EFL Teachers' Attitude Towards 21st Century Skills: A Mixed- Methods Study

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ABSTRACT

In point of changing educational technologies, processing teacher education system, teachers and students need to obtain 21st century abilities. While there are several studies on P21 skills have been made, there has been less research on English as a foreign language (EFL) teachers' teaching 21st skills. With regard to this view, the aim of this paper is to investigate EFL teachers' attitude towards 21st century skills in a city of Turkey. The background of this study is EFL teachers' professional development in implementing 21st century competences in the classrooms. The participants of the study were 56 EFL teachers from different school types. The study used the mixed method sequential explanatory strategy. The quantitative data was collected using questionnaire to examine differences in terms of EFL teachers' teaching experience and working environment and using technological tools in EFL teaching. The data were analyzed using one-way Anova test. In qualitative data, semi-structured interview was conducted with 8 EFL teachers to confirm the quantitative results. The results of these studies revealed that EFL teachers have positive attitudes towards P21 skills and implementing technological tools into EFL classrooms. The implications were provided for a larger study in other aspects of 21st century skills.

INTRODUCTION

With a rapid advent of technologies into the classrooms, the concept of education has begun to change. EFL teachers should compete with challenges of new digital devices to develop and prepare the students to future in a globalized digital-age world (Altan, 2010).

Several organizations and institutions describe and categorize into 21st century skills distinctly (e.g. P21, NCREL, ATCS, NETS/ISTE, EU, OECD, ASIA Society) (Kan & Murat, 2018).The P21 (2008) classifies the skills in three broad classes (See Figure 1). 21st century skills have become inevitable for adaptation to new technologies in education.

Figure 1: P21 the 21st Century Learning Framework, (Battelle for Kids, 2019)

Another international project, ATC21S (2009) focused on defining teaching, learning and assessment of 21st century skills. ATC21S abbreviates 21st skills as 'KSAVE' (knowledge, skills, attitudes, values and ethics). 21st century skills are the first time voiced by Turkey Businessmen Association (TUSİAD) to determine requirements of these skills in Turkey. The Ministry of National Education (MONE) identified these skills as eight competences in the light of 'National Education Quality Framework and Turkey Qualifications Framework' in 2008 (Gürültü, Alcı & Aslan, 2019). These changes in the curriculum require teachers' professional developments into 21st century model (Opter & Saavedra, 2012).

The 2019–20 Covid-19 pandemic has caused to closures of schools, universities and colleges and changed educational systems all around the world (Setiawan, 2020). Therefore, UNESCO commits distance learning programmers, open educational applications and platforms that learners and teachers can use at home (UNESCO, 2020). For instance, in Turkey Distance education was performed on the system of Education Informatics Network (EBA), digital educational portal. Various educational materials are presented for students, teachers and parents on this portal (Özer, 2020). Higher Education Institutions also begin to use distance, digital learning methods synchronously and asynchronously in Turkey (Kayaaslan & Tufan, 2020). A study by Aybirdi, Han (2016) suggests alternative platforms like distance learning system enable new learning environments in educational institutions. Therefore, the attitude and awareness of teachers are the central issue in the implementation of new technologies and bringing 21st century skills in different contexts.

Attitude affects the performance and success of teachers in learning and teaching process in their class (Chu, Lee, Notari, Reynolds & Tavares, 2017, p.110). Thus, it is worth investigating EFL teachers' attitudes and awareness level and whether they are prepared to meet their students' needs in the 21st century.

Regarding this, although several studies concluded that EFL teachers have positive attitude towards using 21st century skills (e.g. Fandiño, 2013; H. Zhang et al., 2020; Karkoulia, 2016; Tafazoli, Parra & Abril, 2019; Tsourapa, 2018), there is little research in Turkey (e.g. Baz, 2016; Öz, Demirezen & Pourfeiz, 2015) indicating similar conclusion that teachers have positive attitude towards technological use.

Thus, the current study aims to examine EFL teachers' attitudes and awareness level of P21 skills as well as to determine the effect of their using technological tools, teaching experiences, school types on teaching and learning P21 skills in ELT classrooms in a city of northern Turkey. Sherwani and Kılıç (2017) stated that teacher attitudes are necessary for teaching-learning process and students' success. Therefore, the study is expected to increase awareness of ELT of 21st century skills and provides some knowledge and instruction in terms of understanding the development of teachers and teaching methods.

LITERATURE REVIEW

Several recent studies have focused on 21st learning skills. Researchers show that teachers are expected to know 21st century learning and teaching skills in past over five years (Bedir,2019; Ganayen & Zidan, 2018; Håkkinen, et al., 2017; Kivunja, 2015; Norahmi, 2017; Urbani, Roshandel, Michael & Truesdell, 2017). EFL teachers need these skills to reshape students with learning environments in a new curriculum (Larson & Miller, 2011).

With the aim for the development of EFL teachers' education program for twenty first century skills, Kivunja (2015) examined the 'Rainbow' framework and Bruner's 5E Instructional Model (Engagement, Exploration, Explanation, Elaboration, Evaluation) in the 21st century education. Kivunja revealed a new learning paradigm by defining the moral purpose of education, productive roles of 21st century workplace. The study concluded that 4Cs super skills (Collaborators, Communicators, Creators and Critical Thinkers) provide core skills for the achievement of students to survive in the real world.

Urbani, Roshandel, Michael and Truesdell (2017) investigated 21st century skill training, teaching ability and teacher education program. The study focused on 21st century skills elements (Creativity, Critical thinking, Communication, Collaboration, Information Media and Technology skills) presented by Partnership for 21st skills. A mixed-methods approach was used to indicate professional, applied and personal development, ability of pre-service and in-service teachers. Data was collected from four courses in which all preservice teachers attend in California. The results demonstrated the simultaneous integration developing, assessing and modeling of the 21st century skills had the most effect on preservice teachers' teaching.

Moreover, a study by Håkkinen, et al., (2017) revealed teaching and learning skills by reviewing previous and current case studies. In this study four comprehensive frameworks were used: teaching and evaluation for twenty-first century skills, a partnership for twenty-first century skills P21 skills, OECD DeSeCo, European Union Key Competences for LifeLong Learning 2008. The cloud-based system was used to evaluate and monitor teacher-students' skill during the tasks. In Finland, a thousand 11-15 years old students from comprehensive schools participated in the ATC21s study. Finnish pre-service teachers (153) take part in a learning project course for two months. The common goal of these cases is to

develop CPS skills (collaborative problem solving) and SSRL skills (socially shared regulation). The result of the study provided pedagogical framework for teacher-students' core skills.

Another research on pre-service ELT education program was conducted by Bedir (2019) to investigate the need for preparing instructional design principle for 21st century learning skills and applying the 4Cs (Critical, Creative thinking, Collaboration and Communication) into their classroom. In this study, a three–phased sequential mixed method was used. Data were collected from 124 English language teachers (between 22-24) from the Faculty of Education in Turkey for the need analysis and nine pre-service teachers in the focus group using questionnaire (e.g., Likert scale, 5 open-ended questions). The results indicated that twelve-week development framework have a positive impact on revising curriculum and integrating teachers into 4Cs.

Similarly, in another study Norahmi (2017) investigated the students' thoughts related to teachers' competence in 21st century. The study implied that the role of teachers and students' characters have a critical role in gaining 21st century skills. A survey research was used to examine four competencies of teachers (pedagogy, personality, social relations, and professionality) and the ability of using technology in the classrooms. Data were collected from students of University of Palankga Raya. Sixty questionnaires (using open-ended questions) related to students' opinions of 21st century teachers and teachers' competences were analyzed to calculate responses. The results revealed that they should be active in using technology, discuss global issues in daily life interaction to know demands of 21st century.

Ganayen and Zidan (2018) investigated TEC (Technology Education and Cultural) diversity and learning style of students (synchronous and asynchronous), teacher training and level of ICT skills. This study focused on online collaborative learning (OCL), online learning styles and communication technology. The descriptive quantitative method was conducted in the study. The research questionnaire consisted four major categories: ICT skills, instructor role in developing 21st century skills, preferred learning communication style and demographic questions. Data were collected from 99 students from different cultures and colleges in Israel. The study concluded TEC students have high ICT skills and require 21st century skills known as knowledge meaning for success in life and work.

In a cross-cultural study about EFL teachers' awareness and attitudes, Abril, Parra and Tafazoli (2019) explore 318 EFL teachers' and 317 language students' attitudes towards Computer – Assisted Language Learning (CALL). This study compared educational level, age, gender in two countries, Spain and Iran. The result of the study indicated that there is no significant difference between the attitudes of Spanian and Iranian towards CALL. However, the study conducted by Demirezen, Öz and Pourfeiz (2015) revealed similarity between attitudes foreign and Computer-Assisted Language Learning. Attitudes towards Foreign Language Learning (A-FLL, 31 statements) and Computer – Assisted Language Learning Scale (A-CALL, 4 major components) were used to 123 university students in Turkey.

Another study in Greece (Karkoulia, 2016), the use of Web 2.0 tools in EFL teaching was investigated. A questionnaire was designed to 135 EFL teachers. The conclusion was that the majority of EFL teachers have positive attitudes to Web 2.0 technologies. The results of the study were the consistent with Tsourapa (2018) in the same country. The study focused on teachers' view on development of 21st century skills in EFL teaching. This research contributed to whether 21st century skills are essential to develop and obstacles in integration

of technology tools. The researcher designed a close-ended questionnaire to collect data from 121 EFL teachers in Greece. The results showed that teachers having positive attitudes are more willing to use educational technological devices in the class.

These recent studies on development and implementation of the 21st century skills into EFL classes and EFL teachers' attitude towards 21st century skills have been discussed. However, there is little research exploring on EFL teachers' awareness and attitudes towards 21st century skills in Turkey context. Taking this gap into account, this study aims to study EFL teachers' attitudes towards 21st century skills and awareness level of using 21st century skills. This study investigates the questions in below:

1)Which educational technological tools do EFL teachers actually use towards the development of 21st skills in their course?

2) Is there any significant difference between EFL teachers' attitude towards 21st century skills by teaching experiences and school types?

3) What is EFL teachers' attitude towards 21st century skills?

METHODOLOGY

In this study, a sequential explanatory mixed method was conducted to determine EFL teachers' attitudes (Creswell, 2009; Fraenkel, Wallen, & Hyun, 2012). The first phase of the research included quantitative data collection and statistical analysis and in the second phase qualitative data was collected to support the results of the analysis (Creswell, 2009).

Participants

The sample of the study included 56 English Foreign Language teachers, voluntary and convenience sampling in a city of Turkey. EFL teachers were chosen by using the stratified random sampling. Participants signed a consent form for the questionnaire. For the qualitative part, 8 voluntary EFL teachers were chosen purposively from different school types and teaching experiences.

Instrument

The research instrument used is a questionnaire to collect quantitative data about the attitudes of EFL teachers for the study. Appropriate permission was provided for using questionnaire. The questionnaire was presented face-to-face, WhatsApp application and online platforms. The instrument was the close-ended questionnaire including 4 sections. The first part of the questionnaire was arranged to gather data about demographic questions: age, gender, academic qualifications, teaching experiences, current working environment, attendance of seminars. The second and the third sections are close-ended questions such as multiple- choice items and checklists. There is a 5-point Likert-scale (11) items ranging from strongly disagree (1) to strongly agree (5) in the fourth section. The qualitative data was collected via semi-structured interviews including two open-ended questions.

Procedure

Mixed-methods approach combining was used to understanding research problems and relationships between variables exactly (Fraenkel, Wallen, & Hyun, 2011, pp.557-558). With regard to aims of the study, the normal distribution of the data was checked utilizing descriptive statistics. According to the results, the appropriate parametric a one-way ANOVA test were used to compare three or more groups in the data analysis. The frequencies and percentages of the using technological tools and questionnaire items were counted and presented in Tables 4, 5.

For the qualitative part, a semi-structured interview, composing 8 voluntary EFL teachers, were conducted in the native language, Turkish to obtain more data and not to feel hesitation during the interview process. A consequence of Covid-19 outbreak, telephone and online interviews were carried on. The interview form includes two open-ended questions asking what are your purposes for using technology tools (such as computer, interactive whiteboard, blogs, videos) in your class? and what are you doing to bring in 21st century skills (such as creative, critical thinking, career skills, media-technology literacy, communication and collaboration) in your course?

Interviews were asked in native language, Turkish and translated into English to relieve the participants and increase the reliability of the interview. Qualitative thematic analyses were employed for the interviews and responses. The responses were transcribed verbatim and coded with brief descriptions for qualitative analysis. Themes were formed and the quotations were given under each category.

Reliability and Validity

The threads occurring in the study were controlled for the validity and reliability of the results. A pilot study was conducted on 6 EFL teachers to increase the reliability and validity of the questionnaire. The questionnaire scale consists of 13 items and these items are grouped under 4 parts. The internal consistency reliability was measured by the Cronbach Alpha. Each items' coefficient was estimated. Cronbach alpha coefficients were found to be .764. The results were checked by the advisor and the peers.

RESULTS

Results of Quantitative data

Quantitative analysis was performed to ascertain significant difference between EFL teachers' attitude towards 21st century skills with regard to their teaching experiences and school types using descriptive statistical analysis.

Table 1. Distribution of EFL teachers in terms of teaching experiences and school types

Teaching experiences	Frequency	Percent
1-5 years	5	8,9%
6-10 years	17	30,4%

11-15 years	16	28,6%
16-20 years	11	19,6%
20+ years	7	12,5%
Total	56	100,0%

Table 1. shows that frequencies and percent are almost alike [17 (30.4%) 6-10 years, 16 (28. 6%) 11-15 years, 11 (19.6%) 16-20 years] in terms of teaching experiences while 5 (8.9) participants have 1-5 years and 7 (12.5) EFL teachers have 20+ years teaching experiences.

Table 2. Distribution of EFL teachers in terms of school types

School types	Frequency	Percent
state school	46	82,1%
private school	6	10,7%
foreign language institute	1	1,8%
other	3	5,4%
Total	56	100,0%

As seen in Table 2, among 56 EFL teachers, most of participants 46 (82.1%) are from state schools while 1 (1.8%) participant is from foreign language institute. 6 (1.8) EFL teachers are from private schools.

After the results ensuring the normality of the data in terms of teaching experiences, one-way analysis of variance (ANOVA) was measured to explore if there are any statistically significant differences between groups.

Table 3. ANOVA results for EFL teachers' attitudes in terms of their teaching experiences

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	45,836	4	11,459	,535	,711
Within Groups	1093,146	51	21,434		
Total	1138,982	55			

Table 3. shows that there are no statistically significant differences (p = .711, p> 0.05) between the EFL teachers' attitudes with regard to their teaching experiences and the computed of F value is (.535).

Table 4. ANOVA results for EFL teachers' attitudes in terms of their school types

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	216,004	3	72,001	4,057	,012
Within Groups	922,978	52	17,750		
Total	1138,982	55			

As illustrated in Table 4, the results outlined no significant differences between EFL teachers' attitudes with regard to their current working environments. The computed value of F is (4.057) and the significance level is ($p = 0.12$, $p > 0.05$). However, in the qualitative part of the study interview with an EFL teacher from a private school claimed using technology to provide students with the opportunity to expose foreign language and ask open-ended questions to develop critical thinking.

Another question in the study is educational technological tools used in EFL course to examine concerns, preferences of teachers and integration of these tools in teaching 21st century skills. The reasons of EFL teachers' using technological tools were reported in the qualitive part of the study.

Table 5. Technological tools used in EFL teaching

Technological tools	Responses	
	N	Percent
the word processor	27	17,6%
email	8	5,2%
Web quests	10	6,5%
videos	51	33,3%
digital storytelling	12	7,8%
blogs	10	6,5%
wikis	4	2,6%
social networks	31	20,3%
Total	153[a]	100,0%

a: because of the multiple responses, sample size (n=56) increased.

Table 5 revealed that EFL teachers use diversified educational technology tools for the progress of P21 skills in their course. The majority of the teachers (33.3%) use videos, 20.3% of the teachers prefer social networks and 17.6% use the word processor in EFL course. However, web quests and blogs rank 6.5% among the teachers. Wikis and email encouraging 21st century skills are less preferences (2.6%, 5.2%). Web2 tools like Wiki (2.6%) require technological literacy and higher order skills; so, teachers need to be educated how to use these tools in the classrooms. EFL teachers prefer digital storytelling 7.8%. The result indicates that considerable

number of participants use videos and social networks. The reasons can be popular among the students, teachers and easy to access.

Table 6. Frequency and percentage of questionnaire items towards P21 skills

Items no	n	strongly disagree		disagree		neither agree nor disagree		agree		strongly agree	
		f	%	f	%	f	%	f	%	f	%
Item 1	56	-	-	-	-	3	5.4	31	55.4	22	39.3
Item 2	56	-	-	-	-	1	1.8	22	39.3	33	58.9
Item 3	56	-	-	2	3.6	4	7.1	30	53.6	20	35.7
Item 4	56	-	-	2	3.6	5	8.9	30	53.6	19	33.9
Item 5	56	2	3.6	2	3.6	11	19.6	29	51.8	12	21.4
Item 6	56	-	-	-	-	4	7.1	29	51.8	23	41.1
Item 7	56	1	1.8	2	3.6	3	5.4	34	60.7	16	28.6
Item 8	56	-	-	1	1.8	2	3.6	30	53.6	23	41.1
Item 9	56	1	1.8	3	5.4	8	14.3	30	53.6	14	25.0
Item 10	56	1	1.8	5	8.9	8	14.3	30	53.6	12	21.4
Item 11	56	-	-	3	5.4	4	7.1	22	39.3	27	48.2

Table 6. revealed the findings on the teachers' attitude towards the development of P21 skills through eleven questions, 5-point Likert-scale items [ranging from strongly disagree (1) to strongly agree (5)]. The frequencies of the teachers' answers according to the scale on the questionnaire were counted. From the findings, it can be obtained thirty-one teachers (55.4%) agree that it is significant to know 21st century skills how to use search engines to locate information for the students. Thirty – three teachers (58.9%) strongly agree that teachers should select information according to students' needs and purposes. Moreover, thirty teachers (53.6%) agree that critically evaluate the information accessed and gathered and interpret multimodal texts (e.g. images, graphemes, presentations) are essential for students to know. Twenty-nine (51.8%) agree that effective use of the word processor to produce grammatically and syntactically well-formed texts and selecting graphics and photos illustrating the meanings they intend to convey are necessary. Furthermore, 60.7% of them (thirty-four) approve that students should use the multi-platforms or e-learning systems to communicate synchronously and asynchronously. Besides, while thirty teachers (53.6%) agree that 21st century students must know how to access online learning resources such as dictionaries and thesauri, participate in online discussions and bulletin boards and use computer mediated communication to communicate effectively. Lastly, twenty-seven teachers (48.2%) strongly agree about collaborating in order to learn and produce a product (i.e. a project).

The results indicate that the majority of EFL teachers have positive attitude towards P21 skills in terms of their teaching experiences and school types. Majority of EFL teachers agree that

students must acquire 21st century skills. The findings are approved by other *several studies concluded that EFL teachers have positive attitude towards using P21 skills in the field such as Karkoulia (2016); Öz, Demirezen & Pourfeiz (2015); Tafazoli, Parra & Abril (2019); Tsourapa (2018).

The findings of the semi-structured interviews conducted in terms of supporting the quantitative data and having detailed information (about EFL teachers' attitude toward 21st century skills) were similar to quantitative data analysis.

Results of Qualitative Data

A total of eight EFL teachers were interviewed by phone and online interview for the qualitative study. The aim of the interview questions was to identify research questions, EFL teachers' attitude towards 21st century skills. Interviews were transcribed verbatim for qualitative analysis. Qualitative thematic analyses were employed for the interviews and responses to the open-ended questions. First, interview transcripts were reviewed several times coded interviews with brief descriptions.

1. What are your purposes for using technology tools (e.g. computer, interactive whiteboard, blogs, videos) in your class?

2. What are you doing to bring in 21st century skills (such as creative, critical thinking, career skills, media-technology literacy, communication and collaboration e.g.) in your course? The responses of two open-ended questions categorized into topics (technological tools and P21 skills) by comparing with the quantitative data results were presented in Table 6.

Table 7. 21st century skills/abilities and technological tools used by EFL teachers

Teaching experience	Technological tools	P21 skills
	-Interactive whiteboard	Creative thinking
6-10 years	-New software	Critical thinking
11-15 years	-Personal computers	Media/ digital literacy
	-E-mail	Technological skills
	-Videos	Communication
	-Web 2 tools	Cooperation/teamwork
	-Blogs	
	-Social networks	
	-Skype	
16-20 years	-Interactive whiteboard	Communication
	-Interpret multimodal texts	Cooperation/teamwork
	-Personal computers	Cultural awareness

Table 7. shows that in the light of the statements, most of EFL teachers' use these 21st century skills, abilities and technological tools to communicate, cooperate, attract, increase the interest and curiosity of the students, teach and reinforce the subject. Similarly, Motallebzadeh, Ahmadi, Hosseinnia (2018) revealed that project-based instruction, communication, collaboration, critical thinking, decision making have significant effect on EFL learners' 21st century skills in ELT classrooms. Moreover, EFL teachers use the drama activities for students' gaining 21st century skills like communication, problem solving, cooperation. Most teachers interviewed care student-centered educational opportunities especially using in project works. One of the participants stated the following:

In my lessons, I take care to use technology as a means of communication and an indispensable part of the 21st century qualifications that facilitate the paths to gains, not a goal of purpose. In all activities, we use technological tools, web 2 tools, products that my students can share and contribute jointly and individually to create a learning environment. In this sense, we identify products that are installed on mobile phones and which will use practical use programs and shape our activities according to our achievements. making use of appropriate web 2 tools to make short films. We provide them with live learning environments that are equipped with technology, making our students not consumers of technology, but manufacturers of technology.

Further, another EFL teacher emphasized collaboration, situation awareness and thinking ahead in the courses, saying the following:

My main goal in my lessons is to create a sharing student culture environment by integrating 21st century human and technological competencies into my students' individual competencies. I take care to express themselves through web 2 tools to develop, enrich their achievements with their imagination, and through drama and performing arts, I allow my students to experience and experience what they have learned, as well as developing a collaborative and sharing culture of fun-learning. Each acquisition of my course includes a theatrical activity based on a social responsibility theme, and this activity also allows my students to make videos and short films of these products with tools such as adobe premiere. My students are actively and voluntarily involved in all my learning content and as an educator. I aim to provide a 21st century environment where technology is passivated, my students are guided by technology rather than the preparatory learning model, and where they can reflect their inner worlds.

CONCLUSION

The current study aimed to investigate EFL teachers' level of awareness and attitude towards 21st century skills in a city of Turkey. The findings of the qualitative and quantitative

study revealed that EFL teachers have strong attitude towards 21st century skills. Teaching experiences, working school environment factors had no relationship to the attitudes of ELT towards 21st century skills. Further, it was revealed from the result EFL teachers think positively in using technology in their courses and find these technological tools, materials effective in teaching, also in their daily lives. As mentioned before, researchers (Bedir,2019; Ganayen & Zidan, 2018; Håkkinen, et al., 2017; Kivunja, 2015; Larson & Miller, 2011;Norahmi, 2017; Urbani, Roshandel, Michael & Truesdell, 2017) demonstrated the simultaneous integration developing, assessing and modeling of the P21st century skills had the most effect on preservice teachers' teaching and having a positive impact on revising curriculum and integrating teachers into 4Cs and were of the opinion that EFL teachers need 21st century learning and teaching skills to reshape students with learning environments.

The findings of the interviews are consistent with other studies, Norahmi (2017) examining four competencies of teachers (pedagogy, personality, social relations, professionality), Ganayen & Zidan (2018) investigating diversity, learning style of students (synchronous and asynchronous) and level of ICT skills and the study by Motallebzadeh, Ahmadi, Hosseinnia (2018) revealed that project-based instruction, communication, collaboration, critical thinking, decision making have significant effect on EFL learners' 21st century skills in ELT classrooms. Thus, teachers' attitude and level of awareness have a critical role in the ability of using technology in the classrooms. In the interview, most of the EFL teachers stated that collaboration, communication, creativity and critical thinking problem solving media literacy are compulsory skills to be developed in the 21st century EFL classes. Moreover, teachers would agree with *t*he results revealing that they should be active in using educational technology tools, discuss global issues in daily life interaction to know demands of 21st century. However, with the results of the second research questions as seen Table 4, it can be concluded EFL teachers are familiar with videos, social networks but need training on web 2 tools, blogs. These recent, cross-cultural studies (Karkoulia, 2016; Tafazoli, Parra & Abril, 2019; Tsourapa, 2018) focusing on teachers' attitudes towards development and implementation of the 21st century skills into EFL classes in different countries provided pedagogical framework for teacher-students' core skills. These are consistent with the findings of interviews with EFL teachers.

Taking into consideration what has been discussed so far, the development of 21st century skills, successful integration of educational technology tools in the EFL class depends on the teachers' positive attitudes with a level of awareness. In this way, 21st century teachers can equip their students with the necessary skills to struggle with the desires of the continuously developing digital world. In a wide range of digital tools, the teachers' role changes continually. For instance, there has been several tasks with the Covid-19 in online course on EBA in the recent times. These highlights the awareness of having ISTE National Educational Technology Standard for EFL teachers. Consequently, EFL teachers' awareness and attitude towards P21 skills are critical issues in a universal community. Thus, EFL teachers' professional developments and students' competences should be organized.

The study is limited in investigation of EFL teachers' attitude in a city of Turkey. Within the 21st century skills there are several concepts to be discussed and investigated in several respects. Further recommendations can include school leaders, students, teachers and lecturers in other fields. Obstacles teachers encounter while using technological tools to integrate P21 skills into their online courses on EBA can be discussed in a further research.

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