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Department of Foreign Language Education
English Language and Teaching Program

21ST CENTURY SKILLS IN ENGLISH LANGUAGE TEACHING (ELT) PROGRAMS IN
TURKEY: A CASE STUDY

Berna ATABERK

Master's Thesis

Ankara, 2022

With leadership, research, innovation, high quality education and change,

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Acceptance and Approval

To the Graduate School of Educational Sciences,

This thesis / dissertation, prepared by **BERNA ATABERK** and entitled “21ST CENTURY SKILLS IN ENGLISH LANGUAGE TEACHING (ELT) PROGRAMS IN TURKEY: A CASE STUDY” has been approved as a thesis for the Degree of **Master** in the **Program of Foreign Language Education** in the **Department of English Language Teaching** by the members of the Examining Committee.

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Abstract

The rapidly developing technology has affected our lives in many ways. For this reason, there is a need to develop some new skills required by our age in education. The concept of 21st century skills have entered our lives. This study aimed to see, after the latest decision of the Council of Higher Education, Turkey on authorizing Education Faculties to design their own curricula, to what extent the 21st century skills were included in English language teacher training programs; to compare the perspectives of students and academics of the programs and to discuss the effectiveness of the program in terms of gaining the 21st century skills. For this purpose, data were collected by using the triangulation method via document analysis, questionnaires, and interview forms. The programs released on the web pages of randomly selected Education Faculties of 4 different universities were examined using document analysis, the questionnaire was administered to the randomly selected academics and students, and interviews were conducted. This case study adopted mixed methods research design based on both qualitative and quantitative data. At the end of the study, the courses aiming at improving the 21st century skills in English language teacher training programs, the viewpoints of the participant students and academics conducting courses related to the 21st century skills development were determined. Thus, a scientific study was carried out on how effective English language teacher training programs in our country could raise teachers with these skills and have the potential to develop these skills in their students.

Keywords: 21st century skills, English Language Teacher Training Programs, teacher education, effectiveness of the curricula, Faculty of education

Öz

Hızla gelişen teknoloji, yaşamımızı pek çok yönden etkisi altına almıştır. Bu nedenle, eğitim-öğretim sürecinde de, bu değişimin gerektirdiği yeni bilgi ve becerilerin kazandırılması ihtiyacı doğmuş, 21.yüzyıl becerileri kavramı yaşamımıza girmiştir. Bu çalışmada amaçlanan, Yüksek Öğretim Kurulu'nun Eğitim Fakültelerine programlarını kendilerinin belirlemesi özerkliğini vermesi kararı sonrasında, yukarıda belirtilen 21. yüzyıl becerilerinin İngilizce öğretmeni yetiştirme programlarında ne derece yer aldığını araştırmak; ilgili programlar hakkında öğrenci ve öğretim üyelerinin görüşlerini karşılaştırmak ve bu programların 21. Yüzyıl becerileri kapsamındaki tüm alt becerileri kazandırması açısından etkililiğini belirlemektir. Bu çalışma, nitel ve nicel verilere dayalı karma bir araştırma desenine sahip bir durum çalışmasıdır. Çalışmanın verileri, üçgenleme (triangulation) yöntemiyle toplanmıştır. Bunlar; doküman analizi, öğrenci ve öğretim elemanı anket formları ve görüşme formları olarak belirlenmiştir. 4 farklı üniveristenin Eğitim Fakültelerinin internet sayfalarında yayınladıkları programlar doküman analiziyle incelenmiş, ilgili fakültelerin bazı öğretim üyeleri ve öğrencilerine araştırmacı tarafından geliştirilmiş bir anket uygulanmış ve bu gruplardan rastgele seçilen öğretim üyeleri ve öğrencilerle görüşmeler yapılmıştır. Çalışmanın sonunda, İngilizce öğretmenliği programlarında 21. yüzyıl becerilerini geliştirmeye yönelik derslerin ya da içeriklerin yer alıp almadığı, İngilizce öğretmeni adaylarının ve derslerini okutan öğretim elemanlarının 21. yüzyıl becerilerini geliştirme ile ilgili ne tür etkinlikler gerçekleştirdikleri, bu etkinliklerin söz konusu becerileri geliştirmede ne derece etkili olduğu hakkında analizler yapılmıştır. Böylece, kısmen de olsa, ülkemizdeki İngilizce öğretmenliği programlarının çağın gerektirdiği becerilere sahip ve bu becerileri öğrencilerinde de geliştirme potansiyeli olan öğretmenler yetiştirmede ne derece etkili olduğu bilimsel verilerle ortaya konmuştur.

Anahtar Kelimeler: Eğitim fakültesi, öğretmen yetiştirme, 21. yüzyıl becerileri, İngilizce öğretmenliği programları, öğretim programlarının etkililiği

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Symbols and Abbreviations

ELT: English Language Teaching

EFL: English as a Foreign Language

ELF: English as a Lingua-Franca

CoHE: Council of Higher Education

4C's: Communication, Collaboration, Critical Thinking, Creativity

HOTS: Higher Order Thinking Skills

PBALL: Project Based Language Learning

CEFR: Common European Framework of Reference

EPOSTL: European Portfolio for Student Teachers of Languages

ECTS: European Credit Transfer System

ICT: Information Communication Technology

KSAVE: Knowledge, Skills, Value and Ethics

P21 Framework: The Partnership for the 21st Century Skills Framework

SPSS: Statistical Package for Social Sciences

IB: International Bachelorette

Chapter 1

Introduction

In the field of foreign language learning and teaching, it is an undeniable fact that 21st century skills play a significant role. Education systems are always open to adjustments. There have always been appropriate regulations in an education system regarding the needs of the era or the target group. Similarly, foreign language education is a living field in which there can be observed various methods and approaches. The reason why an approach comes about after the previous one can be explained with the learning and teaching needs and conditions of that time.

Foreign language learning and teaching has always been an important issue so far. From the very first known times of foreign language teaching, people have been utilizing several teaching techniques and materials. Throughout the time, methods have changed; materials have changed; perceptions for learning and teaching a foreign language have changed. However, one point has remained crucial: learning and teaching a foreign language. Teaching a foreign language has always been the focal point and seeking for more effective ways has been maintaining ever since by the researchers of the field.

Nowadays, the concept of foreign language teaching has acquired a different dimension compared to the past. Current foreign language teaching classrooms intend to involve more interaction among the learners. Today, such materials, and activities are being employed that the learners of the language are expected to perform tasks by communicating and collaborating with other learners. This alteration in the perception of language learning and teaching can be explained with various reasons. However, the developments in technology and transportation might be highlighted at this point. In the past times, when transportation facilities are not developed, people could not have a chance to travel across the countries and practice the language. As the facilities of transportation advances, the need for using a foreign language has occurred.

In addition to this, in the 21st century, technological facilities have progressed substantially. Thanks to the advancements in technological, mobile devices and the applications; it is a matter of second to reach out the other side of the world. Thanks to these developments in the online world, travelling is more virtual than physical. With the advancements in transportation and technology, contemporary skills for surviving in the 21st century have aroused.

To sum up, this study aims to highlight the 21st century skills in relation with the current foreign language teacher training programs in Turkey. In this chapter, the background, the

aim and importance of the study, problem situation and the sub-problems, research questions, hypotheses, limitations, and definitions related to the study are presented.

Background of the Study

Teacher training has an essential role for every country since educational outputs are important factors in shaping the long-term achievements of a nation. Therefore, qualified, and well-designed teacher training curricula is of great importance. According to Garcia (2012), teachers learning plays a crucial role in 21st century skills development's success in terms of problem solving collaboratively, using technological devices to build their knowledge base, and being involved in reflection and action. Upon the introduction of the concept of 21st century skills, teachers who can think critically, collaborate, communicate, solve sudden problems have become the profile of an ideal teacher, and the teacher training curricula have been designed accordingly at a global scale. Redmond (2016) has defined 21st century skills as "The knowledge, skills, and expertise necessary for individuals to fully participate in the digital world and global community of the 21st century." and they include the skills to approach and appraise information, critical thinking, solving complicated problems and utilizing information and communication technologies (ICTs) while collaborating and communicating effectively.

We live in a fast-changing world especially with the help of technology and technological improvements. Although educational realities require adjustments and refinements in educational practices in every context, unfortunately, some ideas about education are still influenced by traditional methods (Csikszentmihalyi & Schneider, 2000). However, it is necessary to organize pre-service teachers' learning experiences in a way that they can integrate and use their knowledge successfully in the future (Darling-Hammond, 2006). It is a fact that 21st century teachers should be able to cope with the rapid changes around them, rather than sticking with a traditional frame of mind. Achieving this mentality can be feasible through preparing learners to access and make use of content in general so they can flexibly modify themselves 'to rapidly changing economic, political, and social conditions and flourish within the ever-changing realities of a globalized society' (Garrett-Rucks, 2016; Geisler et al., 2007; Moeller & Abbott, 2018; National Research Council, 2012; Quicios, 2018; The National Standards Collaborative Board, 2015; Tochon, 2009, Cox & Montgomery, 2019). This study is designed to measure the effectiveness of teacher training programs in Turkey in terms of gaining 21st century skills and flexibility on prospective teachers.

In Turkey, the curricula for all faculties and departments are designed by Council of Higher Education (CoHE) which was established in 1981 (YOK, 2018). Education Faculties has been renewed in terms of curricula in 2018 by CoHE and this is a step aiming the

standardization of teacher training programs. English Language Teachers who are graduated from the English Language Teaching programs in Turkey are expected to;

- a) use the language and skills efficiently,
- b) master at teaching methods and techniques of a language,
- c) be informed in general culture subjects as a teacher,
- d) have a command of education sciences principles,
- e) have the background knowledge in psychological, sociological, philosophical, anthropological aspects of education,
- f) be social, interactive, innovative, conscious, and open-minded as teachers,
- g) tolerate the differences among individuals in-school and out of school environments,
- h) be able to prepare lessons in accordance with the technological developments.

All in all, the prospective teachers of English are receiving courses in their faculties in accordance with these aims and personal characteristics of a 21st century English language teacher. Graduates from English Language Teaching programs have wide range of job opportunities. They have a chance to work in all degrees affiliated to Ministry of National Education as well as private schools and special education institutions. In addition to these, they have the opportunity to work at university degrees as academics after completing master's degree and PhD Degree in the field. What is more, graduates of ELT programs may also work at research centers in the fields of Applied Linguistics, Pedagogy, Educational Sciences, Testing and Materials Development. It is an enriched program as it contributes to pre-service teachers professionally, socially, and culturally.

The Aim and Importance of the Study

The Council of Higher Education of Turkey has just introduced a new policy regarding administrative and educational implementations in the Faculties of Education in Turkey. Accordingly, faculties are more autonomous to make decisions about their curricula and the educational practices in their own context. This study aims to investigate the effectiveness of the new curricula for English Language Teaching (ELT) Departments in Turkey in terms of developing 21st century skills upon the new policy of the Council of Higher Education is introduced.

From another perspective, 21st century skills play a vital role in the field foreign language learning and teaching as the technology develops. It can be put forward that, the broke out of the Covid-19 pandemic has accelerated the technological aspect of 21st century

skills with the popularization and the spread of distant education as a necessity of pandemic circumstances. Students and teachers of every degree of education has experienced the distant education and gained fundamental skills to usage and management of certain applications such as Zoom, Microsoft Teams, Google Classrooms etc. Although distant education is a deep-seated concept since the 20th century; as a result of the effects of Covid-19 pandemic; today, it is much more widespread and endorsed by the authorities.

Finally, this study has a great importance in terms of the explanation of 21st century skills. No doubt, acquiring the skills is required in today's world. It is vital to English Language Teaching programs to involve those skills so that the prospective teachers can grow into qualified, professional English language teachers as products of ELT curricula in Turkey. With this motivation, this study aims to examine and highlight the components of ELT curricula in different ELT departments in Turkey by focusing on three stages of a curricula: course contents, academics, and the students.

Problem Statement

Prospective English language teachers may not be exposed to most of the 21st century skills in every university in Turkey due to the number of academic staff, student profile, university facilities, or program content. To illustrate, when they graduate and start teaching in the field, they might not be familiar with the technological equipment of schools (such as smartboards) and of today's world (such as VR glasses). In addition to this, student teachers of English should also be mentally trained according to the concepts of 21st century skills.

Teachers in this era need to catch up with the latest educational developments in order to bring up a successful and happy generation for the society in the future. Today, developing 21st century skills is a fundamental goal for all fields of teacher education. Consequently, English language teacher education in Turkey is supposed to employ effective educational content and practices to generate the synergy of training 21st century English language teachers for the learners of English as a foreign language (EFL) in Turkey. So far, the Council of Higher Education in Turkey has been responsible for the development of the framework to constitute the curricula of faculties of education in Turkey. However, after the regulation, each faculty of education will be responsible for developing their curricula in each department including the ELT departments. However, "Whether the current curricula adequate for the development of 21st century skills and for building a perception among students and academics?" is still a matter of question in minds. Therefore, developing 21st century skills in the prospective English language teachers will be an educational objective of the faculty and the department in each university.

Faculty of education in each university in Turkey cannot be expected to have the same policy or implementations in their departments in terms of their autonomous planning of the curricula. However, the teachers' profile and the skills are supposed to be equal and similar in the educational system in schools. After the undergraduate education, the prospective teachers are expected to work in the same field. Therefore, each university should have equal, or at least similar opportunities. Faculties may have different infrastructure, diverse student groups and even various objectives about teacher education. On the other hand, the Ministry of Education expects a specific teacher qualification, all schools have the same educational goals, society has a single vision of a teacher. Then how will this be possible to equalize English language teachers' professional qualifications in accordance with the 21st century skills in Turkey, which are the main objectives globally?

Research Questions

In order to understand the structures of English Language Teaching programs in Turkey, clarifying the current conditions of ELT programs after the Council of Higher Education's regulation for Education Faculties, this study involves 6 research questions as a basis. With an aim to interpret and analyze the quality of different ELT programs asking whether the current curricula are adequate for the development of 21st century skills and for building a perception among students and academics; this study aims to answer the following main research question referring to the following 5 sub-research questions as given below:

Main research question

The main research question of the study is:

'To what extent are the 21st century skills included in the curricula of English Language Teaching programs in Turkey?'

In the light of the main research question stated above, the related sub-research questions are as in the following.

Sub-research questions

The above-mentioned main research question comprises the basis for this study. Nonetheless, in an effort to make it more detailed, comprehensive, and explanatory; this study utilized the sub-research questions as in the following.

1. What grades of ELT departments in the participating institutions have courses aiming to develop the 21st century skills?

2. What are the components of the courses aiming to develop the 21st century skills in the participating ELT departments?

3. How much space is given to the teaching of the 21st century skills the participating ELT departments?

4. What do participant student teachers of English think about developing the 21st century skills in their department?

5. What do participating academics think about developing the 21st century skills in their department?

Regarding this aspiration to find answers to the questions above, this study aims to investigate the general structure of ELT programs intending to analyze the distinctness among ELT departments in different universities. In addition to this, the perceptions and ideas of students and academics of the participating ELT programs in Turkey are interrogated.

Assumptions

In accordance with the research questions above, this study bases its foundations on 3 assumptions. During the evolution of the study and designing the research design of it, certain issues related to the Council of Higher Education's new policy, students of ELT programs' opportunities and the curricula in the ELT have been assumed. The assumptions are accepted as following:

1. The new policy of the Council of Higher Education, Turkey about allowing faculties of education to be autonomous in their curricula and course objectives may cause some differences in the achievements and outcomes of their students.

2. Student teachers of English in Turkey may not have much chance to develop the 21st century skills in their department.

3. The curricula in the ELT departments of some universities mainly consist of courses and content for training traditional language teachers who are lack of the 21st century skills.

These assumptions are accepted in a reference to the booklet of Council of Higher Education (2018) for Education Faculties in Turkey, specifically, for English Language Teaching programs as well as the physical conditions of university buildings in Turkey. This is mainly because, not all the faculties across Turkey can be equipped with technological supplience equally. With these assumptions in mind, stages such as designing the research design of the study, targeting the sample as well as the data collection tools have been shaped accordingly.

Limitations

Price & Murnan (2004) define the limitations of a study as the systematic bias that the researcher did not or could not control and which could inappropriately affect the results. Therefore, this study has some limitations. Firstly, this study is limited to the 21st century skills and to the selected four universities. The study is also limited to the curricula of the participating ELT departments. It aims to highlight the perception of ELT department students and academics only in the participating departments. It is also limited to the content analysis of the programs in the selected universities, to the randomly selected students and academics. At last, but not the least, this study is limited to the online accessible documents and the data collection tools developed by the researcher.

Definitions

For a purpose of help the reader to comprehend the concepts and theme better, the terms that are mainly used throughout the study are defined under this heading. Keywords of the 21st century skills aimed to be explained detailly in this section as well as the other recurrent terms of the study. The definitions of some of the keywords are explained below in an effort to make the meaning and the scheme of the research clear.

Education: The definition of education changes from perspective to perspective. However, there are some definitions that are acknowledged by scholars in the field. In Cunningham's study (2007), education is defined as "Promotion of the ability to think" (p.1). On the other hand, Ertürk (1997) defined education as the process of revealing and developing the latent powers that an individual is born with and earning desired behavior as a result of the education process.

Learning: Radford (2013) defined the term learning as: "Social, embodied, and sign-mediated process of creatively and critically discerning and getting acquainted and conversant with historical, cultural forms of expression, action, and reflection" (p. 194).

Foreign language: In Moeller& Catalano's study (2015); the term foreign language is considered as if a language is learned chiefly in the classroom and if it is not the spoken language in the community that the teaching arises.

Second language: The term second language is sometimes mistakenly used interchangeably with foreign language. However, they refer to different realities. As it is defined in Moeller& Catalano's study (2015), "A second language implies that the learner resides in an environment where the acquired language is spoken" (p.327). Second language can be encountered in countries that was affected by colonialization as in the case of India.

English as a foreign language (EFL): EFL is defined as “English is a foreign language for learners in whose community English is not the language of communication” by Thornbury (2006, p. 74).

21st Century Skills: They include Life and Career Skills (productivity & accountability, leadership & responsibility, flexibility & adaptability, social & cross-cultural skills, initiative & self-direction), Learning and Innovation Skills (creativity, critical thinking, collaboration, communication), Information, Media, and Technology Skills (media literacy, information literacy, information, communication, technology literacy) (Ananiadou & Claro, 2009). Similar to this one, according to P21 (2019, p.1), 21st century skills are also defined as “Learning and renewal knowledge, media and technology life and career skills that individuals need to adapt to the ever-more globalizing world with scientific and technological developments and to achieve success in the competitive labor market”.

4Cs: The 4Cs include critical thinking and problem solving; communication; collaboration; and creativity and innovation (Kivunja, 2015). According to Saleh (2019), it is indisputable that developing 4Cs among EFL learners and teachers has a significant role.

Pre-service Teachers/ Prospective Teachers: Candidate teachers who will gain a degree in teaching after completing their program in a university.

Academics/ Lecturers: The academic staff of a faculty who give courses to prospective teachers.

Participants: The academics or students/ prospective teachers who voluntarily take part in the study. For this specific study, the term ‘participants’ refers to the academics and students of ELT departments from several universities across Turkey.

Creativity and Innovation Skills: “Students being able to generate and refine solutions to complex problems or tasks based on synthesis, analysis and then combining or presenting what they have learned in new and original ways” Hixon et al., 2012, p.8)

Self-Direction Skills: According to Hixon et al. (2012) self-direction skills refer to taking responsibility for learning, evaluating one's own work, and responding to feedback.

Collaboration: Hixon et al. (2012) defined this term as productively and attentively participating in teams to accomplish a mutual goal and taking responsibility for completing a task. Taking responsibility for accomplishment of a mutual task is a crucial part of in-class activities for interactive and communication-oriented language teaching and learning contexts.

Communication: “Communication is a mutual relationship between the speaker/writer and the hearer/reader” (Hişmanoğlu, 2005, p.52). According to Bhatnagar (2011),

“Transmission and interchange of cognitions, emotions, and feelings and the process of listening and understanding are the two integral and key components of the definition of communication.” (p.34).

Verbal communication: Verbal communication can be defined as the entailment of words used to convey concepts and beliefs; cultural diversity can be found. For instance, in pronunciation, word meaning, quality of voice, use of humor and pace of talking (Stanhope& Lancaster, 2021).

Non-verbal communication: “The aspect of communication that is not expressed in words” (Hess, 2016, p.208). The elements of non-verbal communication can be listed as eye contact, posture, gestures and mimics, interpersonal distance, clothing, and mobility (Unal& Altay, 2013).

Critical thinking: There can be seen various definitions for critical thinking in the studies. Although in basic terms, it is the ability to reasoning, correlating, and analyzing ideas thinking systems; it can also be defined as “disciplined, self-directed thinking which exemplifies the perfections of thinking appropriate to a particular mode or domain of thought” (Paul et al., 1990, p. 361). Critical thinking is also defined as “an active, persistent, and careful consideration of a belief or supposed form of knowledge in the light of the grounds which support it and the further conclusions to which it tends” (Dewey, 1909, p. 9).

Problem Solving: It can be defined as “a process in which a capable person attempts to make sense of a challenging situation, ..., define goals for improvement.” (Yost et al, 2000, p.40)

Digital Literacy: According to Promethean’s study (2017), in order to become global digital citizens, it is a must for individuals to keep up with the developments in technology and be conscious for the usage of it to interact with the world effectively.

Higher Order Thinking Skills (HOTS): The process of “taking new information and information stored in memory and interrelates and/or rearranges and extends this information to achieve a purpose or find possible answers in perplexing situations.” (Lewis, 1993, p.136).

In this study, definitions that are expressed above will be used. For this reason, the writer intended to provide concise information about them. However, detailed information related to the terms above are not represented here since the focal point of this study is the position of 21st century skills in teacher training programs. Thanks to the definitions stated above, a convenient reading process targeted to be provided to the readers of this study.

Conclusion

Learning and teaching of a language has always been a matter of focal point from the past and to the present. Although circumstances have changed throughout the time, the endeavor to keeping up with the necessities of the time and the needs of the learners have remained constant. It is evident that teacher training, specifically foreign language teacher training, has a critical role for the futures of the countries. What's more; in developing world conditions, features of a language teaching program are always being upgraded. Accordingly, professional features of language teachers are affected by this.

The impacts of the 21st century has been felt ever since the 20th century as people have been preparing themselves to a millennial. The endeavor to meet the standards of the era, keeping up with the developments and the desire to not to remain outdated has helped the people to qualify themselves to the requirements of the upcoming century mentally, as well. In a globalized world, in which people can reach out and connect with each other this easily; the citizens of it are expected to be equipped with certain communication, collaboration, critical thinking and creativity skills as well as the initiative and self- direction, leadership and responsibility, flexibility and adaptability, productivity and accountability, finally social and cross-cultural skills. Technological advancement prerequisites are the third dimension of the necessary skills to master at in the 21st century.

To sum everything up, in the 21st century, the life is much more digital, interactive, and collaborative thanks to the advancements in technology. Foreign language teachers of 21st century is expected to develop and to practice the 21st century skills. With this entailment in mind, this study aims to analyze the arrangement of ELT programs in Turkey, to investigate the academics' and ELT students' perceptions related to the 21st century skills and to their departments' curricula. As a result of this examination, it will be possible to comprehend whether there is a standardized ELT curricula for professional development of the students by seeking answers to the research questions that were set under the title 1.4.

Chapter 2

Theoretical Basis of Research and Literature Review

As the time progresses, the needs of the era changes rapidly especially as a result of the developments in transportation and technology. Acquiring of 21st century skills play a vital role for surviving in today's world and meeting the requirements of it. Correspondingly, qualifications of a 21st century teacher get influenced by this alteration in the era. Teacher training systems have changed radically in contemporary context as a result of the developments in technology and globalization. In 21st century classrooms; flipped classrooms, distant classrooms were a matter of fact. Respectively, after the Covid-19 pandemic broke out, the term and applications of 'distance education' have settled in the center of the lives. During distance education, the use of mobile applications, technological devices, adapting the course content materials into the digital resources have become an integral part of the education system. Both teachers and the students are expected to become digital literates to be able to turn into the citizens of a digital world where all the dynamism takes place.

The more separate skills are integrated and combined to be performed, the more advanced versions they have become. The progress of communication might be taken as an instance at this point. How people used to communicate in the times of old has transformed into a distinctive dimension. In the ancient times, at first, letters were the most important part of communication. People used to utilize letters to convey and receive messages which was quite gradual and time consuming. The need for communication evolved in 1895 when Guglielmo Marconi invented the radio. Owing to this recent invention, people had a chance to hear and receive the transmitted messages faster. By virtue of this radical invention in the 19th century, the pace of receiving messages has accelerated. Effects of radio to the concept of communication is followed by the effects of telephone and mobile phones. Although the very first telephone was invented by Graham Bell in 1876, the first invention of mobile phones occurred in 1973 by Martin Cooper (TUBITAK, 2021). As the name suggests, mobile phones brought about mobility to communication. As it became more widespread, people had a chance to communicate with each other no matter what their locations were because of those mobile devices in their pockets.

Developments in the internet and online world have been a milestone as well as the mobile phones. At first, it started with desktop computers. As desktops had started to get in the houses, the internet followed it. Afterwards, it started to be integrated in mobile phones. Technological possibilities have so much progressed drastically that each mobile phone has turned into a computer in the pockets of the users of it.

Eventually, the Turkish educational context was affected by this. There used to be only overhead projectors in the classrooms of universities and buildings of primary and secondary education. However, presently, computers that are connected to the internet, projections, computer laboratories, built-in speakers and smart boards are accessible in today's classroom contexts. Accessibility to technological appliances such as smart boards are facilitated in the secondary and primary schools thanks to the project called FATİH (Turkish initials for Movement of Increasing Opportunities and Improving Technology) is initiated by the Ministry of Education in Turkey in 2010 (Akkoyunlu& Baskan, 2015).

FATİH project defines itself as a multi-dimensional service instead of an education project solely. It has objectives as follows:

- Increasing domestic production and added value,
- Carrying out research and development activities for new technologies and products,
- Information technology hardware, software, network infrastructure and internet access opportunity, e-contents to be placed in all school classrooms,
- Development of 21st century citizenship skills such as use of technology, effective communication, analytical thinking, problem solving skills, cooperation, and collaboration,
- Enabling easier access to information, by establishing the 'information technology classrooms' provided with the opportunity to access technology (Ministry of Education, 2022).

With this project, which intends to unify information and communication technologies with education, it is designed to reconstruct the education system in the light of opportunity equality in terms of technological opportunities (Ekici& Yılmaz, 2013).

To sum up, living conditions are always in a modification in relation with the progressive circumstances of the day. There have always been several factors that are shaping the demands such as technological inventions. Nowadays, the viability and accessibility that the internet and the online world brings about have the greatest role in determining the qualities of the 21st century citizens. In this respect, the literature for teacher training in the 21st century, standardization in the teacher education system, the content of teacher education programs and the 21st century skills will be reviewed.

Teacher Training in the 21st Century

Life always revolves around technology and education is affected by this. Improvements in technology bear new ways of communication, socializing, and education. Even the thinking system might change with the effect of technology. For instance, a 19-year-old person (born in 2003) and a 65-year-old person (born in 1957) would have completely different understanding of meeting, communication, pleasure time and completely different approaches for solving problems. The difference is mainly affected by developing technology and technology's dominance on our lives in the 21st century. When this is the case, our education system, course contents, and the way people reach information should be updated. Obsolete methods of teaching, teacher training will cause problematic situations in the future for prospective teachers.

There are certain qualifications such as leadership, responsibility, information literacy, accountability, media literacy etc., that a foreign language teacher should have in order to be effective in the 21st century. This effectiveness has always been a matter of discussion throughout the time. There have been organized conferences and personality development books just to be effective in life and particularly, in communication. When this issue is a subject of consideration critically, teacher qualifications of the 21st century teachers can be examined. As it was stated, foreign language teachers are expected to be equipped with 21st century skills. However, before this, for a teacher to achieve these qualifications; they needed to possess those when they were students and when they were being trained as learners. At this point, characteristics of a successful learner can be considered. Rubin (1975) implies that the outstanding language learners utilizes explicit characteristics that can be explained with 'motivation, age, learning styles, personality traits, gender, autonomy, meta-cognition strategies, culture, beliefs, and aptitude of good language learners.' (Maftoon& Amiri, 2012).

As cited by Maftoon& Amiri (2012), Rubin (1975) identified seven characteristics of a good language learner as follows:

- A willing and correct guesser,
- Employs desire to communicate and learn from the communication
- Not restricted
- Attends to form
- Attends to the meaning
- Practices the learning material
- Monitors his own and the speech of others (p.45-47)

It can be inferred that a successful language learner is prone to take risks during the learning process as well as being a team player and a participant in the classroom (Bradbury, 2012).

In Yıldız & Palak's study (2016), the term '21st century skills' are referred to the core competencies 'such as reading, writing, arithmetic as well as digital literacy, critical thinking, communication, collaboration, global competencies, and problem-solving skills for students to thrive in the 21st century' (p.77). According to Patrick and Esther (2015), new generation brings about new needs and educational principles which include use of technology, particular ways of thinking such as creativity, innovation, critical thinking etc. In order to enhance these particular thinking ways, Higher Order Thinking Skills (HOTS) can be helpful. Soulé & Warrick (2015) stated that HOTS should be integrated in education fields, and it is essential in that it is one of the fundamental skills for the students to practice the globalizing world (Tyas, Nurkamto & Marmanto, 2020). According to Lewis (1993), HOTS activities can engage any student, they do not specify a group of students; any activity may require HOTS, and this depends on the intellectual history of the teacher. Teachers' intellectuality is a determining point here since they also need to have the skills to design and conduct classroom activities effectively, they need to be able to communicate well and use technology efficiently and constantly improve themselves professionally (Darling-Hammond, 2006).

However, traditional ways of teaching are still present. In a study conducted by Shernoff, Csikszentmihalyi, Shneider, and Shernoff (2003), it was found that 81% of the school time was spent doing receptive activities such as listening to lectures, watching videos (Cox & Montgomery, 2019). On the other hand, it is an undeniable fact that today's learners are surrounded with media and a variety of modes: visual, aural, gestural, musical, and so on (Toohey et al., 2015).

To combine contemporary proceeds of the 21st century in the classrooms, different methods were applied. Flow theory was one of them which describes a state of mental engagement of the students in tasks (Csikszentmihalyi, 1996). Cox & Montgomery (2019) states that 'Egbert (2003) was one of the first to use flow theory as a tool for measuring student engagement in language learning tasks.'. Another method that may enhance student engagement in the classroom is Project-Based Language Learning (PBL). PBL is a student-centered approach dependent on inquiry-based projects. PBL activities are authentic, real-time activities which challenge and engage students to critical thinking, problem solving, collaboration and cooperation (Buck Institute for Education, 2015; Finch, 2007; Grant, 2017, Cox & Montgomery, 2019). Inquiry-based learning, reflective learning, and collaborative

learning approaches (Bedir, 2019) can also be utilized for development of 21st century skills as contemporary approaches.

Teacher training programs have a specific importance in that prospective teachers should know how to address unexpected problems and learning needs of their future students. This suggests that curricula must help prospective teachers develop 'the disposition to continue to seek answers to difficult problems of teaching and learning' (Darling-Hammond, 2006). Advancing circumstances made it necessary for policymakers to develop education systems based on increasing students' higher order thinking skills as critical and creative thinking, collaborate and communicate well (4Cs) (Bedir, 2019). The higher order thinking skills (HOTS) is also essential since it is one of the elemental parts of 21st century skills for student-teachers to face the global challenge. (Soulé & Warrick, 2015). The changes have also been visible in teacher education and 'teachers are expected to be problem solvers and capable of recognizing and weighing diverse perspectives' (Spratt, 2019; Bedir, 2019).

Standardizing Teacher Education System

It is an evident reality that standardization is of great importance at every stage of life just as it is in language education. To illustrate this, especially in Europe and in the USA, there is a certain standard in technological products enabling the control and governance of them more feasible, practical, and viable. Similar to the example in technological appliances, standardization of language teaching contents, or in general, every stage of language learning and teaching plays a critical role in the quality of language teaching. For instance, in American classification of language levels, American Council on the Teaching of Foreign Languages Proficiency Guidelines (ACTFL) classifies the proficiency levels as follows:

- Novice
- Intermediate
- Intermediate High
- Advanced
- Superior
- Distinguished (ACTFL Proficiency Guidelines 2012)

Basing on the Inter-agency Language Round-table (ILR) scale that is set by the U.S. Foreign Service Institute, 0-5 language proficiency levels are in use. According to ILR classification, proficiency levels are as follows:

- Level 0- No proficiency

- Level 1- Elementary proficiency
- Level 2- Limited working proficiency
- Level 3- Professional working proficiency
- Level 4- Full professional proficiency
- Level 5- Native/ Bilingual proficiency (CFI, 2012)

According to Association of Language Testers in Europe (ALTE), language proficiency levels can be classified as follows:

- Breakthrough
- Level 1
- Level 2
- Level 3
- Level 4
- Level 5 (ALTE Can-do Project, 2002, p.7)

In addition to these, the language levels' standardization according to Common European Framework of Reference (CEFR) might be the most explanatory example. Language level descriptions are provided globally under the light of CEFR and, thanks to this; language proficiency levels contain the same descriptors without altering from perspective to perspective. Figure 1 from CEFR represents Common Reference levels as demonstrated below.

Figure 1

Global Scale: Common Reference Levels (CEFR 3.3, 2001).

| | | |
|-------------------------|----|---|
| PROFICIENT USER | C2 | Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations. |
| | C1 | Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices. |
| INDEPENDENT USER | B2 | Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. |
| | B1 | Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans. |
| BASIC USER | A2 | Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need. |
| | A1 | Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. |

This standardized representation provides a chance to clarify language level proficiencies besides teachers and curriculum designers with orientation points. Considering this representation of language levels at a global scale as an individual example, fundamental regulations might be performed relocating CEFR in the center. Within this scope, as a member of the European Council, Ministry of Education in Turkey organize trainings for utilization of CEFR at any stage of foreign language teaching education. In addition to this, Turkey is a part of student mobility projects such as Erasmus+. In this context, Turkey is a part of student exchange programs for university level students and for High School students.

Table 1 represents the comparison of language proficiency levels according to the stated resources above.

Table 1*Comparison of Language Proficiency Levels*

| ACTFL | ILR | ALTE | CEFR | Interactive English Level |
|-------------------|---------|--------------|------|---------------------------|
| Novice | Level 0 | Breakthrough | A1 | Elementary/ Beginner |
| Intermediate | Level 1 | Level 1 | A2 | Pre Intermediate |
| Intermediate High | Level 2 | Level 2 | B1 | Intermediate |
| Advanced | Level 3 | Level 3 | B2 | Upper Intermediate |
| Superior | Level 4 | Level 4 | C1 | Advanced |
| Distinguished | Level 5 | Level 5 | C2 | Proficiency |

The consensus is that in the 21st century, English as a lingua-franca (ELF) is a tool for taking a part in the globalized world. It is a prerequisite for job interviews or for international schools etc. Even in the digital world, English is the common language for sharing news all around the world. When English has such an importance in today's world, English teachers should be qualified in order to maintain an effective teaching experience. However, we can only make sure the teaching experience is well-designed and qualified throughout the country by standardizing the teaching and teacher training curricula. For this aim, some of the European Council's documents can be exemplified. Europe has a concept of foreign language teacher education and applies various policies and documents for particular elements of foreign language teacher education. For this part, a) Common European Framework of Reference (CEFR), b) European Portfolio for Student Teachers of Languages (EPOSTL), c) Supporting Teacher Educators documents will be investigated.

All of the European documents related to foreign language education are based on the same educational principles, such as 1) learner autonomy, 2) self-assessment, 3) cultural awareness (Mirici, 2015). The CEFR suggests that it is essential to develop such a framework for language learning and teaching because it improves interaction and co-operation among countries, it presents collective objectives for language learning process, and it helps the learners and the teachers to orient their effort to a mutual and guided effort (CoE, 2001). The EPOSTL, on the other hand, is a self- assessment document that can be utilized in teacher education programs that will strengthen the student-teachers of English in "reflecting on the

didactic knowledge and skills fundamental to teach languages, assessing the didactic competences, enabling to monitor and record the progress and experiences” (Newby, 2012).

Supporting Teacher Educators (2013) document highlights the importance of teacher educators and why they should be assisted professionally. According to the document, teacher educators “are not only responsible for the initial education phase, but also contribute to the continuous professional development of teachers (Supporting Teacher Educators, 2013, p.6). The document asserts that teacher educators are the key factor in foreign language education since they are the teachers of teaching a language, they are the role-models of an ideal language teacher, they are responsible for bringing technological innovations and contemporary ideas to the classroom context and they need to maintain the research to be able to keep teaching phase up-to date. The document surely advocates the standardization of the teacher education system by stating “... teaching teachers to teach ... must be undertaken to the highest possible standards, because of its impact on the quality of teaching and learning in schools.” (p.28).

Content of Teacher Education Programs

The content of teacher education programs determines the quality of the education, thus, affecting the proficiencies of pre-service and in-service language teachers. In Turkey, there has been a regulation for the curricula of the Faculty of Education throughout the country since 2018, by the Council of Higher Education (CoHE). However, prior to the regulation; Turkey had been utilizing the 1998 curricula for Education Faculties, particularly for English language teaching programs (CoHE, 1998). After 20 years of instructing and educating teacher candidates according to 1998 curricula, a need for more contemporary curricula has aroused in an attempt to meet the standards and principles of the new age. Following this adjustment in the curricula, the number, quality, content, syllabuses, and ECTS of the courses have been reorganized. The course definitions of ‘Reading Skills I’ in the 1998 curricula and 2018 curricula are examined below.

“Reading Skills I- enabling them to establish word, structure and meaning relations” (CoHE, 1998).

“Reading Skills I- Acquiring high-level reading skills such as grasping different perspectives using authentic reading pieces, predicting the main idea of the article, reaching the main idea, and using semantic clues between sentences. Development of critical thinking skills based on the synthesis, analysis, and evaluation of knowledge” (CoHE, 2018).

As the above-mentioned examples from the course definitions of the same course extracted from 1998 and 2018 curricula illustrate; while the definition of reading skill was limited

to understanding the structures of a reading passage and comprehending the meaning by linking up the elements of a reading passage, the scope of the reading skill has been expanded in 2018 as well as including the higher-order reading skills and occupying some of the 21st century skills such as reaching to a general idea, utilizing semantic clues, analytical thinking, critical thinking, synthesizing and evaluating knowledge as a course definition.

With the help of this regulation, all faculties and departments standardize their teacher education program. According to the Council of Higher Education's booklet for the English Language Teaching department, there are 3 dimensions in the program: content knowledge, professional knowledge, and general culture. Students are expected to fulfill 240 ECTS including compulsory and elective courses from the 3 dimensions. Courses related to the 3 dimensions are categorized respectively as departmental courses, general educational science courses and general knowledge courses.

Departmental courses include the courses from the English Language Teaching (ELT) department, and it aims to provide the requirements the students need as pre-service English language teachers. General educational science courses encompass pedagogical formation courses which are common in each department of Education faculties. General knowledge courses comprise the intellectual courses that are necessary for the development as a teacher. Contemporary and wise graduates of English Language Teaching Departments are expected to be equipped with departmental knowledge, educational sciences knowledge, and general knowledge.

The program's goal is to prepare teachers who will work in the public and private sectors at the primary, secondary, and university levels, are prepared with basic knowledge, skills, and attitudes, have a progressive outlook and ethical standards, and are open to new ideas and advances in English teaching (Hacettepe University ECTS Course Information Pack, 2022).

General Outline in English Language Teaching Programs

According to the Council of Higher Education's booklet in 2018, the English Language Teaching program consists of 240 ECTS and 155 hours. 48% (71 hours) of the program contains departmental courses, 34% (56 hours) of it contains educational sciences courses and 18% (28 hours) contains general knowledge courses (CoHE, 2018). In the course lists below, the TPC and ECTS information related to the courses are also presented. TPC stands for Theoretical and Practical hours of a course and the national Credit of it. ECTS is the European Credit Transfer and Accumulation System, in other words, international credit of a course. In the lists below, 'Course name/ TPC/ ECTS' information is presented respectively.

Departmental compulsory courses include:

- Reading Skills I / 202/ 2
- Reading Skills II/ 202/ 3
- Writing Skills I / 202/ 2
- Writing Skills II/ 202/ 3
- Phonetics and Phonology I / 202/ 2
- Phonetics and Phonology II/ 202/ 3
- Verbal Communication Skills I / 202/ 2
- Verbal Communication Skills II/ 202/ 3
- The Structure of English/ 202/ 2
- English Learning and Teaching Approaches/ 202/ 3
- English Teaching Curriculum/ 202/ 3
- English Literature I-II/ 202/ 4
- Linguistics I-II/ 202/ 3
- Critical Reading and Writing/ 202/ 3
- Language Acquisition/ 202/ 3
- Teaching English to Young Learners I-II/ 303/ 5
- Teaching English Language Skills I-II/ 303/ 5
- Literature and Language Teaching I-II/ 202/ 3
- Course Content Development/ 303/ 3
- Exam Preparation and Translation/ 303/ 4 (CoHE, 2018).

In addition to the compulsory courses, there is a wide range of elective course options offered by the Council of Higher Education. Elective departmental courses include:

- Language and Society/ 202/ 4
- World Englishes and Culture/ 202/ 4
- Pragmatics and Language Teaching/ 202/ 4
- English Textbook Review/ 202/ 4
- Drama in English Language Teaching/ 202/ 4
- Materials Development in English Language Teaching/ 202/ 4
- Contemporary Approaches in English Language Teaching/ 202/ 4
- English Vocabulary Teaching / 202/ 4
- English in Mass Communication/ 202/ 4
- Assessment of In-Class Learning/ 202/ 4
- Sociolinguistics and Language Teaching/ 202/ 4

- Discourse Analysis and Language Teaching/ 202/ 4
- Teaching Integrated Language Skills/ 202/ 4.

As for Educational Sciences Courses, according to Council of Higher Education's booklet in 2018, they are the pedagogical formation courses of teacher training programs. They are mutual courses for Education Faculties' all branches such as English Language Teaching, Preschool Teaching, Special Education Teaching etc.

In a teacher training program, there are 16 compulsory Educational Sciences Courses and 6 elective ones. These compulsory Educational Sciences Courses include:

- Introduction to Education/ 202/ 4
- The Sociology of Education/ 202/ 4
- The Psychology of Education/ 202/ 3
- The Philosophy of Education/ 202/ 3
- Teaching Technologies/ 202/ 3
- Teaching Principles and Methods/ 202/ 3
- Turkish Education History/ 202/ 3
- Research Methods in Education/ 202/ 3
- Classroom Management/ 202/ 3
- Ethics and Morality in Education/ 202/ 3
- Measurement and Evaluation in Education/ 202/ 3
- Turkish Education System and School Management/ 202/ 3
- Teaching Practicum I/ 265/ 10
- Teaching Practicum II/ 265/ 15
- Special Education and Inclusion/ 202/ 3
- Guidance in Schools/ 202/ 3.

For elective courses, there is a wide range of courses offered by Council of Higher Education. The students are expected to pick 6 courses among the electives. In Council of Higher Education's booklet (2018), the elective Educational Sciences Courses are;

- Open and Distance Learning/ 202/ 4
- Child Psychology/ 202/ 4
- Attention Deficit and Hyperactivity Disorders/ 202/ 4
- Educational Law, Anthropology of Education / 202/ 4
- Educational History/ 202/ 4
- Drama in Education/ 202/ 4
- Non-Curricular Activities in Education/ 202/ 4

- Curriculum Development in Education/ 202/ 4
- Project Development in Education/ 202/ 4
- Critical and Analytical Thinking in Education/ 202/ 4
- Education of Hospitalized Children/ 202/ 4
- Inclusive Education/ 202/ 4
- Character and Values Education/ 202/ 4
- Comparative Education/ 202/ 4
- Micro-Teaching/ 202/ 4
- Museum Education/ 202/ 4
- Out of School Learning Environments/ 202/ 4
- Learning Difficulties/ 202/ 4
- Individualizing and Adapting Teaching/ 202/ 4
- Sustainable Development and Education/ 202/ 4
- Adult Education and Lifelong Learning/ 202/ 4.

The third component of a teacher training program is General Knowledge Courses. There is only 1 compulsory course in General Knowledge which is Community Service (TPC:122, ECTS:3). Besides this one, according to the booklet, elective general knowledge course options are as follows:

- Addiction and Struggle Against Addiction/ 202/ 3
- Nutrition and Health/ 202/ 3
- History of Sciences and Philosophy/ 202/ 3
- Science and Research Ethics/ 202/ 3
- Economy and Entrepreneurship/ 202/ 3
- Traditional Turkish Handicrafts/ 202/ 3
- Human Rights and Democracy Education/ 202/ 3
- Human Relations and Communication/ 202/ 3
- Career Planning and Development/ 202/ 3
- Culture and Language/ 202/ 3
- Media Literacy/ 202/ 3
- Professional English/ 202/ 3
- Art and Aesthetic/ 202/ 3
- Turkish Folk Dances/ 202/ 3
- Turkish Sign Language/ 202/ 3
- Geography of Turkish Culture/ 202/ 3
- Turkish Music/ 202/ 3

- History of Turkish Art/ 202/ 3.

However, each university and each department may offer various courses for general culture elective courses as well as the ones that are stated in the booklet of Council of Higher Education (2018). In addition to the 3 categories of courses, teacher candidates are expected to take the Orientation to Campus Life course in the first semester.

In conclusion, after taking a look at the general outline of English Language Teaching programs designed by Council of Higher Education in 2018, it can be inferred that teacher candidates are receiving such an education that enables them to be proficient English language teachers with competence in Educational Sciences and General Culture Knowledge. General Culture Knowledge courses offered by the universities may differ from institution to institution depending on the general circumstances such as lecturer, classroom etc. Prospective teachers of English are expected to be social, knowledgeable, cultured, ethical and hardworking. Taking this principle into consideration, the English Language Teaching program curriculum was designed to meet the criteria necessary for being a social and contemporary 21st century teacher. At the first semesters of the program, pre-service teachers take courses aiming the development of necessary skills as language users. Afterwards, they receive courses that help them learn the teaching principles and teaching methods of English.

Classification of the 21st Century Skills

Each century brings along its needs and depending on those needs, people require contemporary, current, and recent skills. Namely, in the ancient times when the resources were being reproduced by physically writing it, orthography was a required skill. Following that, printing facilities and press were improved and expanded, the ability to utilize the machines has become a desired skill. Similarly, the practice of digital technologies has turned into a skill in the 21st century. Currently, there have been several attempts to promote the 21st century skills holistically by enhancing frameworks.

Advancing technology and the new era created a need for modern skills in the digitized and globalized world to meet contemporary needs. According to Elder (2007), traditional teaching style is not adequate anymore to fulfill the intellectual capacities required for success. In this case, teachers' need for developing and adapting themselves has been a crucial issue. Therefore, there are progress in teacher training programs because today's teachers are supposed to embrace the 21st century skills which are namely, a) life and career skills, b) learning and innovation skills, c) information, media, and technology skills (Ananiadou & Claro, 2009). According to Bedir (2019), gaining necessary skills is more important than ever in the new era for learning programs 'since the curriculum was not originally structured to meet the

society's demands'. Ledward and Hirata (2011) declared a blend of content knowledge, specific skills, expertise, literacies constitute 21st century skills (Fandiño, 2013).

There are several frameworks for classification of 21st century skills;

AT21CS project defined 21st century skills in 4 different categories:

- 1) Ways of Thinking: creativity and innovation, critical thinking, problem solving, decision making, and learning to learn (or metacognition)
- 2) Ways of Working: communication and teamwork
- 3) Tools for Working: general knowledge and information communication technology (ICT) literacy
- 4) Ways of Living in the World: citizenship, life and career, and personal and social responsibility, including cultural awareness and competence (ATC21S, 2012; Binkley et. al., 2012; Saavedra & Opfer, 2012; Sural, 2017).

Taking the digital literacies to the center, enGauge Framework was developed by the Metiri Group and The North Central Regional Educational Laboratory (NCREL) in 2003. From this framework's point of view, there are 5 main sections:

- 1) Digital-Age Literacy: Technological literacies, visual and information literacies, cultural literacy, and global awareness
- 2) Inventive Thinking: Adaptability, ability to manage complexity, curiosity, creativity, risk-taking, higher-order thinking and sound reasoning
- 3) Effective Communication: Teaming, collaboration and interpersonal skills, personal and social responsibility, and interactive communication
- 4) High Productivity: Prioritizing, planning, and managing for results, effective use of real-world tools, relevant and high-quality products
- 5) Information technology (Metiri Group & NCREL, 2003).

When KSAVE Framework is examined, it can be seen that the KSAVE stands for Knowledge, Skills, Value and Ethics and it framed 21st century skills in terms of setting the curriculum in meeting the needs of 21st century learning (Lima et al., 2018). KSAVE Framework attempts to explain each skill from the knowledge, value, and ethics aspects (Binkley et al., 2010). According to Binkley et al.'s categorization (2012), KSAVE puts 21st century skills into 4 different sections:

- 1) Ways of Thinking: Creativity, critical thinking, problem solving and decision making, learning to metacognition
- 2) Ways of Working: Communication and collaboration
- 3) Tools of Working: Information literacy, technology literacy
- 4) Living in the World: Local and global civilization, life and career, personal responsibility, and social responsibility (Binkley et al., 2012).

On the other hand, for this study, The Partnership for the 21st Century Skills Framework (P21 Framework) was utilized. The Partnership for the 21st Century Skills (P21) is an organization that establishes a framework for the 21st century skills and their application in different degrees of education such as pre-school with example programs (Battelle for Kids, 2021). Putting the 21st century skills at the center of learning, P21 Framework considers 'mastery of key subjects and 21st century themes is essential to student success' (P21, 2009).

P21 Framework classifies key subjects as: English, reading, or language arts, world languages; arts; mathematics, economics; science; geography; history; government; and civics. In addition to this, it is essential to combine interdisciplinary skills such as Global Awareness, Financial, Economic, Business, Entrepreneurial Literacy, Civic Literacy, Health Literacy and Environmental Literacy, with key subjects to be able to uphold the understanding of academic content (P21,2009). Putting the key subjects at the center, P21 divides 21st century skills into 3 categories as aforementioned (see Figure 2).

Figure 2

Framework for 21st Century Learning (P21 Framework, 2019a)



The categories that are set in *Figure 2*. also have sub-categories for each. Life and Career Skills include 1) flexibility & adaptability, 2) initiative & self-direction, 3) social & cross-cultural skills, 4) productivity & accountability, 5) leadership & responsibility. Learning and Innovation skills have sub-categories named as 4Cs which are 1) critical thinking, 2) communication, 3) collaboration and 4) creativity. Information, Media, and Technology skills incorporate 1) information literacy, 2) media literacy, 3) ICT (information, communications, and technology) literacy (P21, 2019a).

Life and Career Skills

As it is stated in the P21's framework, life and career skills have 5 sub- sections. As 21st century teachers and students, they are expected to have:

a) flexibility and adaptability skills in order to adjust themselves into changes and work productively in changing environments. In addition to this, they need to consolidate feedback effectively, interact with colleagues with different points of views and negotiate with them properly. What is more, they are expected to be:

b) initiative and self-directive in that they should set reasonable short-term and long-term goals and manage the time accordingly. In addition to this, they should be independent in working environments when exploring their limits beyond the given materials and reflecting on their past experiences. Students are expected to master at:

c) social and cross-cultural skills since interaction with others and working in various teams effectively are the necessities of 21st century working environments.

d) productivity and accountability are the next aspect while 21st century standards focus on evolving understanding among key subjects and interdisciplinary themes and highlights deep and reasonable thinking beyond the given real-life, authentic material as well as 'allowing for multiple measures of mastery' (P21, 2019b, p.7). The students are expected to have:

e) leadership and responsibility skills to take the responsibility of their own actions, 'guide and lead the others' during team-works with differentiating groups and supporting the 21st century learning environments. *Figure 3* demonstrates the classification of Life and Career skills according to P21 Framework (P21, 2019b).

Figure 3

Classification of Life and Career Skills (P21 Framework, 2019a)



It is suggested by Peters (2012) that prospective teachers are required to advance these skills since they are going to reflect on these practices to students for their own studies. In P21 Framework, life and career skills are taken up holistically and prospective teachers are expected to be equipped with those skills in terms of life and career related 21st century skills.

Learning and Innovation Skills

As can be seen in *Figure 2*, that learning and innovation skills have sub-categories named as 4Cs. The 4Cs are vital parts of 21st century citizenship because it promotes innovative emphasis of the new era.

The first aspect is:

a) creativity and innovation because the new century need citizens who can think and work creatively in working environments and pursue ingenious ideas to make convenient contributions. According to Kaplan (2019), creative thinking leads to solution making and constructing. In order to intensify and reinforce creativity skills, teachers may make use of various in-class methods such as brainstorming, role-play, games and other pupil-centered learning activities that are appropriate for the content and objectives of the courses (Rusdin, 2018). The second aspect is:

b) critical thinking and problem solving since solution-oriented people need to think reasonably and effectively to consider beyond the topic. They need to use different reasoning types and thinking systems, 'analyze how parts of a whole interact with each other to produce overall outcomes in complex systems' (P21, 2019b, p.4), interpret information and solve

different kinds of problems. In Duran et. al.'s study (2006), people who are able to analyze and evaluate information are described as critical thinkers (Choy& Cheah, 2009). Lastly,

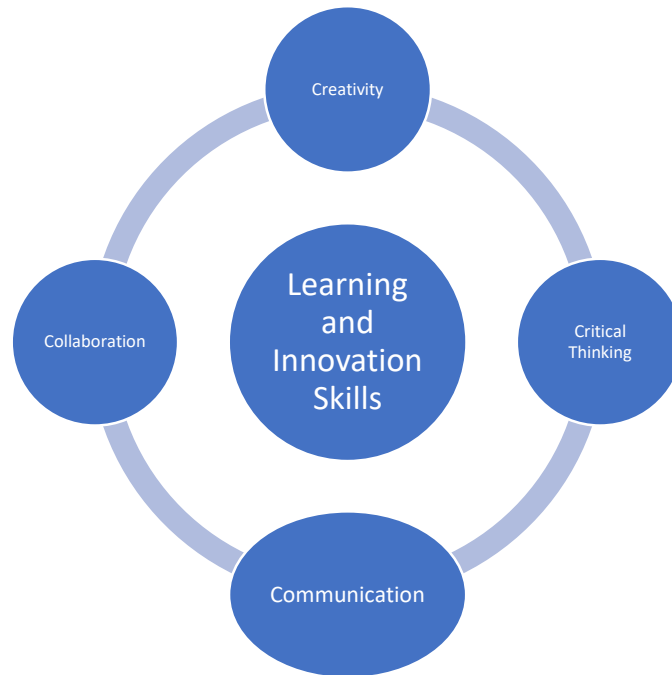
c) communication is another expected skill because clear communication is a necessity. This includes uttering thoughts and ideas effectively, utilizing communication for several purposes (inform, motivate, persuade etc.), being able to communicate in different environments, cooperating with others, and 'demonstrate ability to work effectively and respectfully with diverse teams' (P21, 2019b).

At this point, communication can be divided into two as follows: a) verbal communication and b) non-verbal communication. Gehrig (2022) defined verbal communication as 'the use of spoken, written or sign language to exchange information.' (p.7). Along with this, the elements of verbal communication might be listed as follows: semantics, pronunciation, vocal quality, utilization of humor and the pace of talking (Stanhope& Lancaster, 2021). Non-verbal communication on the other hand forms an important part of the communication process. Elements of it are namely, gestures and mimics, posture, spatial relations, eye contact, mobility (Bhatnagar, 2011; Unal & Altay, 2013). The value of eye contact and posture was highlighted in Unal& Altay's study (2013) in that teachers should make the most of eye contact where message transmission is a critical part as well as the effect of posture since 'teachers convey messages to their surroundings with their stances' (p.418).

d) collaboration should be promoted in classroom in terms of the practice of 21st century skills similarly to its consideration in Communicative Language Teaching classrooms benefiting from pair work and group work activities with an aim to enhance the interaction among peers as well as encouraging the task completion as a team (Breen& Candlin, 1980; Canale, 1983; Brumfit, 1984; Lightbown& Spada, 1999; Spada, 2007). Consultation, collegiality, and cooperation might clarify the elements of collaborative processes. Figure 4 indicates the classification of Learning and Innovation skills in accordance with P21 Framework (Goulet et al., 2003).

Figure 4

Classification of Learning and Innovation Skills (P21 Framework, 2019a)



In conclusion, developing 4C skills is a requirement for prospective teachers as well as 21st century citizens. Teachers should be insightful about the 4Cs so that they can help students develop the needed skills (Voogt et al., 2013). Therefore, Živković (2016) suggests that education should 'focus on developing the critical thinking skills of students' (p.103). When course content materials are adapted and designed for gaining 21st century skills, "students will develop strong leadership, communication, and teamwork skills, cross-cultural and cross-national awareness, and most importantly, confidence..." (Kalonji, 2005).

Information, Media, and Technology Skills

The 21st century comprises advanced technology and a media-driven environment. Our lives are now more global and digital (Brown et. al., 2008; Fandiño, 2013). Especially in the last decade, access to information via the internet and online tools are much more widespread because websites are accessible, user-friendly, and convenient. However, this brings about an information pollution in mass media because accessibility might be intriguing at this point, anyone can create content online thanks to this feature. Media can also be used to direct public opinion to a way that is requested by upper authorities.

As the year passes, technology is advancing, and digital information tools are spreading rapidly. This climate requires the 21st century citizens to master at; a) information literacy, b) media literacy and c) ICT (information, communications, and technology) literacy. These literacies stand in need of analyzing the media tools as perceiving how the messages are constructed and how they are interpreted by people and 'using digital technologies as a tool to research, organize, evaluate, and communicate information' (P21, 2019b). The 21st

century skills movement emphasizes the idea that educational systems need to develop students' varied literacies as a result of pressing economic and technological reasons. (Fandiño, 2013).

Information literacy can be defined as the capability of effectively recapturing, interpreting, depicting, and assessing correct information among a great number of resources (Dent et al., 2021). Cowan (2014) asserted that as an educational process, information literacy might be the most subtle indication of success (Cowan & Eva, 2016; Hammons, 2020). Mastering information literacy skills is of capital emphasis since any kind of data set can be broadcasted online by any individual around the world. Although the accessibility of online sources and the internet has various good sides, it also made it harder to inspect the content online. As a result of this, digital citizens of the 21st century are expected to be equipped with information literacy skills so as to filter the profitable information from the deceptive one.

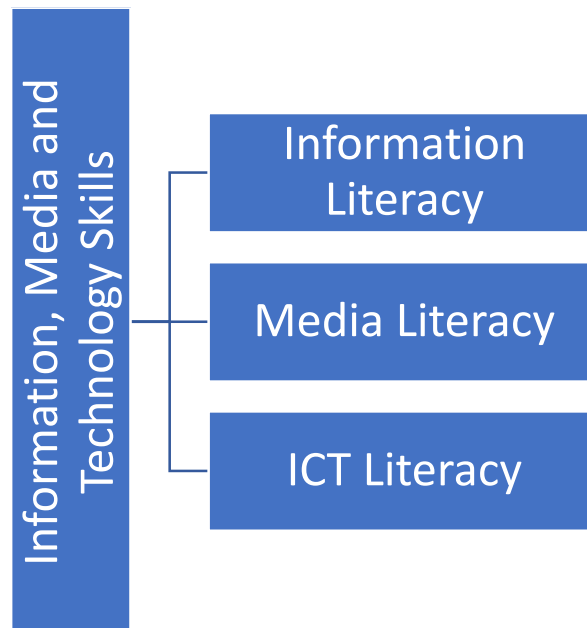
Media literacy is, on the other hand, defined as “the ability to effectively produce, disseminate, and curate a wide variety of content that can be enabled by technology, including photographs and videos” (Dent et al., 2021, p.123). Media literacy research in educational context chiefly focuses on the individuals' media use and practices as well as the ‘on the instructional methods and pedagogy of media literacy aimed for individuals’ (Rasi et al., 2019, p.1; Rasi et al., 2021). What makes media literacy so essential for foreign language learning and teaching classrooms is that the access to the authentic materials is mostly online in today's educational context. In contemporary teaching settings, the learners of English are encouraged to carry the exposure of the target language out of the classroom mostly through mediatic tools such as TV shows, online video contents, journals, forums, blogs etc. To be able to address the learners of a language to the unrestrained digital world, they need to be trained in terms of media literacy. This is what makes the importance of being media literate so evident for foreign language teachers of the 21st century.

Furthermore, the internet has become the most popular communication tool across the world in the 21st century. Although it makes it convenience for people to reach out information, setting meetings regardless of locations, extraordinary life conditions, working remotely, educating distantly; it was revealed in Yu et al.'s study (2018) that it can also be utilized in negative ways which can also be referred to ‘problematic Internet use’ or ‘the Internet abuse’ (Caplan, 2002; Laconi et al., 2015; Gencer & Koc, 2012). In its basic terms, ICT (information, communications, and technology) literacy is defined as “using digital technology, communications tools, and networks to access, manage, integrate, and create information in order to function” (Lankshear & Knobel, 2008, p.158). With this respect, it is highly recommended for the citizens of the 21st century, particularly for the foreign language teachers

to strengthen and train themselves concerning ICT literacy skills. Considering the predominance of internet use, it is a prerequisite for foreign language teachers which should take its place in teacher training curricula. Figure 5 represents the classification of Learning and Innovation skills in accordance with P21 Framework.

Figure 5

Classification of Information, Media, and Technology Skills (P21 Framework, 2019a)



In conclusion, similarly to Life and Career Skills and Learning and Innovation Skills; the importance of Information, Media and Technology Skills are highly emphasized in the current research. All 3 sub-dimensions of it are, in fact, interrelated and nourish each other. The Internet's current position in our lives is the biggest factor for the requirement of Information, Media, and Technology skills. Considering the 3 sub-dimensions holistically, it can be asserted that foreign language teachers should 'build the learners' literacy skills both old literacy (reading, writing, arithmetic) and new literacy' (Information, Media, and Technology skills along with the 21st century skills (Hardinata et al., 2021, p.330).

English Language Teaching Courses & 21st Century Skills

Previous chapters allowed for the explanations of ELT courses in relation to the curricula and of the 21st century skills in a detailed way. ELT is a social, interactive, and dynamic field of study which can be correlated with the acquisition of 21st century skills conveniently. Considering the CoHE's booklet (2018) there are certain courses that are expected to involve the training of the related 21st century skills naturally. Those courses can be listed as:

- Verbal Communication Skills I-II,
- Critical Reading and Writing,
- Teaching English to Young Learners,
- Course Content Development,
- Language and Society,
- World Englishes and Culture,
- Drama in English Language Teaching,
- Materials Development in English Language Teaching,
- English in Mass Communication,
- Teaching Integrated Language Skills.

According to the course structures and to the descriptions of them in the booklet of CoHE (2018), the above-mentioned courses are expected to employ the training and the practice of 21st century skills, as well as the other courses in ELT curricula. However, whether the courses' contents are satisfactory or not can be a matter of investigation. These courses contents should be ideally rich considering communication, collaboration, critical thinking, adaptability, social, cross-cultural, creativity, information literacy, media literacy, and ICT literacy skills. With an aim to ensure the quality and content of ELT courses across the country, the standardization's importance might be emphasized at this point.

Conclusion

In this chapter, the historical background of teacher training requirements was discussed within the scope of developments and initiatives (such as projects) in terms of current regulations. The literature of:

- teacher training in the 21st century,
- standardization of teacher education system,
- content of teacher education programs,
- general outline in ELT programs,
- 21st century skills,
- life and career skills,
- learning and innovation skills,
- information, media, and technology skills,
- ELT courses and 21st century skills have been reviewed.

It can be stated that changing conditions of the age shape the concepts of teacher education, teacher qualifications, communication, technological developments, and the digital world. Teacher training in the 21st century includes distinctive principles considering the

necessity for keeping up with the contemporary circumstances. In order to be a good teacher, one needs to be a good learner and should reflect the characteristics of a good learner such as team-playing, interacting, participating, and practicing. Although it has varying definitions, 21st century skills can be defined as the core competencies including 'reading, writing, arithmetic as well as digital literacy, critical thinking, communication, collaboration, global competencies, and problem-solving skills for students to thrive in the 21st century' (Yıldız& Palak, 2016, p.77).

Reviewing the ELT course lists from the booklet of CoHE (2018) in a common framework for standardization of the teacher education system; it is favorable to utilize a comprehensive and extensive course contents and materials which can be applicable in any university around the country. The importance of standardization has been clarified in detail with reference to the CEFR, E-POSTL and Supporting Teacher Educators documents. 21st century skills on the other hand assures its situation regarding the contemporary, current, and recent skills' requirements of today with an emphasis on the technological developments. 21st century skills have been reviewed under 3 branches according to P21's classification (2009) which were:

- life and career skills,
- learning and innovation skills,
- information, media, and technology skills.

To sum everything up, 21st century skills might serve as a guide for ELT programs and teacher trainers, taking its contributions to determining and examining the required qualities of a 21st century teacher into consideration. In the shed light of this guideline for teacher educators, in this study, the structure of ELT curricula in Turkey, contents of the courses, and the perceptions of academics and students will be investigated with an aim to analyze the arrangement of ELT programs in Turkey and their real-life applications in comparison with the desired ones.

Chapter 3

Methodology

In this chapter, the information related to research methodology, study group, data collection process as well as data collection tools, and to the ways for the analysis of the data is presented. In this part, the theoretical framework of the study and general scheme of the followed research methodology is pointed out. In the study group section, the participants who contributed to the study are introduced. Data collection process and data collection tools sub-titles present detailed information related to the collection of the data. In the data analysis section, the instruments which are administered throughout the study are explained.

Introduction

It is certain that the era's changing and developing circumstances bring about improvements in learning and teaching environments as well as other aspects of life. As a result of the aforementioned improvements, new approaches, techniques, and ideas take place in educational contexts. This should mean that teachers of English language might adopt new materials for their classes; directors of schools might design different working environments for teachers' team works and book writers might add peculiar types of activities to their textbooks so that the teachers and learners of English language can embrace the understanding of the 21st century skills implicitly. It would not be fair to keep the same mentality in teaching English over decades for the present-day learners of English as the understanding of language evolves day by day.

In other words, as Turan (2021) stated, social changes also change the role assigned to the school and the school is expected to gain the students skills and behaviors in accordance with the society's dynamic demands (p.125). Apart from the previous learnings, the 21st century skills teaching is away from the learner-centered understanding and instead, it centers the learners' experiences in an interdisciplinary way (Turan, 2021).

As this study aims to investigate the position of the 21st century skills in English language teaching programs in Turkey, research that aimed to highlight the roles of the skills in ELT programs was conducted. From a teacher trainer point of view, it would only be possible to teach the 21st century skills to the learners of English if they are also applied to ELT programs course contents. The research method was designed according to this principle and in this chapter, research method, study group, data collection process, data collection tools and data analysis will be included and explained.

Research Method

This study utilized mixed methods based on both qualitative and quantitative data. For granting validity, a triangulation model was applied for the data collection and the analysis of the data. According to Patton (1999), triangulation refers to the use of multiple methods or data sources in qualitative research to develop a comprehensive understanding of phenomena (Carter et al., 2014, p.545). With an aim to establish an extensive understanding of research, triangulation was applied for the data collection and analysis. With this respect, the data set of the study has 3 branches:

- Curricula analysis of the ELT departments' course packs,
- Quantitative data analysis of the questionnaires,
- Content analysis of the interview sessions.

For the curricula review, 4 different university's ELT departments were selected via convenience sampling method. ECTS information packs of the universities and course contents are available in related universities' websites. The obtained data were analyzed using qualitative content analysis to see the content of the programs is in terms of 21st century skills development. The objective of the data analysis was to reveal the effectiveness of course syllabuses in terms of course objectives, contents, and practices of the 21st century skills.

In addition to this, 2 questionnaires (one for academics, one for students) were developed by the researcher. Academics' questionnaire (see Appendix -A) and students' questionnaire (see Appendix -B) were developed to collect the data from both academics and students in ELT field independently. Expert opinions were granted and after the necessary rectification, 2 different questionnaire forms with 33 items and 1 open-ended item each were administered to the volunteering academics and students to compare and support the collected data with statistical findings. The questionnaires were analyzed through SPSS (Statistical Package for the Social Sciences) data analysis using T-test, Spearman's rank correlation coefficient, Pearson product-moment correlation coefficient, Mann Whitney U tests, and the findings were interpreted comparing the responses of the academics' and the students' questionnaires. In the questionnaire forms, there were overlapping items from academics' and students' perspectives. The comparative interpretation of the analysis results aimed to reveal the consistency between the academics' and students' point of views. The responses to the open-ended items in both questionnaires were analyzed qualitatively via utilizing content analysis methods. During the analysis of the two open-ended items, frequency of the responses was taken into consideration.

As the last part of the triangle, interviews were conducted with some of the academics and students. Their interviews were recorded for academic purposes and analyzed via

qualitative content analysis method. Content analysis is chosen for these two data collection tools because it is 'the systematic examination of communicative material (from mass media in particular) (Flick, et al, 2004). Content analysis is also applicable for different types of data (e.g. written, spoken) in that it does not have restricted rules for the analysis of the data (Elo & Kyngäs, 2008), 'the key feature of all content analysis is that the many words of the text are classified into much smaller content categories' (Weber 1990, Burnard 1996). During the analysis of the interview items, the responses were classified according to their themes and frequency of the responses was taken into consideration. This triangulated data collection and analysis process ensured validity and reliability for the study. According to Ivankova, Creswell and Stick (2009), consolidating qualitative and quantitative data to the same study comprises the procedure of mixed- methods in order to provide a comprehensive understanding. Similarly, Dörnyei (2007b) clarifies that the choice of mixed method research design promotes the acquisition of more reliable data for a study.

Study Group

Study group might be defined as the group of people who were invited to participate in the study voluntarily and people who contributed to the study via providing responses to the data collection tools (Rinaldi, 2006). This study was conducted purposively selected 4 different universities from Ankara, Gaziantep, İzmir and İstanbul, and the study group of the study was composed of 10 academics and 67 students in the field of ELT selected via convenience sampling method.

With the interview and the questionnaires, the group reflected their opinions from their points of view. Both the academics and the students were picked randomly, completely on a voluntary basis. In the selection of institutions, a purposive sampling method was used as 3 state and 1 foundation universities from 4 different geographic regions. The universities were selected from Ankara, Gaziantep, Izmir, and Istanbul. In the selection of academics and students, a convenience sampling method was used which could be defined as selection of the participants who were available and volunteer (Martinez& Martinez, 2001) and which is a way of embracing participants who are reachable to the researcher (Etikan, 2016). Saunders, Lewis, and Thornhill (2012) describe that in convenience sampling it is feasible to encourage all subjects to participate in the study without applying any specific criteria.

The number of the participants were randomly distributed to the selected four universities. Therefore, 77 participants constituted the study group of the study. In the study, 2 students and 1 academic from each university participated in the interview sessions. Thus, 4 academics and 8 students in total took part in the interview sessions of the study.

The demographic information about the participants is presented in the following tables (Table 2 and Table 3).

Table 2

Demographic information about students

| Students | Institution | | | | | | | | Gender | | | | Grades | | | |
|----------|-------------|-------|-----------|-------|-------|-------|----------|-------|--------|-------|--------|-------|--------|-------|----|-------|
| | Ankara | | Gaziantep | | Izmir | | Istanbul | | Male | | Female | | 3 | | 4 | |
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| | 26 | %38,8 | 17 | %25,3 | 1 | %19,4 | 11 | %16,4 | 14 | %79,1 | 53 | %20,9 | 32 | %47,8 | 35 | %52,2 |

Table 3

Demographic information about academics

| Academics | Institution | | | | | | | | Gender | | | | Year of teaching experience | | | | | | | |
|-----------|-------------|-----|-----------|-----|-------|-----|----------|-----|--------|-----|--------|-----|-----------------------------|-----|-------------|-----|-------------|-----|-------------|-----|
| | Ankara | | Gaziantep | | Izmir | | Istanbul | | Male | | Female | | 5-10 years | | 10-15 years | | 16-20 years | | 21-26 years | |
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| | 4 | %40 | 2 | %20 | 2 | %20 | 2 | %20 | 6 | %60 | 4 | %40 | 1 | %10 | 4 | %40 | 2 | %20 | 3 | %30 |
| | | | | | 0 | %0 | 0 | %0 | 0 | %0 | 0 | %0 | 0 | %0 | 0 | %0 | 0 | %0 | 0 | %0 |

As the table shows the student participants were from their 3rd and 4th year at the university. 79% of the student participants were females in this study. On the other hand, 40% of the academics were females in the study. In addition to this, the working experience of the

academics are heterogeneous varying from 7 years to 23 years. Both student and academic participants dispersed heterogeneously to the 4 cities (Ankara, Gaziantep, İzmir, İstanbul).

Data Collection Process

For the purpose of collecting data, both qualitative and quantitative data collection tools were administered in this study which were 2 questionnaires (one for academics and one for students) and 2 interview forms (one for academics and one for students) in addition to the document analysis of the departments' ELT curricula. Zohrabi (2013) asserted that utilizing various types of data collection tools and gathering the data with diverse qualifications might enhance the reliability and validity of the collected data and analysis of them.

The data of the study was collected both online and face-to-face. Questionnaires were administered online while the interviews were conducted both online and face-to-face depending on the convenience of the participant and preference of the researcher. First, one questionnaire was administered to academics and the other one was administered to the student participants. For the online setting, the questionnaire was converted into a form in Google Forms by the researcher and the link to it was shared with the documents. Via using this link to the questionnaire, the participants could pick the option they preferred interactively without granting any personal information. Thanks to this utilization of Google Forms, the data was collected confidentially. After the participants completed the questionnaire, the researcher could access the replies on Google Forms and transfer the information from there to a workable file format for SPSS data analysis application. For the questionnaires of the study, a 5- point Likert-scale questionnaire was utilized consisting of 33 items and 1 open-ended item each.

After the questionnaire, interviews were conducted. For the face-to-face interviews, after asking for the permission, the researcher recorded the conversations for qualitative content analysis. As for the online interviews, the participant and the researcher used Zoom software for appointments. After asking for permission, the researcher recorded the online meeting, again for qualitative data analysis. The researcher directed 4 questions to the participants and the interviews took 5 minutes in average.

For the curricula analysis of the study, online course information packs of the universities were analyzed which were accessible on the departments' websites. The researcher went through the websites to reach the curriculum content with an aim to investigate the correlation between course objectives, definitions, and course syllabuses.

Data Collection Tools

The research design of the study included both qualitative and quantitative data which were collected applying the triangulation model. For this study, 5 different data collection tools

were utilized with an aim to investigate the understanding of the perspectives of the academics and students considering the 21st century skills and their practices throughout their curricula, as well as the accordance with their course contents and objectives in ELT curricula of the selected departments. The aforementioned 5 different data collection tools consisted of;

- questionnaire for academics,
- questionnaire for students,
- interview form for academics,
- interview form for students,
- analysis of the online course contents.

Within this framework, necessary data collection tools were developed in accordance with the research questions of the study. They were administered to the participants at different stages of the study as a part of the data collection process. In this section, the instruments which were utilized during the data collection process were introduced and described in detail as data collection tools. In line with the triangulation method, this section had 3 sub-dimensions as follows: questionnaires, interview forms and curricula analysis.

1. Questionnaires

The questionnaires of the study have been developed by the researcher in line with the research questions and aim of the study. Two different questionnaires were administered to the participants.

- a. Academics' questionnaire (see Appendix- A)
- b. Students' questionnaire (see Appendix- B)

The academics' questionnaire consisted of 3 sections: personal information, developing 21st century skills and open-ended item. The Personal Information section asked the gender, institution, years of experience in the field and courses to teach to the academics in the field of ELT. Then, the academics' questionnaire had Developing the 21st Century Skills section with 4 sub-dimensions as follows:

- Statements about the curricula in your department,
- Statements about life and career skills,
- Statements about learning and innovation skills,
- Statements about information, media, and technology skills.

Finally, the academics' questionnaire included an open-ended item which interrogated opinions about the most important 21st century skills that the students needed to develop. In the first draft of the questionnaire, it involved 47 items. After the experts' opinion, necessary

changes were made on the items based on the feedback from the expert. This way, the quality and the validity of the questionnaire was ensured. Considering the time and focus of the participants, it was suggested to eliminate some of the items so that it could be a more precise and direct questionnaire. In addition to that, the 'Developing the 21st Century Skills' section was proposed to be classified as the 4 sub-dimensions listed above. The questionnaire used a 5-point Likert scale for the answers, and it had 33 items and an open-ended item for participants to answer. At the beginning of the items, it was clearly stated that participants did not need to share their personal information (e.g. name-surname), the answers would be accessible only for the researcher, they could answer the questionnaire completely on a voluntary basis, which meant that they were free to not to answer or to quit at any part of the questionnaire. If a participant decided to recede his/her answers, s/he needed to reach the researcher via e-mail, then; his/her questionnaire would be excluded from the study. Ethics commission application has been approved with the necessary documents. The academics' questionnaire aimed to highlight academics' perceptions on the curriculum and development of 21st century skills.

Similar to the previous one, the students' questionnaire consisted of 3 sections: personal information, developing 21st century skills and an open-ended item. Personal Information section asked the gender, institution, and the grade to the students in the field of ELT. Then, the students' questionnaire had Developing the 21st Century Skills section with 4 sub-dimensions as follows:

- Statements about the curricula in your department,
- Statements about life and career skills,
- Statements about learning and innovation skills,
- Statements about information, media, and technology skills.

Finally, the academics' questionnaire included an open-ended item which interrogated opinions about the most important 21st century skills that needed to be developed. In the first draft of the questionnaire, it involved 47 items. After the experts' opinion, necessary changes were made on the items based on the feedback from the expert. This way, the quality and the validity of the questionnaire was ensured. Considering the time and focus of the participants, it was suggested to eliminate some of the items so that it could be a more precise and direct questionnaire. In addition to that, the 'Developing the 21st Century Skills' section was proposed to be classified as the 4 sub-dimensions listed above. The questionnaire used a 5-point Likert scale for the answers, and it had 33 items and an open-ended item for participants to answer. At the beginning of the items, it was clearly stated that participants did not need to share their

personal information (e.g. name-surname), the answers would be accessible only for the researcher, they could answer the questionnaire completely on a voluntary basis, which meant that they were free to not to answer or to quit at any part of the questionnaire. If a participant decided to recede his/her answers, s/he needed to reach the researcher via e-mail, then; his/her questionnaire would be excluded from the study. Ethics commission application has been approved with the necessary documents. The academics' questionnaire aimed to highlight academics' perceptions on the curriculum and development of 21st century skills. The students' questionnaire aimed to understand students' perceptions on 21st century skills and the sub-skills in terms of the curriculum. Table 4 presents the structure of the academics and students' questionnaires.

Table 4

The structure of the academics and students' questionnaires

| | Academics' Questionnaire | Students' Questionnaire |
|----------|---|---|
| Sections | 1. Personal Information | 1. Personal Information |
| | 2. Developing the 21st Century Skills | 2. Developing the 21st Century Skills |
| | 2.1. Statements about the curricula in your department | 2.1. Statements about the curricula in your department |
| | 2.2. Statements about life and career skills | 2.2. Statements about life and career skills |
| | 2.3. Statements about learning and innovation skills | 2.3. Statements about learning and innovation skills |
| | 2.4. Statements about information, media, and technology skills | 2.4. Statements about information, media, and technology skills |
| | 3. Open-ended item | 3. Open-ended item |

As can be concluded from Table 4, Academics' Questionnaire and Students' Questionnaire are, in fact, overlapping forms. However, they aim to interrogate the opinions, beliefs and perspectives related to 21st century skills from academics and students' aspects respectively.

2. Interview forms

In the study two interview forms were utilized: one for the academics, the other for the students in the selected ELT departments. Interview forms have been developed by the researcher and finalized after the experts' opinion and making the necessary revisions in the items based on the experts' feedback in terms of wording and the statements. This way, the quality and the validity of the form was ensured. The interview forms had 4 open-ended questions. The participants were expected to share their ideas and experiences orally throughout the interview. At the beginning of the interview, participants were informed about the confidentiality of their answers. The researcher asked for their approval to record the meeting. After the approval, the researcher stated that all kinds of personal information would be kept anonymous, the answers would be used only for academic purposes and only by the researcher, they were completely free to join or quit the interview, they could stop the interview at any part, or they could skip the questions if they would not feel comfortable answering it. If a participant decided to withdraw their answers, s/he needed to reach the researcher via e-mail, then; his/her answers would be excluded from the study. As can be concluded from this, the participation was based on a voluntary basis. Ethics Committee Application had been approved with the necessary documents and granting the necessary principles.

3. Website Search

In order to determine the program content about 21st century skills development, document analysis method was utilized. For the website search, online course catalogs of the universities were accessed via related websites. In the online course catalogs, course titles, objectives and contents were taken into consideration for analysis.

Data Analysis

In this section, the data analysis methods of the questionnaires, interviews and website search will be examined.

Questionnaires

As Dörnyei stated in 2009, questionnaires employ factual questions which may also be named as subject descriptors and they aim to measure attitudes, ideas, and beliefs. The main aim of the questionnaire was to conduct case analysis which was a process to resolve the items that should be encompassed in the research (Dudley-Evans & St. John, 1998). In this research, 2 different questionnaire forms were utilized for students and academics of Turkish ELT Programs. Each questionnaire was a 5-point Likert-scale type consisting of 33 items as

well as an open-ended item. The main aim of the questionnaires was to determine the beliefs, opinions and attitudes of the students and academics about the English Language Teaching programs and curricula in Turkey. The questionnaires consisted of 3 sections: 1. Personal Information, 2. Developing 21st Century Skills items, 3. Open-ended item. In the second section, developing 21st Century Skills, the 5-point Likert-scale type items were categorized as: a. Statements about the curricula in the department, b. Statements about life and career skills, c. Statements about learning and innovation skills, d. Statements about information, media, and technology skills. The categories included 11 items, 8 items, 8 items, 6 items consecutively.

The items were analyzed using T-test, Spearman's rank correlation coefficient, Pearson product-moment correlation coefficient, Mann Whitney U tests. T-test is mainly used for the comparison of two means while Spearman's rank correlation coefficient which is 'essentially equivalent to the usual correlation coefficient calculated on the ranks of the two variables (say X and Y) within their respective samples.' (CFA Institute, 2019, p.645). Pearson product-moment correlation coefficient was defined as 'a measure of the strength of the linear relationship between two variables.' (French & Torres Ronda, 2021, p. 268) and was 'computed through examination of the proportion of variance that is shared by variables.' (Miller & Salkind, 2002). Finally, Mann Whitney U tests were based on the assumptions related 'to independency of samples and the ordinal nature of data' (Bajpai, 2009, p.684). As a means to perform Mann Whitney U test, 'the sample values were combined into one group and then, those values were arranged in ascending order.' (Bajpai, 2009, p.684).

The open-ended item of the questionnaire aimed to answer the most highlighted 21st century skills by the students and academics. In the questionnaires, option 1 represented "strongly disagree" and option 5 represented "strongly agree". 67 students and 10 academics have participated in the study. For the academics' questionnaire, 40% of the participants was female while 60% of it was male. For the students' questionnaire, 79,1% of the participants was female while 20,9% of them constituted the male participants of the study.

Interview Forms

The interview forms and the documents were analyzed qualitatively by using the content analysis method after the transcription of the interviews. The transcriptions were verbatim. Content analysis was performed to establish recurring codes and themes, that makes it, emergent codes, in other words, emergent themes was utilized. As Stemler (2001) mentioned, in emergent themes, themes are assembled after the texts, with categories and their subcategories according to the recurring, frequent codes. The data of both the curricula and the interviews were grouped via their categorization and were analyzed and interpreted

as the findings of the study. Interviews were conducted both face-to-face and via online platforms and the meetings were recorded by the researcher. 1 academic and 2 students from each university has participated in the interviews. The interviews took approximately 5 minutes on average and the responses to the questions in the interview forms were transcribed by the researcher for the analysis. Following the transcription, most recurring themes and vocabulary were highlighted by the researcher and the responses were grouped based on their theme and emphasis.

Website Search

For this part of the study, 4 different Education Faculty's course packs are analyzed by document analysis method. Course description catalogs of the aforementioned universities are accessible online, in their related websites. This part of the study is limited to the online course catalogs of the universities. For the analysis of this section, course objectives and course contents were taken into consideration. The recurring themes and vocabulary were highlighted in each of the universities' online course catalogs and their correlation with the course objectives were investigated. Emergent themes and codes were utilized by the researcher. Figure 6 demonstrates the first two semesters course lists in the University 1.

Figure 6. University 1 ELT Course List for the First Two Semesters

| COURSE NAME | M/E | T | P | C | ECTS |
|-------------------------------|-----|---|---|---|------|
| READING SKILLS I | M | 2 | 0 | 2 | 2 |
| WRITING SKILLS 1 | M | 2 | 0 | 2 | 2 |
| LISTENING and PRONUNCIATION 1 | M | 2 | 0 | 2 | 2 |
| ORAL COMMUNICATION SKILLS 1 | M | 2 | 0 | 2 | 2 |
| FOREIGN LANGUAGE 1: GERMAN 1 | M | 2 | 0 | 2 | 3 |
| FOREIGN LANGUAGE 1: FRENCH 1 | E | 2 | 0 | 2 | 3 |
| READING SKILLS 2 | M | 2 | 0 | 2 | 2 |
| WRITING SKILLS 2 | M | 2 | 0 | 2 | 3 |
| LISTENING and PRONUNCIATION 2 | M | 2 | 0 | 2 | 3 |
| ORAL COMMUNICATION SKILLS 2 | M | 2 | 0 | 2 | 3 |
| ENGLISH GRAMMAR | M | 2 | 0 | 2 | 2 |
| FOREIGN LANGUAGE 2: GERMAN 2 | M | 2 | 0 | 2 | 3 |
| FOREIGN LANGUAGE 2: FRENCH 2 | E | 2 | 0 | 2 | 3 |

Figure 6 demonstrates the first two semester's course list of University 1. As can be seen from the figure, in the second semester, the curricula offer the students continuation lessons of the first semester (such as Reading Skills I-II, Writing Skills I-II) except for the course

'English Grammar'. ELT students at University 1 are expected to choose one of the foreign language classes in one semester (either German or French). Figure 7 represents the first two semesters course lists in the University 2.

Figure 7

University 2 ELT Course List for the First Two Semesters

| Course Title | Credit | ECTS |
|---------------------------------|--------|------|
| Contextual Grammar I | 3 | 4 |
| Advanced Reading and Writing I | 3 | 4 |
| Listening and Pronunciation I | 3 | 4 |
| Oral Communication Skills I | 3 | 4 |
| Contextual Grammar II | 3 | 4 |
| Advanced Reading and Writing II | 3 | 4 |
| Listening and Pronunciation II | 3 | 4 |
| Oral Communication Skills II | 3 | 4 |
| Lexical Competence | 3 | 4 |

Figure 7 shows that University 2 offers continuation lessons in the second semester, similarly to University 1. However, it can be seen that some of the course names are different from that of University 1's. The detailed analysis of this difference and its effects on the course contents are explained in Chapter IV. What's more, it can be observed that University 2 does not offer foreign language courses in the first two semesters. Figure 8 shows the first two semesters course lists in the University 3.

Figure 8

University 3 ELT Course List for the First Two Semesters

| Course Name | T+A+L | Compulsory/Elective | ECTS |
|-------------------------------|-------|---------------------|------|
| Reading Skills 1 | 2+0+0 | Compulsory | 2 |
| Writing Skills 1 | 2+0+0 | Compulsory | 2 |
| Listening and Pronunciation 1 | 2+0+0 | Compulsory | 2 |
| Oral Communication Skills 1 | 2+0+0 | Compulsory | 2 |
| Foreign Language 1 | 2+0+0 | Compulsory | 3 |
| Reading Skills 2 | 2+0+0 | Compulsory | 2 |
| Writing Skills 2 | 2+0+0 | Compulsory | 3 |
| Listening and Pronunciation 2 | 2+0+0 | Compulsory | 3 |
| Oral Communication Skills 2 | 2+0+0 | Compulsory | 3 |
| Structure of English | 2+0+0 | Compulsory | 2 |
| Foreign Language 2 | 2+0+0 | Compulsory | 3 |

Figure 8 indicates that the course structure of University 3 focuses on the 4 skills similarly to the first two universities. In addition to this, University 3 offers foreign language courses in the first two semester, however the options for the languages are not presented in the online course catalog. Figure 9 displays the first two semesters course lists in the University 4.

Figure 9

University 4 ELT Course List for the First Two Semesters

| Course Name | CC/DE/EL | LE/RC/LA | ECTS |
|---------------------------------------|----------|----------|------|
| <u>Foreign Language I</u> | CC | 2/0/0 | 3 |
| <u>Reading Skills 1</u> | CC | 2/0/0 | 2 |
| <u>Writing Skills 1</u> | CC | 2/0/0 | 2 |
| <u>Listening and Pronunciation I</u> | CC | 2/0/0 | 2 |
| <u>Oral Communication Skills I</u> | CC | 2/0/0 | 2 |
| <u>Foreign Language II</u> | CC | 2/0/0 | 3 |
| <u>Reading Skills II</u> | CC | 2/0/0 | 2 |
| <u>Writing Skills II</u> | CC | 2/0/0 | 3 |
| <u>Listening and Pronunciation II</u> | CC | 2/0/0 | 3 |
| <u>Oral Communication Skills II</u> | CC | 2/0/0 | 3 |
| <u>Structure of English</u> | CC | 2/0/0 | 2 |

As the Figure 9 represents, in the second semester, the curricula offer the students continuation lessons of the first semester (such as Listening and Pronunciation I-II, Oral

Communication Skills I-II) except for the course 'Structure of English'. Foreign language courses are offered in the first two semesters in University 4, too. However, the options for the course content languages are not provided in the online course catalog website. Figure 10 represents the course list of the next 6 semesters belonging to University 1.

Figure 10

University 1's ELT course list of the next 6 semesters

| COURSE NAME | M/E | T | P | C | ECTS |
|--|-----|---|---|---|------|
| APPROACHES TO LEARNING and TEACHING ENGLISH LANGUAGE | M | 2 | 0 | 2 | 3 |
| ENGLISH LITERATURE I | M | 2 | 0 | 2 | 4 |
| LINGUISTICS 1 | M | 2 | 0 | 2 | 3 |
| CRITICAL READING and WRITING | M | 2 | 0 | 2 | 3 |
| ENGLISH TEACHING CURRICULUM | M | 2 | 0 | 2 | 3 |
| ENGLISH LITERATURE 2 | M | 2 | 0 | 2 | 4 |
| LINGUISTICS 2 | M | 2 | 0 | 2 | 3 |
| LANGUAGE ACQUISITION | M | 2 | 0 | 2 | 3 |
| TEACHING ENGLISH TO YOUNG LEARNERS 1 | M | 3 | 0 | 3 | 5 |
| TEACHING ENGLISH LANGUAGE SKILLS 1 | M | 3 | 0 | 3 | 5 |
| LANGUAGE and LITERATURE TEACHING 1 | M | 2 | 0 | 2 | 3 |
| TEACHING ENGLISH TO YOUNG LEARNERS 2 | M | 3 | 0 | 3 | 5 |
| TEACHING ENGLISH LANGUAGE SKILLS 2 | M | 3 | 0 | 3 | 5 |
| LANGUAGE and LITERATURE TEACHING 2 | M | 2 | 0 | 2 | 3 |
| TEACHING PRACTICUM 1 | M | 2 | 6 | 5 | 10 |
| COMMUNITY SERVICE | M | 1 | 2 | 2 | 3 |
| DEVELOPMENT of COURSE CONTENT IN ENGLISH LANGUAGE | M | 3 | 0 | 3 | 3 |
| TRANSLATION | M | 3 | 0 | 3 | 3 |
| TEACHING PRACTICUM 2 | M | 2 | 6 | 5 | 15 |
| TESTING IN ENGLISH LANGUAGE TEACHING | M | 3 | 0 | 3 | 4 |
| Any Semester/Year | | | | | |
| DRAMA IN ENGLISH LANGUAGE TEACHING | E | 2 | 0 | 2 | 4 |
| CURRENT APPROACHES IN ENGLISH LANGUAGE TEACHING | E | 2 | 0 | 2 | 4 |
| ENGLISH FOR MASS COMMUNICATION | E | 2 | 0 | 2 | 4 |
| WORLD ENGLISHES and CULTURE | E | 2 | 0 | 2 | 4 |
| PRAGMATICS and LANGUAGE TEACHING | E | 2 | 0 | 2 | 4 |
| ANALYSIS of DISCOURSE and LANGUAGE TEACHING | E | 2 | 0 | 2 | 4 |
| LANGUAGE and SOCIETY | E | 2 | 0 | 2 | 4 |
| SOCIOLINGUISTICS and LANGUAGE TEACHING | E | 2 | 0 | 2 | 4 |
| MATERIAL DESIGN IN ENGLISH LANGUAGE TEACHING | E | 2 | 0 | 2 | 4 |
| CLASSROOM-BASED ASSESSMENT | E | 2 | 0 | 2 | 4 |
| ENGLISH COURSEBOOK EVALUATION | E | 2 | 0 | 2 | 4 |
| TEACHING INTEGRATED LANGUAGE SKILLS | E | 2 | 0 | 2 | 4 |
| TEACHING ENGLISH VOCABULARY | E | 2 | 0 | 2 | 4 |

In figure 10, compulsory courses of the curricula can be understood with the course code M (in the second column, under the M/E heading). Under the “Any Semester/Year” title, elective departmental courses are listed. The university does not offer all of the elective courses in each semester, but instead, it offers certain elective courses each semester. The students are expected to take at least 1 departmental elective course each semester throughout their period of education. Figure 11 represents the course list of the next 6 semesters belonging to University 2.

Figure 11

University 2’s ELT course list of the next 6 semesters

| Course Title | Credit | ECTS |
|--|--------|------|
| ENGLISH LITERATURE 1 | 3 | 5 |
| LINGUISTICS 1 | 3 | 5 |
| APPROACHES TO ELT 1 | 3 | 5 |
| ENGLISH-TURKISH TRANSLATION 1 | 3 | 5 |
| ORAL EXPRESSION AND PUBLIC SPEAKING | 3 | 5 |
| ENGLISH LITERATURE 2 | 3 | 4 |
| LINGUISTICS 2 | 3 | 5 |
| APPROACHES TO ELT II | 3 | 5 |
| LANGUAGE ACQUISITION | 3 | 4 |
| BİLİMSEL ARAŞTIRMA YÖNTEMLERİ | 2 | 4 |
| ELT METHODOLOGY 1 | 3 | 4 |
| TEACHING ENGLISH TO YOUNG LEARNERS 1 | 3 | 5 |
| ELT METHODOLOGY 2 | 3 | 5 |
| TEACHING LANGUAGE SKILLS 1 | 3 | 5 |
| LITERATURE AND LANGUAGE TEACHING 1 | 3 | 5 |
| SECOND FOREIGN LANGUAGE 1 (GERMAN) | 2 | 2 |
| DRAMA | 3 | 5 |
| TEACHING ENGLISH TO YOUNG LEARNERS 2 | 3 | 5 |
| TURKISH-ENGLISH TRANSLATION | 3 | 5 |
| TEACHING LANGUAGE SKILLS 2 | 3 | 5 |
| LITERATURE AND LANGUAGE TEACHING | 3 | 5 |
| SECOND FOREIGN LANGUAGE 2 (GERMAN) | 2 | 2 |
| TOPLUMA HİZMET UYGULAMALARI | 2 | 2 |
| OKUL DENEYİMİ | 3 | 5 |
| LANGUAGE TEACHING MATERIALS AND ADAPTATION | 3 | 6 |
| SECOND FOREIGN LANGUAGE 3 (GERMAN) | 2 | 4 |
| ÖĞRETMENLİK UYGULAMASI | 5 | 4 |
| ENGLISH LANGUAGE TESTING AND EVALUATION | 3 | 5 |
| Elective Courses | | |
| Current Issues in Language Teaching I | 3 | 6 |
| Current Issues in Language Teaching II | 3 | 6 |
| History of the English Language | 3 | 6 |

In the figure above, the course “Bilimsel Araştırma Yöntemleri” means “Scientific Research Methods”, “Topluma Hizmet Uygulamaları” means “Community Service Practices”, “Okul Deneyimi” comes to mean “School Experience” and “Öğretmenlik Uygulaması” connotes “Teaching Practicum”. Besides the difference in the course names compared to the other three universities, it can be concluded of the second university’s figure that, Foreign Language courses are offered for 3 semesters, and they do not start from the first semester as it is in the other three universities. In addition to that, “School Experience” course has 5 ECTS and

“Teaching Practicum” course has 4 ECTS as a difference from the other 3 universities. According to the online course catalog of the University 2, elective courses pool is limited to 3 courses, and they are offered in the last two semesters to the students. Figure 12 represents the course list of the next 6 semesters belonging to University 3.

Figure 12

University 3's ELT course list of the next 6 semesters

| Course Name | T+A+L | Compulsory/Elective | ECTS |
|--|-------|---------------------|------|
| Approaches to English Language Learning & Teaching | 2+0+0 | Compulsory | 3 |
| English Literature 1 | 2+0+0 | Compulsory | 4 |
| Linguistics 1 | 2+0+0 | Compulsory | 3 |
| Critical Reading and Writing | 2+0+0 | Compulsory | 3 |
| English Language Curricula | 2+0+0 | Compulsory | 3 |
| English Literature 2 | 2+0+0 | Compulsory | 4 |
| Linguistics 2 | 2+0+0 | Compulsory | 3 |
| Language Acquisition | 2+0+0 | Compulsory | 3 |
| Teaching English to Young Learners 1 | 3+0+0 | Compulsory | 5 |
| Teaching English Language Skills 1 | 3+0+0 | Compulsory | 5 |
| Teaching Language and Literature 1 | 2+0+0 | Compulsory | 3 |
| Teaching English to Young Learners 2 | 3+0+0 | Compulsory | 5 |
| Teaching English Language Skills 2 | 3+0+0 | Compulsory | 5 |
| Teaching Language and Literature 2 | 2+0+0 | Compulsory | 3 |
| Teaching Practicum 1 | 2+6+0 | Compulsory | 10 |
| Community Service | 1+2+0 | Compulsory | 3 |
| Syllabus Design in English Language Teaching | 3+0+0 | Compulsory | 3 |
| Translation | 3+0+0 | Compulsory | 3 |
| Teaching Practicum II | 2+6+0 | Compulsory | 15 |
| Designing Tests in English Language Teaching | 3+0+0 | Compulsory | 4 |
| ELECTIVE COURSES POOL | | | |

In Figure 12, course list of the University 3 can be accessed. In addition to the departmental compulsory courses, the students at University 3 are expected to take at least 1 departmental elective course in order to fulfill their teaching curricula. In the online catalog of the University 3, there is a section titled “Elective Courses Pool” (as can be seen at the bottom of Figure 12, however, it is an empty section which means that the information related to the elective courses of the university are not represented on the website. Therefore, the elective

courses offered in University 3 are not accessible via the online course catalog website. Figure 13 represents the course list of the next 6 semesters belonging to University 4.

Figure 13

University 4's ELT course list of the next 6 semesters

| Course Name | CC/DE/EL | LE/RC/LA | ECTS |
|---|----------|----------|------|
| <u>English Literature I</u> | CC | 2/0/0 | 4 |
| <u>Linguistics I</u> | CC | 2/0/0 | 3 |
| <u>Approaches to ELT I</u> | CC | 2/0/0 | 3 |
| <u>Critical Reading and Writing</u> | CC | 2/0/0 | 3 |
| <u>English Education Programs</u> | CC | 2/0/0 | 3 |
| <u>English Literature II</u> | CC | 2/0/0 | 4 |
| <u>Linguistics II</u> | CC | 2/0/0 | 3 |
| <u>Language Acquisition</u> | CC | 2/0/0 | 3 |
| <u>Teaching English to Young Learners I</u> | CC | 3/0/0 | 5 |
| <u>Teaching Language Skills I</u> | CC | 3/0/0 | 5 |
| <u>Literature and Language Teaching I</u> | CC | 2/0/0 | 3 |
| <u>Teaching English to Young Learners II</u> | CC | 3/0/0 | 5 |
| <u>Teaching Language Skills II</u> | CC | 3/0/0 | 5 |
| <u>Literature and Language Teaching II</u> | CC | 2/0/0 | 3 |
| <u>Teaching Practice 1</u> | CC | 2/6/0 | 10 |
| <u>Course Content Development in ELT</u> | CC | 3/0/0 | 3 |
| <u>Community Service Practices</u> | CC | 1/2/0 | 3 |
| <u>Translation</u> | CC | 3/0/0 | 3 |
| <u>Test Development in ELT</u> | CC | 3/0/0 | 4 |
| <u>Teaching Practice 2</u> | CC | 2/6/0 | 15 |
| Departmental Elective Courses | | | |
| <u>Language and Society</u> | DE | 2/0/0 | 4 |
| <u>World English and Culture</u> | DE | 2/0/0 | 4 |
| <u>Language acquisition and Teaching Language</u> | DE | 2/0/0 | 4 |
| <u>Investigation of English Course Books</u> | DE | 2/0/0 | 4 |
| <u>Drama in ELT</u> | DE | 2/0/0 | 4 |
| <u>Material Design in ELT</u> | DE | 2/0/0 | 4 |
| <u>New Approaches in ELT</u> | DE | 2/0/0 | 4 |
| <u>Teaching English Lexicology</u> | DE | 2/0/0 | 4 |
| <u>Mass Communication in English</u> | DE | 2/0/0 | 4 |
| <u>Evaluation of Classroom Learning</u> | DE | 2/0/0 | 4 |
| <u>Sociolinguistics and Language Teaching</u> | DE | 2/0/0 | 4 |
| <u>Discourse Analysis and Language Teaching</u> | DE | 2/0/0 | 4 |
| <u>Teaching of Integrated Language Skills</u> | DE | 2/0/0 | 4 |

As Figure 13 represents, the course list of University 4 is similar to the ones that of University 1 and 3. They have similar course names and ECTS for the related courses. Under the "Departmental Elective Courses" title, the elective courses pool is represented. However, not all of the courses are offered to the students in every semester. Instead, certain number of

courses from the pool are offered and students are required to take at least one departmental compulsory course in each semester with an aim to fulfill 240 ECTS for graduation. In Figure 12, the code “CC” stands for “Core Course” which are the compulsory courses while “DE” represents departmental elective courses.

In Figure 5, 6, 7, 8, 9, 10, 11, and 12, the course lists from the online course catalogs of the selected four universities are introduced and explained. The figures above provide a holistic overview of the curricula structures of the universities. For the document analysis of the study, course information is utilized as it is displayed in the figures above. The detailed explanation related to the analysis will be provided in Chapter IV.

A Brief Summary of Methodology

Chapter III presented the in-depth information related to the theoretical framework, research design, study group, data collection process, data collection tools, and data analysis of the study. Within this framework, Table 5 presents a brief summary of methodology related to the current study. Table 5 includes the research questions, instruments, number of participants, quality of participants, data collection method and data analysis sections intending to provide synoptic information.

Table 5

A Brief Summary of Methodology

| Research Questions | Instruments | Number | Quality | Data Collection Method | Data Analysis |
|---|--|---|---|-------------------------------|---|
| 1. To what extent are 21st century skills included in the curricula of English Language Teaching programs in Turkey? | -Website search | -Online course catalogs of 4 universities | -Online course content catalogs | -Qualitative | -Document Analysis |
| 2. What grades of ELT departments in the participating institutions have courses aiming to develop 21st century skills? | -Website search -Students' Questionnaire -Academics' Questionnaire | -Online course catalogs of 4 universities | -Online course content catalogs -Students from the 3 rd | -Qualitative -Quantitative | -Document Analysis -T-test -Spearman's rank |

| | | | | | |
|---|---|--|---|-------------------------------|---|
| | | -67 students (53 female, 14 male) | and 4 th year of ELT program in various universities. | | correlation coefficient |
| | | - 10 academics (4 female, 6 male) | -Academics from the field of ELT. | | |
| 3. What are the components of the courses aiming to develop the 21st century skills in the participating ELT departments? | -Website search | -Online course catalogs of 4 universities | -Online course content catalogs | -Qualitative | -Document Analysis |
| 4. How much space is given to the teaching of 21st century skills the participating ELT departments? | - Website search -Academics' Questionnaire | -Online course catalogs of 4 universities - 10 academics (4 female, 6 male) | -Online course content catalogs -Academics from the field of ELT. | -Qualitative -Quantitative | -Document Analysis -T-test |
| 5. What do participant student teachers of English think about developing 21st century skills in their department? | -Students' Questionnaire -Students' Interview Form | - 67 students (53 female, 14 male) - 8 students (5 female, 3 male) | -Students from the 3 rd and 4 th year of ELT program in various universities. | -Quantitative -Qualitative | - T-test - Mann Whitney U test - Spearman's rank correlation coefficient -Pearson product-moment |

| | | | | | |
|--|---|--|---|--------------------------------|--|
| | | | | | correlation coefficient |
| | | | | | -Content analysis |
| 6. What do participant academics think about developing 21st century skills in their department? | -Academics' Questionnaire -Academics' Interview Form | -10 academics (4 female, 6 male) - 4 academics (3 female, 1 male) | -Academics from various universities' ELT department s with varying professional experience s from 7 years to 23 years. | - Quantitative -Qualitative | - T-test - Mann Whitney U test - Spearman's rank correlation coefficient -Pearson product-moment correlation coefficient -Content analysis |

As can be seen from Table 5, answers were sought to the main research question and sub-research questions of the study. In accordance with the research questions above, 3 different instruments were administered as this study utilized the triangulation model to ensure the validity and the reliability of the data. Both qualitative and quantitative data collection tools and data analysis methods were conducted according to the scope of the research questions. Table 5 demonstrated a literal summary of the methodology related to the current study.

Conclusion

The era's changing and developing circumstances bring about improvements in learning and teaching environments as well as other aspects of life with the effect of technology. As Turan (2021) states, social changes also change the role assigned to the school and the school is expected to gain the students skills and behaviors in accordance with the society's dynamic demands (p.125). According to Turan (2021), 21st century skills teaching is centering the learners' experiences in an interdisciplinary way. As this study aimed to

examine the place and practices of the 21st century skills in English language teaching programs, research that aimed to highlight the roles of the skills in ELT programs was conducted. Chapter III provided detailed information about the research methodology, study group, data collection process as well as data collection tools, and the ways for the analysis of the data.

The current study utilized mixed methods based on both qualitative and quantitative data. Since triangulation is the usage of multiple methods or data to develop a comprehensive understanding of phenomena (Patton, 1999; Carter et al., 2014), a triangulation model was applied for the data collection and the analysis of the data with an aim to granting validity and reliability. In line with this, the data set of the study had 3 sub-sections: curricula analysis of the ELT departments' course packs, quantitative data analysis of the questionnaires, content analysis of the interview sessions. For the curricula review, 4 different university's ELT departments from Ankara, Gaziantep, İzmir and İstanbul were selected via convenience sampling method. The obtained data were analyzed using qualitative content analysis to see the content of the programs is in terms of 21st century skills development. For the second sub-section of the research methodology, 2 questionnaires (one for academics, one for students) were developed by the researcher. After the experts' opinions, the questionnaires were finalized with 33 items and 1 open-ended item in each. The questionnaires were analyzed through SPSS (Statistical Package for the Social Sciences) data analysis using T-test, Spearman's rank correlation coefficient, Pearson product-moment correlation coefficient, Mann Whitney U tests.

For the last part of the triangle, interviews were conducted with 4 academics and 8 students from the selected universities. Their interview recordings were analyzed via qualitative content analysis method after the transcription. Content analysis method was utilized for this part of the data because it was applicable for different types of data, and it did not have strict rules for the analysis of it (Elo & Kyngäs, 2008). It was used to determine codes and categories. Emergent coding was utilized by the researcher. The study group of the questionnaires consisted of randomly selected 67 students and 10 academics and interview forms were administered to 4 academics and 8 students from the selected four universities.

Finally, in this study, 5 different data collection tools were administered consisting of questionnaire for academics, questionnaire for students, interview form for academics, interview form for students, analysis of the online course contents. Qualitative and quantitative data analysis methods were performed depending on the quality of the data including statistical analysis via SPSS, document analysis and content analysis with emergent coding. Findings related to the collected data and analysis of them will be presented and detailly explained and results will be interpreted in Chapter IV.

Chapter 4

Findings, Comments and Discussion

During this research, quantitative and qualitative data was collected via triangulation method. For the quantitative data, two questionnaires were administered: one for the students and the other one for the academics. Afterwards, for the first part of the qualitative data, two interview forms were administered, similarly; one for students and the other one was for the academics. Lastly, a website search was conducted via document analysis method in order to analyze the curricula structures of ELT programs at different universities.

In this chapter, raw data of the study will be clarified. Findings will be discussed under the two main headlines: a) analysis of the quantitative data, b) analysis of the qualitative data. Detailed information related to quantitative and qualitative data analysis will be provided in this chapter of the study. Following this, research questions of the study will be attempted to explained in relation with the data analysis.

Introduction

The qualitative and quantitative findings of the study are presented in this chapter. The purpose of this research is to explore EFL academics and students' perceptions, opinions, and ideas about the curriculum design of English language teaching programs in terms of the 21st century skills by conducting a case study. In addition to this, online course packs of the 4 universities Importance of continuous professional development for teachers and educators is emphasized with the help of this study. This study also developed to figure out the kind of practices and implementations in the classroom context. With the help of the findings, the following research questions will be answered, and the study will shed a light on for further research. All research questions will be taken into consideration and the data was analyzed in both qualitative and quantitative ways. The questionnaire has open-ended items which were analyzed in the qualitative part of the study along with the interviews. The research questions of the study are:

1. To what extent are the 21st century skills included in the curricula of English Language Teaching programs in Turkey?
2. What grades of ELT departments in the participating institutions have courses aiming to develop the 21st century skills?
3. What are the components of the courses aiming to develop the 21st century skills in the participating ELT departments?

4. How much space is given to the teaching of the 21st century skills the participating ELT departments?

5. What do participant student teachers of English think about developing the 21st century skills in their department?

6. What do participating academics think about developing the 21st century skills in their department?

This study aims to seek answers to the research questions above with the quantitatively and qualitatively gathered and analyzed data. This chapter provides detailed information related to the analysis and the findings of the raw data which was administered during the study.

Analysis of the quantitative data

The main purpose of the 2 questionnaire forms is to have a better understanding in perceptions of ELT academics and students related to 21st century skills and the skills position in the English Language Teaching curricula. 67 responses from the students' questionnaire and 10 responses from the academics' questionnaire were analyzed by using SPSS data analysis program. The questionnaire was developed by the researchers and after the expert opinions, necessary changes were made. Afterwards, questionnaire forms were

Before proceeding to the analysis of the research questions on the data collected within the scope of the research, a missing value analysis was carried out. In the missing value analysis, it was seen that there was no missing value in the data set. After the missing data analysis, reverse items in the scales (Item 13, Item 16, Item 19, Item 23, Item 26, Item 29, Item 32 for Student, and Instructor Forms) were transformed. After these processes, the normality of the data was examined with the mean, median, peak value, skewness, and kurtosis coefficients of the sub-dimensions of the scales. These values are given in Table 6.

Table 6

Normality Assumption Values for Examined Statistics

| | | \bar{X} | X_{avg} | Peak Value | Skewness | Kurtosis |
|----------------|--------------------------------|-----------|-----------|------------|----------|----------|
| Students' Form | Curricula | 40.49 | 40.00 | 38.00 | .14 | -.56 |
| | Life and Career Skills | 29.03 | 29.00 | 29.00 | -.05 | -.05 |
| | Learning and Innovation Skills | 32.25 | 32.00 | 29.00 | .35 | -.76 |
| | Information, Media and | 20.57 | 21.00 | 21.00 | -.17 | .42 |

| | | Technology Skills | | | | |
|-----------------|--|-------------------|-------|-------|-------|-------|
| Academics' Form | Curricula | 45.60 | 45.50 | 45.00 | -1.18 | 2.45 |
| | Life and Career Skills | 29.50 | 30.00 | 30.00 | -.08 | -.88 |
| | Learning and Innovation Skills | 31.40 | 32.00 | 29.00 | -.76 | .30 |
| | Information, Media and Technology Skills | 19.40 | 19.50 | 21.00 | -.43 | -1.47 |

When Table 7 is examined, it is seen that the data for the academics' form display a normal distribution, except for the Information, Media, and Technology Skills sub-dimension. For this reason, parametric methods will be used in the analyzes where the said data will be used, and non-parametric methods will be used in the remaining data (Tabachnick & Fidell, 2013; Pallant, 2016). In order to reveal the structure of the study group, the demographic information of the study group is given in Table 7.

Table 7

Demographic Information

| Questionnaire | Variant | Sub-dimension | n | % |
|--------------------------|--|---------------|----|------|
| Students' Questionnaire | Gender of the Student | Female | 53 | 79.1 |
| | | Male | 14 | 20.9 |
| | Year of the student at university | 3 | 32 | 47.8 |
| | | 4 | 35 | 52.2 |
| Academics' Questionnaire | Gender of the academician | Female | 4 | 40.0 |
| | | Male | 6 | 60.0 |
| | Academician's year of experience at university | 7 | 1 | 10.0 |
| | | 12 | 2 | 20.0 |
| | | 13 | 2 | 20.0 |
| | | 16 | 1 | 10.0 |
| | | 17 | 1 | 10.0 |
| 21 | 2 | 20.0 | | |
| 23 | 1 | 10.0 | | |

Table 7 provides detailed numeric data related to the participants who has taken part in the questionnaires. In total, there are 67 student participants and 10 academic participants who have contributed to the study voluntarily.

1. Student Levels Regarding the Curriculum Sub-Dimension of the Students' Questionnaire Form of the 21st Century Skills Form

In order to find an answer to the research question expressed as "To what extent are the 21st century skills included in the curricula of English Language Teaching programs in

Turkey after the Council of Higher Education announced the autonomy of universities in terms of designing their own syllabuses?” among the research questions in the “Students’ Questionnaire” answers were examined. As a result of the examination, it was seen that the average of the students regarding the mentioned sub-dimension was 40.49. Considering that the total score that can be obtained from the curriculum sub-dimension is 55, when this average is interpreted, it can be stated that the students expressed their opinion that 21st century skills are included in the curriculum. When the results of the aforementioned sub-dimension are examined from another perspective, it is seen that the mid-point of the ‘Curriculum’ sub-dimension is 33, and it is seen that 82.1% of the participants responded above this value.

2. Student Levels Regarding the Curriculum Sub-Dimension of the 21st Century Skills Scale Academics’ Questionnaire Form

In order to find an answer to the research question expressed as “To what extent are the 21st century skills included in the curricula of English Language Teaching programs in Turkey after the Council of Higher Education announced the autonomy of universities in terms of designing their own syllabuses?” among the research questions in the “Academics’ Questionnaire” answers were examined. As a result of the examination, it was seen that the average of the instructors regarding the mentioned sub-dimension was 45.60. Considering that the total score that can be obtained from the curriculum sub-dimension is 55, when this average is interpreted, it can be stated that the instructors expressed their opinion that 21st century skills are included in the curriculum. When the results of the aforementioned sub-dimension are examined from another perspective, it is seen that the midpoint of the ‘Curriculum’ sub-dimension is 33, and it is seen that 100% of the participants, that is, all of them, responded above this value.

3. Student Levels Regarding the Life and Career Skills Sub-Dimension of the 21st Century Skills Scale Students’ Questionnaire Form

In order to find an answer to the research question expressed as “What is the level of students' views on life and career skills within the scope of 21st Century Skills?” among the research questions in the “Students’ Questionnaire” answers were examined. As a result of the examination, it was seen that the average of the students regarding the mentioned sub-dimension was 29.03. Considering that the total score that can be obtained from the Life and Career Skills sub-dimension is 40, when this average is interpreted, it can be stated that the students express their opinion that they have life and career skills, one of the 21st century skills. When the results of the aforementioned sub-dimension are examined from another

perspective, it is seen that the midpoint of the Life and Career Skills sub-dimension is 24, and it is seen that 86.6% of the participants responded above this value.

4. Student Levels of the Life and Career Skills Sub-Dimension of the 21st Century Skills Scale Academics' Questionnaire Form

In order to find an answer to the research question expressed as "What is the level of the academics' views on students' life and career skills within the scope of 21st Century Skills?" among the research questions in the "Academics' Questionnaire" answers were examined. As a result of the examination, it was seen that the average of the instructors regarding the aforementioned sub-dimension was 29.50. Considering that the total score that can be obtained from the Life and Career Skills sub-dimension is 40, when this average is interpreted, it can be stated that the academics expressed the opinion that the students have life and career skills, one of the 21st century skills. When the results of the aforementioned sub-dimension are examined from another perspective, it is seen that the mid-point of the Life and Career Skills sub-dimension is 24, and it is seen that 100% of the participants, that is, all of them, responded above this value.

5. Student Levels Regarding the Learning and Innovation Skills Sub-Dimension of the 21st Century Skills Scale Students' Questionnaire Form

In order to find an answer to the research question expressed as "What is the level of students' views on learning and innovation skills within the scope of 21st Century Skills?" among the research questions in the "Students' Questionnaire" answers were examined. As a result of the examination, it was seen that the average of the students regarding the mentioned sub-dimension was 32.25. Considering that the total score that can be obtained from the Learning and Innovation Skills sub-dimension is 40, when this average is interpreted, it can be stated that the students express their opinion that they have learning and innovation skills, one of the 21st century skills. When the results of the aforementioned sub-dimension are examined from another perspective, it is seen that the mid-point of the Learning and Innovation Skills sub-dimension is 24, and it is seen that 100% of the participants, that is, all of them, responded above this value.

6. Student Levels Regarding the Learning and Innovation Skills Sub-Dimension of the 21st Century Skills Scale Academics' Questionnaire Form

In order to find an answer to the research question expressed as "What is the level of the academics' views on the students' learning and innovation skills within the scope of 21st Century Skills?" among the research questions in the "Academics' Questionnaire" answers were examined. As a result of the examination, it was seen that the average of the instructors

regarding the aforementioned sub-dimension was 31.40. Considering that the total score that can be obtained from the Learning and Innovation Skills sub-dimension is 40, when this average is interpreted, it can be stated that the instructors expressed the opinion that the students have learning and innovation skills, one of the 21st century skills. When the results of the aforementioned sub-dimension are examined from another perspective, it is seen that the mid-point of the Learning and Innovation Skills sub-dimension is 24, and it is seen that 100% of the participants, that is, all of them, responded above this value.

7. Student Levels Regarding the Information, Media, and Technology Skills Sub-Dimension of the 21st Century Skills Scale Students' Questionnaire Form

In order to find an answer to the research question expressed as "What is the level of students' views on information, media, and technology skills within the scope of 21st Century Skills?" among the research questions in the "Students' Questionnaire" answers were examined. As a result of the examination, it was seen that the average of the students regarding the mentioned sub-dimension was 20.57. Considering that the total score that can be obtained from the Information, Media and Technology Skills sub-dimension is 30, when this average is interpreted, it can be stated that the students express their opinion that they have 21st century skills such as knowledge, media, and technology. When the results of the aforementioned sub-dimension are examined from another perspective, it is seen that the mid-point of the Learning and Innovation Skills sub-dimension is 18, and it is seen that 76.1% of the participants responded above this value.

8. Student Levels Regarding the Information, Media, and Technology Skills Sub-Dimension of the 21st Century Skills Scale Academics' Questionnaire Form

In order to find an answer to the research question expressed as "What is the level of the academics' views on students' knowledge, media, and technology skills within the scope of 21st Century Skills?" among the research questions in the "Academics' Questionnaire" answers were examined. As a result of the examination, it was seen that the average of the instructors regarding the mentioned sub-dimension was 19.40. Considering that the total score that can be obtained from the Information, Media and Technology Skills sub-dimension is 30, when this average is interpreted, it can be stated that the instructors expressed their opinion that the students have the 21st century skills of knowledge, media, and technology. When the results of the aforementioned sub-dimension are examined from another perspective, it is seen that the mid-point of the Learning and Innovation Skills sub-dimension is 18, and it is seen that 70% of the participants responded above this value.

9. The Relationship Between 21st Century Skills Scale Students' and Academics' Questionnaire Forms

Correlation coefficients for each sub-dimension of the student and instructor forms were calculated in order to find an answer to the research question expressed as "Is there a relationship between the 21st century skills scale student and instructor forms?" among the research questions. In this context, Spearman Brown Rank Differences Correlation Coefficient was calculated in the calculations related to the curriculum sub-dimension of the academics' form, while Pearson Product-Moment Correlation Coefficient was calculated among other sub-dimensions. As a result of the analysis, it was seen that there was no significant relationship between students' and academics' sub-dimensions. $r_{\rho(\text{Curriculum})}=.35$, $p=.33$, $r_{(\text{Life and Career Skills})}=-.02$, $p=.96$, $r_{(\text{Learning and Innovation Skills})}=.04$, $p=.92$, $r_{(\text{Information, Media, and Technology Skills})}=-.11$, $p=.76$.

10. Examining the Differences in the Total Scores of the 21st Century Skills Scale Curriculum Sub-Dimensions by being a Student and Academic

In order to find an answer to the research question expressed as "Do the total scores of the 21st Century Skills Scale Curriculum sub-dimension differ according to the status of being a student and an academic?", Mann Whitney U Test was conducted. Table 8 shows the statistics of the results of the Mann Whitney U test, which was conducted to determine whether the total scores of the 21st Century Skills Scale Curriculum sub-dimension differ significantly according to the status of being a student and an academic.

Table 8

Mann Whitney U Results on the Differences in 21st Century Skills Scale Curriculum Sub-Dimension Total Scores According to Being a Student and Instructor

| Group | N | Row Sum | Rank Average | U | Z | p |
|-----------|----|---------|--------------|--------|-------|-----|
| Students | 67 | 2462.50 | 36.75 | 184.50 | -2.28 | .02 |
| Academics | 10 | 540.50 | 54.05 | | | |
| Total | 77 | | | | | |

When Table 8 is examined, it is seen that the total scores of the 21st Century Skills Scale Curriculum sub-dimension differ significantly according to the status of being a student and an academic, $U=184.50$, $p=.02$. (Pallant, 2016). When the mean rank is examined, it is seen that the instructors ($(\bar{X})=54.05$) have a higher curriculum sub-dimension total score than the students ($(\bar{X})=36.75$). In other words, it can be stated that the views of the instructors

regarding the inclusion of 21st century skills in the curriculum are at a higher level than the students.

11. Examination of the Differences in the Total Scores of the Life and Career Skills Sub-dimension of the 21st Century Skills Scale according to the Status of Being a Student and an Academic

T-Test for Independent Groups was conducted in order to find an answer to the research question expressed as “Do the total scores of the Life and Career Skills sub-dimension of the 21st Century Skills Scale differ according to the status of being a student and an instructor?”. Table 9 shows the statistics of the results of the T-test for Independent Groups conducted to determine whether the total scores of the Life and Career Skills sub-dimension of the 21st Century Skills Scale differ significantly according to the status of being a student and an academic.

Table 9

T-Test Results for Independent Groups Regarding the Differences in 21st Century Skills Scale Life and Career Skills Sub-Dimension Total Scores According to Being a Student and Instructor

| Group | N | \bar{X} | SS | sd | t | p |
|-----------|----|-----------|------|----|------|-----|
| Students | 67 | 29.03 | 4.41 | 75 | -.32 | .75 |
| Academics | 10 | 29.50 | 3.66 | | | |

When Table 10 is examined, it is seen that the total scores of the 21st Century Skills Scale Life and Career Skills sub-dimension do not differ significantly according to the status of being a student and an academic, $t(75)=-.32$, $p=.75$ (Pallant, 2016).

12. Examining the Differences in 21st Century Skills Scale Learning and Innovation Skills Sub-Dimension Total Scores by Being a Student and an Academic

T-Test for Independent Groups was conducted in order to find an answer to the research question expressed as “Do the total scores of the 21st Century Skills Scale Learning and Innovation Skills sub-dimension differ according to the status of being a student and an instructor?”. Table 10 shows the statistics of the results of the T-test for Independent Groups, which was conducted to determine whether the total scores of the 21st Century Skills Scale Learning and Innovation Skills sub-dimension differ significantly according to the status of being a student and an academic.

Table 10

T-Test Results for Independent Groups Regarding the Differences in 21st Century Skills Scale Learning and Innovation Skills Sub-Dimension Total Scores According to Being a Student and an Academic

| Group | N | \bar{X} | SS | sd | t | p |
|-----------|----|-----------|------|----|-----|-----|
| Students | 67 | 32.25 | 3.50 | 75 | .72 | .47 |
| Academics | 10 | 31.40 | 3.66 | | | |

When Table 10 is examined, it is seen that the total scores of the 21st Century Skills Scale Learning and Innovation Skills sub-dimension do not differ significantly according to being a student and an instructor, $t(75)=-.72$, $p=.47$ (Pallant, 2016).

13. Examining the Differences in 21st Century Skills Scale Information, Media and Technology Skills Sub-Dimension Total Scores by Being a Student and an Academic

T-Test for Independent Groups was conducted in order to find an answer to the research question expressed as "Do the total scores of the 21st Century Skills Scale Information, Media and Technology Skills sub-dimension differ according to the status of being a student and an instructor?". Table 11 shows the statistics of the results of the T-test for Independent Groups, which was conducted to determine whether the total scores of the Information, Media, and Technology Skills sub-dimension of the 21st Century Skills Scale differ significantly according to the status of being a student and an academic.

Table 11

T-Test Results for Independent Groups Regarding the Differences in 21st Century Skills Scale Information, Media and Technology Skills Sub-Dimension Total Scores According to Being a Student and an Academic

| Group | N | \bar{X} | SS | sd | t | p |
|-----------|----|-----------|------|----|------|-----|
| Students | 67 | 20.57 | 2.96 | 75 | 1.22 | .23 |
| Academics | 10 | 19.40 | 1.65 | | | |

When Table 11 is examined, it is seen that the total scores of the 21st Century Skills Scale Information, Media and Technology Skills sub-dimension do not differ significantly according to the status of being a student and an academic, $t(75)=1.22$, $p=.23$ (Pallant, 2016).

Analysis of the qualitative data

Academics' and students' interview forms constituted the first part of the qualitative data in this study. The second part of the qualitative data was the website search aiming to analyze the curricula of ELT programs via document analysis method. In this part, findings of the interview forms and the website search will be provided.

Academics' interview forms

The interview form included four open-ended questions. The interviews were conducted with 4 academics from 4 different universities. The first part of the qualitative data of the study was collected with both face-to-face and online meetings. The open-ended questions in the interview form aimed to highlight the academics' perceptions and beliefs about development of 21st century skills in their teaching curricula and to what extent do they associate their course contents with 21st century skills. Academics' participation in the study and their points of views to the interview questions have contributed positively to the qualitative data of the study. The purpose of the interview form is to be able to have a comprehensive examination about the perceptions of the 21st century skills and their teaching programs among the 4 participants. During the analysis of the academics' interview form, the whole interview session has not been presented in this section. Instead, related excerpts are taken and explained from the interview sessions with a motivation to provide brief explanations related to the analysis of the items.

First interview question

First interview question in the form was "*Which classes and activities do you have about the development of 21st century skills?*". According to the responses of the participants, the academics engaged some of their classes with 21st century skills. All of the participants have stated that they have purposeful classes and activities for the development of the skills. Mostly, they used the words "utilize", "essential", "beneficial" and "helpful".

*"Among the classes I teach, I find it **helpful** to include activities about the development of 21st century skills."* (P2)

*"I have different kinds of activities that aim to enhance the prospective teachers' command in 21st century skills and I believe this is **essential** for teacher training. We mainly **utilize** group-work tasks for the assessment of the courses, and I encourage my students to conduct research before the class in technological setting so that they can filter the information mess in the online world."* (P3)

The responses that were given to the first interview question of the interview form has shown that the academics tend to include 21st century skills and they perceive the skills as beneficial and helpful. These skills are essential for a 21st century student and for a 21st century teacher so they correlate their classes with the skills in order to create a helpful teaching and learning for the practice of 21st century skills.

Second interview question

The second interview question of the form was *“Do you adapt your course content to include any kind of 21st century skills?”*. All of the participants responded to this item positively. They stated they would make necessary arrangements for their course content.

“I always read new resources and keep up with the publications. I get inspired by the innovative studies and at the beginning of each semester, I re-design my course syllabuses with an aim to enrich my course materials.” (P1)

“Definitely. In my opinion, course contents should be living, and they should be open for updates. That is how I perceive my classes.” (P4)

The two excerpts above represent that the academics pay special attention to keeping the course content up-to-date and enriching to meet the contemporary needs of the era such as the 21st century skills.

Third interview question

The item *“Do you think your program is adequate for developing 21st century skills? If not, what can be done to improve this?”* constituted the third question of the interview. According to the answers to the question number 3, the participants mainly thought the program is open to improvements in terms of 21st century skills although it has some instances. They used the words “enrich”, “upgraded”, and “developed”. Development of training for 4C skills is also underlined.

“Our program has beneficial aspects for training of contemporary teachers. However, it should be developed. Individual endeavor to enhance the course contents is definitely useful but not adequate. English Language Teacher Training programs should have a holistic curriculum that is equipped with the 21st century skills. From the very first semester, the students should be exposed to direct training of commanding the skills.” (P1)

“I cannot say that this program does not help at any part of developing the 21st century skills. However, I cannot say it is adequate or satisfactory, either. It gets better closer to graduation but in the first years of the students’ teacher training programs, they signal us that they need some support to practice 21st century skills. Specifically, they need more input in terms of developing 4Cs.” (P2)

“By looking at the curriculum, the courses have strong points for development of 21st century skills. I try to contribute to this in and out of the class by updating my course contents and I know many colleagues who tries to do the same. Interestingly, when I observe the students, I interpret that this is not adequate. For instance, they conduct groupwork tasks so that they can practice their communication and collaboration skills but when they had a

problem in the group, they suffer in compromising, finding solutions and solving problems. I think this is a valuable indicator.” (P3)

“It is not adequate, and it is open for developments. We try to perform our best so that we can be useful for our students’ future professional lives, but it can be developed. Training of 4C’s could be a matter of regulation.” (P4)

It can be concluded from the excerpts above that the academics think their curricula has enhancing aspects considering the 21st century skills. However, they make crucial points with an aim to make it more comprehensive and holistically including the 21st century skills.

Fourth interview question

Last item of the interview form was *“Do you want to share any further insights?”* and it purposed to reveal the academics’ further opinions that were not touched upon directly with the interview questions. 2 of the participants responded to the question and they highlighted the importance of aforementioned statements.

“We need to detect if our students have sufficient amount of information about the structures of the skills. Maybe, we can start with introducing them with 21st century skills before asking them to practice by living. This could raise awareness as they get accustomed to 21st century skills.” (P2)

“I find these studies crucial and critical in terms of taking innovative steps. What we do here in English language teacher training programs is precious since we perform our bests to train contemporary, open-minded, and knowledgeable English language teachers. Our students have the basis for being 21st century teachers and they have a chance to practice it with tasks. I believe they are quite equipped with the skills but their readiness levels for new learnings are amazing. Therefore, if there is anything that we can do more to inspire the students, we should go after it.” (P4)

The two excerpts above demonstrate that the practice and presence of the 21st century skills are a critical and an essential point of teacher training.

Students’ interview forms

Students’ interview form included four open-ended questions similar to the academics’ form. The interviews were conducted with 8 students from 4 different universities. The first part of the qualitative data of the study was collected with both face-to-face and online meetings. The open-ended questions in the interview form aimed to highlight the students’ perceptions and beliefs about development of 21st century skills in their curricula and to what extent do they correlate their courses with 21st century skills. Students’ participation in the study and their

points of views to the interview questions have contributed positively to the qualitative data of the study. The purpose of the interview form is to be able to have a comprehensive examination about the perceptions of the 21st century skills and their teaching programs among the 8 participants. During the analysis of the students' interview form, the whole interview session has not been presented in this section. Instead, related excerpts are taken and explained from the interview sessions with a motivation to provide brief explanations related to the analysis of the items.

First interview question

Students of ELT programs' first interview question was "Which classes and activities do you have about the development of 21st century skills?" The participants listed various courses associated with 21st century skills. They responded positively to the question as they explained their ideas and statements about the courses and 21st century skills. The participants listed the courses that are (a) directly about communication, collaboration, and technology, (b) related to social contexts and society as they can practice the skills as a vehicle to participate in the class and, (c) designed for students' applied micro-teaching courses. Participants mentioned that they utilize 21st century skills when they prepare their lesson plans, course contents, and materials for presentation.

"We have Materials Developments class which is about using technological vehicles to create tasks and use them in classrooms and adapt and integrate technology in our classes." (P1)

"We had Oral Communication Skills as well as critical thinking lessons. Also, I had elective courses for 4 skills of English learning and teaching. I think I can count 5 lessons among the ones I have taken." (P4)

"I had classes about Teaching English to Young Learners, Teaching Literature and Language, the classes about English skills and Material Design. These are 4 of the courses I have taken this semester and I think they are related to 21st century skills which have social skills." (P6)

"We had Oral Communication Skills, Critical Reading and Writing, Drama in English Language Teaching, Materials Design for English Language Teaching, World Englishes and Culture classes and I think they can be related to 21st century skills since we accomplished many different tasks for them like groupwork presentations and lesson plans, designing and conducting online and technology-based tasks." (P7)

"I think I can list Critical Reading and Writing, English in Mass Communication, Language and Society, Teaching English to Young Learners, Course Content Development in

English Language Teaching. Applied courses are much more encouraging because we both have a chance to get used to 21st century skills and we practice how can we utilize them as English teachers during micro-teachings.” (P8)

Judging from the excerpts above, the students' classification of the courses specified their opinions related the presence of the skills in their courses. They deliberately listed the course names as they believe that they can practice the skills.

Second interview question

The second question of the interview form was *“Do your professors adapt class content to include 21st century skills activities?”* Participants stated that this is not valid for all professors and classes. According to the responses of the participants, some of the courses are still open to improvement while some of the courses are beneficial and prosperous in terms of communication, collaboration, and ICT skills. 2 of the participants have related this question to Covid-19 pandemic. While one of the participants stated that the pandemic helped development of certain skills, the other participant stated that because of the pandemic, certain skills were weakened, and it needs more training now to regain the skills.

“Considering the pandemic, most of our teachers used technology in our classes and we used applications like Zoom or Microsoft Teams to improve ourselves in classrooms like Language Acquisition. That is why I think, nowadays most of our classes are technology-based.” (P2)

“I think it depends on the lesson and on the professor. But I have had lessons in which my professors adapt the lessons for 21st century skills but I also had lessons that they did not. So, it is like 50 per-cent.” (P3)

“Yes. In all the lessons I just listed, we work in groups, and it helps our social skills since the pandemic broke out in 2020, the response and reaction speed has been affected negatively for all of us. So, I think, being in groups helps us improve our skills.” (P6)

“I cannot say all of our professors do this. We have quite interactive classes about the 21st century skills but we also still have very straight-forward, lecture-type classes. Some of our professors do not adapt the classes, I think. Courses like Listening Skills, Reading Skills, Linguistics, English Literature are not that interactive, and I think they are weak in terms of 21st century skills.” (P8)

According to the students, some of the courses are still open to advancement while some of the courses are helpful and constructive in terms of the 21st century skills. On the

other hand, two of the participants highlighted the effects of Covid-19 pandemic from different aspects.

Third interview question

Thirdly, participants responded to the question *“Do you feel qualified about 21st century skills? If not, what can help you achieve better command of 21st century skills?”*. Most of the participants remained abstained while responding to this question. 7 of the participants stated that although they feel good at some points, they have more to learn and practice while only 1 of the participants stated that he was feeling qualified enough to command 21st century skills. The participants mostly tend to answer this question in terms of technological aspects, but they also took social skills into consideration as well. Participants stated and indicated that more technology-focused trainings would be useful for them.

“I cannot answer this question right now because 21st century skills I mean technology, is a system that gradually improves itself and you need to adapt yourself to the technology. To do this, you need to study, you always need to read. So, I think I am not capable of using it as I needed to do so. But I think I can conduct some research and do my assignments. I am kind of capable of doing that.” (P1)

“From time to times, yes. I feel that I am qualified but mostly I can say that I feel qualified, but the thing is that I am not very good with technology. Maybe that can be a little tricky for me. Except for the technological skills, I can say that I feel qualified yes.” (P4)

“I feel qualified, and I am confident about it. I think I am good at social skills; I can always think outside the box, and I am good at technology. So, I think I am good.” (P5)

“I do not feel that I am qualified about 21st century skills in terms of technology and social skills, both. I think I can be more improved and educated better.” (P6)

According to the responses of the participants, 87.5% of the participants state that they have a lot to proceed as to practice the 21st century skills. They state that the courses include the skills, and the professors attempt to encompass the skills in their course contents. However, seven of the participants do not feel completely qualified concerning the 21st century skills while one of the participants states that he has a good command of the skills.

Fourth interview question

Last item of the interview form was *“Do you want to add anything else?”* and it purposed to reveal the students' further opinions, ideas, and comments that were not touched upon directly with the interview questions. 3 of the participants preferred to respond to this question and they stated their suggestions for ELT programs in Turkey as being students of them.

“I have one suggestion for this, even though we are using technology in our classes I think most of our teachers are not capable of using applications like Zoom or Microsoft Teams. So, we need to start teaching them in our classes so that we can use them when we grow up and become teachers.” (P1)

“Our course list should be more diverse than that. We can have many elective courses focusing on the 21st century skills but we are stuck with the same ones every year. Training of this can be an important part of training as teachers.” (P5)

“I was in International Bachelorette (IB) program in high school. I realized that compared to the Turkish education system, 21st century skills go better with IB because of the whole different approaches but because of Turkish education is still based on memorizing. I think IB has more option to adapt contents that is why I think it goes better.” (P7)

The excerpts above represent the students’ perceptions about the ELT programs and education system in Turkey.

Website Search

Online ECTS Course Information Packs of 4 universities were analyzed as the second part of qualitative data of the study. In the websites of the related universities, course contents and objectives are listed and defined. Among those definitions, certain words are highlighted with an aim to understand the course’s contributions to development of 21st century skills. This part of the study is limited to the online resources for ECTS Course Information Packs.

As a general framework, when the course packs of the aforementioned 4 universities are examined, it was seen that the universities have similar courses for similar semesters. In addition to this, the course lists are in concordance with Council of Higher Education’s new English Language Teaching Curricula. The courses which are the same among the universities have similar contents according to the ECTS Information Pack of the related university. Table 12 shows the course lists of the 4 universities related to reading and writing skills in the first semester of their ELT programs. This table shows departmental compulsory courses, and it does not include educational sciences and elective general culture courses for the related semester.

Table 12

Departmental Compulsory Courses Related to Reading and Writing Skills in the First Semesters of ELT Programs

| Name of the university | ECTS- TPC | Course name |
|------------------------|-----------|------------------|
| University 1 (U1) | 2- 202 | Reading Skills I |

| | | |
|-------------------|--------|--------------------------------|
| University (U2) | 4- 303 | Advanced Reading and Writing I |
| University 3 (U3) | 2- 202 | Reading Skills I |
| University 4 (U4) | 2- 202 | Reading Skills I |
| University 1 (U1) | 2- 202 | Writing Skills I |
| University 3 (U3) | 2- 202 | Writing Skills I |
| University (U4) | 2- 202 | Writing Skills I |

According to Table 12, the ELT programs have the same courses related to reading and writing skills of English. The only difference that can be detected for this part, U2 offers an integrated course for reading and writing skills while the other 3 universities offer different courses for the skills. When the course contents of the aforementioned courses are analyzed, it was seen that they had similar syllabus structures in general for the semester but had minor differences for course objectives.

*U1- Reading Skills I- “**Analyzes** the selected sentences by scanning the original texts on the Internet or in foreign newspapers and magazines.”*

*U2- Advanced Reading and Writing I- “**Critical thinking skills** such as **synthesizing information** or **analyzing** a problem as well as reacting on the basis of evaluation are fostered.”*

*U3- Reading Skills- “**Examining** original and intellectual reading passages using reading techniques”*

*U4- Reading Skills- “Strengthening students' reading skills and encourage them to **respond critically to ideas.**”*

As can be seen from the quoted course objectives, the course objectives include the words such as “analyzes”, “critical thinking skills”, “synthesizing information”, “examining” and “respond critically to ideas” indicate us that these courses aim at training the students in terms of 21st century skills, namely for critical thinking, information literacy and media literacy skills.

Table 13 shows the course lists of the 4 universities related to listening and speaking skills in the first semester of their ELT programs. This table shows departmental compulsory courses, and it does not include educational sciences and elective general culture courses for the related semester.

Table 13

Departmental Compulsory Courses Related to Listening and Speaking Skills in the First Semesters of ELT Programs

| Name of the university | ECTS- TPC | Course name |
|------------------------|-----------|--------------------------------------|
| U1 | 2- 202 | Listening and Pronunciation Skills I |
| U2 | 4- 303 | Listening and Pronunciation Skills I |
| U3 | 2- 202 | Listening and Pronunciation Skills I |
| U4 | 2- 202 | Listening and Pronunciation Skills I |
| U1 | 2- 202 | Oral Communication Skills I |
| U2 | 4- 303 | Oral Communication Skills I |
| U3 | 2- 202 | Oral Communication Skills I |
| U4 | 2- 202 | Oral Communication Skills I |

Table 13 reveals that all of the universities have the same course for listening and speaking skills with different course codes. When the course contents are examined for Oral Communication Skills I, it was understood that the courses have the same course objectives with minor variations.

*U1- EFL107 Oral Communication Skills I - “To develop the skills to **communicate** more fluently, clearly, and naturally, using appropriate expressions and strategies in various English oral communication situations.”*

*U2- GEIN107 Oral Communication Skills I - “**Communication-oriented speaking** such as discussions, individual presentations and other interactive tasks “*

*U3- IDE107 Oral Communication Skills I - “A variety of **communication-oriented speaking**, such as discussion, individual presentations, and interactive activities.”*

*U4- ELT1004 Oral Communication Skills I –“Students participate in **pair and groupwork activities** that will improve and trigger English speaking among their classmates.”*

As can be seen from the quoted course objectives, the course objectives include the words such as “communicate”, “communication-oriented speaking”, “pair and groupwork activities” indicate us that these courses aim at training the students in terms of 21st century skills, namely for 4C’s; communication, collaboration, critical thinking and creativity.

On the other hand, the ELT curricula have distinctive courses, as well. Table 14 shows the varying departmental compulsory courses of the 4 universities.

Table 14

The Varying Departmental Compulsory Courses of the 4 Universities

| Name of the University | Course Name |
|------------------------|----------------------|
| U1, U3, U4 | Structure of English |

| | |
|------------|--|
| <i>U2</i> | <i>Lexical Competence</i> |
| U1, U3, U4 | Critical Reading and Writing |
| <i>U2</i> | <i>Oral Expression and Public Speaking</i> |
| U2 | ELT Methodology I |
| U2 | ELT Methodology II |
| U2 | Drama |

Table 14 demonstrates that, when 8-semester ELT curricula is taken into consideration, all of the universities have the same course designs, and this is in accordance with that of Council of Higher Education's. U2 separates itself among the other 3 universities with 5 different departmental compulsory courses

Conclusion

It is an undeniable fact that teacher training programs should be contemporary and up to date for the upbringing of the next generations. Regarding this, updating the programs and including the current developments in the curricula play an essential role in this motivation. Therefore, this study desires to understand, highlight and analyze the position of the 21st century skills in ELT programs in Turkey.

Hence, this particular study adopted mixed methods based on both qualitative and quantitative data. The data was collected via;

- students' questionnaire,
- academics' questionnaire,
- students' interview form,
- academics' interview form,
- website search through the online course catalogs.

The quantitative data was analyzed utilizing T-test, Mann Whitney U test, Spearman's rank correlation coefficient, Pearson product-moment correlation coefficient analysis methods. The qualitative data was analyzed employing content analysis and document analysis methods. In this chapter, the findings collected from the qualitative and quantitative data were investigated.

Based on the quantitative data analysis, it was found out that regarding the 'Curriculum' sub-dimension of the students' questionnaire, mid-point of the 'Curriculum' sub-dimension is 33, and it is seen that 82.1% of the participants responded above this value with the average score of 40.49. In relation with this, when the academics' questionnaire was analyzed in terms of 'Curriculum' sub-dimension, 100% of the participants responded above the mid-point, which was 33, with the average score of 45.60. Considering the 'Life and Career Skills' sub-

dimension of the students' questionnaire, 86.8% of the participants scored above the mid-point, which was 24, with 29.03. This could be interpreted as the students expressed that they had life and career skills, one of the 21st century skills. In relation with this, when the 'Life and Career Skills' sub-dimension of the academics' questionnaire was analyzed, 100% of the participants responded above the mid-point, which was 24, with the average score of 29.50.

Regarding the 'Learning and Innovation Skills' sub-dimension of the students' questionnaire, 100% of the participants responded above the mid-point, which was 24, with the average score of 32.25. In connection with this, analyzing the 'Learning and Innovation Skills' sub-dimension of the academics' questionnaire, similarly, 100% of the participants responded above the mid-point, which was 24, with the average score of 31.40 which could be interpreted as the students employed learning and innovation skills as one of the 21st century skills. 'Information, Media, and Technology Skills' sub-dimension of the students' questionnaire was analyzed and was found out that 76.1% of the participants responded above the mid-point, which was 18, with the score of 20.57. When the academics' questionnaire for the 'Information, Media, and Technology Skills' sub-dimension was analyzed, 70% of the participants responded above the mid-point, which was 18, with the score of 19.40. This could be interpreted as 'Information, Media, and Technology Skills' sub-dimension was the most insecure section for the students and in terms of student levels since they have the lowest averages in the data analysis. Table 15 summarizes the mid-points and the average scores of sub-dimensions in the questionnaire from students' and academics' perspective.

Table 15

The summary of scores in students' and academics' questionnaire

| | Students' questionnaire | | | Academics' questionnaire | | |
|---|-------------------------|-------|------------|--------------------------|-------|------------|
| | Mid-Point | Score | Percentage | Mid-point | Score | Percentage |
| Curriculum | 33 | 40.49 | 82.1% | 33 | 45.60 | 100% |
| Life and Career Skills | 24 | 29.03 | 86.8% | 24 | 29.50 | 100% |
| Learning and Innovation Skills | 24 | 32.25 | 100% | 24 | 31.40 | 100% |
| Information, Media, and Technology Skills | 18 | 20.57 | 76.1% | 18 | 19.40 | 70% |

Based on the qualitative data analysis, the findings were coherent with the quantitative data analysis. As the first part of the qualitative data analysis, interview forms were analyzed with content analysis method. According to the academics' interview form, it could be interpreted as they were prone to include 21st century skills in their course contents and

perceived the skills beneficial and convenient. For the current curricula, academics stated that although the curricula had enriching aspects, it could be developed or upgraded in terms of the practice of 21st century skills. When the students' interview forms were analyzed, it could be concluded that the students perceived certain courses as equipped with the 21st century skills such as Materials Development, Oral Communication Skills, Teaching English to Young Learners, Teaching Literature and Language, Critical Reading and Writing, English in Mass Communication, Language and Society, Course Content Development in English Language Teaching. In addition to this, they did not agree that all of their professors attempted to adapt their courses accordingly, however they could spot specific courses as aforementioned. Lastly, they stated that they found themselves partially qualified regarding the skills although they could benefit from more training and practice of them.

Lastly, for the website search, online ECTS course catalogs of the universities were examined via document analysis method. It was observed that the universities had similar courses for similar semesters. In addition to this, the course lists were coherent with Council of Higher Education's new English Language Teaching Curricula (CoHE, 2018). Similar course contents and objectives were detected with different names such as 'Advanced Reading and Writing I and Reading Skills I, Writing Skills I. When the course objectives were investigated, keywords for the practice of 21st century skills were spotted including *communicating, pair and groupwork activities, analyzing, examining, critical thinking, synthesizing information*.

Chapter 5

Conclusion and Suggestions

Teacher training programs play a crucial role for the training of qualified future teachers. For the training of the qualified teachers, programs should be rich in terms of efficient and contemporary course contents. With an effect of the developing technological standards, the world is more accessible and there are certain traits that are required to be able to survive in the globalized, 21st century world. These traits can be titled as the 21st century skills. This study presents detailed information related to the skills and their position in ELT programs. Related literature, theoretical framework, detailed explanation of the methodology and the results of the data analysis are presented in the previous chapters. This chapter aims to provide a deep understanding of the study, findings of the qualitative and quantitative data. In addition to this, it proposes to provide pedagogical implications as well as the suggestions for future studies.

Introduction

The main purpose of this study was to investigate the effectiveness of the new curricula for English Language Teaching (ELT) Departments in Turkey in terms of developing 21st century skills upon the new policy of the Council of Higher Education is introduced. For this purpose, both quantitative and qualitative data gathering tools were utilized to obtain data. Academics and students of ELT programs expressed their opinions, ideas, and suggestions through both qualitative and quantitative data gathering tools. The setting of the study was 4 different universities from 4 different regions of Turkey which were chosen by convenience sampling. In order to conduct the study, a case study was employed by the researcher. 77 participants (67 of them were the students and 10 of them were the academics) participated in the quantitative part of the study. For the qualitative part of the study, 4 academics and 8 students participated in the interviews. In addition to this, a qualitative document analysis was conducted by the researcher in order to understand the structures of courses in various ELT programs in Turkey. In this chapter, the findings of the research will be discussed, and further implications, suggestions and conclusion part will be presented.

Main research question of the study was:

1. To what extent are the 21st century skills included in the curricula of English Language Teaching programs in Turkey after the Council of Higher Education announced the autonomy of universities in terms of designing their own syllabuses?

Sub-research question of the study was:

1. What grades of ELT departments in Turkey have courses aiming to develop the 21st century skills?

Findings of the study will be discussed in relation to the research questions above.

Discussion of findings with reference to research questions

In this chapter, the 2 research questions are discussed in relation with the findings. The research questions of the study are stated as follows:

- *To what extent are the 21st century skills included in the curricula of English Language Teaching programs in Turkey after the Council of Higher Education announced the autonomy of universities in terms of designing their own syllabuses?*

The main research question was set to analyze the general structure of ELT programs in 4 different universities in Turkey in terms of 21st century skills. According to P21 (2019a) and

Ananiadou & Claro (2009); 21st century skills have 3 sub-categories which are (1) life and career skills, (2) learning and innovation skills and (3) information, media, and technology skills. Life and career skills include (a) flexibility & adaptability, (b) initiative & self-direction, (c) social & cross-cultural skills, (d) productivity & accountability, (e) leadership & responsibility. Learning and innovation skills consist of 4C's: (a) communication, (b) collaboration, (c) critical thinking, (d) creativity. Lastly, information, media, and technology skills have 3 branches: (a) information literacy, (b) media literacy, (c) ICT (information, communications, and technology) literacy.

According to Yıldız & Palak (2016), 21st century skills refer to the core competencies 'such as reading, writing, arithmetic as well as digital literacy, critical thinking, communication, collaboration, global competencies, and problem-solving skills for students to thrive in the 21st century' (p.77). From a different perspective, as Ledward and Hirata (2011) declare that a blend of content knowledge, specific skills, expertise, literacies constitute 21st century skills (Fandiño, 2013). In the light of these definitions, the structure of ELT curricula in Turkey can be discussed considering the 21st century skills.

When the curricula analysis is taken into consideration regarding the 21st century skills, it can be inferred that some of the courses encourage the students and the professors to practice some of the skills. When the course contents are analyzed, it was seen that learning and innovation skills (4C's) are the most appreciated part as the English language teaching and learning classrooms are open to communication, collaboration, critical thinking, and creativity by their nature. Although some of the elective general culture and educational sciences courses offer contents related to life and career skills and information, media, and technology skills; departmental compulsory courses of ELT seem to be inadequate in terms of equipping with the 21st century skills.

As Ekici & Yilmaz (2013) suggests for the FATİH Project, reconstruction of the education system in the light of opportunity equality in terms of technological opportunities might be a generalized principle regarding the ELT curricula, although in the study of Shernoff et al. (2003) it is found that 81% of the school time was spent doing receptive activities such as listening to lectures, watching videos. Hence, the presence of the traditional teaching approaches is still continuing (Cox & Montgomery, 2019). The role of the curricula is essential regarding the practice of the 21st century skills and the importance of the training 21st century teachers as Darling-Hammond (2006) states that curricula must help prospective teachers develop 'the disposition to continue to seek answers to difficult problems of teaching and learning'.

Therefore, it can be concluded that the position of the 21st century skills in ELT programs is incontrovertible and there have been various attempts that aim more engagement in terms of the 21st century skills. As the studies suggest and the data analysis in this particular

study point out, there is a room for enhancing the 21st century skills and integrating them in the curricula holistically.

- *What grades of ELT departments in Turkey have courses aiming to develop the 21st century skills?*

According to the analysis of the curricula, each semester offers certain departmental courses enabling the academics and the students to utilize the 21st century skills. While in the first 2 semesters of the ELT programs, courses such as Reading Skills, Oral Communications Skills employs some of the 21st century skills; in the third semester, Critical Reading and Writing course employs certain skills. In the third year of ELT program, some courses including Teaching English to Young Learners, Literature and Language Teaching, Teaching of Language Skills promotes some of the 21st century skills. In addition to this, in the 4th year of ELT programs; applied courses such as Teaching Practicum, Community Service Practices reinforce the students to improve themselves with reference to the 21st century skills.

Taking the overall ELT curricula into account; it can be inferred that at any grades of ELT departments in Turkey have some certain courses aiming to develop the 21st century skills. At this point, one aspect can be clarified; the courses which aim to develop the 21st century skills do not aim at completely different skills. Different courses employ similar skills which can be disputable since the student teachers of English have a chance to master at the same skills throughout the 8-semestered ELT program and this may lead to strengthening in constricted skills. If the courses of ELT curricula in Turkey integrate the skills holistically; it could be more constructive and beneficial for student teachers' personality development as English language teachers.

Conclusion

This study was developed to investigate the effectiveness of the new curricula for English Language Teaching (ELT) Departments in Turkey in terms of developing 21st century skills upon the new policy of the Council of Higher Education is introduced. For the quantitative part of the study, 67 students and 10 academics participated in the questionnaire. 2 different questionnaires were prepared, for students and academics separately. The questionnaires were transferred into an online setting and the link of the questionnaires were provided to the voluntary participants. After this, the responses were transferred to an Excel file for SPSS data analysis utilizing T-test, Mann Whitney U test, Spearman's rank correlation coefficient, Pearson product-moment correlation coefficient tests. The findings of the quantitative data analysis were discussed in Chapter 4 detailly.

For the first part of the qualitative data, two interview form were administered to 4 academics and 8 students of ELT departments in Turkey. The interviews took around 5 minutes each and after the interview sessions with the participants, recordings were transcribed and analyzed by utilizing content analysis. During the analysis, recurring themes and keywords were highlighted and interpreted as the analysis results of the interview sessions.

For the second part of the qualitative data, website search was conducted basing on the online ECTS Course Information Packs of 4 different universities with an aim to analyze the curricula. For this part of the data, document analysis method was utilized. The online course catalog websites were accessed, and course names, objectives, and contents were taken into consideration. The ECTS information of particular courses and the offered elective courses were also investigated in terms of the presence of the 21st century skills. However, it should be mentioned that this part of the study was limited to the information that the universities provide in their websites. During the document analysis, recurring themes and keywords were highlighted and coded as the investigation of the courses.

The purpose of the study was to examine and comprehend the new English language teaching curricula of ELT programs in Turkey; examining the current curricula's contribution to the acquisition of the 21st century skills and investigating the academics and students' perceptions, opinions and beliefs related to their teaching and learning program in the framework of the 21st century skills. According to this aim of the study, quantitative and qualitative data was collected with a triangulation method for seeking the answers.

As a result of the data analysis, it was revealed that the current curricula of the Council of Higher Education are still being applied by the universities in Turkey and it contains the 21st century skills at some points. However, the course contents of the current curricula are limited to some of the skills which may break the integrity of the 21st century skills in professional life reflections. The analysis results of the quantitative data and the interview forms are compatible with this document analysis method. According to the qualitative and quantitative data of the academics and students; participants consider that they have some of the components for the 21st century skills in their course contents but not completely. Students of ELT programs in Turkey assume that they have the capability of mastering at the 21st century skills in theoretical framework however, they do not feel utterly confident about handling the skills in a real-life application, namely because of this disruption of integrity. During the interviews, academics have stated that they were upgrading their course contents to keep it up to date and accordingly, students of ELT departments have stated that some of their course contents were being adapted by the professors.

Pedagogical implications

The Findings chapter of the study acknowledged that current curricula of the ELT programs in Turkey provide the academics and the students with a chance to process the 21st century skills to some extent. According to the results of the quantitative data of the study; students of ELT programs in Turkey judge that their curricula is enriching in terms of life and career skills in addition to learning and innovation skills. However, the ratio diminishes in the analysis related to the information, media, and technology skills section. This might be noteworthy concerning the structure of the current ELT curricula in Turkey.

This study indicated that after the Council of Higher Education's regulation, ELT programs in Turkey has some sort of a standard for teacher training. However, there are certain differences among the course contents in the programs. This is mainly because, after the regulation in 2018 by CoHE, universities become more autonomous, and they are encouraged to design their own curricula for ELT programs. Nevertheless, as the result of this current study indicates; universities are holding onto the CoHE's curriculum. ELT departments of the universities in Turkey might be encouraged to design their own teaching program utilizing The Common European Framework of Reference for Languages (CEFR) as a reference document for curriculum development and standard setting (Mirici, 2015; Yüce& Mirici, 2019).

The current study provides effective pedagogical implications for the practice of the 21st century skills of ELT students and curricula in Turkey. In this section, possible pedagogical implications will be discussed from the different aspects of English language teaching and teacher training programs.

Re-designing the teaching content regarding the 21st century skills could affect:

- the teaching policies of a school,
- the student profile of a school,
- the reconsideration of teacher training,
- the selection of material to be utilized during the courses,
- the understanding of material development in a framework with the 21st century skills,
- the structure of the syllabus,
- the selection of the activities,
- the selection of teaching approaches,
- the role of the teacher in the classroom,
- the role of the student in the classroom,
- the use of language in the classroom,
- the communicative nature of the classroom,

- the level of interaction during the course time,
- the evaluation method of a course,
- the position of homework during the teaching process

Lastly, FATIH Project could be taken into consideration as a pioneer, and this could be a path to reconsider the teacher training programs in Turkey, not only from the technological point of view; but also, the equipment of other 21st century skills, too holistically. Including the 21st century skills in any stage of teaching and learning could be acknowledged as the reconsideration of teacher training programs. In addition to this, this could contribute to the long-term objectives of teacher training policies.

In Turkey's educational history, there have been projects and attempts to engage the students in the digitalized world and to train them in terms of the 21st century skills. In relation with this, 21st century skills can be found in ELT programs, as well. This can be concluded from the analysis of questionnaires, interviews, and the course information packs of the selected universities. However, the analysis results of the gathered data indicate that, the curricula include aspects that are convenient to be developed. In order to fulfil this;

- course contents and syllabus might be updated.
- selected materials might be updated or altered.
- students and teacher roles might be re-assigned.
- project development courses might be included in the teaching programs.
- students and teachers might be encouraged to develop projects that integrate the 21st century skills with their course contents.
- training for the 21st century skills might be considered. With this, awareness and recognition levels of the students might be advanced.

The items above might be listed as example suggestions for the involvement and the awareness of the 21st century skills regarding the course content and teacher-students roles aspect.

Suggestions for future studies

The present research study has some suggestions for this field in connection with the document analysis of the curricula in ELT programs in Turkey. The gaps in the course contents which cause the disruption of the integrity concerning the 21st century skills might be detected, and this might be investigated for a future curricula design for ELT programs with an aim to fulfilling the gaps.

This study focuses on the 21st century skills as a whole and aims to seek answers the general position of the skills, the perceptions related to the skills of the students and academics of ELT programs. This is convenient in terms of developing a general understanding of the 21st century skills, curricula enhancement of them, and the concepts of the students and academics from the ELT field. In addition to this, one category of the 21st century skills might be appointed, and the curricula analysis might be conducted in the matter of the related 21st century skills category. After the deep analysis, the curricula of ELT programs in Turkey might be compared and correlated with different ELT programs across Europe, what's more, across the world.

Lastly, as this study is designed as a mixed-methods case study in Turkey, the same methodology might be utilized for a different teacher training context in order to gain insights related to the selected country or region. Thanks to the curricula analysis section of the study, the sub-sections consisting of a curriculum might be investigated in a different teaching and learning context and this might be examined and compared with the effect of culture.

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APPENDIX-A: Academics' Questionnaire

Dear Participant,

The purpose of this questionnaire, which has been developed by the researcher, is to obtain your opinion about 21st Century Skills and English language teacher education in Turkey. Participation is completely on a voluntary basis, and the responses will solely be used for the academic purposes of the master study entitled " 21st Century Skills in English Language Teaching (ELT) Programs in Turkey: A Case Study". This questionnaire includes 33 items and 1 open-ended item. Your responses will not be used for any other purposes other than this particular study and will not be shared with third parties. If you do not want to respond to any question, you can skip it; or if you change your mind about participating in the study, your responses will be excluded from the data collected.

We express our gratitude for your contribution to the study via your responses to the questions below.

**Res. Asst. Berna Ataberk
Supervisor: Prof. Dr. İsmail Hakkı Mirici**

QUESTIONNAIRE

Please answer the questions using the spaces or marking the best choice for you amongst the given alternatives.

I. Personal Information

- Gender : F / M
- Institution : _____
- Year of professional experience : _____
- Courses to teach : _____

II. Developing 21st Century Skills

| STATEMENTS | RESPONSES | | | | |
|---|-------------------|----------|---------|-------|----------------|
| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
| a. Statements about the curricula in your department | | | | | |
| 1. I am aware of what 21st century skills are. | 1 | 2 | 3 | 4 | 5 |
| 2. I believe the curricula in my department is well-designed in terms of developing 21st century skills. | 1 | 2 | 3 | 4 | 5 |
| 3. I teach classes that are convenient for developing our students' 21st century skills. | 1 | 2 | 3 | 4 | 5 |
| 4. I adjust my course contents in accordance with developing 21st century skills. | 1 | 2 | 3 | 4 | 5 |
| 5. I am aware of the Council of Higher Education's current policy about faculties of Education in Turkey. | 1 | 2 | 3 | 4 | 5 |
| 6. My course contents are concordant with the current policy of the Council of Higher Education. | 1 | 2 | 3 | 4 | 5 |
| 7. I can tell what courses in the department focus on developing 21st century skills of our students. | 1 | 2 | 3 | 4 | 5 |
| 8. I adjust my course contents in order to comply with the current policy of the Council of Higher Education. | 1 | 2 | 3 | 4 | 5 |
| 9. I design specific activities for developing our students' 21st century skills. | 1 | 2 | 3 | 4 | 5 |
| 10. In our faculty's program, students have a chance to master 21st century skills. | 1 | 2 | 3 | 4 | 5 |
| 11. My course contents bring new insights to the students in terms of developing their 21st century skills. | 1 | 2 | 3 | 4 | 5 |
| b. Statements about life and career skills | | | | | |
| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
| 12. Students can deal with the details of their assignments. | 1 | 2 | 3 | 4 | 5 |
| 13. Students need authority when they are designing assignments. | 1 | 2 | 3 | 4 | 5 |
| 14. Students can adapt to new situations easily. | 1 | 2 | 3 | 4 | 5 |
| 15. Students can develop their social and cross-cultural skills in my classes. | 1 | 2 | 3 | 4 | 5 |
| 16. Students are passive listeners in my classes. | 1 | 2 | 3 | 4 | 5 |
| 17. In my classes, students have an active role. | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|--|---|---|---|---|---|
| 18. Students can develop their productivity and accountability skills in my classes. | 1 | 2 | 3 | 4 | 5 |
| 19. Students might find it hard to orient themselves into new situations. | 1 | 2 | 3 | 4 | 5 |

| c. Statements about learning and innovation skills | RESPONSES | | | | |
|--|-------------------|----------|---------|-------|----------------|
| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
| 20. Students prepare assignments in groups in order to pass the class. | 1 | 2 | 3 | 4 | 5 |
| 21. Students can solve the problems they face in their assignments. | 1 | 2 | 3 | 4 | 5 |
| 22. Students can develop creativity skills in my classes. | 1 | 2 | 3 | 4 | 5 |
| 23. Students do not have the skills to solve their problems in assignments. | 1 | 2 | 3 | 4 | 5 |
| 24. Students can practice effective communication skills in my classes. | 1 | 2 | 3 | 4 | 5 |
| 25. Students can think critically when they are preparing assignments. | 1 | 2 | 3 | 4 | 5 |
| 26. Students are not capable of thinking the details of an assignment critically. | 1 | 2 | 3 | 4 | 5 |
| 27. Students take individual exams in order to pass my classes. | 1 | 2 | 3 | 4 | 5 |
| d. Statements about information, media and technology skills | RESPONSES | | | | |
| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
| 28. Students can experience different types of technological items (e.g. smartboards, VR Glasses...) in the faculty. | 1 | 2 | 3 | 4 | 5 |
| 29. Our faculty is not well-equipped in terms of technological substances. | 1 | 2 | 3 | 4 | 5 |
| 30. Students know how to reach information by using the internet. | 1 | 2 | 3 | 4 | 5 |
| 31. Students can develop their media literacy skills in my classes. | 1 | 2 | 3 | 4 | 5 |
| 32. Students do not have the information literacy to reach the right content online. | 1 | 2 | 3 | 4 | 5 |
| 33. Students might feel inadequate about the 21st century skills. | 1 | 2 | 3 | 4 | 5 |

III. Open-ended item

1. Please write your opinion below about the most important 21st century skills that your students need to develop.

This is the end of the questionnaire. Thank you for your contribution.

APPENDIX -B. Akademisyen Anketi

Değerli katılımcı,

Araştırmacı tarafından geliştirilen bu anketin amacı, Türkiye'de 21. Yüzyıl Becerileri ve İngilizce öğretmenliği eğitimi hakkında görüşlerinizi almaktır. Katılım tamamen gönüllülük esasına dayalıdır ve yanıtlar yalnızca “Türkiye'de 21st Century Skills in English Language Teaching (ELT) Programs in English Language Teaching (ELT): A Case Study” başlıklı yüksek lisans çalışmasının akademik amaçları için kullanılacaktır. Bu anket 33 madde ve 1 açık uçlu sorudan oluşmaktadır. Vereceğiniz yanıtlar bu çalışma dışında herhangi bir amaçla kullanılmayacak ve üçüncü kişilerle paylaşılmayacaktır. Herhangi bir soruya cevap vermek istemiyorsanız atlayabilirsiniz; veya araştırmaya katılma konusunda fikrinizi değiştirirseniz, yanıtlarınız toplanan verilerin dışında tutulacaktır.

Aşağıdaki sorulara verdiğiniz yanıtlar aracılığıyla çalışmaya yaptığınız katkılardan dolayı teşekkürlerimizi sunarız.

Arş. Gör. Berna Ataberk
Danışman: Prof. Dr. İsmail Hakkı Mirici

ANKET

Lütfen soruları boşlukları kullanarak veya verilen seçeneklerden sizin için en uygun olanı işaretleyerek cevaplayınız.

III. Kişisel Bilgiler

- Cinsiyet : K / E
- Kurum : _____
- Mesleki deneyim yılı : _____
- Okutulan dersler : _____

IV. 21.Yüzyıl Becerilerinin Gelişimi

| İFADELER | YANITLAR | | | | |
|---|-------------------------|--------------|------------|-------------|------------------------|
| | Kesinlikle Katılmıyorum | Katılmıyorum | Kararsızım | Katılıyorum | Kesinlikle Katılıyorum |
| a. Bölümünüzdeki müfredatla ilgili ifadeler | | | | | |
| 1. 21. yüzyıl becerilerinin ne olduğunun farkındayım. | 1 | 2 | 3 | 4 | 5 |
| 2. Bölümümdeki müfredatın 21. yüzyıl becerilerini geliştirme açısından iyi tasarlandığına inanıyorum. | 1 | 2 | 3 | 4 | 5 |
| 3. Öğrencilerimizin 21. yüzyıl becerilerini geliştirmesine uygun dersler veriyorum. | 1 | 2 | 3 | 4 | 5 |
| 4. Ders içeriklerimi gelişen 21. yüzyıl becerilerine göre düzenlerim. | 1 | 2 | 3 | 4 | 5 |
| 5. Yükseköğretim Kurulu'nun Türkiye'deki Eğitim Fakülteleri ile ilgili mevcut politikasından haberdarım. | 1 | 2 | 3 | 4 | 5 |
| 6. Ders içeriklerim, Yükseköğretim Kurulu'nun mevcut politikasına uygundur. | 1 | 2 | 3 | 4 | 5 |
| 7. Bölümde hangi derslerin öğrencilerimizin 21. yy becerilerini geliştirmeye odaklandığını söyleyebilirim. | 1 | 2 | 3 | 4 | 5 |
| 8. Ders içeriklerini Yükseköğretim Kurulu'nun mevcut politikasına uygun olacak şekilde düzenlerim. | 1 | 2 | 3 | 4 | 5 |
| 9. Öğrencilerimizin 21. yüzyıl becerilerini geliştirmeleri için özel etkinlikler tasarlıyorum. | 1 | 2 | 3 | 4 | 5 |
| 10. Fakültemizin programında öğrenciler 21. yüzyıl becerilerine hakim olma şansına sahiptir. | 1 | 2 | 3 | 4 | 5 |
| 11. Ders içeriklerim, öğrencilere 21. yüzyıl becerilerini geliştirme konusunda yeni bakış açıları kazandırıyor. | 1 | 2 | 3 | 4 | 5 |
| b. Yaşam ve kariyer becerileri ile ilgili ifadeler | | | | | |
| | Kesinlikle Katılmıyorum | Katılmıyorum | Kararsızım | Katılıyorum | Kesinlikle Katılıyorum |
| 12. Öğrenciler ödevlerinin ayrıntılarıyla ilgilenebilirler. | 1 | 2 | 3 | 4 | 5 |
| 13. Öğrencilerin ödevlerini tasarlariken otoriteye ihtiyaçları vardır. | 1 | 2 | 3 | 4 | 5 |
| 14. Öğrenciler yeni durumlara kolayca uyum sağlayabilirler. | 1 | 2 | 3 | 4 | 5 |
| 15. Derslerimde öğrenciler sosyal ve kültürler arası becerilerini geliştirebilirler. | 1 | 2 | 3 | 4 | 5 |
| 16. Derslerimde öğrenciler pasif dinleyicilerdir. | 1 | 2 | 3 | 4 | 5 |
| 17. Derslerimde öğrencilerin aktif bir rolü vardır. | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|---|---|---|---|---|---|
| 18. Öğrenciler derslerimde üretkenlik ve hesap verebilirlik becerilerini geliştirebilirler. | 1 | 2 | 3 | 4 | 5 |
| 19. Öğrenciler kendilerini yeni durumlara yönlendirmeyi zor bulabilirler. | 1 | 2 | 3 | 4 | 5 |

| c. Öğrenme ve yenilik becerileri ile ilgili ifadeler | YANITLAR | | | | |
|---|-------------------------|--------------|------------|-------------|------------------------|
| | Kesinlikle Katılmıyorum | Katılmıyorum | Kararsızım | Katılıyorum | Kesinlikle Katılıyorum |
| 20. Öğrenciler dersi geçmek için gruplar halinde ödevler hazırlarlar. | 1 | 2 | 3 | 4 | 5 |
| 21. Öğrenciler ödevlerinde karşılaştıkları problemleri çözebilirler. | 1 | 2 | 3 | 4 | 5 |
| 22. Derslerimde öğrenciler yaratıcılık becerilerini geliştirebilirler. | 1 | 2 | 3 | 4 | 5 |
| 23. Öğrenciler ödevlerde problem çözme becerisine sahip değildirler. | 1 | 2 | 3 | 4 | 5 |
| 24. Derslerimde öğrenciler etkili iletişim becerilerini uygulayabilirler. | 1 | 2 | 3 | 4 | 5 |
| 25. Öğrenciler ödev hazırlarken eleştirel düşünebilirler. | 1 | 2 | 3 | 4 | 5 |
| 26. Öğrenciler bir ödevin ayrıntılarını eleştirel olarak düşünemezler. | 1 | 2 | 3 | 4 | 5 |
| 27. Öğrenciler derslerimi geçmek için bireysel sınavlara girerler. | 1 | 2 | 3 | 4 | 5 |
| d. Bilgi, medya ve teknoloji becerileri ile ilgili ifadeler | YANITLAR | | | | |
| | Kesinlikle Katılmıyorum | Katılmıyor | Kararsızım | Katılıyorum | Kesinlikle Katılıyorum |
| 28. Öğrenciler fakültede farklı türde teknolojik öğeleri (ör. akıllı tahtalar, VR Gözlükleri...) deneyimleyebilirler. | 1 | 2 | 3 | 4 | 5 |
| 29. Fakültemiz teknolojik ürünler açısından donanımlı değildir. | 1 | 2 | 3 | 4 | 5 |
| 30. Öğrenciler interneti kullanarak bilgiye nasıl ulaşacaklarını bilirler. | 1 | 2 | 3 | 4 | 5 |
| 31. Derslerimde öğrenciler medya okuryazarlığı becerilerini geliştirebilirler. | 1 | 2 | 3 | 4 | 5 |
| 32. Öğrenciler, çevrimiçi ortamda doğru içeriğe ulaşmak için bilgi okuryazarlığına sahip değildir. | 1 | 2 | 3 | 4 | 5 |
| 33. Öğrenciler 21. yüzyıl becerileri konusunda kendilerini yetersiz hissedebilirler. | 1 | 2 | 3 | 4 | 5 |

III. Açık uçlu madde

1. Lütfen öğrencilerinizin geliştirmesi gereken en önemli 21. yüzyıl becerileri hakkındaki düşüncelerinizi aşağıya yazınız.

Anket sona ermiştir. Katılarınız için teşekkür ederiz.

APPENDIX-C: Students' Questionnaire

Dear Participant,

The purpose of this questionnaire, which has been developed by the researcher, is to obtain your opinion about 21st Century Skills and English language teacher education in Turkey. Participation is completely on a voluntary basis, and the responses will solely be used for the academic purposes of the master study entitled " 21st Century Skills in English Language Teaching (ELT) Programs in Turkey: A Case Study". This questionnaire includes 33 items and 1 open-ended item. Your responses will not be used for any other purposes other than this particular study and will not be shared with third parties. If you do not want to respond to any question, you can skip it; or if you change your mind about participating in the study, your responses will be excluded from the data collected.

We express our gratitude for your contribution to the study via your responses to the questions below.

Res. Asst. Berna Ataberk

Supervisor: Prof. Dr. İsmail Hakkı Mirici

QUESTIONNAIRE

Please answer the questions using the spaces or marking the best choice for you amongst the given alternatives.

I. Personal Information

- Institution: _____
- Gender: Female Male
- It is my 1st year 2nd year 3rd year 4th year at university.

II. Developing 21st Century Skills

| STATEMENTS | RESPONSES | | | | |
|--|----------------------|----------|---------|-------|-------------------|
| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
| a) Statements about the curricula in your department | | | | | |
| 1. I am aware of what 21st century skills are. | 1 | 2 | 3 | 4 | 5 |
| 2. I believe the curricula in my department is well-designed in terms of 21st century skills. | 1 | 2 | 3 | 4 | 5 |
| 3. I take courses that are convenient for developing my 21st century skills. | 1 | 2 | 3 | 4 | 5 |
| 4. My professors adjust our course contents in accordance with developing 21st century skills. | 1 | 2 | 3 | 4 | 5 |
| 5. I am aware of the Council of Higher Education's current policy about faculties of Education in Turkey. | 1 | 2 | 3 | 4 | 5 |
| 6. Our course contents are concordant with the current policy of the Council of Higher Education. | 1 | 2 | 3 | 4 | 5 |
| 7. I can tell what courses in the department focus on developing 21st century skills of the students. | 1 | 2 | 3 | 4 | 5 |
| 8. My professors adjust the course contents in order to comply with the current policy of the Council of Higher Education. | 1 | 2 | 3 | 4 | 5 |
| 9. My professors design specific activities for developing our 21 st century skills. | 1 | 2 | 3 | 4 | 5 |
| 10. In our faculty's program, as students, we have a chance to master 21st century skills. | 1 | 2 | 3 | 4 | 5 |
| 11. Our course contents bring new insights to us in terms of developing our 21st century skills. | 1 | 2 | 3 | 4 | 5 |
| b) Statements about life and career skills | RESPONSES | | | | |
| 12. As a student, I deal with the details of my assignments. | 1 | 2 | 3 | 4 | 5 |
| 13. I need authority when I am preparing assignments. | 1 | 2 | 3 | 4 | 5 |
| 14. I can adapt to new situations easily. | 1 | 2 | 3 | 4 | 5 |
| 15. I can develop their social and cross-cultural skills in my classes. | 1 | 2 | 3 | 4 | 5 |

| STATEMENTS | RESPONSES | | | | |
|---|-------------------|----------|---------|-------|----------------|
| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
| 16. As students, we are passive listeners in the classes. | 1 | 2 | 3 | 4 | 5 |
| 17. In the classes, we have an active role. | 1 | 2 | 3 | 4 | 5 |
| 18. I can develop my productivity and accountability skills in the classes. | 1 | 2 | 3 | 4 | 5 |
| 19. I might find it hard to orient myself into new situations. | 1 | 2 | 3 | 4 | 5 |
| c) Statements about learning and innovation skills | RESPONSES | | | | |
| 20. As students, we design assignments in groups in order to pass the class. | 1 | 2 | 3 | 4 | 5 |
| 21. I solve the problems I face in my assignments. | 1 | 2 | 3 | 4 | 5 |
| 22. I can develop creativity skills in the classes. | 1 | 2 | 3 | 4 | 5 |
| 23. I do not have the skills to solve my problems in assignments. | 1 | 2 | 3 | 4 | 5 |
| 24. I can practice effective communication skills in the classes. | 1 | 2 | 3 | 4 | 5 |
| 25. I can think critically when I am preparing assignments. | 1 | 2 | 3 | 4 | 5 |
| 26. I am not capable of thinking the details of an assignment critically. | 1 | 2 | 3 | 4 | 5 |
| 27. As students, we take individual exams in order to pass the classes. | 1 | 2 | 3 | 4 | 5 |
| d) Statements about information, media and technology skills | RESPONSES | | | | |
| 28. I can experience different types of technological items (e.g. smartboards, VR Glasses...) in the faculty. | 1 | 2 | 3 | 4 | 5 |
| 29. Our faculty is not well-equipped in terms of technological substances. | 1 | 2 | 3 | 4 | 5 |
| 30. I know how to reach information by using the internet. | 1 | 2 | 3 | 4 | 5 |
| 31. I can develop my media literacy skills in the classes. | 1 | 2 | 3 | 4 | 5 |
| 32. I do not have the information literacy to reach the right content online. | 1 | 2 | 3 | 4 | 5 |
| 33. I feel inadequate about the 21st century skills. | 1 | 2 | 3 | 4 | 5 |

III. Open-ended item

1. Please write your opinion below about the most important 21st century skills that you need to develop.

This is the end of the questionnaire. Thank you for your contribution.

APPENDIX -D. Öğrenci Anketi

Değerli katılımcı,

Araştırmacı tarafından geliştirilen bu anketin amacı, Türkiye'de 21. Yüzyıl Becerileri ve İngilizce öğretmenliği eğitimi hakkında görüşlerinizi almaktır. Katılım tamamen gönüllülük esasına dayalıdır ve yanıtlar yalnızca “Türkiye’de 21st Century Skills in English Language Teaching (ELT) Programs in English Language Teaching (ELT): A Case Study” başlıklı yüksek lisans çalışmasının akademik amaçları için kullanılacaktır. Bu anket 33 madde ve 1 açık uçlu sorudan oluşmaktadır. Vereceğiniz yanıtlar bu çalışma dışında herhangi bir amaçla kullanılmayacak ve üçüncü kişilerle paylaşılmayacaktır. Herhangi bir soruya cevap vermek istemiyorsanız atlayabilirsiniz; veya araştırmaya katılma konusunda fikrinizi değiştirirseniz, yanıtlarınız toplanan verilerin dışında tutulacaktır.

Aşağıdaki sorulara verdiğiniz yanıtlar aracılığıyla çalışmaya yaptığınız katkılardan dolayı teşekkürlerimizi sunarız.

Arş. Gör. Berna Ataberk
Danışman: Prof. Dr. İsmail Hakkı Mirici

ANKET

Lütfen soruları boşlukları kullanarak veya verilen seçeneklerden sizin için en uygun olanı işaretleyerek cevaplayınız.

III. Kişisel Bilgiler

- Okul adı: _____
- Cinsiyet: [] Kadın [] Erkek
- Bu üniversitedeki []1., []2., []3., []4. yılım.

IV. 21.Yüzyıl Becerilerinin Gelişimi

| İFADELER | YANITLAR | | | | |
|--|-------------------------|--------------|------------|-------------|------------------------|
| | Kesinlikle Katılmıyorum | Katılmıyorum | Kararsızım | Katılıyorum | Kesinlikle Katılıyorum |
| c) Bölümünüzdeki müfredatla ilgili ifadeler | | | | | |
| 1. 21. yüzyıl becerilerinin ne olduğunun farkındayım. | 1 | 2 | 3 | 4 | 5 |
| 2. Bölümümdeki müfredatın 21. yüzyıl becerileri açısından iyi tasarlandığına inanıyorum. | 1 | 2 | 3 | 4 | 5 |
| 3. 21. yüzyıl becerilerimi geliştirmeye uygun dersler alıyorum. | 1 | 2 | 3 | 4 | 5 |
| 4. Hocalarım ders içeriklerimizi gelişen 21. yüzyıl becerilerine göre uyarlarlar. | 1 | 2 | 3 | 4 | 5 |
| 5. Yükseköğretim Kurulu'nun Türkiye'deki Eğitim Fakülteleri ile ilgili mevcut politikasından haberdarım. | 1 | 2 | 3 | 4 | 5 |
| 6. Ders içeriklerimiz Yükseköğretim Kurulu'nun mevcut politikasına uygundur. | 1 | 2 | 3 | 4 | 5 |
| 7. Bölümde hangi derslerin öğrencilerin 21. yy becerilerini geliştirmeye odaklandığını söyleyebilirim. | 1 | 2 | 3 | 4 | 5 |
| 8. Hocalarım ders içeriklerini Yükseköğretim Kurulu'nun mevcut politikasına uygun olacak şekilde uyarlarlar. | 1 | 2 | 3 | 4 | 5 |
| 9. Hocalarım, 21. yüzyıl becerilerimizi geliştirmek için özel etkinlikler tasarlar. | 1 | 2 | 3 | 4 | 5 |
| 10. Fakültemizin programında öğrenciler olarak 21. yüzyıl becerilerine hakim olma şansımız vardır. | 1 | 2 | 3 | 4 | 5 |
| 11. Kurs içeriklerimiz, 21. yüzyıl becerilerimizi geliştirme konusunda bize yeni bakış açıları kazandırıyor. | 1 | 2 | 3 | 4 | 5 |
| d) Yaşam ve kariyer becerileri ile ilgili ifadeler | | | | | |
| 12. Bir öğrenci olarak, ödevlerimin ayrıntılarıyla kendim ilgilenirim. | 1 | 2 | 3 | 4 | 5 |
| 13. Ödevleri hazırlarken bir otoriteye ihtiyaç duyarım. | 1 | 2 | 3 | 4 | 5 |
| 14. Yeni durumlara kolayca uyum sağlayabilirim. | 1 | 2 | 3 | 4 | 5 |
| 15. Derslerimde sosyal ve kültürler arası becerilerimi geliştirebilirim. | 1 | 2 | 3 | 4 | 5 |

| İFADELER | YANITLAR | | | | |
|--|-------------------------|--------------|------------|-------------|------------------------|
| | Kesinlikle Katılmıyorum | Katılmıyorum | Kararsızım | Katılıyorum | Kesinlikle Katılıyorum |
| 16. Öğrenciler olarak derslerde pasif dinleyicileriz. | 1 | 2 | 3 | 4 | 5 |
| 17. Derslerde aktif rol alıyoruz. | 1 | 2 | 3 | 4 | 5 |
| 18. Derslerde üretkenlik ve hesap verebilirlik becerilerimi geliştirebilirim. | 1 | 2 | 3 | 4 | 5 |
| 19. Kendimi yeni durumlara yönlendirmekte zorlanabilirim. | 1 | 2 | 3 | 4 | 5 |
| c) Öğrenme ve yenilik becerileri ile ilgili ifadeler | YANITLAR | | | | |
| 20. Öğrenciler olarak, dersi geçmek için gruplar halinde ödevler tasarlıyoruz. | 1 | 2 | 3 | 4 | 5 |
| 21. Ödevlerimde karşılaştığım sorunları kendim çözerim. | 1 | 2 | 3 | 4 | 5 |
| 22. Derslerde yaratıcılık becerilerini geliştirebilirim. | 1 | 2 | 3 | 4 | 5 |
| 23. Ödevlerde sorunlarımı çözecek becerilere sahip değilim. | 1 | 2 | 3 | 4 | 5 |
| 24. Derslerde etkili iletişim becerilerini uygulayabilirim. | 1 | 2 | 3 | 4 | 5 |
| 25. Ödevleri hazırlarken eleştirel düşünebilirim. | 1 | 2 | 3 | 4 | 5 |
| 26. Bir ödevin ayrıntılarını eleştirel olarak düşünemiyorum. | 1 | 2 | 3 | 4 | 5 |
| 27. Öğrenciler olarak dersleri geçmek için bireysel sınavlara giriyoruz. | 1 | 2 | 3 | 4 | 5 |
| d) Bilgi, medya ve teknoloji becerileri ile ilgili ifadeler | YANITLAR | | | | |
| 28. Fakültede farklı türde teknolojik öğeleri (örn. akıllı tahtalar, VR Gözlükleri...) deneyimleyebilirim. | 1 | 2 | 3 | 4 | 5 |
| 29. Fakültemiz teknolojik ürünler açısından donanımlı değildir. | 1 | 2 | 3 | 4 | 5 |
| 30. İnterneti kullanarak bilgiye nasıl ulaşacağımı biliyorum. | 1 | 2 | 3 | 4 | 5 |
| 31. Medya okuryazarlığı becerilerimi derslerde geliştirebilirim. | 1 | 2 | 3 | 4 | 5 |
| 32. İnternette doğru içeriğe ulaşmak için bilgi okuryazarlığım yok. | 1 | 2 | 3 | 4 | 5 |
| 33. 21. yüzyıl becerileri konusunda kendimi yetersiz hissediyorum. | 1 | 2 | 3 | 4 | 5 |

III. Açık uçlu madde

1. Lütfen geliştirmeniz gereken en önemli 21. yüzyıl becerileriyle ilgili düşüncelerinizi aşağıya yazın.

Anket sona ermiştir. Katkılarınız için teşekkür ederiz.

APPENDIX-E: Academics' Interview Form

Hi!

Thank you for accepting this interview. The purpose of this interview, which has been developed by the researcher, is to obtain your opinion about 21st Century Skills and English language teacher education in Turkey. Participation is completely on a voluntary basis, and the responses will solely be used for the academic purposes of Res. Asst. Berna Ataberk's master study entitled " 21st Century Skills in English Language Teaching (ELT) Programs in Turkey: A Case Study" which is supervised by Prof. Dr. İsmail Hakkı Mirici. This interview form has 4 open-ended questions. Your responses will be recorded by the researcher if you authorize. Your responses will not be used for any other purposes other than this particular study and will not be shared with third parties. If you do not want to respond to any question, you can skip it; or if you change your mind about participating in the study, your responses will be excluded from the data collected.

We express our gratitude for your contribution to the study via your responses to the questions below.

Interview Questions for Developing 21st Century Skills

1. Which classes and activities do you have about development of 21st century skills?
2. Do you adapt your course content to include any kind of 21st century skills?
3. Do you think your program is adequate for developing 21st century skills? If not, what can be done to improve this?
4. Do you want to share any further insights?

This is the end of the interview.

Thank you for your answers.

APPENDIX-F. Akademisyen Görüşme Formu

Merhaba!

Bu görüşmeyi kabul ettiğiniz için teşekkür ederiz. Araştırmacı tarafından geliştirilen bu görüşmenin amacı, Türkiye'de 21. Yüzyıl Becerileri ve İngilizce öğretmenliği eğitimi hakkında görüşlerinizi almaktır. Katılım tamamen gönüllülük esasına dayalı olup, verilen yanıtlar yalnızca Arş. Gör. Berna Ataberk'in Prof. Dr. İsmail Hakkı Mirici'nin danışmanlığında yürütülen "Türkiye'de İngiliz Dili Eğitimi (ELT) Programlarında 21. Yüzyıl Becerileri: Bir Vaka Çalışması" başlıklı yüksek lisans çalışması için kullanılacaktır. Bu görüşme formunda 4 açık uçlu soru bulunmaktadır. Yanıtlarınız, izin vermeniz halinde araştırmacı tarafından kayıt altına alınacaktır. Vereceğiniz yanıtlar bu çalışma dışında herhangi bir amaçla kullanılmayacak ve üçüncü kişilerle paylaşılmayacaktır. Herhangi bir soruya cevap vermek istemiyorsanız atlayabilirsiniz; veya araştırmaya katılma konusunda fikrinizi değiştirirseniz, yanıtlarınız toplanan verilerin dışında tutulacaktır.

Aşağıdaki sorulara verdiğiniz yanıtlar aracılığıyla çalışmaya yaptığınız katkılardan dolayı teşekkürlerimizi sunarız.

21. Yüzyıl Becerilerinin Gelişimi için Görüşme Soruları

1. 21. yy becerilerinin gelişimi ile ilgili hangi ders ve etkinlikleriniz var?
2. Ders içeriğinizi 21. yüzyıl becerilerini içerecek şekilde uyarlıyor musunuz?
3. Programınızın 21. yüzyıl becerilerini geliştirmek için yeterli olduğunu düşünüyor musunuz? Değilse, bunu geliştirmek için ne yapılabilir?
4. Eklemek istediğiniz başka bir görüşünüz var mı?

Görüşme bitmiştir.

Cevaplarınız için teşekkür ederiz.

APPENDIX-G: Students' Interview Form

Hi!

Thank you for accepting this interview. The purpose of this interview, which has been developed by the researcher, is to obtain your opinion about 21st Century Skills and English language teacher education in Turkey. Participation is completely on a voluntary basis, and the responses will solely be used for the academic purposes of Res. Asst. Berna Ataberk's master study entitled " 21st Century Skills in English Language Teaching (ELT) Programs in Turkey: A Case Study" which is supervised by Prof. Dr. İsmail Hakkı Mirici. This interview form has 4 open-ended questions. Your responses will be recorded by the researcher if you authorize. Your responses will not be used for any other purposes other than this particular study and will not be shared with third parties. If you do not want to respond to any question, you can skip it; or if you change your mind about participating in the study, your responses will be excluded from the data collected.

We express our gratitude for your contribution to the study via your responses to the questions below.

Interview Questions for Developing 21st Century Skills

1. Which classes and activities do you have about development of 21st century skills?
2. Do your professors adapt a class content to include 21st century skills activities?
3. Do you feel qualified about 21st century skills? If not, what can help you achieve better command of 21st century skills?
4. Do you want to add anything else?

This is the end of the interview.

Thank you for your answers.

APPENDIX-H: Öğrenci Görüşme Formu

Merhaba!

Bu görüşmeyi kabul ettiğiniz için teşekkür ederiz. Araştırmacı tarafından geliştirilen bu görüşmenin amacı, Türkiye'de 21. Yüzyıl Becerileri ve İngilizce öğretmenliği eğitimi hakkında görüşlerinizi almaktır. Katılım tamamen gönüllülük esasına dayalı olup, verilen yanıtlar yalnızca Arş. Gör. Berna Ataberk'in Prof. Dr. İsmail Hakkı Mirici'nin danışmanlığında yürütülen "Türkiye'de İngiliz Dili Eğitimi (ELT) Programlarında 21. Yüzyıl Becerileri: Bir Vaka Çalışması" başlıklı yüksek lisans çalışması için kullanılacaktır. Bu görüşme formunda 4 açık uçlu soru bulunmaktadır. Yanıtlarınız, izin vermeniz halinde araştırmacı tarafından kayıt altına alınacaktır. Vereceğiniz yanıtlar bu çalışma dışında herhangi bir amaçla kullanılmayacak ve üçüncü kişilerle paylaşılmayacaktır. Herhangi bir soruya cevap vermek istemiyorsanız atlayabilirsiniz; veya araştırmaya katılma konusunda fikrinizi değiştirirseniz, yanıtlarınız toplanan verilerin dışında tutulacaktır.

Aşağıdaki sorulara verdiğiniz yanıtlar aracılığıyla çalışmaya yaptığınız katkılardan dolayı teşekkürlerimizi sunarız.

21. Yüzyıl Becerilerinin Gelişimi için Görüşme Soruları

1. 21. yy becerilerinin gelişimi ile ilgili hangi ders ve etkinlikleriniz var?
2. Ders sorumlularınız bir ders içeriğini 21. yüzyıl beceri etkinliklerini içerecek şekilde uyarlıyor mu?
3. 21. yüzyıl becerileri konusunda kendinizi nitelikli hissediyor musunuz? Hissetmiyorsanız, 21. yüzyıl becerilerine daha iyi hakim olmanıza ne yardımcı olabilir?
4. Başka bir şey eklemek ister misin?

Görüşme bitmiştir.

Cevaplarınız için teşekkür ederiz.

APPENDIX-I: Ethics Committee Approval



T.C.
HACETTEPE ÜNİVERSİTESİ
Rektörlük

Tarih: 02/12/2020
Sayı: E-35853172-101.02.02-
00001347717

Sayı : 35853172-101.02.02
Konu : Berna ATABERK Hk. (Etik Komisyon İzni)

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

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Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi yüksek lisans programı öğrencisi Arş. Gör. Berna ATABERK'in Prof. Dr. İsmail Hakkı MİRİCİ danışmanlığında yürüttüğü "Türkiye'de İngilizce Öğretmenliği Programlarında 21. Yüzyıl Becerileri: Bir Durum Çalışması" başlıklı tez çalışması Üniversitemiz Senatosu Etik Komisyonunun 24 Kasım 2020 tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun görülmüştür.

Bilgilerinizi ve gereğini saygılarımla rica ederim.

e-İmzalıdır
Prof. Dr. Vural GÖKMEN
Rektör Yardımcısı

APPENDIX- J: Declaration of Ethical Conduct

I hereby declare that...

- I have prepared this thesis in accordance with the thesis writing guidelines of the Graduate School of Educational Sciences of Hacettepe University;
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- I did not do any distortion and/or manipulation on the data set,
- and **NO** part of this work was presented as a part of any other thesis study at this or any other university.

21/07/2022

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APPENDIX-K: Thesis Originality Report

21/07/2022

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To The Department of Foreign Language Education

Thesis Title: 21st Century Skills in English Language Teaching (Elt) Programs in Turkey: A Case Study

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ADVISOR APPROVAL

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Yayımlama ve Fikrî Mülkiyet Hakları Beyanı

Enstitü tarafından onaylanan lisansüstü tezimin/raporumun tamamını veya herhangi bir kısmını, basılı (kâğıt) ve elektronik formatta arşivleme ve aşağıda verilen koşullarla kullanıma açma iznini Hacettepe Üniversitesine verdiğimi bildiririm. Bu izinle Üniversiteye verilen kullanım hakları dışındaki tüm fikri mülkiyet haklarım bende kalacak, tezimin tamamının ya da bir bölümünün gelecekteki çalışmalarda (makale, kitap, lisans ve patent vb.) kullanım hakları bana ait olacaktır.

Tezin kendi orijinal çalışmam olduğunu, başkalarının haklarını ihlal etmediğimi ve tezimin tek yetkili sahibi olduğumu beyan ve taahhüt ederim. Tezimde yer alan telif hakkı bulunan ve sahiplerinden yazılı izin alınarak kullanılması zorunlu metinlerin yazılı izin alınarak kullandığımı ve istenildiğinde suretlerini Üniversiteye teslim etmeyi taahhüt ederim.

Yükseköğretim Kurulu tarafından yayınlanan "**Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge**" kapsamında tezim aşağıda belirtilen koşullar haricince YÖK Ulusal Tez Merkezi / H.Ü. Kütüphaneleri Açık Erişim Sisteminde erişime açıktır.

- Enstitü/Fakülte yönetim kurulu kararı ile tezimin erişime açılması mezuniyet tarihinden itibaren 2 yıl ertelenmiştir. ⁽¹⁾
- Enstitü/Fakülte yönetim kurulunun gerekçeli kararı ile tezimin erişime açılması mezuniyet tarihimden itibaren ... ay ertelenmiştir. ⁽²⁾
- Tezimle ilgili gizlilik kararı verilmiştir. ⁽³⁾

21 /07/ 2022

Berna ATABERK

"Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge"

- (1) Madde 6. 1. Lisansüstü teze ilgili patent başvurusu yapılması veya patent alma sürecinin devam etmesi durumunda, tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu iki yıl süre ile tezinerişime açılmasının ertelenmesine karar verebilir.
- (2) Madde 6.2. Yeni teknik, materyal ve metotların kullanıldığı, henüz makaleye dönüşmemiş veya patent gibi yöntemlerle korunmamış ve internetten paylaşılması durumunda 3 şahıslara veya kurumlara haksız kazanç; imkânı oluşturabilecek bilgi ve bulguları içeren tezler hakkında tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulunun gerekçeli kararı ile altı ayı aşmamak üzere tezin erişime açılması engellenebilir.
- (3) Madde 7. 1. Ulusal çıkarları veya güvenliği ilgilendiren, emniyet, istihbarat, savunma ve güvenlik, sağlık vb. konulara ilişkin lisansüstü tezlerle ilgili gizlilik kararı, tezin yapıldığı kurum tarafından verilir*. Kurum ve kuruluşlarla yapılan işbirliği protokolü çerçevesinde hazırlanan lisansüstü tezlere ilişkin gizlilik kararı ise, ilgili kurum ve kuruluşun önerisi ile enstitü veya fakültenin uygun görüşü üzerine üniversite yönetim kurulu tarafından verilir. Gizlilik kararı verilen tezler Yükseköğretim Kuruluna bildirilir.

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*Tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu tarafından karar verilir.

