
| RESEARCH ARTICLE

To What Extent Does the Developed Curriculum (Jordan High Note) for the Eleventh Academic Grade Take into Account 21st Century Skills

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| ABSTRACT

Curriculum plays a vital role in the learning teaching process. It is an effective tool for promoting 21st century skills among the students by equipping them with these skills which enable them to perform effectively and appropriately within a global committee of English speakers. This study aims to provide an in- depth description of the inclusion of 21st century skills in the English developed curriculum "Jordan High Note" in its trial version for the first semester in Jordan for the Eleventh Academic grade, which consists of five units. The qualitative descriptive analytical approach was adapted, and a content analysis tool has been designed. It consisted of (46) items that symbolized the 21st century skills and represented the main domains: Learning & Innovation skills, Information, Media and Technology skills, and Life & career skills. The finding showed that the exercises which presented 21st century skills were to a great extent to Learning & Innovation skills (the 5Cs) then moderate to Life & Career and the least to Information, Media & Technology skills via English skills. It is suggested that future revisions should encourage students to use ICT effectively inside & outside the school by including more exercises related to these skills. Moreover, including more technology-based activities by including exercises guiding students towards filming, designing PowerPoint presentations and integrating Artificial Intelligence tools such as Canva, NotebookLM,...etc. in order to align with the 21st century skills.

| KEYWORDS

21st century skills, developed curriculum, English Language, eleventh academic grade

| ARTICLE INFORMATION

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1. Introduction

Various terms and concepts are used to describe the 21st century as the new technological era, including globalization, the information technology century and so on. With no doubt rapid and sequential changes transform lifestyles, education, technology, and other aspects unpredictably.

From this point, the educational system will be more successful if it prepares the generation for the 21st century by leading them to acquire the demanded soft skills in many and different ways. This is what Erdogan shed lights on (2019) by mentioning that the demand of meeting these changes is being placed by teachers and instructors to figure out ways and methods to incorporate the 21st century skills of this generation in their teaching learning process, so our students have plenty of time to master these skills in their routine. English as a language and a subject serve as a distinguished and unique channel for

cultivating and promoting essential 21st century skills. Furthermore, English lessons learn about language components, rules, the use of the language and the management systems in the teaching - learning process. (Busiyanto et al., 2024).

Thus, English lessons focus on building direct and effective communication between teachers and students and fostering serious responsibility among foreign language learners to study the language practically. So, in Jordan, the Framework for English Language standards and performance indicators for K-12 has been designed to enable the curriculum to respond sufficiently and effectively to how the language practices are changing conceptually and practically. (National Centre for Curriculum Development [NCCD], 2024). Thus, this study aims to provide an in-depth description of the inclusion of 21st century skills in the developed curriculum Jordan High Note that may guide teachers to adopt modern ways and methods to enhance their implementation of these skills in the teaching process and procedures at a time.

1.2 Statement of the Problem

The ability to acquire English skills is one of the most important issues for everybody's daily basis as 21st century education is the language in this changing world. As Bekteshi (2017) stated that English is the most important communicative-social tool in the 21st century which is definitely the language that requires concentration to maintain and spread the effectiveness and efficacy of the teaching learning process in this century. As Murtadho (2024) stated that the focus of English language education has shifted beyond just language mastery, towards the progression of broader 21st century skills.

The researcher casts the light that it's important for the educational systems to briskly follow the global educational requirements, thus, the development of curriculum represents a key part in the evolution of the educational system in Jordan. The Ministry of education in Jordan decided to develop the educational system to enhance the quality of the outputs and educational practices in order to prepare the learners for the future and its demands (NCCD, 2024). One of the steps of adapting this change in Jordan is the process of developing the curriculum framework. The National Center for Curriculum Development and Evaluation has been working with various parties such as Person to prepare an English curriculum that aligns with 21st century education. Jordan High Note, the developed English curriculum for the eleventh academic grade level, is one of the outputs of the development process in the Jordanian educational system. The researcher believes that the English developed curriculum (Jordan High Note) has a vital role in helping students to acquire good skills and effective competencies to be able to compete effectively and appropriately within a global community of English language speakers in the 21st century era. Thus, as the researcher agrees that this has started from the curricula themselves as the core stone of educational improvement. But the researcher noted a lack of resources and research about the English developed curriculum (Jordan High Note) for the Eleventh academic grade, because the curriculum is a trial edition which was published in 2023-2024. So, this curriculum is relatively new to use, there has been no research that raises the suitability of the content of the curriculum, especially in integrating 21st century skills. So, this research is among the pioneering studies in the field, addressing the English developed curriculum ((Jordan High Note) in Jordan.

1.3 The Question of the Study

This research will answer the following question: **To what extent does the developed curriculum (Jordan High Note) for the Eleventh Academic Grade take into account 21st century skills?**

1.4 Study Objective

This study aims to provide an in-depth description of the inclusion of 21st century skills in the developed curriculum (Jordan High Note) of the eleventh academic grade and to identify the best ways to facilitate its implementation.

1.5 Significance of the Study

The presented study has the following significance:

Firstly: Theoretical Importance:

The significance of the current study stems from its modernity of the topic which is the developed curriculum (Jordan High Note) which is a trial edition 2024-2025 and 21st century skills. This study may contribute to enhancing the literature review with new knowledge about the new developed curriculum. Moreover, it assists curriculum developers and creators in improving English language curricula by guiding them to focus on 21st-century skills in other grade levels .

Secondly: Practical Importance:

The practical importance comes to this study by providing decision-makers in educational institutions and the National Centre for Curriculum Development and Evaluation with plans with a comprehensive future vision. Also, it introduces theoretical literature on curricula that incorporate 21st-century skills and explores the nature of contemporary research studies.

1.6 Operational Definition of Terms

The developed curriculum: was known as “A set of processes and procedures that are carried out to introduce innovations to the curricula with the aim of improving and developing the educational process and raising its level so that it keeps pace with the changes occurring in the external environment.” (Wahsha, 2017:263) It can be defined operationally, that it is: “ as the developed curriculum created by the Ministry of Education in coordination with the National Center for Curriculum Development & Evaluation for the English language subject for the eleventh grade level , Jordan High Note, in its first and second semesters, the student's book and the workbook (a trial version in 2024). The National Centre for Curriculum Development & Evaluation (2024:6) clarified that “Jordan High Note provides students not only English Language skills, vocabulary and grammar, but also develops the key skills needed in the global 21st century community”.

The twenty first century skills: are defined as: “The skills, knowledge and expertise students must master to succeed in work and life (Partnership for 21st Century Skills, 2009: 1). These skills are **learning and innovation** is defined as: “the abilities which would enable the individuals to perform better under the difficult and complicated conditions both in their personal or professional life.” (Kapir,2024:15), and can be defined as: “the skills that prepare students for a more complex life and work environment in the twenty-first century” (Stork, 2020, p.44). It can be defined **operationally as:** skills that enable students to solve problems in their daily bases in the real world. **Digital Literacy: is defined as:** “refers to learners’ ability to use appropriate information and communication technology to manage their learning and produce things.” (Deneme,2024:37) It can be defined **operationally as:** the ability to use digital tools to perform and do activities and solve questions which are embedded in the content. **Life and Career skills: are defined as:** “skills that the students need in order to handle the complex environments both in their personal lives and in their workplaces as a basis for improving thinking abilities, subject area knowledge, and abilities in social and emotional areas.” (Kapkir,2024:12) It can be defined **operationally as:** skills which students need to solve and deal with daily bases and work life.

The eleventh academic grade: Operational definition: is defined as “One of the secondary stages of education in Jordan, the learners who are aged 16 join schools and study many subjects related to the academic field.”

1.7 Limitations of the Study

The study is restricted to:

-Subjective limitation: To what extent does the developed curriculum (Jordan High Note) for the Eleventh academic grade take into account 21st century skills.

-Place limitation: The study will be conducted in The Hashemite Kingdom of Jordan .

-Time limitation: The duration of this study in the academic year 2025/2026

2. Theoretical Framework and related Literature

This section of the study will address two main areas. The first is the educational literature related to 21st-century skills, while the second will present a collection of previous studies that have addressed the topic from several angles, as follows:

2.1 Twenty First Century Skills

There are various parties who identify 21st century skills. Redmond (2016) has defined 21st century skills as the knowledge, skills, and expertise necessary for individuals to fully participate in this modern digital world and global community of the 21st century. From another perspective, Rich (2010, as cited in education week) defines 21st century skills as certain core competencies, such as communication, collaboration, digital literacy, critical thinking, and problem-solving that advocates believe schools need to teach to help students succeed effectively in today's rapid world. While Ledward and Hirata (2011),

define the 21st century skills as a blend of content knowledge and information, specific skills, expertise, and literacies necessary to succeed in work and life in the 21st era.

2.1.1 The Twenty First Century Skills Classification

There are diversified classifications for the 21st century skills from different perspectives, though the latest and the most accurate classification of the 21st century skills is presented by The Partnership for the 21st Century Skills Framework (P21) which confronts three main categories of the essential life skills of the century with a certain number of sub-categories where different subject areas are allocated into each category. At this point, Partnership for 21st Century Skills (2019) introduces the main categories as "Learning & Innovation Skills", "Information, Media, & Technology Skills" and "Life & Career Skills", (Partnership for 21st Century Skills, 2019).

2.1.1.1 First domain: Learning & Innovation Skills

These skills aim to the abilities which enable the individuals to perform effectively and purposefully under complex and sophisticated circumstances both in their personal or professional practical life. According to Partnership for 21st Century Skills (P21) framework (2019) a set of five main skills, also named as the 5Cs skills:

Communication skills: according to Schleischer (2015) they are the ability to convey new ideas, knowledge, or information, both orally, and in writing. Budiyanto et al. (2024) clarified that effective communication is using oral, non verbal and writing skills to express and state ideas, thoughts in diverse contexts and paths.

Collaboration skills: Erdogan (2019) mentioned that effective collaboration is when participants work and socialise together effectively on one task rather than working on multi-separated tasks of the same assignment. Nahar (2022) these skills utilise each team member's strengths and opinions.

Creativity: Kapoor et al. (2020) defined creativity as the ability to create innovative, new, original things that solve problems in unfamiliar new ways and include coming up with diversified bright ideas. Moreover, Budiyanto (2024) states that it's the ability to convey new ideas, concepts or knowledge both orally or in writing.

Critical thinking: According to Ratnasari (2019), critical thinking abilities are the capacity to carry out a variety of analyses, assessments, evaluations, reconstructions, and decision-making processes that result in logical and reasonable behaviours. Hailikari et al. (2022) added that through analysing, assessing, and the topic, and remodeling are ways to enrich critical thinking.

Cultural Awareness: Dudhad (2021) clarified that cultural awareness focuses on developing cultural competence in dealing with others through recognizing and respecting their cultural differences and from another point working with others who have a wide range of cultural and social backgrounds.

2.1.1.2 Second Domain: Life & Career Skills

Dudhad (2021) stated that life and career skills are cultivating the demanded skills among students by becoming self-reliant, independent, active learners and workers who can adapt to change according to new situations, manage projects and new tasks, be responsible for their own work, lead others smartly and produce good results and outputs. According to Partnership for 21st Century Skills (2019), life and career skills are divided into the following skills to meet the 21st century demands:

- Flexibility and Adaptability that focus on the abilities of adapting to new and unfamiliar changes and being flexible by facing challenging experiences and being able to respond to feedback efficiently, and criticism positively.

- Initiative and Self-Direction, related to Partnership for 21st Century Skills, (2009) these skills are directly related to time management and constructing resilience by creating self-reflection across taking advantage of the past experiences as a basis to reform the future advancement are among the other vital abilities. Also, it focuses on setting short- and long-term goals.

- Social and Cross-Cultural Skills which are strengthened according to Partnership for 21st Century Skills (2019) through collaborative teamwork and managing the background differences in teams. Respecting the various cultural contexts takes this as an advantage to boost creativity and collaboration at a time.

2.1.1.3 Third domain: Digital Literacy - Information Literacy

Partnership for 21st Century Skills (2009) clarified that the key goal of gaining this skill is being able to obtain information quickly and effectively from reliable sources and assess and evaluate data critically and productively. Seemiller & Grace (2016) explained that the student's everyday life situations related to the internet, gamification, social media sites, e-reading resources and trends. The aforementioned examples of the use of technology because students belong to digital native.

2.2 The importance of teaching 21st Century Skills

Simultaneously, adapting to this competitive and sophisticated era, education plays a vital role in enriching students' knowledge, skills and attitudes in order to prompt 21st century skills. (OECD,2018). Fandino (2013) stated that at schools, especially in English classrooms, students should be introduced to activities and procedures that are aimed at helping them learn and promote 21st century skills like creativity, critical thinking, collaboration, self-direction, and cross-cultural awareness. Armstrong and Warlick (2004) illustrated that an increasingly digital and networked world requires students who are able to demonstrate knowledge, apply and process information communication technologies and express their thoughts and ideas compellingly. Students need to be able to apply what they've learnt within their personal information to their environment in order to succeed now and in the future.

Besides, Zivkovic (2016) ensured that teachers are required to use suitable learning strategies and encourage each student to think critically and productively, convey what goes in their minds to their colleagues, be innovative and creative, and exchange ideas and thoughts to solve a problem all this to train the students about actual life. Both Scott (2015) and Wang (2012) emphasized that the role of the teacher has essentially been enhanced in the 21st century. Teachers are now expected to contribute to course content, facilitate learning, promote 21st century skills, and inspire learners to explore diverse applications of their acquired competencies and knowledge. In addition, Pardede (2020) clarified that this shift in teacher's roles is allegedly necessary in English language teaching because English has become widely used in many aspects of life over recent decades, including media, science, ICT, global forum, and entertainment. This means that English is therefore not simply a language used in certain countries such as the UK, but also the language of communication in the global community. Moreover, teachers use the curriculum for helping students to understand the language features, functions and expressions they need in their practices. In short, the curriculum is not only a guide for both students and teachers, but also a tool of making teachers and students well-engaged in the learning teaching activities and tasks. (Rinekso, 2021)

2.3 Literature Review and Related Studies

In this part of the research, some studies related to the research topic will be reviewed.

- The study of **Murtadho (2024)** was aimed to investigate 21st century skills in the English textbook titled "English for Nusantara" for seventh graders in Indonesia. The study used content analysis with a multimodal social semiotic approach. The findings signified that critical thinking and problem-solving abilities were the most dominant skills observed. Though, the study did not find any mention of media literacy, and there were only a few examples of economic literacy and global awareness.
- Karaki (2023) conducted a study aimed to identify the 21st century skills included and those proposed to be included in the English language textbooks for the first three primary grades in Jordan. A content analysis research design was employed, where an analysis tool was designed and employed after verifying the validity and reliability as well. The finding revealed that the most dominant skills presented in the textbooks were the skills were included in the domains of Learning and Innovation and Life Skills, with percentage of 60.6% and 39.4% for the first-grade textbook, while it was of 60.2% and 39.8% for the second grade textbook, and was of 61.7% and 38.3% for the third grade textbook. While, for the domain of Information and Technology skills, none of its skills were included in any of the allocated textbooks.
- The research by **Abdulla (2023)** was aimed to reveal the extent of including 21st century skills in the science textbook for the third grade in Jordan. The study adopted the descriptive analytical method, and a content analysis instrument has been designed. It consisted of (47) items that symbolized 21st century skills and represented learning and innovation skills, career and life skills and IT Literacy skills. The analysis instrument was applied to the first and second parts of the science textbook. The inclusion of 21st century skills was rated as very high with the percentage (91%-100%), high with the percentage (71%-90%), medium with the percentage (51%-70%), low with the percentage (31%-50%), and very low with the percentage (30%-0%). The findings showed that learning and innovation skills were in the first rank, with the highest percentage among 21st

century skills in the science textbook for the third grade, as the percentage was (48.3%) and the level of inclusion was classified as low. Instead, career and life skills were in the second rank, and their percentage was (14.5%), with a very low inclusion level, while IT and media literacy skills had the lowest percentage (1.9%), and the level of inclusion was very low.

- **AlZubaidi (2023)** conducted a study that sought to identify the degree of including 21st century skills in life skills and family education courses for the secondary stage. The study adopted the descriptive research approach represented by content analysis approach, to measure the learning objectives, course activities, and assessment questions. To achieve the study's purpose a content analysis card was developed including the main three domains of 21st century skills as stated by the Partnership for 21st Century Learning (P21). The finding showed that the mean percentage of the inclusion of the 21st century skills in the life skills and family education skills was 33.33%, which is a low degree. While, the degree of the inclusion of the 21st century skills in the course learning objectives was 13.08%, which is a very low degree, the degree of the inclusion of the 21st century skills in course activities was 48.31%, which is a moderate degree, and the degree of the inclusion of the 21st century skills in the course assessment questions was 37.82%, which is a low degree.
- The study of **Al-Obaidani (2022)** aimed to identify the extent to which 21st century skills are included in social studies books in the eleventh grade of post-basic education in the Sultanate of Oman. The study followed the analytical descriptive approach by following the content analysis approach, and its sample consisted of social studies textbooks listed for the eleventh grade in the post-basic education stage for the academic year 2021/2022. A content analysis card is conducted and used, and it was judged using the "Delphi" method in three consecutive rounds. The findings showed that there is a variance in the distribution of 21st century skills in the target books. Also, the focus is on learning skills and creativity, while frequencies decreased in the second and third domains.
- The study of **Alsayel (2021)** aimed to analyse the content in the two 5th primary grade English textbooks of Jordan and Finland in light of life skills and compare their results. To achieve the study objective, a list of life skills was conducted which has to be included in the 5th primary grade. The content analysis card was conducted depending on the list, and the psychometric properties have been verified. The study used descriptive and content analysis methods. The sample of the study was the whole 5th primary grade English textbooks of Jordan and Finland. The findings revealed that there were statistically significant differences in the degree of inclusion of overall life skills in the 5th primary grade English textbook between Jordan and Finland in favour of the Finnish book, and the finding also showed that there were statistically significant differences in the degree of inclusion of the main parts of life skills in the 5th primary grade English textbook between Jordan and Finland; where the Jordanian English textbook excelled the Finnish English textbook in both mental and manual skills. Though, the Finnish English textbook excelled the Jordanian English textbook in social skills.
- The study of **Bouzid (2016)** aimed to examine the extension to which three Moroccan ELT textbooks for the second year Baccalaureate students in public high school boost 21st skills. The study investigated the types of activities that are used to promote the included skills and ultimately suggests some ways in which these skills could be promoted purposefully and positively in future textbooks. The study adopts a concurrent triangulation design and uses content analysis as a mixed method that combines quantitative and qualitative techniques. Quantitative results show that textbooks tend to provide very little activities and tasks that enable students to enhance their ICT skills. Also, they do not encourage learners to think creatively and promote career and life-skills. Qualitative results indicate that textbooks tend to present the skills in a traditional way that does not provide the 21st century context.

2.4 Commentary on Previous Studies:

After reviewing the studies related to the topic of the study, it is noted that they indicated some positive results regarding curriculum development, especially in the English language. Previous studies adopted a content analysis approach. The researcher will rely on a content analysis approach in the current study, which is similar to other studies on the same topic.

The researcher benefited from the results and recommendations of previous studies, the suitability of the content analysis approach for the current study, and the review and familiarization of numerous important studies and references. From the review of previous studies, it is noted, to the best of the researcher's knowledge, that studies conducted on the modernized English language curriculum are rare. What distinguishes this study from others is the selection of the content of the developed curriculum (Jordan High Note) by the Ministry of Education, which is the developed English curriculum for the eleventh grade, to verify the extension of twenty-first century skills and to benefit from the results of this study for the purposes of modification and development of this curriculum in its current experimental version since the skills of the twenty-first century are so important for students of the secondary stage based on its relevance for them in their future professions and life skills.

3. Study Methodology

In answering the question of the study, the researcher used the qualitative descriptive analytical approach that suits the nature of the study whose aim is to provide an in-depth description of the inclusion of 21st century skills in the developed curriculum (Jordan High Note) of the eleventh academic grade.

3.1 Study population and sample

The study population consisted of the Eleventh academic grade (Jordan High Note)- Semester (1) which is the trial edition for the English curriculum (student’s book, workbook, the teacher’s book), prescribed for this grade according to Jordanian Education Council Resolution No. (54/2024) for the 2023-2024 academic year, specifically the latest edition. The sample comprised the entire population for the first semester.

3.2 Study tool

The most propitious tool to achieve the objective of the study is the content analysis checklist (card). It was designed after reviewing relevant literatures, scientific research. It was formed in its final form (after validity and reliability procedures) from (46) items that reflect learning and innovation skills, information, media and technical literacy skills, and life & career skills, which must be available in these books. It is as a source of information to be provided in this study following certain standards to check if they contain 21st century skills or not.

3.3 Validity of the study tool

The tool was presented to (15) specialized and experienced judges for their opinion regarding clarity and comprehensibility. Some items were reworded and modified to comply with the judges’ recommendation, therefore, some were deleted and others modified to achieve virtual validity.

3.4 Tool Reliability

The researcher used cross-reference reliability to ensure the tool’s reliability. Cross-reference reliability is the percentage of agreement between an analysis performed by one researcher and an analysis performed by another expert. The second analysis was performed by a teacher specializing in teaching English for eleventh- academic grade , after she had been trained in the analysis process using the tool. Table (1) illustrates the cross-reference reliability of the items.

Table (1) Reliability coefficients between one researcher's analysis and the second analyst's analysis

The skill	Area	Analyst 1	Analyst 2	Points of Agreement	Points of Disagreement	Concordance Coefficient
Learning & Innovation	Critical thinking	6	6	6	0	100%
	creativity	5	4	4	1	80%
	communication	5	5	5	0	100%
	collaboration	4	3	3	1	75%
	culture awareness	4	4	4	0	100%

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Information, Media & Technology Skills	Information Literacy	3	3	3	0	100%
	Media Literacy	3	3	3	0	100%
	ICT Literacy	3	2	2	1	67%
Life & Career Skills	Flexibility & Adaptability	2	2	2	0	100%
	Initiative & Self-Direction	3	3	3	0	100%
	Social & Cross-Cultural Skills	3	3	3	0	100%
	Productivity & Accountability	3	3	3	0	100%
	Leadership and Responsibility	2	2	2	0	100%
21st Century skills		46	43	43	3	93.4%

Table (2) shows that the compatibility coefficients for the English curriculum analysis using the analysis tool ranged between 0.67 and 100. The combined score for 21st-century skills was 93%.

3.5 Study Procedures

To achieve the objective of the study, the researcher specified the aim of the study which is to provide an in-depth description of the inclusion of 21st century skills in the developed curriculum (Jordan High Note) of the Eleventh Academic grade. Then, she reviewed the theoretical literature and previous studies related to 21st century skills. Moreover, the study was conducted in light of the established criteria list, and its validity was verified. The tool was then constructed according to the scientific procedures followed in tool construction and calibration. Furthermore, the researcher stated the actual analysis of the English curriculum (Jordan High Note) for Eleventh Academic grade. The researcher got the approval of using the tool (analytical checklist) in its final version by the advisor in order to start the analysing process. Then the researcher got a copy of Jordan High Note resources (Student's book, workbook, and the teacher's book -2025/2026) in order to analyse the inclusion of 21st century skills in these resources according to the approved analytical checklist (card). Then the researcher furnished plenty of examples of the 21st century skills (the 3 domains: Learning & Innovation, Information & media Literacy, and Career & Life Skills) in all the resources. The researcher shared the analysis with another expert to be checked. Then the researcher shared them with the advisor in order to be guided and got approval to sort out the results. Next, the data analysis and interpretation have been shown. Finally, the researcher develops appropriate recommendations based on the study findings.

4. Results and Discussion

The researcher adopted the qualitative analytical approach of the developed English Curriculum "Jordan High Note" by analysing the English skills exercises and tasks i.e. Reading, Speaking, Listening and Writing in the Student's book, workbook aligning with the Teacher's book and connecting them to 21st century skills.

Based on the qualitative analytical approach of the English curriculum "Jordan High Note" (Student's book, Workbook, and the Teacher's book) for the Eleventh Academic grade, it has been shown that the integration of 21st century skills is deeply and purposefully evident with English skills. The most dominant skills were learning & innovation (the 5Cs) including 1) critical thinking, 2) creativity, 3) communication, 4) collaboration and 5) culture awareness. Then, Life & Careers Skills including 1) flexibility & adaptability, 2) initiative & self-direction, 3) social & cross-cultural skills, 4) productivity & accountability and 5) leadership & responsibility were presented moderately. While the least skills in Jordan High Note were Information, Media & Technology skills including 1) information literacy, 2) media literacy, 3) . Additionally, the curriculum successfully shifts the focus from "learning English" to "Learning through English" where the language is a tool for critical thinking, creativity, social communication, collaboration, digital navigation and life & career situations. However, the focus of teaching English language has shifted beyond language proficiency, towards the evolution of wider 21st century skills (Murtadho,2024). The following clarifications show the integration of 21st century skills with the English skills in the English Developed Curriculum- Jordan High Note for the Eleventh Academic grade. However, it is observed that the exercises across the curriculum did not focus on one particular skill, but rather, each exercise targeted multiple skills at a time.

Starting with **vocabulary** as a vital part and the backbone of each unit in Jordan High Note. It is integrated into all Student's Book and Work Book lessons and systematically developed. And these lessons are explained through clear procedures in the teacher's book as well. The first lesson in each unit combines new grammar with the new vocabulary. There is a separated part in the Student's book which presents the main lexical sets of the unit. This is further practiced in the Workbook lesson with differentiated exercises which are labeled by using stars i.e one star stands for a primary level, two stars for on-average level and the three stars stands for a high thinking level. Also, there is additional vocabulary input in the reading, listening and some speaking and writing skills.(Teacher's book,2026,p:11) Acquiring new vocabulary collection prompts students' ability to communicate and collaborate effectively which is a major extension with the nature of a foreign language teaching curriculum which actually aims to promote student's ability to communicate and collaborate effectively using that language. (Bouزيد,2016). For example, the lesson in the Student's book which is titled "Threats to the environment"-Compound nouns (Unit 2) page (14) aims to "present the compound nouns for threats to the environment and describing wildlife and threats to wildlife". This is connected to the learning objective in the Teacher's book (2026) as "to express his/ her opinions in the discussions on contemporary social issues and current affairs" (P:47). This objective is linked to critical thinking, communication and culture awareness. Obviously, these objectives are covered in the Student's book (Page 16) in many ways that are linked to 21st century skills via various exercises. For example, the first exercise asks the student to make a comparison with his/her partner about "What do you think happened?" by comparing two photos of nature which are related to a natural issue (natural disasters). This exercise cultivates communication, collaboration and creativity. Also, it is integrated with Flexibility & Adaptability, Initiative & Self-Direction and Social & Cross-Cultural Skills. These skills are integrated in the Teacher's book page (47) for the same exercise in the presentation stage by guiding the teacher to put students in pairs and refer them to the rubric. They are asked to look at the photos and discuss what they think happened and what effect it had. Then, the teacher elicited possible answers. Moreover, the second exercise (p:16) promotes creativity, communication, collaboration and ICT Literacy abilities among students by asking them to complete the compound nouns in the first place, then they listen to a conversation that has the new vocabulary words by scanning the QR that is provided and check their answers. As a guide for the teacher to implement this exercise, the Teacher's book (p:47) states that as a starter for this exercise the teacher has to ask students to look at the words in the box and explain them as well as they can to their partner. Facilitating the usage of dictionaries if necessary. After the students complete it individually, they compare answers with their partners. Next, the teacher checks answers as a class. Then, the teacher explains the compound words to students then refers the students to the 2nd exercise in the book and asks the students to read them aloud and underline the stress in them. The teacher goes around and supports students when it's necessary, guiding the students to use the dictionaries to help them in this exercise. This is linked to Initiative & Self-Direction. Another evidence of integrating the 21st century skills in the vocabulary part the students are asked in the sixth exercise to list three environmental issues for each of the given categories. Aligning this to the Teacher's Book which guides the teacher to group students in order to list three environmental issues for each of the categories given in the exercise and motivates them to share their ideas and thoughts collaboratively. Here, the teacher's role is important to contextualize the teaching learning process in order to guide them to acquire knowledge and practice the skills in real-life situations.(Rinekso,2021).This exercise necessitates students to employ critical thinking by evaluating different perspectives in reading or discussions and participating in debates and argumentative tasks, creativity by designing visual aids (poster, cards,..) to enrich and support presentations, and creating creative writing prompts, communication by sharing in group discussion, pair work and collaborative tasks, collaboration by working as pairs, cultural awareness by guiding the student for self-awareness which influences their perceptions and behavior. Moreover, the seventh exercise cultivates the ICT student's abilities by choosing one category from exercise (6) and presenting it to the class after using search engines effectively. This is linked to Information Literacy by requiring research using different sources. Meanwhile, the Teacher's Book guides the teacher to promote each group to choose one category and assign a speaker to represent the group and present their choices to the class by encouraging them to give reasons for their answers and expecting to hear solution proposals for those problems; things that people could do to deal with the issues. After each

presentation, students evaluate the suggested solutions and ask for more opinions from the rest of the class. In this part communication is highly shown and collaboration. Social & Cross-Cultural Skills are enhanced by discussing global issues and identifying different points of views in this part and Productivity & Accountability by working in groups within this collaborative task. The Wrap-Up guides the teacher to encourage students to the Can-do statement at the bottom of the page to reflect on what they have learnt by telling them to think about what they have found interesting, new, easy or challenging. This is clearly linked to Initiative & Self-Direction. While In the Homework and Contingency plan parts in the teacher's book are linked to critical thinking. Also, this is aligned with Information Literacy by incorporating information from multiple sources. It is observable from the workbook vocabulary exercises in page (14) the integration of the 21st century skills. The first exercise cultivates communication and Initiative & Self-Direction skills by asking students to employ these words in different kinds of sentences and find the new words in the wordsearch in pairs. Moreover, the second exercise promotes the student to match the compound nouns from the box with the definitions. The words are from environmental issues which are linked to Critical Thinking by evaluating different perspectives in reading or discussions. The third exercise meets ICT Literacy by using a digital tool to scan the QR and listening to the conversation to find out the words the students learn in this lesson. It's obvious that Information, Media & Technology Skills are connected to this exercise with Media Literacy by exploring different media forms (advertisements, media reports, etc.) and ICT Skills by engaging in online discussion or collaborative platforms. It is apparent that the final exercise is integrated into creativity and collaboration by promoting the students to create their own crosswords (on paper or a digital one) in order to be shared with the classmates as a project to be done in the next class.

Shifting to the **Reading skill** in Jordan High Note which is a source of a variety of information-rich and interesting passages. The lessons contain a range of exercises that practise reading skills for the main idea and collecting pieces of evidence, author's purpose, the genre and the added value followed by focusing on specific information, vocabulary practice and discussions which shape the cognitive aspect in the students' personalities. Research revealed that teacher modelling reading practice brings students sustainable good reading habits in English (Iftani, 2015). The Active Reading boxes cover all crucial skills strategies which students can actively practise through a series of exercises. (Teacher's book, 2026, p12). It's evident that the 21st century skills are purposefully integrated in the reading lessons in different ways that perceive students' levels and interests. For instance, the objective in the reading lesson unit four page (40) in the Student book is that by the end of the unit the student will be able to understand two newspaper reports about a new hotel. Likewise, the Teacher's book mentions the objectives in the box overview page (99) that the student will be able to scan a long text or a set of related texts in order to find specific information and recognise the author's point of view in a complicated academic text. These two objectives are connected to critical thinking directly. While the second objective is linked to culture awareness and communication by stating that the students will be able to express their opinions in discussions on contemporary social issues and current affairs. These objectives are reflected in the Pre-reading exercise that enhances critical thinking, communication and collaboration skills by asking students, in pairs, to look at the photos from two news reports and try to tell what the reports are about and clarify why one of them is not good. This is shown in the Teacher's book page(99) by guiding the teacher to put students in pairs then ask them to look at the provided photos and the titles on their books. Next, in pairs, the students discuss what they think the reports are all about. Then, in the "While Reading" stage as mentioned in the Teacher's book the teacher allows the pairs two to three minutes discussing the provided questions, then gets feedback as a class. This part is integrated with critical thinking, communication and collaboration as well. Furthermore, the usage of dictionaries as mentioned in the Teacher's book is linked to ICT Literacy as well. Moreover, today's textbooks are suggested to provide ICT, media and technology in order to allow students to convey their ideas and personal thoughts by using multiple media and technologies (Fandino, 2013). While the third exercise promotes critical thinking skills among students by re-reading the reports and matching sentences with gaps in the texts as stated in the Student's book. The related procedures for this exercise in the Teacher's book enhance collaboration, Initiative & Self-Direction by asking students to read the reports again, after assigning each paragraph to a different student and have them read the text out loud then complete the matching activity individually. The teacher encourages the students to use dictionaries for unknown words. Then, they compare answers with their partners and check answers as a class. Additionally, the fourth exercise cultivates students' critical thinking & creativity by asking them to study the Active Reading box then figure out more supportive examples which demonstrate bias after re-read the news report. Connecting this to the Post-Reading stage in the Teacher's book page (99), under teacher's supervision, students discuss the importance of recognizing bias then get feedback from the class. This procedure fulfils the lesson objective that leads the students to recognise the intended audience of a certain topic and explain the author's purpose and opinion. Besides, the Wrap-Up activity fulfils the integration of Life & Career domain with the subskill Initiative & Self-Direction by asking the students to refer to the Can-do statement at the bottom of the page and encourage them to reflect on what they have learnt. Utilizing the Homework and the Contingency plan strengthen the integration of 21st century skills the domain Information, Media & Technology Skills when the teacher asks

students to find a famous photo that they know of and bring it to the class, either as a hard copy or soft copy saved on their phone and ask them to consider what made the photo well-known as illustrated on the Teacher's book. (2026,p:100)

In addition, to foster students' learning skills, language classes should develop their productive skills i.e listening and speaking to identify and retrieve useful data, organize it and evaluate its usefulness and efficiency (Bouzid, 2016). Obviously, according to the **Listening skills**, the exercises in Jordan High Note have evidently shown a strong integration of the 21st century skills in the curriculum resources i.e Student Book, the Teacher's book and the Workbook. We can find out that the listening lessons present different types of tasks and learning opportunities in order to strengthen the learning objectives with the new vocabularies along the lessons. For instance, in the fifth unit which is titled " Making sense of the senses", the learning objective which is mentioned in the teacher's book (2026, P:123) is that the student presents his/her ideas in a group and pose questions that invite reactions from others perspectives this is aligned to the objective in the Student Book page (48) " Understanding a podcast about the history of ketchup." This connection is shown in many activities in the student book page (54). These exercises present the new vocabulary words in different ways to be practised and connect them to the listening skills, for example, the second exercise asks the student/ teacher to scan the QR in order to listen to a podcast about ketchup and tick the topics that are mentioned in the podcast. This is linked to ICT by guiding the students to digital tools (digital dictionaries, translation tools, google) in this task. Moreover, it cultivates critical thinking and creativity skills among students by evaluating different perspectives in reading. The Teacher's Book page (123) presents this exercise as the Pre-Listening part by guiding the students to listen to a podcast about ketchup then complete the exercise accordingly. Students check answers with their partners first, then check as a class. This has shown clear integration to Productivity & Accountability and Leadership & Responsibility. While the third exercise asks the students to work in pairs and read the given sentences then decide what kind of words might fit in each gap. Listening to the audio for double checking their work. This is directly linked to critical thinking, communication, collaboration and Productivity & Accountability are integrated with the procedures in the teacher's book that guides the teacher for the same exercise page (124) to put students in pairs and refer them to the given rubric. Then explain that they should silently read the sentences and decide what kind of words might better fit in each gap. The teacher is advised to make sure that they can use up to a maximum of three words in each gap. After they have finished, the teacher plays the recording and the students check their answers. Also, ICT Literacy Skills is evident in this part as well. From another side, listening skills in the activity book is not located in a specific part, but it is integrated in different exercises in different lessons across Jordan High Note. For example, Page (38) the fifth exercise guides the students to scan the QR in order to listen to the audio in order to choose the correct word to complete the mini-conversation. This is presented in the Teacher's book page (117) by directing the teacher to ask students to read the two conversations and complete gaps 1-4 with the correct options a-c individually. Then the teacher plays the audio and students check their answers as a class. Here, the teacher encourages the students to practise reading the conversations loudly. Both resources are connected to creativity, communication and Information Literacy, too.

What is more, the **speaking skill** in Jordan High Note is presented sometimes in separated lessons and other times integrated with other lessons such as Grammar, Vocabulary and Reading aiming to prepare the students for daily base interactions such as taking a part in conversations, being polite in their interactions, giving clear instructions, expressing and defending their opinions. Furthermore, students' success nowadays is assessed on their ability to adapt to new situations through showing their opinions and how innovative and communicative they are by mastering various information communication technologies which have become unavoidable in the 21st century (National Education Association [NEA], 2012). For example in the fifth unit the lesson is all about serving food. The learning objective is compatible with critical thinking, creativity, and collaboration which is presented in the Teacher's book (2026, p:126) as "Contribute to collaborative decision making and problem-solving, expressing and co-developing ideas, explaining details and making suggestions for future action". The first exercise fosters critical thinking, creativity, communication and culture awareness by presenting a photo of a served dish and some questions, the students have to ask them to their partners about their favourite main course? Their favourite dessert? and which is their favourite local restaurant?" Another exercise promotes critical thinking, creativity, communication, and Productivity & Accountability abilities among students by encouraging the students to ask and answer in pairs about the given topics by giving detailed answers. This is shown in the Teacher's book (2026,p:126) as the Production stage by encouraging the teacher to guide the students as pairs, to ask and answer questions about the topics given in the exercise. They should provide examples and reasons for their choices. Then end up with feedback from the class. But it is important to highlight that there is no separate speaking lesson in the workbook as other English skills.

According to the **Writing skill** in Jordan High Note, it is important to highlight that the writing lessons in the Student's book are carefully staged: by starting with a captivating relevant text that is related to the student's real life topics, which is followed up by many guiding exercises that lead the students to end up with their final writing task. According to Murtagh (2024) students must master communication skills, including verbal, nonverbal, and written forms for effective expressions of ideas and opinions. For example, the writing lesson in the third unit- page (34), which handles the topic of families between past and present that aligns with the learning objectives in the Teacher's book (2026, p:84) " Summarise, comment on and discuss a

wide range of factual and imaginative texts.” , “Write a structured text clearly signalling main points and supporting details.” and “Interpret and present reliably in writing detailed information from diagrams and visually organised data in his/her fields of interest.” It is evident here that these objectives are integrated into critical thinking ,creativity , collaboration and culture awareness . Collaboration skills hold a bright importance in the real world, as the majority of workplaces insures teamwork and cooperation for achieving success (Nahar, 2022) While the Warm-Up in the Teacher’s book directs the teacher to ask students to discuss with their partners their relationship with their families by describing what kind of disagreements they have, and how they solve them. The teacher encourages the students to share their answers, but be sensitive to any students who would rather not discuss this. They can talk in general about families instead. It is obviously connected to communication ,culture awareness and Flexibility & Adaptability as well. On the same side, the first exercise in this lesson-Student’s book page (34) asks the student to read the fact box and in pairs answer the given questions. Alongside this, the teacher’s book (2026, P: 82) in the Presentation stage guides the teacher to tell the students first look at the selected photo and tell their partners what they can see and try to tell who they are...etc. and get feedback from their colleagues. Then refer them to the Fact Box with the statistics about Internet use in Jordan and guide them to answer the questions in pairs. Then the teacher facilitates an Open class discussion up. Both resources strengthen the integration of 21st Century skills by highlighting critical thinking , creativity, and collaboration. Another exercise requires the students to write a paragraph with two supporting sentences about social media and working parents. From the Teacher’s book side (2026,p: 85), this is presented in the Production lesson stage. The teacher clarifies to students the task of writing a paragraph with two supporting sentences for each topic sentence in pairs. Then, the teacher refers them to the Writing and Active Writing boxes. The teacher sets the time limit of about five minutes and then they share their topic sentences with the class. In addition, the teacher could use the photocopiable Graphic Organiser for this unit to help with planning their writing. Here the integration of 21st century skills is demonstrated by strengthening the students’ abilities of critical thinking ,creativity , communication and culture awareness. We can notice from the aforementioned pieces of evidence from Jordan High Note the harmonic combination of the main dimensions of the 21st Century Skills by their subskills.

To sum up, the research adopted the qualitative descriptive analytical approach to provide an in-depth description of the inclusion of 21st century skills with the English skills i.e. Reading, Speaking, Listening and Writing in the developed curriculum (Jordan High Note) by describing deeply the combination of the English skills exercises and the 21st century skills via examples of exercises embedded in the curriculum. This draws the attention of teachers, educational leaders, school inspectors, educational parties, and curriculum designers to the necessity of including exercises that have the potential of boosting learners’ 21st Century Skills. The literature review revealed the importance of enabling students with the main skills that are considered as main 21st century skills. The first domain is Learning & Innovation Skills which includes the 5Cs, i.e. communication, collaboration, critical thinking , communication and culture awareness. The second domain is Information, Media and Technology skills including Information Literacy, Media Literacy and ICT Literacy. In addition, the third domain is Life and Career Skills that include flexibility & Adaptability, Initiative & Self- Direction, Social & Cross- Culture skills, Productivity & Accountability and Leadership & Responsibility.

5. Conclusion and recommendations

The analysis of 21st century skills presented in Jordan High Note revealed that they all were identified in the curriculum. The findings demonstrated that the exercises which presented 21st century skills were to a great extent to Learning & Innovation (the 5Cs) then moderate to Life & Career and the least to Information, Media & Technology Skills via English Skills. The three curriculum resources verify with the exercises that show the integration that the Student’s book has stronger bounds with the Teacher’s book in boosting 21st Century skill than the workbook. It’s important to shed the light that the Work Book doesn’t have separated Speaking, Writing Skills lessons as the Student’s book and this is to fulfil the goal of publishing it for further practicing only. The three resources relied on traditional exercises that were conventionally used in the English curriculum to develop the language skills i.e. speaking, reading, writing, and listening . To bridge the gap, the following suggestions are make:

- It is recommended that the curriculum should encourage students more effectively to use ICT skills both inside & outside the classroom through encouraging smart devices learning and using social media. From another side, the e-book or the interactive Jordan High Note resources should be facilitated to be used smoothly by providing an off-line version and reachable one for all the students and teachers as well.
- It is recommended that the curriculum should encourage students to integrate their creativity with the technological skills by filming, designing PowerPoint presentations, posters , brochures, blogs as a Project-Based Strategy and the Artificial Intelligence tools e.g. Canva, NotebookLM, Seraj, etc. as well across the curriculum.

- It is strongly recommended that the curriculum should contain exercises which provide students with links to e-content or interactive platforms that they could use as a learning resource like e-dictionaries, encyclopaedias or as a model of a learning outcome, sample, or organisers.
- It is recommended that the curriculum should provide more activities or exercises that present information, professional concepts, skills and fundamental traits aligned with for future jobs that are convenient with the 21st century.
- It is strongly recommended that the curriculum should present more activities and projects that focus on realia and the issues that they may experience in the future to boost their life-long learning, and shaping their future personalities to be creative and critical thinkers, and encourage them to conduct social experiments that allow them to use their social and communication skills.
- Therefore, the curriculum must be continuously assessed and evaluated in order to examine the extent to which the content meets students' needs and interests on one hand, and the alignment with the curriculum objectives and the demands of the job market on the other.

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