people around the world. Instead, use language and cultural knowledge as a means of communicating and connecting with other people around the world. Although they do not live in English-speaking countries, more people need to use English for highly sophisticated communication and cooperation with people around the world. Therefore, writing compelling sentences, critically interpreting, analyzing information, and conducting complex negotiations, and cooperating in English are necessary skills for English teachers to deal with in the 21st Century.

Reviewing Literature and Related Studies

The purpose of this study examines the ratings of faculty members in the institution of languages at the University of Tabuk for their degree of the practice of the 21st Century skills. Furthermore, this study tries to find out if there are any statistically significant differences in the ratings of faculty members in the institution of languages at the University of Tabuk for their degree of the practice of the 21st Century skills attributed to the variables of; gender (male and female) and lingual status (natives and non-natives) or the interaction between them. Several studies address similar question(s), among which are the following:

Abu Abah (2021) investigates the degree of the practice of kindergarten teachers for the 21st Century skills with the kindergarten child in the light of the kingdom's 2030 vision from their point of view using the descriptive method. The sample was (236) kindergarten teachers. After verifying validity and reliability measures the researcher administered a questionnaire that consisted of (56) items with three main skills: learning and creativity, Digital literacy, and life and career. The findings revealed that the degree of practicing the 21st Century by kindergarten teachers was high. The findings also revealed

that there were differences in the degree of practicing the main skills where (Creativity and Innovation) with a very high degree and the (digital skills and life and career) with a high degree. The findings showed differences in the degree of practicing the sub-skills where (Collaboration, and Creativity and Innovation) with a very high degree and (critical thinking, Media literacy, Flexibility and Adaptability, Social and Cross-Cultural Skills, Leadership and Responsibility) with a high degree and (ICT literacy and Communication) with a moderate degree. The study recommended conducting training undergraduates regarding ICT and digital skills.

Al.jarrah & Almaitah (2020) investigates the ratings of social studies teachers for their possession of 21st-century skills in the light of the variables of major and years of experience. The sample of the study consisted of (153) male and female teachers. The researcher used the descriptive approach by developing a questionnaire that consisted of three domains with 11 Items for each. The total number of items in the questionnaire was 70 items. The validity and reliability of this questionnaire have been verified. The results of the study revealed that teachers' ratings of their possession of the first and the third dimensions (learning and creativity) and (life and career) were of great degree, whereas their ratings of the second dimension (information, media, and Technology) were of moderate degree. The results also indicated that there were no statistically significant differences at the level of ($\alpha \leq 0.05$) in teachers' possession. For the three dimensions attributed to the variables of major and years of experience and the interaction between them. The study recommended the necessity of conducting training for teachers regarding the second dimension (information, media, and Technology) and its sub-skills.

Al.fiefy (2019) examines to what extent do primary school teachers possess 21st Century skills. The researcher used the descriptive method. The sample was 50 primary grades female teachers in Jazan city. A questionnaire was used to collect data. Means and standard deviations indicated that teachers obtained (very high and high) scores regarding learning and innovation, career and life, and information and media skills. The results also revealed that there are no significant differences attributed to the variables of; age and years of experience but, There were significant differences attributed to the variable of qualifications for the favor of " Doctorate ". The study recommended conducting training programs for teachers and developing curricula to cope with the 21st Century skills.

Bedir (2019) investigates ELT pre-service teachers' beliefs and perceptions on 21st Century learning and innovation skills with a special emphasis on critical, creative thinking, collaboration, and



communication skills (4Cs) in particular. Data were collected with a customized questionnaire including closed and open-ended questions and semi-structured interviews. Results demonstrated that pre-service teachers mainly perceived 21st Century learning as the integration of technology into classroom teaching. They were also moderately aware of and involved in 4Cs though they had high positive perceptions towards them. The words and phrases they used for the definition of critical, creative thinking, collaboration, and communication were associated with the ones used in the educational context although 21st Century skills may have divergent or specialized meanings in a different context. Pre-service teachers also held negative beliefs about the emphasis of 4Cs in the national curriculum and assessment, but positive beliefs about professional development for 4Cs.

Howlett (2019) examines to which (EFL) High School students believed mobile devices increase learning and learner satisfaction in the Thai School or classroom context and whether they are prepared for autonomous learning using these devices. The study sample was 277 students in 8 High Schools in Southern Thailand. The study tool was a questionnaire constructed around the core competencies out of 21st Century learning skills and autonomous traits concerning mobile device use. The findings of the study indicated that students had access to and ability to use mobile devices and they agreed or strongly agreed that mobile devices increase their learning potential and satisfaction. They suggested that they are ready for self-learning using mobile devices in partnership with their 21st Century learning skills. The researcher recommended that teachers and policy-makers should allow students to complement their learning using mobile devices.

Quigley (2016) explores high school English teachers' perceptions and attitudes about 21st-century learning skills—their benefits, the challenges for effective implementation, and their impact on classroom instruction and learning. The researcher administered a survey, conducted focus groups and interviews, and analyzed archival data at two high schools identified by the Partnership for 21st Century Learning as exemplar schools implementing innovative learning practices. The primary and overriding finding of this study is that 21st-century instructional practices impact a high school English teacher's classroom instruction to a moderately high degree. Additional findings reveal the importance of communication and collaboration, a constructivist classroom, purposeful lessons, and support for students who lack direction, a need for change in the educational system, and backing from within the school, as well as from parents, the school district, and the state.

Having reviewed the related literature the uniqueness of the current study emerged from its capacity in contributing to the trend of investigating teachers' practices of the 21st Century skills. This study has addressed two important components of the 21st Century skills that are strongly connected to " Learning": Creativity and Learning and ICT literacy and digital skills, whereas other studies dealt with all components of the 21st Century skills which means that this study is privileged by concentrating on the educational phase by taking into consideration the learning and digital skills. Furthermore, most of the reviewed studies concentrated on possessing, acquiring, developing, and knowledge of the 21st Century skills, whereas the current study concentrated on practice and implementation. In addition, this study is unique as it dealt with the "lingual status (native and non-native)" as a variable where none of the related literature has considered this variable before.

Context of the Study Problem

Based upon their experiences as educators, and as they witnessing the dramatic changes in the needed skills that undergraduates must possess, the researchers noticed that there is a need to check the readiness of faculty members whether they master the necessary skills and are acquainted with the requirements of the 21st Century skills. This notice triggered conducting a study that may help shed the light on the status of implementing the 21st Century skills in the institute of languages at the University of Tabuk. Besides, Many up-to-date studies suggested conducting studies that may enrich the educational literature with the data that are necessary for guiding educators for the overwhelming trends of implementing the 21st Century skills.

In Higher education institutions, the demands and the needs of the digital age should be met in which we witness dramatic changes where advancements in technology and social media have a massive impact in changing the nature of learning as well as they offer learners the opportunities of connectivity. As such, educators, teachers, and faculty members should be acquainted with 21st Century skills and realize the importance of equipping their students with the necessary skills that influence their learning and guide them to cope with up-to-date changes in life. Besides, students should acquire the necessary 21st Century skills to meet the demands of the massive change in life where academic content mastery and skills such as critical thinking, communication, ICT literacy, and collaboration are required for success in college, life, and career. Hence, the role of researchers is to prove by the analysis of faculty members' and students' ratings for their degree of knowledge and the practice of the 21st Century skills.



As such, this encourages conducting a study in which we examine their ratings.

Significance of the Study

Theoretically, the significance of this study is that it studies and investigates newly adopted skills in the digital age (the 21st Century skills). This study may pave the way for academics, educators, and curriculum designers to benefit from the results and draw their attention to the importance of these skills in all stages of education and for learning the English language.

Practically, since the faculty member is a critical component in the teaching and learning processes in higher education, identifying the ratings of their practice of 21st Century skills is necessary to implement professional training programs for faculty members so that they support students and provide them with skills, knowledge, and expertise they must acquire and master to succeed in learning, life, and work in general and learning English in specific. This study may contribute to discovering any lack in the practices of 21st Century skills among faculty members.

Definition of Terms

Several terms were employed in this study, which can be defined as the following:

21st-century skills: It is a broad set of knowledge, skills, work habits, and character traits that are believed by educators, school reformers, college professors, employers, and others to be critically important to success in today's world, particularly in collegiate programs and contemporary careers and workplace. (The Partnership for 21st Century Skills, 2009). For this study, it is defined as the score of faculty members' response(s) on the questionnaire's items/domains., used for the purpose of this study.

Faculty Members: A group or group of people, especially teachers, professors, and lecturers who have common responsibilities or obligations, that is, to teach in a certain school or educational institution. In other words, they are academic staff of a school or university.

For the purpose of this study, it is defined as all instructors who teach English courses in the Institute of Languages at the University of Tabuk.

Institute of Languages: An institute that was established in 2014 in the University of Tabuk to improve English language learning among students and university staff as well as providing local and

international courses and programs in learning English, translation, and preparing for international exams such as, TOEFL and ILETS. (Department of English Language Skills, 2020).

For the purpose of this study, It is the institute where this study has been administered among faculty members to examine their ratings of the practice of the 21st Century skills.

Delimitations of the Study

1. The study was restricted to the Institute of languages faculty members at the University of Tabuk-Saudi Arabia.
2. The study was conducted during the second semester of the academic year 2020/2021.
3. In terms of the research instrument, this study employed the questionnaire as a tool for collecting the data, thus the study was limited to the adopted validity and reliability measures.
4. The study dealt only with the 21st Century skills related to Learning and Innovation Skills the 4C's (Creativity, Critical thinking, Collaboration, and Communication) and ICT Information, Communication and Technology Skills as well as the Digital Skills.

Method

This study followed the descriptive method being suitable for the study.

Research Questions

This study attempts to answer the following questions:

1. What are the ratings of faculty members in the institution of languages at the University of Tabuk for their degree of the practice of the 21st Century skills?
2. Are there any statistically significant differences in the ratings of faculty members in the institution of languages at the University of Tabuk for their degree of the practice of the 21st Century skills attributed to the variables of; gender (male and female) and lingual status (natives and non-natives) and the interaction between them?

Population and Participants of the Study

The population of the study was all faculty members in the institute of languages at the University of Tabuk, with a total of (185) faculty members, including (95) males and (90) females. Hence, the study considered its entire population as its sample. However, researchers



were able to collect the data from only (151) respondents, thus the final sample was as presented in Table (1).

Table (1)

The distribution of the study sample according to the variables of (Gender and Lingual Status).

Lingual Status	Male		Female		Total	Percentage to total
	Percentage	Percentage	Percentage	Percentage		
Native	19	12.6%	18	11.9%	37	24.5%
Non-native	58	38.4%	56	37.1%	114	75.5%
Total	77	51%	74	49%	151	100%

Study Instrument

For the purpose of the study, a self-completed questionnaire was developed, with (50) items distributed over five domains: Creativity and Innovation Skills (12) items, Critical Thinking and Problem-solving Skills (8) items, Collaboration Skills (10) items, Communication Skills (7) items, and ICT Literacy and Digital Skills (13) items. A five-point Likert-type scale was used (Never, Rarely, Sometimes, Often, and Always).

Questionnaire Validity

The validity of the questionnaire has been verified by giving the questionnaire in its first version to (15) specialists and experts in Curriculum and Instruction, Evaluation and Measurement, Linguistics, and Educational Technology from different universities, to judge the questionnaire adequacy regarding clarity, suitability, and wording of the items. Depending on experts' suggestions; some items were modified and (9) items were deleted. Thus the final version of the questionnaire consisted of (41) items distributed over the five domains.

In addition, the instrument was piloted on a sample of (20) male and female faculty members who were selected randomly of the entire population then excluded from the sample of the study. (Persons') correlation coefficient was calculated for the domains of the questionnaire with the total score and among the domains themselves,

where the scores ranged between (0.74-0.96), It is worth noting that the correlation coefficients are satisfying and reliable to consider the questionnaires' items.

Questionnaire Reliability

The reliability of the questionnaire has been verified through the employing of internal consistency (**Cronbach's alpha**), through piloting the questionnaire on a sample from the targeted population that was excluded from the study sample later on, with a total of (20) instructors. Table (2) shows the results.

Table (2)

Values of correlation coefficient using internal consistency (Cronbach's alpha) for Faculty members' practice scale of 21st Century Skills.

Domain	Internal Consistency (Cronbach's alpha)
First domain	0.89
Second domain	0.88
Third domain	0.90
Fourth domain	0.83
Fifth domain	0.89
Whole Scale	0.96

Table (2) shows that correlation coefficient values using the Internal Consistency method (Cronbach's alpha) for the whole scale were (0.96), whereas for the domains ranged between (0.83-0.90), thus these values verify the appropriateness of the scale for the study purposes.

Judgment Criteria of the questionnaire's items:

To interpret the means for the ratings of the respondents on each item in the questionnaire and on each domain of it, the following equation was used. (Al Omar, 2004).

$$\text{Class interval} = \frac{\text{Upper limit} - \text{Lower limit (for weights)}}{\text{Number of supposed classes}} = \frac{5 - 1}{3} = 1.33$$

Depending on the previous equation, the following criterion was used to judge the means for domains and the total score:

1. If the mean of the item is less or equals (2.33) the item's degree is considered (Low) which means that we need to conduct critical remediation for the practice of the 21st Century in the current status.



2. If the mean of the item was between (2.34-3.67) the item's degree is considered (Moderate) which means that the practice of the 21st Century needs remediation, but this remediation is not critical.
3. If the mean of the item was between (3.68-5) the item's degree is considered (high) which means that the practice of the 21st Century is in an ideal status.

Findings and Discussion

Findings related to the research first question:

“What are the ratings of the faculty members in the Institute of Languages at the University of Tabuk for their degree of the practice of the 21st-century skills?”

To answer the first question of the study Means, Standard deviations, rank, and degree for each domain as well as the total score were calculated for the scale of faculty members' practice of the 21st Century skills. Results as presented in Table (3) revealed the following;

Table (3)

Means and standard deviations for the ratings of the faculty members for their degree of the practice of the 21st-century skills according to instrument's domains

Domain Number	Domain	Mean	Standard deviations	Rank	Degree
1	Creativity and Innovation Skills	4.40	0.51	1	High
4	Communication Skills	4.30	0.64	2	High
3	Collaboration Skills	4.27	0.60	3	High
2	Critical Thinking and Problem-Solving Skills	4.15	0.69	4	High
5	ICT Literacy and digital Skills	4.00	0.69	5	High
	Total score for the skills	4.22	0.54	-	High

As table (3) shows, the faculty members' ratings for their degree of the practice of the 21st-century skills was high with an overall mean score of (4.22) and a standard deviation of (0.54). The (Creativity and Innovation Skills) domain occupied the first rank with a mean score of (4.40), and standard deviation of (0.54) with a high degree of practice, whereas the (ICT Literacy and digital skills) occupied the last rank with a mean score of (4.00), and a standard deviation of (0.69) with a high degree of practice.

The researchers attribute the high degree of the practice of the 21st Century skills to the adequate and appropriate teaching/learning environment, which facilitates the members' task to practice the 21st Century skills. The environment component at the Institute of Languages including the newly adopted textbooks that depend on embedding 21st Century skills in the contents of the textbooks as well as using newly adopted methods such as the blended learning program that has been adopted in the last three years that help faculty members enhance learning and teaching English language skills to implement the textbook which includes such skills. The adoption of the blended learning approach helped faculty members to focus intensively on new various skills that include the 4C's and the productive use of technology and digital skills. Additionally, the partnership of the Institute of languages with international educational establishments, such as it keeps to provide the modern field of training which depends on 21st Century skills for faculty members.

Furthermore, concerning the (Creativity and Innovation Skills) domain that occupied the first rank in the ratings of the faculty members which could be a reflection of the early attention that has been given to this domain in the educational plans and policies of the ministry of education in Saudi Arabia that encourages faculty members and teachers to give the skills of this domain priority. Another explanation is related to the government's concerns towards creativity and innovation in Saudi Arabia where they established (King Abdulaziz and his men's foundation of creativity and innovation (Mawhiba) to sponsor talent and to highlight the importance of (creativity and innovation) for the future of education and economy.

In teaching, faculty members usually care about motivating their students to use different techniques so that they get a better understanding of the learning tasks. Besides, faculty members like to see unique ideas in their students' projects where they can elaborate and evaluate the ideas to improve their creative efforts. Faculty members are keen to support their students with the necessary skills to create worthwhile ideas, demonstrating originality and inventiveness, enhancing their autonomy, and accepting others ideas, all these skills



of “creativity and innovation” are considered prerequisites for other 21st Century skills that is why they are given priority in faculty member’s practices, consequently, this domain occupied the first rank in the practices of the faculty members.

Communication skills are fundamental in learning languages so that it is not strange to occupy the second rank in the ratings of faculty members for their degree of practicing the 21st Century skills. Communicating effectively in English verbally and nonverbally in different contexts and environments as well as using the newly adopted technologies to convey ideas is of top priority in language learning for students, that is why faculty members give this domain a priority in their practices.

The domain of critical thinking and the problem-solving rank was before the last and that could be attributed to cultural compatibility and the social expectations of faculty members as knowledge transmitters. In this study faculty members are of different cultural backgrounds so that their ratings for their practices vary regarding the skills of critical thinking.

Regarding the domain of (ICT literacy and digital skills), it occupied the last rank, which could be attributed to the modernity of these skills especially those skills related to the use of cloud computing, using bloggers, Wiki, and RSS-feeds in teaching the English language skills. As evidence of this interpretation; for example, the item “I use English Bloggers and wiki when communicating with students” in this domain came last in the faculty members' ratings with a moderate degree. Moreover, variations in faculty members' ratings of their practices as a result of the different technological backgrounds they refer to.

Findings related to the research second question.

Are there any statistically significant differences in faculty members’ ratings of their practice of the 21st Century skills that could be attributed to the variables of; gender (male and female) and lingual status (natives and non-natives)?

To answer this question of the study; The Means, standard deviations, and 2-Way Analysis of Variance were employed to identify if there are any statistically significant differences between the scores of the faculty members’ ratings of their practice of the 21st Century skills, as well as the multivariate analysis of variance (MANOVA) was employed to identify if there are any statistically significant differences between the means of the domains that could be attributed to the variables of gender and lingual status. Table (4) shows means

and standard deviations for the overall mean score of the faculty members' ratings of their practice of the 21st Century skills and its domains according to the variables of gender and lingual status.

Table (4)

Means and standard deviations for the faculty members' ratings of their practice of 21st Century skills and its domains according to the variables of gender and Lingual Status

Lingual Status	The domain	Gender					
		Males		Females		Total	
		Mean	Standard deviation	Mean	Standard deviation	Mean	Standard deviation
Native	Creativity and Innovation Skills	4.31	0.55	4.29	0.44	4.30	0.49
	Critical Thinking & Problem-Solving	4.08	0.79	4.13	0.55	4.10	0.67
	Collaboration Skills	4.22	0.66	4.20	0.48	4.21	0.57
	Communication Skills	4.13	0.83	4.32	0.58	4.23	0.71
	ICT Literacy & Digital Skills	3.74	0.94	3.86	0.72	3.79	0.83
	Total Score	4.08	0.71	4.14	0.42	4.10	0.58
Non-Native	Creativity and Innovation Skills	4.41	0.57	4.45	0.47	4.43	0.46
	Critical Thinking & Problem-Solving	4.13	0.69	4.21	0.69	4.17	0.69
	Collaboration Skills	4.20	0.60	4.32	0.62	4.29	0.61
	Communication Skills	4.28	0.63	4.36	0.59	4.32	0.61
	ICT Literacy & Digital Skills	4.03	0.66	4.11	0.60	4.07	0.63
	Total Score	4.22	0.55	4.29	0.51	4.25	0.53
Total	Creativity and Innovation Skills	4.38	0.56	4.41	0.46	4.40	0.51



Lingua l Status	The domain	Gender		Total			
		Males	Females	Mean	Standard deviation		
	Critical Thinking & Problem-Solving	4.11	0.72	4.19	0.66	4.15	0.69
	Collaboration Skills	4.24	0.61	4.29	0.59	4.27	0.60
	Communication Skills	4.24	0.68	4.35	0.58	4.29	0.64
	ICT Literacy & Digital Skills	3.96	0.74	4.05	0.63	4.00	0.69
	Total Score	4.18	0.58	4.20	0.49	4.22	0.54

Table (4) shows that there are apparent differences in means and standard deviations in the overall mean score for the faculty members' ratings of their practice of 21st Century skills and its domains according to the variables of gender and lingual status. Where the overall mean score of the non-natives reached (4.10), while it was (4.25) for the natives. Concerning the variable of gender, the overall mean score for males reached (4.18), while it was (4.20) for females.

To identify the significance of these differences between means in the total score, (2-Way ANOVA) was used. Table (5) shows the following results.

Table (5)

(2-Way ANOVA) for the significant differences in the means of the total score for the faculty members' ratings of their practice of 21st Century skills and its domains according to the variables of gender and lingual status

Source of Variance	Sum of squares	Degrees of freedom	Mean of squares	Critical Value F	Level of significance
Gender	0.125	1	0.125	0.421	0.517
Lingual Status	0.561	1	0.561	1.889	0.171
Gender*Lingual Status	0.001	1	0.001	0.002	0.967
Error	43.658	147	0.297		
Total	2728.323	151			
Corrected Total	44.403	150			

Table (5) shows that there are no statistically significant differences in the ratings of the faculty members for their practice of 21st Century skills that could be attributed to the variable of gender, where the critical F value was (0.421) which wasn't a statistically significant value at the level of significance ($\alpha = 0.05$).

Regarding the variable of lingual status, results revealed that there are no statistically significant differences, where the F value reached (1.889), which was not statistically significant.

Additionally, findings revealed that there are no statistically significant differences in the total score for the faculty members' ratings that could be attributed to the interaction between the variables of gender and lingual status since the critical F value was (0.002) which wasn't a statistically significant value at the level of significance ($\alpha = 0.05$).

The researchers attributed these results to the fact that all faculty members regardless of their gender and lingual status receive the same training and follow the same plans and approximately the same methodology that have been set by the institution of Languages based on the guidelines adopted regarding teaching the English language by the institution of languages as well as the high priority given to the ongoing professional and personal development of all faculty members. Moreover, all faculty members work as one team according to the plans and the vision of having an effective learning atmosphere to learn English as well as the policy of recruitment of faculty members that prefers employing well-qualified and experienced faculty members.



Multivariate analysis of variance (MANOVA) has been used to identify the significance of differences in the domains of the faculty members' ratings of their practice of 21st Century skills and its domains in the institute of languages at the University of Tabuk according to the variables of gender and lingual status. Table (6) shows the results.

Table (6)

Multivariate analysis of variance (MANOVA) for the significant differences of means of the domains of the faculty members' ratings of their practice of 21st Century skills and its domains according to the variables of gender and lingual status.

Source of Variance	The domain	Sum of squares	Degrees of freedom	Mean of squares	Critical Value F	Level of significance
Gender	Creativity and Innovation Skills	0.006	1	0.006	0.022	0.88
Hotelling's T2 Value (0.019)	Critical Thinking & Problem-Solving	0.134	1	0.134	0.276	0.60
Critical F value (0.552)	Collaboration Skills	0.02	1	0.02	0.055	0.82
Value of significance (0.737)	Communication Skills	0.546	1	0.546	1.335	0.25
	ICT Literacy & Digital Skills	0.296	1	0.296	0.627	0.43
Lingual Status	Creativity and Innovation Skills	0.474	1	0.474	1.776	0.185
Hotelling's T2 Value (0.058)	Critical Thinking & Problem-Solving	0.122	1	0.122	0.251	0.617
Critical F value (1.670)	Collaboration Skills	0.159	1	0.159	0.434	0.511
Value of significance (0.046)	Communication Skills	0.234	1	0.234	0.573	0.45
	ICT Literacy & Digital Skills	2.021	1	2.021	4.288	*0.04

Source of Variance	The domain	Sum of squares	Degrees of freedom	Mean of squares	Critical Value F	Level of significance
Gender*Lin	Creativity and Innovation Skills	0.018	1	0.018	0.067	0.797
Wilks'Lambda Value (0.988)	Critical Thinking & Problem-Solving	0.01	1	0.01	0.02	0.888
Critical F value (0.339)	Collaboration Skills	0.067	1	0.067	0.184	0.669
Value of significance (0.889)	Communication Skills	0.077	1	0.077	0.189	0.664
	ICT Literacy & Digital Skills	0.016	1	0.016	0.034	0.854
Total	Creativity and Innovation Skills	2960.47	151			
	Critical Thinking & Problem-Solving	2676.639	151			
	Collaboration Skills	2806.047	151			
	Communication Skills	2847.5	151			
	ICT Literacy & Digital Skills	2490.545	151			
Corrected Total	Creativity and Innovation Skills	39.749	150			
	Critical Thinking & Problem-Solving	71.751	150			
	Collaboration Skills	54.117	150			
	Communication Skills	60.954	150			
	ICT Literacy & Digital Skills	71.635	150			

Table (6) shows that there are no statistically significant differences in the means of the domains altogether of the faculty members' ratings of their practice of 21st Century skills and its domains in the institute of languages at the University of Tabuk attributed to the variable of gender since Hotelling's T2 Value was (0.019) which wasn't a



statistically significant value at the level of significance ($\alpha = 0.05$). The table also shows that there are no statistically significant differences in the means for the domains altogether of the faculty members' ratings of their practice of 21st Century skills and its domains in the institute of languages at the University of Tabuk attributed to the interaction between the variables of gender and lingual status since the value of Wilk's Lambda was (0.988) which wasn't statistically significant value at the level of significance ($\alpha = 0.05$). Additionally, Findings show that there are statistically significant differences in the means of the domain (ICT literacy and digital skills) attributed to the variable of lingual status since the critical value F was (4.288) which is a statistically significant value at the level of ($\alpha = 0.05$). These differences in this domain are in favor of the Non-native faculty members where their means were (4.07).

Having such results supports the previous interpretation for the results shown in Table (5) regarding having no differences in the variables of gender and lingual status for the total score on the scale that the faculty members receive the same training and follow the same plans and approximately the same methodology that have been set by the institution of Languages based on the guidelines adopted regarding teaching the English language by the institution of languages and the policy of recruitment of faculty members that prefers employing well-qualified faculty members.

Regarding having significant differences in (ICT literacy and digital skills) domain, the researchers attributed these differences to the personal skills and individual differences that each faculty member may possess. Most non-native speakers receive excellent training and strive to be better so that they can get better jobs outside their countries. Besides, they are well-motivated to work and have a distinguished performance so that they will be able to maintain their current job. Due to the different countries the faculty members come from, with different technological backgrounds, we could have such differences in the level of using the ICT tools and the digital skills.

Conclusion

The results of this study indicated that faculty members have rated themselves in a high rank regarding their degree of the practice of the 21st Century skills. Therefore, this would affect teaching English and will positively affect students' level of proficiency as they learn the language by newly adopted methods and strategies that highlight the use of the 21st Century skills and this would pave the way for learners to manage building life-long learning that helps them succeed in

dealing with the demands of their future careers, workplace, and their social life. The results of this study excluded any significant differences in the ratings of the faculty members for their degree of the practice of the 21st Century skills and that could be attributed to many factors related to the training plans, adopting new methods and strategies, and the administrative and the educational policy of the institution f languages. The results also detected significant differences in favor of the non-natives regarding the degree of the practice of ICT literacy and digital skills that could be attributed to the soft skills, Individual differences, and the technological background of the faculty member. Moreover, the result of this study is considered an eye-opener to faculty members. They are recommended to focus on the other skills that they may fail to recognize or the skills that they rated their practice for at a low level.

Recommendations

In the light of the results revealed by the study, the following recommendations could be suggested:

1. Conducting further studies in higher education institutions in Saudi Arabia to investigate the status of addressing the 21st Century skills and their requirements, taking into consideration other components of the 21st Century skills in particular such as; "Life and Career Skills" for their high impact on the future life of undergraduates.
2. Training faculty members and teachers by conducting high-quality programs to be professional in using and implementing the 21st Century skills to prepare undergraduates and students for life-long learning and to be successful in future life.
3. The results of this study will be an eye-opener for faculty members to concentrate and highlight the skills that they rate their practice for at a low level such as those skills related to the ICT domain.

Suggestions for Further Research

1. The researchers suggested conducting further studies in other departments at the University of Tabuk and other universities in Saudi Arabia taking into consideration new variables such as; years of experience and qualifications.
2. The researchers suggested doing further investigations in the institution of languages at the University of Tabuk focusing on other components of the 21st Century skills such as; life and career skills which include: flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity, and accountability, leadership, and responsibility.



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