21st Century ELT Skills Impact in Students-Teachers Language Learning Process Enhancement

El impacto de las habilidades del siglo XXI en el mejoramiento del aprendizaje de lenguas de los educadores y estudiantes

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Abstract

The article addresses a reflective-argumentative text on the 21st century language learning skills significance in the educational process. The study links the paramount outcomes of monitoring techniques, effective communication, and information literacy included in the second-language acquisition by characterizing the advantages of distinctive competencies. Data were retrieved through a bibliographic revision. Findings corroborated that the enjoyment of proper capabilities in the current era constitutes an outstanding factor in the educational process. As a concluding point, it is pivotal to understand the prominent relation between the innovative trends in teaching propensities and the competences of a proactive individual in the present time.

Keywords: *effective communication, ELT skills, information literacy, monitoring techniques.*

Resumen

Este artículo se presenta como un texto de carácter reflexivo-argumentativo sobre la importancia para la praxis educativa de las habilidades en el aprendizaje del siglo XXI. Por medio de una descripción de las ventajas dadas por ciertas competencias a un individuo, el estudio relaciona la primacía de los resultados dados por las técnicas de monitoreo de aprendizaje, comunicación efectiva y la alfabetización informacional que se encuentran inmersas en la adquisición de una segunda lengua. La información fue recolectada por medio de una revisión bibliográfica. Las conclusiones corroboraron que el poseer ciertas habilidades vinculadas al mundo moderno constituían un aspecto excepcional para el proceso de enseñanza y, como una valoración final, mencionará la trascendencia de comprender la prominente relación entre las tendencias en la práctica docente y las competencias que edifican a un individuo proactivo en la actualidad.

Palabras clave: *alfabetización informacional, comunicación efectiva, habilidades ILE, monitoreo de aprendizaje.*

Introduction

Language capabilities and pragmatic abilities have meaningful repercussions in the educational field as educators must consider the upcoming challenges an individual shall face (Idrizi, 2022). Thus, it is essential to determine how 21st Century ELT skills enhance both students-teachers language learning process by possessing the convenient abilities concerning critical thinking to truthfully enhance users' performance, immersion, and interaction.

Meshing the data usage, the daily scholastic praxis and the understanding of information literacy as a wide category is pivotal to create an analytical consciousness towards the reflective exploration and analysis of data as it is functional for the comprehension of the true value of facts and the creation of contemporary knowledge within ethical parameters in education (Association of College & Research Libraries (ACRL), 2015). Therefore, enforcing the educative actors towards the reflection upon their learning outgrowth can exploit abilities by fully understanding which components they need to work over and the contemplative inspection of one's experience which may be applied through a classroom context approach within evaluating, designing, re-implementing, and analytically thinking about the educative exercises (Sifakis and Bayyurt, 2017 as cited in Sifakis, 2017). By considering that apprentices must play an active role inside the classroom, pedagogues may consider appropriate to explore more techniques directing the promotion of retrospect by means of teamwork, invigorated environments and writing down diverse notions.

Henceforth, teachers should be aware of attaining teaching communication from a logical and critical problem-solving gist since classes need to be focused on showing students the real-world challenges, and the prime ability that the educatees must acquire in their language educational process remains tied to meaningful communication due to the final aim of interacting among language users (Idrizi, 2022).

Methodology

Qualitative methods allow the researcher to intensively examine some problems using information compilation, as they permit to comprehend other's perspectives without heretofore categorizing them (Butina, 2015). This research is intended to be a reflective-argumentative text based on a qualitative approach encompassed within a

thoughtful analysis paper construction in which guiding questions were applied to disclose the nature of the phenomenon.

The basis for bibliographic examination is the assortment, comparison, and inquiry of specialized scientific research (Carrillo, 2020) besides, having a clear understanding of others' points of view is compelling since it offers a broader path to critical thinking towards connections enhancement between topics which can end in a fruitful discussion. Also, the content of a document is often thought to be completely acknowledged, but with a comparative view among various sources they can provide an extensive discussion. In documentary research, there are processes applied in parallel with other social investigations (Tight, 2019). Considering that research may be reckoned as a theoretical basis for an upcoming practical usage, it is significant to always contemplate that some analogous processes and outcomes will help other fields to create wide-ranging knowledge for diverse areas.

The assured bibliographic examination comprises seventeen documents dated from 2005. They elucidate the main features of the 21st century capabilities in the language academic process along with their relation to a functional individual regarding how to recognize useful information, self-awareness of the educational experience, and efficient articulation of ideas within interactions. Each of these embraces definitions, examples, graphs, propositions, etc. Thereupon, the discussion will convey information connected to the real world, problems students and teachers encounter in their language learning development, and the predominance of the outcomes of using the appropriate capabilities in the classroom.

Discussion

Before bouncing the discussion about how capabilities can help students to upgrade their language learning skills, it is important to consider an overview of their features. To encourage the usage of 21st century skills, it is significant to understand the elements composing them and their importance for educatees (Idrizi, 2022). Wherefore, the principal reason for learners and teachers to include those abilities within the classroom is the functional usage in the current world.

Information literacy (IL)

Information literacy are competencies that using different sources help recognizing, locating, examining, coordinating, constructing, applying, and communicating data to resolve complications (Nizam et al., 2010). It is significant to learn how to critically analyze the source, the content, and the data diffusion for a proper understanding of difficulties and a posterior practical usage for solving them. Providing that students and teachers administer a considerable amount of resources, they must know how to discern which sources and details are favorable and trustworthy for their school work. In their study, Nizam et al. (2010) reckon that IL capabilities can have a functional usage to all subjects, learning environments and degrees of knowledge contemplating that IL conveys many benefits at personal and collective level, for people can use it to get enlightened and educated in a matter. By understanding the proper usage of information, a person can take advantage of the data management and its function in several circumstances and subjects.

Information literacy is a broader category in which it is included the rest of literacies defined as specific parts and abilities (Boekhorst, 2003 cited in Virkus et al., 2005). In this sense, it is vital to possess this faculty as the basis for developing the rest of literacies. The amelioration of other literacies can be enhanced, for students having a clear discernment and understanding of materials and resources presented on the internet about health, financial, business, politics, social, among other topics. Therefore, learners will develop awareness of what sources could be the most suitable for being informed about several issues and be prepared to competently make personal decisions towards diverse matters. UNESCO (2023) affirms that IL encourages individuals to examine and produce data to advance and thrive their objectives in diverse aspects of their lives by accessing data about topics related to health, education, work and life critical decisions. By understanding how this broad ability works, one can take advantage of critically analyzing information to acquire goods and services, which is paramount for the daily basis of a functional person and society.

For an inclusion of this capacity in the English classroom, educators can examine different curriculums provided by official institutions. UNESCO (2011) not only provides an educational program that incorporates media and information literacy, but also attests the significance of a strategy focused principally on teachers' formation to promote compounding effects and empowerment toward students' literacy and a social change by

benefiting their self-determining learning process. Therefore, to reinforce effective data usage, pedagogues can adopt small investigations, examinations based on a single issue or case, or even interdisciplinary inquiry inside the EFL classroom (Nizam et al., 2010). By the incorporation of activities that encourage information management, learners as well as educators can acquire knowledge and methods to critically analyze the data.

Monitoring strategies

When students discuss, debate, and give their opinion about a particular topic, they can develop a refined and profound perspective. Collaborative work prevails as a compelling method to establish comprehension and allotment. In the Social Interdependence theory, it is highlighted that the process takes place when people receive feedback from others who share the same objective. (Johnson & Johnson, 2008 as cited in Idrizi, 2022) Wherefore, taking into consideration the practices and norms for doing teamwork can help apprentices to boost and have a broader concept of their own work. Furthermore, working with classmates promotes tolerance for people from other heritage, increases empathy, and helps conflict dispute solutions (Fathman & Kessler, 1993 as cited in Idrizi, 2022). After individuals have consolidated and developed the proper lineaments for teamwork, they can start developing their intercultural communicative competence by starting to appreciate and respect different cultures, and start working on their problem-solving skills.

To provide other classmates with enriched ideas for a discussion is crucial for pupils to first have an appropriate control over their ideas and learning processes. Journaling results in an appraised technique to tackle the registration of one's conceptions about diverse matters, as well as to make connections between prior knowledge and new concepts. Onatra and Palencia (2020) establish that "professors' beliefs and practices on autonomy mold its development in learners" (p.39). On that account, the principal actors in the classroom are the apprentice and the educator, so they must acknowledge their interaction will be crucial to the mutual capacity development. For this, if students grasp the utility of their pedagogues' practices, they can replicate them in their daily basis working not only in their autonomy but also in the reinforcement of new habits. Educators need to concede that the very basis for students' learning is what they already know. Thus, pupils can start developing more interrelations between their prior-knowledge and what they are acquiring by writing a journal (Ozdemir, 2011). By starting to develop a journal, learners can be encouraged to find patterns

in their previous knowledge and start creating connections to what they are learning not only inside the classroom but also outside.

Contemporarily as students are facing changes regarding new technological devices and a considerable amount of stimuli, educators must dominate several options for learners' comprehension assessment. By including innovative evaluative strategies stemming from a vitalized environment, the usage of authentic materials, and distinctive social networks, learners can have a definite practical proposal to employ the developed topics into real circumstances while evaluating the understanding of the educatees. Educators and pupils can acquire an incredible amount of understanding about the real world and how they should address distinct topics by making sure they involve authentic experiences and materials to their learning path. The authenticity of a practice results in the meaning acquired by a specific context that involves coherence, usage, and purpose within experiences that prepare educatees to fathom and know how to act in the real world (Brown et al., 1989; and Perkins 1998 as cited in Ordóñez, 2015).

Promoting innovative evaluative methodologies is pivotal, so students must be the primary actors of their own learning, and teachers can be part of it by playing the role of guides. This not only could help them to have an active role inside the classroom but outside of it since they can complement the new acquired knowledge with their personal experiences. In their study Onatra & Palencia (2021) had findings corroborating the promotion of autonomous capabilities can improve language learning by the usage of the well-known flipped classroom. Students can take advantage of practicing time management, self-regulatory behaviors and the creation of courses of action for enhancing their learning process through setting their own objectives to achieve it.

Effective communication
Considering that the primary objective of acquiring a language is to have the capacity to communicate in the context where that linguistic code is used, it is essential to mention how effective communication can help students and educators to provide their opinion, solve problems and be meta linguistically aware of the function of grammar in actual circumstances.

The serviceability of communication is crucial in virtue of presenting learners with materials that address real-world problems on account that they can learn how to attain logical and critical resolutions for contemporary issues in various contexts and cultures. Wherefore, upgrading effective communication skills has a direct result in problem-solving as students can understand how to formulate messages appropriately for the situation and the audience. By considering communication as the cornerstone of correlations between people, effective communication takes place when the interlocutor receives a message that conveys the same meaning of the original one (Erozkan, 2013). For establishing clear interpersonal problem-solving skills and relationships, it is imperative to identify how to transmit the precise meaning and intention of a genuine message to other people.

In today's fast-paced world every human's perspective is highly valued. Being able to state an opinion properly according to the situation and using the adequate register and tone is essential. Language can be used as an instrument for identification in means of expressing and showing peoples' point of view, personality, comprehension of a topic, levels of schooling and the nature of a specific region (Rabiah, 2018). By knowing how to include the importance of self-expression in language in the educational setting, students and pedagogues can use it for their academic process as they can practice giving their opinion about a matter while acquiring functional abilities for the real world.

Contemplating that language is connected to culture whenever it is used in communication, it represents a principal device for our social network. (Rabiah, 2018) Estimating the significance of establishing prominent features of what communication needs to deliver to the audience, language classes must not only focus on grammar, instead in a real context where authentic communication issues can appear. Language is not only about working on elements such as syntax, semantics, grammar, or semiotics, but how those elements work together to create messages to communicate with other people. Pupils and educators need to practice language considering the main purpose for individuals is being able to share their ideas.

Conclusion

EFL school rooms must supply learners with procedures and applications centered in evolving analytical reasoning, inventiveness, teamwork, literacies, leadership, autonomy,

social abilities, and cultural capabilities as this century expects it (Ananiadou & Claro, 2009 as cited in Fandiño, 2013). Therefore, language learning enhancement can be developed within the current needed skills for the diverse actors involved in the classroom.

This paper was intended to determine how 21st Century ELT abilities enhance both students-teachers language learning process resulting in the characterization of the information literacy, monitoring techniques, and the effectiveness of communication. Discovering these capabilities have not only benefits for the educational setting but also a positive effect on the individual who apply them in this era by helping to promote self-directed learning, critical thinking, data and time management, authentical performance and interpersonal connections.

The nuances of the aforementioned capabilities in learning processes consist of the examination, application and communication of useful information for an individual and a group. Along with this, the gathered feedback from classmates and colleagues supports the formation of problem-solution perspectives within the cooperation and respect for others' origin and opinions. Withal, the introduction of the flipped classroom promotes self–determining faculties and the formulation of pronouncements that articulate self-identification and stimulate decision-making on issues.

The principal outcomes of monitoring techniques, effective communication, and information literacy towards the language learning process revolve around the practical usage of reflecting upon the own prior-knowledge and the interrelation with the newest to compel understanding; ameliorating of other literacies; and understanding the functional background of grammatical elements to structure authentic intentional messages that help solving interpersonal issues in the real world.

The assets of these specific skills regarding their predominance in the language learning process remain in how they are used to teach and learn inside the classroom. For increasing the discernment of the input used, teachers as role models, can inspire their learners by dint of showing autonomy and acknowledging the critical data analysis prominence. Furthermore, by asking educatees to discuss and write journals, educators may boost the connections between pupils' diversified perspectives and prior-knowledge. Thus, working with authentic materials helps locate students in real circumstances that will benefit

the production of utterances useful for expressing their opinion and creating proposals that have a practical impact.

As a final consideration, language learning enhancement by the 21st century capacities research can be amplified by the deeper documental and practical examination in other literacies and more techniques to apply them along the classroom. By investigating teachers' attitudes and disposition towards promoting those abilities in authentic environments, researchers can propose more functional curriculums that may be employed in ELF classrooms. Decisively inclusive education has been recognized as one of the most significant topics lately, so it would be astonishing if research is done to establish a basis for connecting special and inclusive education with these current skills.

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