

21st Century Teachers' Competency Levels in Teaching English Language

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Abstract — The study sought to determine the 21st Century Teachers' Competency Levels in Teaching English Language. The study was undertaken in Laoac District High Schools and its neighboring schools, Cabanbanan National High School, Baguinay National High School, Bugayong Integrated School, Manaoag National High School, and Juan G. Macaraeg National High School. Fifty (50) English teachers were the respondents of this study.

The statement of the problem dealt with (1) identification of profile of the respondents in terms of age, highest educational attainment, teaching position and number of years in teaching English, (2) level of competence of the respondents on 21st-century teaching skills along with a. critical thinking, b. problem-solving, c. communication, d. collaboration, and e. creativity and innovation and (3) degree of seriousness of the problems encountered by the respondents in 21st-century teaching skills.

In the study, the researcher used a descriptive-quantitative method of research and with the aid of a survey questionnaire. The statistical treatment of data used to solve the problems was frequency count and percentage, weighted mean, and chi-square. From the analysis and findings of the study, majority of respondents belongs to the age bracket of 21-30 years old and have 5 years and below years of teaching experience. Moreover, respondents are currently taking master's degree. English teachers in terms of critical thinking skills, problem-solving skills, communication skills, collaboration skills, and creativity and innovation skills are very highly competent. The degree of seriousness of problems encountered in the attainment of 21st century teaching skills is perceived as "serious". Furthermore, the researcher suggested policy recommendations to the teachers and school heads of Laoac District Secondary High Schools and its neighboring schools.

Keywords — *critical thinking, problem- solving, communication, collaboration, creativity*

Introduction

The advent of global education put more emphasis on the curriculum process, as well as the content and the teaching approaches and methods. It is an evolved and transformative process that covers positive changes and adjustments for sustainable development in attaining quality, national, and even international standards. Hicks (2018) stated that global education focuses more

on changing self and changing society toward positive development and advancement in all aspects of learning.

One of the components of global education is the flourishing of 21st-century teaching and learning in which general and specific skills and competencies are expected and demanded as outcomes and outputs. Care & Vista is an organization that aims to improve the quality of life for people with learning disabilities. Care & Vista (2017) was established by a group of teachers from across the country. The aim is to provide opportunities for young people to learn 21st-century skills. Since learners enter school to learn values, skills, knowledge, and attitudes, these should be a driving force or a motivation for them to prepare for the many intricacies of employment, business, and communications. However, 21st-century skills and competencies can be acquired by the learners if teachers are competent enough to hone and develop their full potentials.

Rashidah (2017) described a 21st-century teacher to be holistic and well-rounded. Accordingly, a 21st-century teacher should be a master of technology, knows how to collaborate, adaptive, advocate for his profession, and a lifelong learner. To explain these further, a 21st-century teacher should know how to use a computer for interactive teaching and for storing data. Also, a teacher should be willing and active in communicating instructional and administrative needs and should be flexible to changes. Furthermore, he should be a good role model to everyone as he maintains and observes the highest principles of morality.

21st-century learners can truly become well-rounded or holistic if there are 21st century and holistic teachers who understand the framework of 21st-century teaching and learning and able to be equipped, employed, and adapted to the concepts, principles, and practices of 21st-century education. There must be strategies to be used by the teachers that could be considered 21st century. Nishantsinha (2019) stated that 21st teaching strategies lie on how to teach learners of different age groups, how to incorporate technology in studies, how to foster a relationship with the students, how to prepare students for the rapid change of technology and how to teach the ability to embrace change. With this, the 21st-century teacher should employ strategies with high consideration to non-restricted age, gender or distance. It should consider accessible and affordable education where technology should use as a tool and an advantage for acquiring knowledge and skills.

In English class, the scenario is almost the same with the math and science classroom. Sara Davila (2016) described 21st-century skills and the 21st century English language classroom. Accordingly, 21st-century skills such as collaboration, creativity, critical thinking, technology integration, communication, and innovation are still the baseline for teaching. Through language, learners are expected to use words through the four macro-skills- listening, speaking, reading, and writing. In the English language classroom, learners are encouraged to express themselves through the universal language, national language, and mother tongue. However, English should still be reinforced and enhanced and should use as much and constantly as possible.

The study of Tuzlukova et al. implies that 21st-century teaching requires teachers to adapt and possess the skills, critical thinking, and problem-solving. The Shattuck- St. Mary's School (2018) emphasized the importance of critical thinking among teachers. Accordingly, teachers should apply critical thinking in their instruction. Critical thinking requires teachers to move higher from simple learning to higher-order thinking skills. Critical thinking allows teachers to explore the learners' ability to pose and answer questions beyond the lower level of thinking. Moreover, Watanabe (2016) stated that to move away from rote learning, where memorization of concepts is still the trend of teaching, critical thinking should be exercised. Accordingly, 21st-century education should encourage learners to think about their thinking and explore the in-depth and multiple ways of knowledge and wisdom. Also, the idea of inquiry-based and research-based learning is part of critical thinking. Learning the language and culture should not be done in a rote form but its application and context by allowing learners to extend their knowledge and understanding based on their current needs. In connection, critical thinking should be practiced inside the classroom and employed among learners during the learning process.

In the Philippines, 21st-century teaching and learning has become a highlight in the world of academe. Philippine educators created and developed more networks to spread the importance of a changing orientation and style of education and employed several ways to train teachers to cover all the skills expectations. According to Tumapon (2018), 21st-century teaching and learning in the Philippine educational system are seriously taken and considered. Public and private educational institutions each have their approach to using communication networks to adapt and acquire 21st-century teaching and learning skills. The notion highlighted the importance of 21st-century abilities such as creativity, critical thinking, problem-solving, effective communication skills, innovation, and the capacity to use technology in teaching today.

The 21st-century teaching skills of elementary teachers complement the National Competency-Based Teacher Standards (NCBTS), a study has found. The design and orientation of the RPMS tool target the multi-faceted abilities of the twenty-first century, this means that PPST-RPMS is deeply rooted in education.

Language teachers should also be well-equipped with 21st-century teaching skills to grow professionally and develop in their chosen field. Since they are manning and preparing learners for higher communication and network skills and problem-solving and critical skills, they should be aware and use the needed skills guided by 21st-century education. The educational institutions have to offer teachers training to become creative and innovative to pass these qualities to their learners. Therefore, the need to assess and evaluate the language teachers' 21st-century teaching skills matter. Thus, this study seeks to provide a solid assessment of the language teachers to reinforce or enhance their 21st-century teaching skills. The study's ultimate purpose is to empower language teachers with scientifically validated 21st-century teaching techniques as a means of professional and personal growth.

Literature Review

The study is a descriptive-correlational study wherein the profile of the respondents, respondents' 21st-century competency levels, and the problems encountered by the respondents in 21st-century teaching skills were studied. The study assumed that with the advances of technology, teaching and learning approaches change, develop, needing new knowledge and skills of instructional delivery.

Twenty-first-century teaching skills should be defined, described, and elaborated. Knowledge and backgrounds on 21st-century teaching skills should be solid and in-depth to build a framework for employing and using them in teaching practices. The following variables of the study (21st Century Teaching Skills) are defined and discussed below to provide the framework of the study.

Critical Thinking and Problem- Solving Skills- Critical thinking as a 21st-century skill is very significant because it develops higher-order thinking skills among learners. Descartes and Plato proposed that learners are encourage to employ higher analysis of logic and propositions. The Stanford Encyclopedia of Philosophy (2018) defined critical thinking as the ability to think beyond the simple and basic situation toward issues and phenomena. Accordingly, critical thinking means careful thinking toward well-informed and responsible decision-making. Often, a person asking questions and giving responses deals with the why and how of things.

According to Saleh (2018), critical thinking entails encouraging students to engage in active and intelligible discussion of the topic at hand, as well as the ability to raise questions that begin with "why" and "how." It is a way of digging deeper and broader regarding the issue or topic. Moreover, letting learners discuss and explain the occurrence or existence of something encourages them to be critical thinkers. Critical thinking happens when learners are encouraged to think toward the attainment of objectives or learning goals.

On the other hand, Mulder (2018) defined problem-solving as the ability of an individual to provide a practical and feasible solution to a particular problem. George Polya proposed solving mathematical problems through logical and systematic methods. Teachers who develop problem-solving skills among learners matter a lot since these skills will help learners become productive and useful citizens of the nation, training them to help the country or nation solve problems. Similarly, teachers should teach learners to use their cognitive and affective aspects to solve problems.

Communication and Collaboration Skills- Teachers should communicate in a dynamic and adaptable manner. Communication is believed essential in educational institutions; without it, there would never be an institution or organization in the true sense. In addition, according to Pena and Desingano (2017), competent instructors use their tone of voice and body language to communicate their concerns and care. They should be able to express objectives and goals so that the communicator understands. Accordingly, communication skills can deliver messages, in more

technical terms- intentions to others. It includes the ability to communicate with administrators, teachers, and parents about the progress and concerns of learners. In addition, communication skill refers to the teachers to teach clearly, clearly and efficiently. The teacher also can discuss main results and problems regarding students' achievements and progress with concerned individuals. Collaboration, on the contrary, is a 21st-century teaching talent that refers to a teacher's ability to work collaboratively toward a common goal. Vincent (2018) defined collaboration as the ability of the teacher to work with various terms in which he can share his ideas, knowledge, and expertise toward the completion of a task.

Creativity and Innovation- Creativity as a 21st-century teaching skill means producing something new and the ability to create something useful. Tiquia (2018) defined creativity as the ability of the teacher to devise and develop strategies and materials to efficiently and effectively deliver the content and competencies of the curriculum. Being creative entails artistry and a distinct way of dealing with and managing items, responsibilities, and situations. On the technical side, it is an unlike way or manner of teaching but arrives at the same goals and objectives.

Methodology

This study used a quantitative approach in research. Cristobal (2013) said that quantitative research involves numerical values, which subject to data analysis and interpretation. The purpose of these numerical data is for testing hypotheses or assumptions. Since this study utilized a survey questionnaire with a particular scale, it is a quantitative approach. It employs the descriptive-correlational research design in particular. Descriptive research is a study design in which the researcher collects data in a natural context without changing or regulating the situation or respondents. It is correlational since it will seek to determine the relationships or differences of variables with other variables. The function of educators in the teaching profession has been the subject of this new study.

The research designs are the most appropriate approach to be used by the researcher in the study since it involves numerical data as a basis for data analysis, for attaining the objective of the study, for having a solid description of the natural setting, and for determining relationships of the variables.

Results and Discussion

Table 1- Profile of the Respondents

Age- It shows that the highest number of respondents belongs to the age bracket of 26-30 years old, with 17 of them comprising 34% of the total population, followed by the age bracket of 21-25 years old, with 10 of them contain 20% of the total population. On the other hand, the table

shows that the lowest number of respondents belongs to the age bracket of 46-50, with only 3 of them covering 7% of the total population, followed by the age bracket of 31-35, with 5 of them comprising 10% of the total population. The majority of the respondents are within the age range of 21-30, with 27 of them, includes 54% of the total population. The average age of the respondents based on the computed measure of central tendency, specifically through the mean or average, is 32.4.

Highest Educational Attainment- Majority of the respondents are currently enrolled in their master's degree and have obtained units, with 27 of them comprising 54% of the total population. Ten of them are master's degree graduates, and still, the other nine have not enrolled yet in their master's degree. There are only 4 of the respondents who have units in a doctorate degree. There is no graduate or doctorate yet among the respondents.

Teaching Position- Most of the respondents belong to T1-TIII designations, with 47 of them comprising 94% of the total population.

Years in the Teaching Service- In terms of years in the teaching service, most respondents garnered five years and below experience, with 30 of them comprising 60% of the total population, followed by 6-10 years, with 13 of them including 26%. On the other hand, only 10% of the total population has garnered 16 and above years of teaching service.

AGE	FREQUENCY	PERCENTAGE
21-25	10	20
26-30	17	34
31-35	5	10
36-40	8	16
41-45	7	14
46-50	3	7
TOTAL	50	100
HIGHEST EDUCATIONAL ATTAINMENT	FREQUENCY	PERCENTAGE
Bachelor's Degree	9	18
Master's Degree (with units)	27	54
Master's Degree Graduate	10	20
Doctorate Degree (with units)	4	8
TOTAL	50	100
TEACHING POSITION	FREQUENCY	PERCENTAGE
T1-III	47	94
MT1-MT2	3	6
TOTAL	50	100
YEARS IN THE TEACHING SERVICE	FREQUENCY	PERCENTAGE
5 and below	30	60
6-10	13	26
11-15	2	4

16-20	1	2
21-25	1	2
26-30	1	2
31-35	1	2
36 and above	1	2
TOTAL	50	100

Table 2- 21st- Century Teachers' Competency Level in terms of Critical Thinking Skills

Table 2 shows that the overall competence of the respondents in terms of critical thinking skills is “*with very high competence,*” as indicated by the weighted mean of 4.33. However, it is noted that indicators 7, 8, and 11 garnered the lowest means among the indicators with both 4.13 and 4.16, respectively. Presenting content and posing open-ended questions, allowing learners to describe their thoughts clearly and vividly, and challenging their assumptions were the three least leveled competencies among the respondents. On the other hand, indicator number 3 garnered the highest mean of 4.68, stating that students are encouraged or allowed to analyze and evaluate information or data carefully based on the context of use. This result is followed by indicator number 5, with a mean of 4.56, stating that teachers encouraged students to present their interpretations and perspectives with proof and evidence.

This result can be related to the statement of Saleh (2018), stating that critical thinking means encouraging learners to participate actively and intelligibly on the topic at hand and ask questions starting with why and how. It is a way of digging deeper and broader regarding the issue or topic discussed. Moreover, letting learners discuss and explain the occurrence or existence of something encourages them to be critical thinkers. Critical thinking happens when learners are encouraged to think toward the attainment of objectives or learning goals.

21st Century Teachers' Competency Level in Teaching English Language in Terms of Critical Thinking Skills

Skill Indicators	Mean	DE
<i>The 21st century English teacher...</i>		
1. asks students about the “whys” and “how’s” of a subject matter not only the “what’s” and “who’s” of it.	4.40	VHC
2. teaches students ways and strategies to sort, compare, contrast and highlight significant information or data from any text being studied.	4.19	HC
3. allow students analyze data or information deeply and carefully based from the context of use.	4.68	VHC
4. challenges students on their answers by asking them higher level of critical questions and by employing Socratic questioning.	4.49	VHC
5. encourages students to present their personal interpretations and perspectives with proofs or evidence.	4.56	VHC
6. guides and directs students to an explanation that is logical, clear and comprehensive.	4.23	VHC
7. presents content and posing open-ended questions to bring out students’ inferential and reasoning skills.	4.13	HC
8. allows students to describe their thoughts vividly, clearly and logically.	4.13	HC
9. teaches students ways or strategies to scrutinize and evaluate information by consulting other references or sources.	4.28	VHC
10. encourages students to monitor and assess their competencies on particular aspects of communication and language skill and learning.	4.35	VHC
11. allows and encourages students to challenge the assumptions and claims of their classmates to develop reasonable and evidence-based propositions and practices.	4.16	HC
12. let students design or create solutions to specific problem and discuss and defend them.	4.25	VHC
Weighted Mean	4.33	VHC

Legend: *DE* Descriptive Equivalent; **Very High Competence (VHC)** 4.20-5.00; **Highly Competence (HC)** 3.40-4.19; **Average Competence (AC)** 2.60-3.39; **Poor Competence (PC)** 1.80-2.59; **Very Poor Competence (VPC)** 1.00-1.79

Table 3- 21st- Century Teachers' Competency Level in terms of Problem- Solving

Table 3 presents the 21st-century competencies of English teachers in terms of problem-solving skills. It shows that the competence of the teachers in terms of problem-solving skills is “with very high competence,” as indicated by the weighted mean of 4.39. It is noted that indicators number 2, 4, and 9 garnered the lowest level of competence as indicated by 4.12 and 4.16, respectively. These indicators include providing students pattern to solve problems through the methods scientifically, showing learners the “what’s” and “why’s” to know the “how’s,” and allowing learners to solve problems on their approaches, whether deductive or inductive. On the other hand, indicators 10, 3, and 1 are among the highest garnered means among the skills with

4.90, 4.60, and 4.58 respectively. The indicators include advising students to benchmark methods, and approaches toward the effectiveness of solutions recommended or suggested, using real-life or authentic situations to explain, exemplify and test students' competencies to provide solutions and teaching students the value of patience and perseverance in formulating solutions.

As a result, it is necessary to empower teachers to the extent that learners with the fundamentals before asking them to explain reasons and processes. Similarly, it implies that teachers take into account learners' strategies or approaches to problem-solving as long as they arrive at the same answer or solutions. Furthermore, teachers highly recognized benchmarking strategies for pattern purposes and already mastered authentic and relevant situations in solving a problem. Lastly, the teachers also educate the psycho-moral aspects of learners by teaching them to be patient and persistent.

21st Century Teachers' Competency Level in Teaching English Language in Terms of Problem- Solving Skills

Skill Indicators	Mean	DE
<i>The 21st century English teacher...</i>		
1. teaches students the value of perseverance, persistence and patience toward formulating a particular solution.	4.58	VHC
2. shows students models or pattern to solve particular problems where methods and approaches are scientifically followed.	4.12	HC
3. uses real-life problems in explaining, exemplifying and testing students' competencies to formulate or provide solutions.	4.60	VHC
4. helps students to answer or identify the "what's" and "whys" so they could successfully understand the "how's".	4.12	HC
5. guides students in understanding a problem, its nature and its causes.	4.36	VHC
6. encourages students to set objectives or goals to target, and motivate them to achieve this in the end.	4.17	HC
7. asks students' knowledge, ideas and inferences through statements such as "What would happen if..." and "Why do you think this solution is..."	4.32	VHC
8. challenges students to recognize truth from misconceptions by letting them provide evidences or proofs for a particular solution suggested.	4.38	VHC
9. allows students to use their own approaches in solving problems for flexibility, whether deductive, inductive or both.	4.16	HC
10. advises students to benchmark methods and approaches toward the effectiveness of the solution recommended or suggested.	4.90	VHC
11. trains students to listen actively, communicate clearly, follow rules and guidelines and do research to solve problems.	4.56	VHC
12. encourages students to frame or draw solid decisions based from scientific analysis and evaluation, and consult them to peers or experts.	4.38	VHC
Weighted Mean	4.39	VHC

Legend: *DE* Descriptive Equivalent; **Very High Competence (VHC)** 4.20-5.00; **Highly Competence (HC)** 3.40-4.19; **Average Competence (AC)** 2.60-3.39; **Poor Competence (PC)** 1.80-2.59; **Very Poor Competence (VPC)** 1.00-1.79

Table 4- 21st- Century Teachers' Competency Level in terms of Communications Skills

Table 4 shows that the communication skill of the teacher is “with very highly competence”. However, indicator number 5 garnered the lowest mean of 4.16, which can be interpreted as “with highly competence” only. Indicators 12, 8, and 2 are among the three highest competencies.

The study entails that more opportunities for the students to be exposed to public speaking activities should be given to them to target their highest prowess or enhance their communication skills. Thus, the role of the teacher is significant in this aspect. Moreover, the result also implies that teachers highly consider the ideas, thoughts, and suggestions of the stakeholders as these are deemed essential in building the process of the school system. Likewise, the teachers highly recognized the practice of providing learners project-based activities to develop the social skills of the learners and to foster understanding and respect among peers.

21st Century Teachers' Competency Level in Teaching English Language in Terms of Communication Skills

Skill Indicators	Mean	DE
<i>The 21st century English teacher...</i>		
1. articulates thoughts effectively to learners and teachers using all forms of communication in a variety of contexts.	4.40	VHC
2. listens to learners, teachers and other school stakeholders to understand meaning, attitude and intention.	4.58	VHC
3. communicates for a variety of purposes and audiences without prejudice or discrimination.	4.45	VHC
4. uses technology to communicate with impact among stakeholders, especially to learners.	4.32	VHC
5. creates opportunities for students to present in public format were audience are not only their peers but larger audience.	4.16	HC
6. encourages students to utilize technology and media as tool to enhance their presentation rather than a tool to read from.	4.34	VHC
7. teaches students to be fluent and accurate in their speech or talks accompanied by a consistent non-verbal expression.	4.52	VHC
8. holds different speaking activities such as role play, declamation, debate and individual speeches to improve learners' speaking prowess.	4.68	VHC
9. teaches students to listen, speak and understand utterances of other people with different socio-cultural backgrounds.	4.40	VHC
10. teaches students to observe socio-cultural aspects of communication such as observing proper decorum and considering social practices and traditions of others.	4.24	VHC
11. creates diverse groups during classroom activities which encourage students share different perspectives and develop listening skills.	4.29	VHC
12. provides learners project-based learning activities to foster the development of team building.	4.78	VHC
Weighted Mean	4.43	VHC

Legend: DE Descriptive Equivalent; **Very High Competence (VHC)** 4.20-5.00; **Highly Competence (HC)** 3.40-4.19; **Average Competence (AC)** 2.60-3.39; **Poor Competence (PC)** 1.80-2.59; **Very Poor Competence (VPC)** 1.00-1.79

Table 5- 21st- Century Teachers' Competency Level in terms of Collaboration Skills

Table 5 shows that the competence of the teacher-respondents is “with very highly competence”, as indicated by the weighted mean of 4.39. However, indicators number 11, 3, and 8 garnered only a “with highly competence” descriptive equivalent as indicated by the weighted mean of 4.10, 4.12, and 4.14. The indicators include encouraging colleagues to work together on matters concerning work or task, helping resolve conflicts among stakeholders and see it as an opportunity to learn new things, and sharing ideas and knowledge on a specific area of learning. On the other hand, indicators 5 and 9 garnered the highest means of 4.72 and 4.70, respectively. The indicators include conferring with colleagues on things they need to work on to save time and frustration and seeks colleagues' opinions in dealing with problems at work.

This result implies that the teacher-respondents are excellent on their collaboration skills. However, there is a need to reach the highest level of working out with colleagues regarding the accomplishments of tasks and toward the learners, and that an open mind matters when conflict occurs. Conflict must be considered as an opportunity to grow from the field of work and be treated as normal and unavoidable. It also entails that the respondents respect the ideas and opinions of their colleagues when solving problems. Thus, it can be said that the teachers ask the assistance of their colleagues when they encounter problems. Likewise, it is also an excellent indication that teacher-respondents' consistency and time management is exemplified. Thus, there is high manifestation of collaboration.

21st Century Teachers' Competency Level in Teaching English Language in Terms of Collaboration Skills

Skill Indicators	Mean	DE
<i>The 21st century English teacher...</i>		
1. consults school heads, co-teachers or parents regarding learners' status or progress.	4.60	VHC
2. works with co-teachers in planning lessons for learners.	4.40	VHC
3. helps resolve conflicts among stakeholders and see it as opportunity to learn new things.	4.12	HC
4. contributes knowledge and expertise in designing instructional materials.	4.45	VHC
5. confers with colleagues regularly on things need to work on to save time and frustration.	4.72	VHC
6. confronts colleagues or group with problems as they arise in order to settle or provide solution.	4.60	VHC
7. facilitates inputs of colleagues in developing strategic learning plans.	4.22	VHC
8. shares ideas, knowledge and expertise on specific area of learning.	4.14	HC
9. seeks opinions of colleagues in dealing problems at work.	4.70	VHC
10. demonstrates to learners and colleagues the value of “walk the talk”.	4.25	VHC
11. encourages colleagues to work together on the matters concerning work or task.	4.10	HC
12. communicates with outside stakeholders about the different activities in specific learning area.	4.39	VHC
Weighted Mean	4.39	VHC

Legend: DE Descriptive Equivalent; **Very High Competence (VHC)** 4.20-5.00; **Highly Competence (HC)** 3.40-4.19; **Average Competence (AC)** 2.60-3.39; **Poor Competence (PC)** 1.80-2.59; **Very Poor Competence (VPC)** 1.00-1.79

Table 6- 21st- Century Teachers' Competency Levels in terms of Problem- Solving Skill

Table 6 reveals that the creativity and innovation skills of the teacher-respondents are “with very high competence”, as indicated by the weighted mean of 4.29. However, indicator number 12 states that involving or engaging students in authentic experiences to learn better or see the significance of the English language garnered a mean of 3.14, which can be interpreted as “with highly competence” only. On the other hand, indicators number 8, 11, and 5 garnered the highest means of 4.78, 4.75, and 4.58. The top 3 highest indicators include seeking and researching education trends and effective teaching strategies for specific lessons, teaching students the reverse manner when the normal or long-practiced do not work, and try new ideas and concepts in teaching English lessons.

The result implies a need to empower the skills of the teachers to engage students for authentic experiences related to the learning of the English language to the greatest extent. Teachers need to recount the relevance of teaching and learning the English language in their daily lives by providing them authentic activities. The result also entails that the teacher-respondents update their contents and pedagogy in teaching a specific lesson and are innovative enough to try out new ways or manners when things do not work out. Teachers also discover strategies that will best work for their classes. Theories and approaches of teaching are religiously followed but going the reverse way is employed by the teachers.

21st Century Teachers' Competency Level in Teaching English Language in Terms of Creativity and Innovation Skills

Skill Indicators	Mean	DE
<i>The 21st century English teacher...</i>		
1. sees both sides or multiple sides of an argument or opinion and consider them in decision-making.	4.46	VHC
2. works effectively and efficiently on one thing at a time and considering the time spent on working out things.	4.24	VHC
3. focuses to things or works to make it well done by applying or utilizing technology and multimedia applications.	4.44	VHC
4. finds easier and more convenient ways to finish works or tasks.	4.39	VHC
5. tries out new ideas and concepts in teaching English lessons.	4.58	VHC
6. employs technology in the classroom to promote collaboration among learners.	4.21	VHC
7. utilizes computer-based technologies to design or create lessons in a creative and interesting presentation.	3.40	VHC
8. seeks and researching education trends and effective teaching strategies for specific lessons.	4.78	VHC
9. uses different teaching strategies to accommodate different learning styles.	4.42	VHC
10. modifies teaching strategies not suitable in class or for specific group of learners for better learning.	4.45	VHC
11. teaches students the reverse manner when normal or long-practiced strategies do not work at all.	4.75	VHC
12. involves or engages students in authentic or real experiences to better learn or see the significance of English language.	3.41	HC
Weighted Mean	4.29	VHC

Legend: DE Descriptive Equivalent; **Very High Competence (VHC)** 4.20-5.00; **Highly Competence (HC)** 3.40-4.19; **Average Competence (AC)** 2.60-3.39; **Poor Competence (PC)** 1.80-2.59; **Very Poor Competence (VPC)** 1.00-1.79

Table 7- Problems Encountered by the Respondents in 21st- Century Teaching Skills

Table 7 presents the perceptions on the degree of seriousness of difficulties experienced by the English teachers in attaining 21st-century teaching skills. The table shows that the problems encountered by the teacher respondents are “neutral,” as indicated by the weighted mean of 3.18. It could be gleaned from the table that the top 3 highest degrees of problems garnered are indicators number 5, 7, and 12, respectively.

The result implies that teachers want and aim to grow professionally, and it is not true that they stick to the traditional way or manner of teaching. In addition, the result also entails that administrators’ competence, funds, and equipment are the main problems concerning the attainment of 21st-century education of the English language. Moreover, it also shows that the respondents perceived that the administrators, such as the supervisors and the school heads, need to master 21st-century teaching skills in teaching the English language. It also connotes that the need to provide teachers opportunities to grow professionally in the field, including sufficient equipment and materials for teaching, is imperative. Overall, the teachers perceived the degree of problems encountered as “serious.”

Degree of Seriousness on the Problems Encountered by the English Teachers 21st Century Teaching

Skill Indicators	Mean	DE
1. 21 st century teaching program components are not well-planned, weak and poor.	2.98	S
2. There is no strong indication of the country’s plan to operationalize and promote 21 st century teaching skill.	2.98	S
3. There is a limited number of researches that could be used as springboard to target needs of the teacher.	3.24	S
4. Assessment needs of teachers are not figured out and not communicated as well.	3.24	S
5. There is a need to train administrators about 21 st - century teaching skills program and its implementation.	3.90	HS
6. Training programs provided by administrators is just a seminar-discussion and not a total training.	3.42	HS
7. There is no enough materials and equipment provided to perform 21 st - century teaching skills inside and outside the classroom.	3.88	HS
8. Teachers are resistant in the implementation of 21 st century teaching skills especially on high technology-based skills.	3.34	S
9. There is no pre-planned and consistent programs for the implementation of 21 st - century teaching skills.	3.08	S
10. Passive and non-collaborative efforts of teachers to improve themselves are evident.	3.24	HS
11. There is no constant support for teachers toward professional development such as seminar-trainings and professional feedbacks.	2.98	S
12. There is no sufficient funds for schools to purchase high-tech materials and equipment for teaching.	3.64	HS
13. Teachers do not want to grow professionally and stick with the traditional teaching practices.	2.44	SS
14. There is no seminar or trainings that would boost or encourage the intellectual and moral stamina of teachers toward the attainment of 21 st - century teaching skills.	2.86	S
15. Teachers are less motivated and not interested to innovate changes in teaching.	2.70	S
16. There is no constant assessment and monitoring programs employed by the school administrators to evaluate teachers’ performance.	2.82	S

17. Students are non-participative whenever 21 st century teaching strategies are employed inside the classroom.	3	S
18. Students are lacking of skills in using computer-based technologies inside or outside the classroom.	3.08	S
19. Students are lacking of understanding and comprehension in the English language and these affect the employment of 21 st century teaching skills.	3.50	HS
20. There is no orientation or seminars to boost the morale of students for a disciplined, responsible and competitive education so that teachers can facilitate 21 st century teaching skills.	3.26	S
Weighted Mean	3.18	N

Legend: *DE Descriptive Equivalent*; *Very Highly Serious (VHS) 4.20-5.00*; *Highly Serious (HS) 3.40-4.19*; *Serious (S) 2.60-3.39*; *Slightly Serious (SS) 1.80-2.59*; *Not Serious (NS) 1.00-1.79*

Conclusion

Based on the salient findings on the profile of the respondents, which include age, teaching position, highest educational attainment, and relevant years, the respondents are young and are anticipated to be eager and be motivated to teach. They are expected to perform at their best because of their love for work, motivation, passion, and dedication by their newness in the field and their adventurous character. Also, there are limited open positions or items in the Division of Pangasinan II, and teachers need to equip themselves with qualifications for promotion. The respondents pursue their graduate studies for a higher level of professional development that could be useful in teaching and fulfilling their duties and responsibilities. The respondents are new in the teaching service, and they need more training, guidance, motivation, and encouragement.

Moreover, respondents have a very satisfactory performance in 21st-century skills in terms of teaching the English language. They are motivated and interested in their 21st-century competencies in English language teaching. English teachers continuously maintain their 21st-century competencies in English language teaching. Furthermore, there is a serious to highly serious level of problems encountered by the respondents in acquiring 21st-century teaching skills. These problems need to be addressed.

Furthermore, implementation of policies on the continuous training of the teachers through LAC and INSET sessions are highly recommended.

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