

Araştırma Makalesi / Research Article

Öğretmen Adaylarının 21. Yüzyıl Öğrenme Becerilerini Geliştirmek için Çocuklara İngilizce Öğretimine Yönelik Tutumları

Attitudes of Pre-Service Teachers towards Teaching English to Young Learners to Improve their 21st Century Learning Skills

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Öz

Bu çalışmanın amacı, öğretmen adaylarının 21. yüzyıl öğrenme becerilerini geliştirmek için çocuklara İngilizce öğretmeye yönelik tutumlarını araştırmaktır. Araştırma, hem nicel hem de nitel veri toplamayı içeren sıralı açıklayıcı bir karma yöntem tasarımı kullanmaktadır. Nicel aşamada, yönetsel beceriler, teknopedagojik beceriler, onamacı beceriler, esnek öğretme becerileri ve üretimsel beceriler olmak üzere beş alt boyutta 27 maddeden oluşan “21. Yüzyıl Öğretmen Becerileri” ölçeği (Orhan, Göksün & Kurt, 2017) kullanılmıştır. Nitel aşama, öğretmen adaylarının bakış açılarına dair daha derin içgörüler sağlamak için yarı yapılandırılmış görüşmeleri içermektedir. Katılımcılar, İstanbul’da bir üniversitede Çocuklara İngilizce Öğretimi dersine kayıtlı 50 öğretmen adayından oluşmaktadır. Nicel veriler SPSS kullanılarak analiz edilmiş, nitel veriler ise içerik analizi yoluyla incelenmiştir. Bulgular, öğretmen adaylarının 21. yüzyıl becerilerinin, özellikle de eleştirel düşünme, yaratıcılık ve teknolojik entegrasyonun öğretim uygulamalarını geliştirmedeki önemini farkında olduklarını ortaya koymaktadır. Çalışma, öğrenci katılımı ve sosyal-duygusal öğrenmenin geliştirilmesine vurgu yaparak destekleyici ve kapsayıcı bir öğrenme ortamının teşvik edilmesine yönelik güçlü bir bağlılığın altını çizmektedir. Ayrıca, öğretmen adayları, öğrenme çıktılarını geliştirmek için teknolojiyi içeren esnek, öğrenci merkezli öğretim stratejilerinin önemini belirlemişlerdir. Sonuç olarak bu çalışma, öğretmen eğitimi programlarının öğretmen adaylarını 21. yüzyıl sınıflarında öğretim için gerekli yetkinliklerle donatmaya odaklanması gerektiğini vurgulamaktadır. Bu yetkinlikler yalnızca teknik becerileri değil, aynı zamanda destekleyici bir sınıf kültürünü teşvik etme becerisini de içermektedir. Bulgular, geleceğin eğitimcilerinin, özellikle çocuklarla çalışırken, küreselleşmiş, teknoloji odaklı eğitimin değişen taleplerini karşılamaya hazır olmalarını sağlamak için öğretmen eğitimi müfredatının sürekli olarak gözden geçirilmesi çağrısında bulunmaktadır.

Anahtar kelimeler: Öğretmen adayları, tutumlar, 21. yüzyıl becerileri, çocuklara İngilizce öğretimi

Abstract

The aim of this study is to investigate pre-service teachers' attitudes toward teaching English to young learners in order to enhance their 21st-century learning skills. The research employs a sequential explanatory mixed-methods design, incorporating both quantitative and qualitative data collection. The quantitative phase utilized the “21st Century Teacher Skills” scale (Orhan, Göksün & Kurt, 2017), comprising 27 items across five sub-dimensions: administrative skills, technopedagogical skills, affirmative skills, flexible teaching skills, and generative skills. The qualitative phase involved semi-structured interviews to provide deeper insights into pre-service teachers' perspectives. Participants included 50 pre-service teachers enrolled in the Teaching English to Young Learners course at a university in Istanbul, Türkiye. Quantitative data were analyzed using SPSS, and qualitative data were examined through content analysis. Findings reveal that pre-service teachers recognize the significance of 21st-century skills, particularly critical thinking, creativity, and technological integration, in improving their teaching practices. The study highlights a strong commitment to fostering a supportive and inclusive learning environment, with an emphasis on student engagement and the development of social-emotional learning. Moreover, pre-service teachers identified the importance of flexible, student-centered teaching strategies that incorporate technology to enhance learning outcomes. In conclusion, the study emphasizes the need for teacher education programs to focus

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on equipping pre-service teachers with the competencies required for teaching in 21st-century classrooms. These competencies include not only technical skills but also the ability to foster a supportive classroom culture. The findings call for an ongoing revision of teacher training curricula to ensure that future educators are prepared to meet the evolving demands of globalized, technology-driven education, especially when working with young learners.

Key words: Pre-service teachers, attitudes, 21st-century skills, teaching English to young learners

1. INTRODUCTION

21st-century skills refer to the abilities individuals are expected to possess in the modern era. This expectation has driven the necessity of teaching these skills to individuals. Different versions of 21st century skills' classifications can be found in academic literature. Wagner (2010) defined seven key skills as 1) Collaborating across networks and leading by influence, 2) Critical thinking and problem-solving, 3) Agility and adaptability, 4) Accessing and analyzing information, 5) Effective oral and written communication, 6) Initiative and entrepreneurship, and 7) Curiosity and imagination. Binkley et al. (2012) classified these skills into four categories: 1) Ways of thinking (such as creativity and innovation, critical thinking, problem solving, decision making, learning to learn, and metacognition), 2) Ways of working (such as communication and collaboration), 3) Tools for working (such as information literacy and ICT literacy), and 4) Living in the World (such as citizenship-local and global, life and career, personal and social responsibility including cultural awareness and competence). In addition to these frameworks, 21st-century skills are often grouped into three main categories: 1) Learning and innovation skills (including critical thinking, problem-solving, creativity, innovation, and communication), 2) Information, media, and technology skills (encompassing media and information literacy), and 3) Life and career skills (covering flexibility, adaptability, social and cross-cultural awareness, initiative, and self-direction

In accordance with the changing demands of the 21st century, educators, scholars, and business leaders have established frameworks for the development of these essential skills (Bozkurt, 2021; P21 Leadership States, 2007). One such framework, known as the 21st Century Learning Framework (P21, 2019), intends to make it easier for people to learn 21st-century skills by ensuring students' participation in the learning process actively. This process is supported by a comprehensive set of components: a) Standards and Assessments, b) Curriculum and Instruction, c) Professional Development, and d) Learning Environments. Among the various initiatives and reports focused on identifying and promoting 21st-century skills, the Partnership for 21st Century Skills (P21, 2019) stands out as the most widely recognized, with the largest network of stakeholders. Within this framework, P21 (2019) defines 21st-century skills as follows: problem-solving, innovation, creativity, collaboration, and communication within the context of learning and innovation skills; information, media, and technology literacy as part of information, media, and technology skills; and flexibility, adaptability, entrepreneurship, self-management, productivity, accountability, social and intercultural skills, and leadership and responsibility within the scope of life and career skills.

2. LITERATURE REVIEW

Students' development of 21st-century abilities depends on taking a good education. Under the supervision of educators, this type of instruction can help students acquire these abilities at every educational level, from elementary school to college (Anagün et al., 2016). In this sense, the competencies of both current and pre-service teachers, who are responsible for equipping 21st-century learners with these skills, are of paramount importance. To successfully cultivate and implement 21-st century skills educators should have a deep comprehension of these competencies. Giving teachers the necessary information and abilities to master these competences is a major function of teacher education, which serves as the cornerstone training

for aspiring educators (Valli, Perkkilä, & Valli, R., 2014). There are various studies in the literature which highlight the necessity for educators to design their instructional strategies in alignment with the demands of the 21st century, emphasizing that contemporary learners must acquire new knowledge and capabilities (Burns & Sinfield, 2004). Teachers tasked with fostering these skills in students should exhibit qualities such as openness to development, empathy, effective communication, problem-solving abilities, receptiveness to feedback, and the application of teaching methods that promote active student engagement (Michaels et al., 2015). In the education process, teachers are essential in helping students adjust to school life. Students who have good ties with their teachers are more likely to enjoy and adapt to school life. Teachers integrate 21st-century skills into their programs in order to inspire students to admire the teaching and learning process (Kaufman, 2013). Thus they feel more adapted to learn the 21st-century skills and apply them in their Daily life more.

Scott and Ytreberg (1995) claim that young learners have certain traits that set them apart from adults. They are active learners that interact with language through their senses and frequently react to tangible cues. They learn best when they are physically active and engaged in real-world activities, and they are more likely to be enthusiastic while learning through fun and engaging activities. Furthermore, having fun seems to help young learners learn the most. Thus, educators need to be knowledgeable of these traits, which include experiential learning, learning by doing, high interest in and curiosity about concepts, being creative, having imagination ability, being active and having fun in enjoyable activities (Slattery & Willis, 2001; Scott & Ytreberg, 1995). Therefore, teaching essential for young methods are very important for young learners' education. Since young learners' learning processes differ substantially from those of older, cognitively more mature learners, teaching approaches must be adjusted to reflect the more implicit and naturalistic nature of early childhood foreign language acquisition (Kersten et al., 2010). Offering a rich and perceptually engaging learning environment with enough of linguistic input is learners just starting their language learning journey (Snow, 1989; Snow, 1990). In a preschool or foreign language classroom, the teacher is usually the children's main and most reliable linguistic role model in addition to the instructional materials (Cameron, 2001). After their parents, teachers are one of the main people that young learners connect with which affects the educational experiences of them directly. Teachers' attitudes play an important role in their successful teaching performance in learning and teaching process at the classroom (Chu, et al., 2021).

Prior research has examined the efficacy of pre-service teacher education programs or courses from the perspectives of different stakeholders, including pre-service and in-service teachers (Çelik & Arıkan, 2012; Hişmanoğlu, 2012; Özkan & Arıkan, 2010), as well as teacher educators (Yavuz & Zehir Topkaya, 2013). In this regard, it is crucial to comprehend pre-service teachers' perspectives on teaching English based on students' 21st century learning abilities. Additionally, a number of studies have shown that instructors of English as a Foreign Language (EFL) are enthusiastic about incorporating 21st-century abilities into their lessons (Zhang et al., 2020; Fandino, 2013; Tsourapa, 2018). However, it seems that there aren't many research in Turkey (Öz et al., 2015; Baz, 2016) that show instructors are enthusiastic about incorporating technology and 21st-century abilities into their teaching methods. Therefore, this study aims to investigate pre-service teachers' perspectives on teaching English to young learners in order to improve their capacity for 21st-century learning.

For this purpose the research questions of this study are as below:

1) How do pre-service teachers utilize administrative tasks to foster a productive learning environment?

- 2) How do pre-service teachers integrate technology into their lessons to support active learning and the development of 21st-century skills in students?
- 3) How do pre-service teachers use affirmative skills in order to create a supportive classroom culture?
- 4) How do pre-service teachers apply flexible teaching strategies to enhance students' learning experiences?
- 5) How do pre-service teachers implement generative skills to foster creativity of students?
- 6) What is your attitude towards teaching English to young learners improve their 21st-century learning skills?"

3. METHODOLOGY

3.1. Research Model

This study examined the opinions of EFL teachers using a sequential explanatory mixed-methods design (Jw, 2009; Fraenkel et al., 1993). The study was conducted in two stages: the first involved collecting quantitative data and doing statistical analysis, and the second involved collecting qualitative data to support and provide more light on the quantitative findings (Jw, 2009). The explanatory mixed-methods approach was employed to address the shortcomings of both quantitative and qualitative research procedures. The semi-structured interview approach, a popular qualitative research method, was used for the study's qualitative component. A quantitative study is used to solve the research topic in this design, and a qualitative phase is then conducted to clarify and expand on the quantitative findings (Creswell, 2015). The researcher can get detailed information from participants by using open-ended questions in a semi-structured interview, which consists of a prepared set of questions (Büyüköztürk et al., 2018).

For the data analysis in this study, SPSS Statistics was utilized to analyze the quantitative data, while content analysis was employed for the qualitative data. The scale items were administered in the classroom, where pre-service teachers responded to the items according to their preferences. Additionally, Face-to-face interviews were done with the participants' responses being audio-recorded. Subsequently, the transcripts of the interviews were transcribed and analyzed through content analysis.

3.2. Participants

The study included a total of 50 participants. Of these, 60.0% (n = 30) identified as female ("F") and 40.0% (n = 20) identified as male ("M"). This distribution reflects a higher proportion of female participants in the study. The gender breakdown is presented in Table 1.

Table 1. Descriptive statistics of the participants

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	F	30	60	60	60
	M	20	40	40	100
	Total	50	100	100	

These participants were pre-service English teachers enrolled in the Teaching English to Young Learners course at a foundation university in Istanbul, Türkiye. To gather quantitative data, the

researcher administered a scale to all 50 participants. For qualitative data, 20 volunteer pre-service teachers were randomly selected to participate in interviews, where they answered the interview questions. The random sampling method ensured that every participant had an equal chance of being chosen (Büyüköztürk et al., 2018).

3.3. Data Collection Tools

3.3.1. 21st Century Teacher Skills Use Scale

In the study, the “21st Century Teacher Skills” scale developed by Orhan Göksun D. & Kurt, A., (2017) was used to determine the 21st century teacher skill levels of teachers. The 5-point Likert-type scale consists of 27 items. There is one reverse (negative) item in the scale. The 23rd item of the scale (I warn my students during the lesson) is reverse coded. Scoring of the scale is Always: 5, Usually: 4, Sometimes: 3, Rarely: 2, Never: 1. The scale has 5 sub-dimensions. These sub-dimensions are: “administrative skills, technopedagogical skills, affirmative skills, flexible teaching skills and generative skills”. Studies on the construct validity of the measurement tool were conducted by Orhan Göksun & Kurt (2017). As a result of CFA (Confirmatory Factor Analysis) of 27 items, the model was confirmed and a scale with excellent fit indices was obtained. Within the scope of the study, expert opinions were sought for the content and face validity of the scale. The opinions of three academicians, 2 in the field of curriculum and instruction and one in the field of psychological counseling and guidance, were obtained. According to the expert opinions, feedback was received that the appearance and scope of the measurement tool would serve the purpose of the research. Within the scope of the study, the Cronbach’s Alpha internal consistency coefficient values of the scale were determined as 0.876, 0.655, 0.673, 0.866, 0.651 for each sub-dimension respectively. The Cronbach’s Alpha internal consistency coefficient value of the whole scale was calculated as 0.904. Since the Cronbach’s Alpha reliability coefficient is between .80 and 1.00, it can be said that the reliability of the scale is high (Alpar, 2013). In this study, the reliability of the scale was evaluated using Cronbach’s Alpha. The analysis produced a reliability coefficient of $\alpha = .83$, demonstrating strong internal consistency (Taber, 2018). The scale consisted of 27 items (see Table 2).

Table 2. Reliability of the scale

Reliability Statistics	
Cronbach's Alpha	N of Items
.829	27

3.3.2. Semi-structured Interview

The semi-structured interview question, “What is your attitude towards teaching English to young learners to improve their 21st-century learning skills?” aims to explore the ideas and feelings of pre-service teachers. Based on their responses, codes and themes were identified, and several examples from the pre-service teachers' answers were provided to illustrate these themes.

3.4. Data Analysis

For the data analysis in this study, SPSS Statistics was utilized to analyze the quantitative data, while content analysis was employed for the qualitative data. The scale items were administered in the classroom, where pre-service teachers responded to the items according to their preferences. Additionally, Face-to-face interviews were done with the participants' responses

being audio-recorded. Subsequently, the transcripts of the interviews were transcribed and analyzed through content analysis.

3.5. Ethics Committee Approval

Ethical rules have been followed in all stages of the preparation of the conceptual framework of this research, application of data collection tools, collection of data, analysis and interpretation of data. ANKAD Editorial Board has no responsibility for any ethical violations to be encountered. All responsibility belongs to the authors. I undertake that this study has not been sent to any academic publication environment other than ANKAD for evaluation. In this study, all the rules specified to be followed within the scope of ‘Higher Education Institutions Scientific Research and Publication Ethics Directive’ have been followed. None of the actions specified under the second part of the Directive, ‘Actions Contrary to Scientific Research and Publication Ethics’, have been carried out. In order to conduct the study, the necessary ethical approval of the study was obtained from Biruni University Non-Interventional Clinical Research Ethics Committee with decision number 2024/86-73 at its meeting dated 24.01.2024 in İstanbul, Türkiye.

4. FINDINGS

Analyses began by calculating the skewness and kurtosis values to determine whether the scale scores aligned with a normal distribution (refer to Table 3). Based on Tabachnick and Fidell’s (2013) study, skewness and kurtosis values ranging from +1.5 to -1.5 are deemed acceptable for normal distribution. The results showed that the scale, including their sub-dimensions, met these criteria, confirming their alignment with a normal distribution. Consequently, parametric tests were employed for further analysis. Table 3 shows the relevant results regarding the distribution of the scale.

Tablo 2. Türk öğrencilerinin vatandaşlık kavramına ilişkin verdikleri cevap kavramlar ve frekans değerleri

Table 3. Normality test

		AS	TS	AfS	FTS	GS	TCHSKLLS
N	Valid	50	50	50	50	50	50
	Missing	0	0	0	0	0	0
Mean		4.21	4.02	4.67	3.66	4.32	4.16
Median		4.25	3.94	4.67	4.00	4.50	4.17
Mode		4	4	5	3	5	4.00
Std. Deviation		.42	.43	.36	1.13	.66	.37
Skewness		-.42	.19	-.63	-.77	-.84	-.16
Std. Error of Skewness		.34	.34	.34	.34	.34	.34
Kurtosis		-.12	.26	-.93	.31	.00	.27
Std. Error of Kurtosis		.66	.66	.66	.66	.66	.66

AS: Administrative skills, TS: Techno pedagogic skills, AfS: Affirmative skills, FTS: Flexible teaching skills, GS: Generative skills, TCHSKLLS: 21st century teacher skills

Before responding to each research question, a general attitude of pre-service teachers towards teaching English to young learners to improve their 21st century learning skills was inspected.

To do this, mean and standard deviations for the responses to the items in the scale were calculated. Accordingly, the average across all dimensions was 4.16 ($M = 4.16$), with a standard deviation of 0.367 ($SD = .367$), indicating that participants generally employed these skills often, with minimal variation. These results also highlight that while all skill dimensions are used frequently, affirmative skills are most consistently applied ($M = 4.67$ $SD = .36$) whereas flexible teaching skills ($M = 3.66$ $SD = 1.127$) show the greatest variability in usage. Table X shows the relevant results.

Table 4. results regarding attitude of pre-service teachers (whole scale with sub-dimensions)

	AS	TS	AfS	FTS	GS	TCHSKLLS
M	4.21	4.02	4.67	3.66	4.32	4.16
SD	.421	.431	.356	1.127	.661	.367

AS: Administrative skills, TS: Techno pedagogic skills, AfS: Affirmative skills, FTS: Flexible teaching skills, GS: Generative skills, TCHSKLLS: 21st century teacher skills

RQ1: In order to answer the first research question (“How do pre-service teachers utilize administrative tasks to foster a productive learning environment?”), mean and standard deviations for the responses to the items in the administrative skills sub-dimension were calculated. Accordingly, descriptive statistics, including means (M) and standard deviations (SD), were calculated for each item in the "Administrative Skills" sub-scale. Table 5 summarizes the findings.

Table 5. Results Regarding Administrative Skills of the Participant

Items	AS1	AS2	AS3	AS4	AS5	AS6	AS7	AS8	AS9	AS10	AS11	AS12
M	3.82	4.50	4.38	4.54	3.70	4.50	4.14	4.26	4.14	4.32	3.98	4.20
SD	1.063	.678	.780	.579	.931	.614	.857	.828	.783	.741	.892	.969

Among 12 items, AS4 (“I give opportunities for my students to create new ideas”) had the highest mean score ($M = 4.54$, $SD = 0.579$), indicating that pre-service teachers frequently focus on creating opportunities for students to generate new ideas. Similarly, AS2 (“I keep up with current affairs related my professional duties and responsibilities.”) and AS6 (“I give constructive feedbacks to my students’ homework.”) both had high mean scores ($M = 4.50$, $SD = 0.678$ and $M = 4.50$, $SD = 0.614$, respectively), suggesting their importance in fostering a productive learning environment. On the other hand, AS5 (“I get support from experts when planning my courses.”) received the lowest mean score ($M = 3.70$, $SD = 0.931$), reflecting relatively less emphasis on seeking expert support in lesson planning. The mean scores for the remaining items ranged from 3.82 (AS1, $SD = 1.063$) to 4.38 (AS3, $SD = 0.780$), with standard deviations indicating moderate variability in responses.

RQ2: The analysis of the second research question (“How do pre-service teachers integrate technology into their lessons to support active learning and the development of 21st-century skills in students?”) focuses on pre-service teachers' techno pedagogic skills, specifically their ability to integrate technology into their teaching practices to foster active learning and support the development of 21st-century skills in students. Table 6 shows the relevant results.

Table 6. Results regarding techno-pedagogic skills of the participants

Items	TS1	TS2	TS3	TS4	TS5	TS6	TS7	TS8
M	4.12	4.36	3.72	4.06	2.84	4.16	4.56	3.98
SD	.872	.631	1.089	.793	1.149	.817	.611	1.186

Among 8 items the highest mean is observed for TS7 (*"I enrich my educational activities via technology."*) with $M = 4.56$, indicating that pre-service teachers frequently use technology to enhance their professional tasks. The lowest mean is observed for TS5 (*"I warn my students during course."*) with $M = 2.84$, suggesting this skill is less frequently utilized by pre-service teachers. Overall, the means for TS items range from 2.84 to 4.56, highlighting variations in the application of techno pedagogic skills among pre-service teachers.

Q3: The analysis of the third research question (*"How do pre-service teachers use affirmative skills in order to create a supportive classroom culture?"*) concerns the affirmative skills of the pre-service teachers. In order to inspect, mean and standard deviations for the responses to the items in the affirmative skills sub-dimension were calculated. Table 7 shows the relevant results.

Table 7. results regarding affirmative skills of the participants

Items	AfS1	AfS2	Afs3
M	4.68	4.74	4.58
SD	.471	.443	.575

Accordingly, pre-service teachers' affirmative skills (AfS) were analysed through three items: behaving respectfully toward students (AfS1; *"I behave my students in a respectful manner."*), fostering respect for individual differences (AfS2; *"I get my students to respect for individual differences."*), and reinforcing positive student behaviours (AfS3; *"I reinforce my students' positive behaviors."*). The results indicated consistently high scores across all items, with mean values ranging from $M = 4.58$ (AfS3) to $M = 4.74$ (AfS2). Standard deviations were low, ranging from $SD = 0.443$ to $SD = 0.575$, indicating minimal variability among participants. The highest mean score for AfS2 suggests that pre-service teachers strongly promote respect for individual differences in their classrooms. These findings highlight the significant role of affirmative skills in creating a supportive and inclusive classroom culture.

Q4: The analysis of the fourth research question (*"How do pre-service teachers apply flexible teaching strategies to enhance students' learning experiences?"*) concerns the flexible teaching skills of the pre-service teachers. In order to find out, mean and standard deviations for the responses to the items in the flexible teaching skills sub-dimension were calculated. Table 8 presents the respective results.

Table 8. Results regarding flexible teaching strategies of the participants

Items	FTS1	FTS2
M	3.74	3.58
SD	1.192	1.279

In this sense, pre-service teachers' Flexible Teaching Skills (FTS) were examined through two items: organizing educational activities outside the classroom (FTS1; *"I organize educational activities out of classroom."*) and organizing social activities outside the classroom (FTS2; *"I organize social activities out of classroom."*). The analysis revealed mean scores of $M = 3.74$ (FTS1) and $M = 3.58$ (FTS2), with standard deviations of $SD = 1.192$ and $SD = 1.279$, respectively. These results suggest moderate engagement in both types of activities, with slightly higher involvement in educational activities outside the classroom. The higher standard deviations indicate greater variability in responses, suggesting differences in how frequently pre-service teachers engage in these practices. Overall, the findings suggest opportunities for improvement in incorporating flexible teaching practices into their routines.

Q5: The analysis of the fifth research question (*“How do pre-service teachers implement generative skills to foster creativity of students?”*) concerns how pre-service teachers implement generative skills to foster creativity of students. In order to find out, mean and standard deviations for the responses to the items in the generative skills sub-dimension were calculated. Table 9 presents the respective results.

Table 9. Results regarding generative skills of the participants

Items	GS1	GS2
M	4.32	4.32
SD	.794	.768

Accordingly, pre-service teachers' generative skills (GS) were analysed through two items: preparing worksheets for students (GS1; *“I design worksheets for my students.”*) and creating original materials for lessons (GS2; *“I design authentic materials for my courses.”*). Both items had identical mean scores of $M = 4.32$, reflecting a strong tendency among pre-service teachers to engage in these generative practices. The standard deviations for GS1 ($SD = 0.794$) and GS2 ($SD = 0.768$) were relatively low, indicating consistency in responses across participants. These findings suggest that pre-service teachers are proficient in generating instructional materials, contributing positively to creative and resourceful teaching practices.

RQ6: The analysis of the sixth semi-structured interview research question (*“What is your attitude towards teaching English to young learners to improve their 21st-century learning skills?”*) concerns the ideas and feelings of the pre-service teachers. According to answers of the students the codes and themes were determined and some examples from pre-service teachers' answers were given.

In order to classify the content and find important themes, the replies were analyzed. The primary findings were divided into the following significant categories pertaining to the development of 21st-century skills:

1. Emphasis on technological integration: Many respondents acknowledged the importance of integrating technology into teaching English to young learners to improve their 21st-century skills. They recognized that young learners are digital natives, and using technology enhances engagement and provides access to a broader range of learning resources. Here are some examples from students' sayings:

Student 1: “I think it’s important to incorporate technology in the classroom. Young learners are naturally curious about digital tools, and we can use apps or online games to make learning more interactive.”

Student 4: “Using technology like language-learning apps or interactive whiteboards not only makes lessons more engaging but also helps students develop skills that are essential in today’s digital world.”

2. Encouraging collaboration and communication: Another key theme was the importance of fostering collaboration and communication skills in students. Pre-service teachers acknowledged that working together in teams and practicing communication helps students develop essential skills needed for the modern world.

Student 3: “I encourage my students to work together on projects or in groups. Communication and teamwork are critical for their future success, and by collaborating, they learn to share ideas and solve problems together.”

Student 8: “I set up group discussions and pair work activities so students can practice speaking and listening in English. It’s important to give them a chance to express themselves in a safe, supportive environment.”

3. Focus on critical thinking and problem solving: Many responses focused on the need to develop critical thinking and problem-solving abilities in students. Teachers expressed the importance of giving students opportunities to think critically about the language and apply it in real-world contexts.

Student 11: “I think it’s important to create lessons that encourage students to think critically. For example, we might analyze stories or discuss scenarios where they can practice problem-solving using English.”

Student 7: “I use activities that involve decision-making and reasoning, which allows students to improve their cognitive skills. Critical thinking is vital for their success beyond school, and language skills are a great way to teach it.”

4. Creating a supportive and inclusive environment: Most of the pre-service teachers stressed that the importance of building a supportive, inclusive classroom culture where all students feel respected and motivated. This is seen as an essential aspect of fostering a positive learning experience that encourages growth in 21st-century skills.

Student 14: “I make sure to create a classroom where every student feels respected, regardless of their background. Inclusion is vital because it fosters self-esteem and helps students feel more confident in learning English.”

Student 20: “A supportive learning environment is key. I focus on building relationships with students and encourage them to help one another, which improves their social and language skills.”

5. Encouraging creativity and innovation: Pre-service teachers also discussed the role of creativity in language learning. They acknowledged that young learners benefit from activities that allow them to express themselves in creative ways, which also contributes to developing innovation skills.

Student 9: “I think allowing students to use their creativity in learning English is important. For example, they can create their own stories or projects, which helps them to think outside the box and express themselves freely.”

Student 17: “Encouraging creativity, like asking students to design their own vocabulary posters or write short plays, helps them develop both language and creative problem-solving skills.”

6. Flexible teaching methods: Many respondents highlighted the need for flexibility in their teaching approach. They noted that adapting to students' individual needs and interests is essential in fostering an engaging learning environment where students can improve their 21st-century skills.

Student 6: “I believe that flexibility is crucial in teaching English to young learners. Some students need more visual learning aids, while others respond better to interactive activities. By adjusting my approach, I can meet their individual needs.”

Student 19: “Flexibility in planning is important. If I see that a lesson isn’t engaging students, I can quickly change the activity to keep their attention and ensure they’re actively learning.”

The responses to the question reflect a strong focus on key 21st-century skills such as technological integration (using digital tools and apps to enhance learning and develop digital literacy); collaboration (encouraging students to work together, share ideas); communication

(having good communication and relationship with people); critical thinking and problem-solving (designing lessons that promote decision-making and cognitive skills); supportive environment (creating a classroom culture that is inclusive, respectful, and conducive to learning); creativity (providing opportunities for students to express themselves and think innovatively); and flexibility (adapting teaching methods to accommodate students' individual needs and preferences). Consequently, the responses illustrate that pre-service teachers are focused on preparing young learners for the demands of the modern world by fostering an engaging and supportive learning environment. They understand the importance of integrating technology, encouraging creative thinking, and developing both social and cognitive skills necessary for success in the 21st century.

5. DISSCUSSION AND CONCLUSION

In research question 1, the findings of this study, which assessed the Administrative Skills (AS) of pre-service teachers in relation to their teaching practices, reveal a clear emphasis on fostering an environment that encourages student creativity, engagement, and constructive feedback. Among the twelve items measured, AS4 ("I give opportunities for my students to create new ideas") had the highest mean score ($M = 4.54$, $SD = 0.579$), reflecting that pre-service teachers prioritize providing opportunities for their students to develop and express new ideas. This result aligns with the findings of previous research which highlights the importance of encouraging critical and creative thinking in classroom settings, especially in the context of teaching young learners (Garton et al., 2011; Güngör, 2016). These studies emphasize the need for pre-service teachers to adopt teaching strategies that promote independent thinking and problem-solving among young learners, which is in line with the high mean score observed in AS4. Furthermore, AS2 ("I keep up with current affairs related to my professional duties and responsibilities") and AS6 ("I give constructive feedback to my students' homework") also received high mean scores ($M = 4.50$, $SD = 0.678$ and $M = 4.50$, $SD = 0.614$, respectively), reinforcing the critical role of continuous professional development and feedback in creating a productive learning environment. These findings echo the perspectives of Shin and Crandall (2014), who underscore the importance of pre-service teachers' maintaining up-to-date knowledge and offering regular feedback to enhance student learning outcomes. The findings of our study are further supported by research that emphasizes the importance of adapting to the unique needs of young learners. As reported by Neal (2010), classroom management remains a significant challenge for pre-service teachers, particularly when working with young learners due to their limited understanding of the developmental characteristics, learning styles, and needs of this age group. As identified in the current study, pre-service teachers' reliance on age-appropriate and engaging activities is one of the most commonly employed techniques for managing classroom behavior, which aligns with Garton et al. (2011) and Eröz-Tuğ'a's (2013) findings regarding the necessity of utilizing motivating activities to maintain classroom order. Additionally, our study highlights the need for revisions in current teaching English to young learners syllabi to better equip pre-service teachers with the necessary skills for 21st-century classrooms. Previous studies, including those by Hişmanoğlu (2012) and Newman et al. (2010), stress the importance of modernizing teacher education programs to foster the development of competencies such as critical thinking, creativity, and collaboration, which are essential for effective teaching in an increasingly globalized and technology-driven educational landscape. This aligns with our observation that pre-service teachers would benefit from a curriculum that emphasizes the development of these competencies, as well as from exposure to diverse teaching practices and classroom settings.

In research question 2, the findings of this study on Technopedagogic Skills (TS) among pre-service teachers reveal both strengths and areas for improvement in the integration of technology into teaching practices. Among the eight items assessed, TS7 ("I enrich my

educational activities via technology”) had the highest mean score ($M = 4.56$), indicating that pre-service teachers frequently use technology to enhance their educational activities. This result aligns with the findings of Bedir (2019), Ganayen and Zidan (2018), and other researchers (Häkkinen et al., 2017; Kivunja, 2015), who emphasize the importance of integrating technology into teaching to promote 21st-century skills. These studies assert that effective use of technology in teaching not only supports the development of student engagement and learning but also helps shape the teaching practices of pre-service teachers to be more aligned with contemporary educational needs. Moreover, this study supports the view expressed by Kivunja (2015) and Larson & Miller (2011), who argue that the development of 21st-century skills, including technopedagogic skills, has a significant impact on reshaping curricula and improving the overall teaching and learning process. These researchers emphasize that pre-service teachers’ ability to effectively integrate technology and 21st-century skills like collaboration, communication, critical thinking, and creativity (the “4 Cs”) is vital for fostering a learning environment that prepares students for modern challenges. The high mean for TS7 in this study reflects this alignment, showing that pre-service teachers are aware of and committed to enriching their educational practices through technology. The findings in current study also corroborate the results from studies such as those by Norahmi (2017) and Urbani et al. (2017), which demonstrated that the integration of 21st-century skills into teacher education programs leads to positive shifts in pre-service teachers’ teaching approaches. These studies suggest that when pre-service teachers are equipped with the right tools and knowledge to integrate technology effectively, they not only improve their pedagogical practices but also contribute to the creation of more dynamic and engaging learning environments. Similarly, our study highlights the positive attitude of pre-service teachers toward enhancing their teaching through technology, as reflected in the high mean score for TS7.

For research question 3, the analysis of pre-service teachers’ Affirmative Skills (AfS) in this study reveals consistently high scores across all three items related to fostering positive and respectful behaviors in the classroom. Specifically, AfS1 (“I behave respectfully toward my students”) scored a mean value of $M = 4.70$, AfS2 (“I get my students to respect individual differences”) received the highest mean value of $M = 4.74$, and AfS3 (“I reinforce my students’ positive behaviors”) scored $M = 4.58$. The standard deviations for these items ranged from $SD = 0.443$ to $SD = 0.575$, indicating minimal variability among participants. These findings imply that pre-service teachers strongly prioritize and consistently demonstrate affirmative skills, particularly in promoting respect for individual differences in their classrooms. Findings from this study are consistent with the expanding corpus of research emphasizing the importance of affirmative skills in fostering a supportive and inclusive classroom environment. In particular, pre-service teachers’ commitment to promoting respect and reinforcing positive behaviors highlights their recognition of the significance of creating a positive classroom culture. This emphasis on inclusivity and respect aligns with current educational trends that prioritize social-emotional learning and cultural sensitivity within the classroom. The results of our study resonate with findings from Daghan et al. (2017), who reported that pre-service teachers, particularly female candidates, tend to exhibit higher levels of affirmative skills, including respect and inclusivity, in their teaching practices. In their study, female pre-service teachers were noted to have more positive attitudes toward teaching and were described as more idealistic in their approach, which could explain their heightened focus on promoting respect and inclusivity in the classroom. This finding is consistent with our study, where pre-service teachers, regardless of gender, demonstrated strong affirmative skills, particularly in fostering respect for individual differences. This study’s findings suggest that pre-service teachers place significant importance on cultivating affirmative skills such as respect for individual differences and positive reinforcement in their teaching practices. These results not only align with the research by Daghan et al. (2017) and Aksoy (2010), but they also support the idea that pre-

service teachers, particularly in contemporary educational settings, are increasingly focused on creating inclusive, respectful, and supportive environments for all students. Therefore, it is crucial that teacher education programs continue to emphasize the development of these affirmative skills, as they play a pivotal role in shaping the social and emotional learning environment of classrooms.

In the sense of research question 4, the results of this study examining pre-service teachers' Flexible Teaching Skills (FTS) reveal moderate levels of engagement in organizing activities outside the classroom. Specifically, FTS1 ("I organize educational activities out of classroom") received a mean score of $M = 3.74$ ($SD = 1.192$), while FTS2 ("I organize social activities out of classroom") received a slightly lower mean score of $M = 3.58$ ($SD = 1.279$). These findings suggest that pre-service teachers are moderately involved in both educational and social activities beyond the classroom, with a slightly higher emphasis on organizing educational activities. The higher standard deviations indicate variability in the frequency with which pre-service teachers engage in these activities, suggesting that some teachers are more proactive in organizing such events than others. This moderate engagement in flexible teaching practices aligns with findings from previous studies. For instance, Chen (2021) highlighted that teachers with 21st-century skills tend to offer more innovative and engaging lessons, which could extend beyond the classroom to include various educational activities. Their research underscores the importance of equipping pre-service teachers with skills that foster a dynamic learning environment, not only within traditional classroom settings but also through extracurricular or off-campus activities. In line with this, this study suggests that there is potential for pre-service teachers to enhance their engagement in flexible teaching practices, particularly in organizing both educational and social activities outside the classroom. Just as Chen (2021) found that the acquisition of 21st-century skills leads to more engaging and innovative teaching, pre-service teachers may benefit from additional training and opportunities to engage in flexible teaching outside the classroom. These experiences can help them develop a broader skill set that includes not only the ability to organize activities but also the ability to integrate technology and innovative teaching strategies in diverse learning environments.

For research question 5, the analysis of pre-service teachers' Generative Skills (GS) in this study reveals strong engagement with creative practices in lesson preparation. Specifically, pre-service teachers demonstrated high proficiency in two key generative skills: designing worksheets for students (GS1) and creating authentic materials for lessons (GS2). Both items yielded identical mean scores of $M = 4.32$, indicating a consistent tendency among participants to engage in generative practices in their teaching. The standard deviations for GS1 ($SD = 0.794$) and GS2 ($SD = 0.768$) were relatively low, suggesting that responses were consistent across participants. These findings suggest that pre-service teachers are adept at generating instructional materials, which is crucial for fostering a dynamic and resourceful teaching approach. These results highlight pre-service teachers' capability to create tailored materials that enhance the learning experience. By actively designing worksheets and original lesson materials, pre-service teachers contribute positively to the development of engaging, contextually relevant, and personalized settings for learning. This aligns with the broader goals of fostering creativity and innovation in educational settings, as generative skills are essential for ensuring that teaching remains flexible, adaptive, and responsive to students' needs. The findings of current study align with the research by Daghan et al. (2017), who emphasized the importance of generative skills among 21st-century learners. In their study, pre-service teachers noted that generative skills were crucial for effective teaching. They further indicated that female pre-service teachers, in particular, tended to possess more positive attitudes towards the teaching profession, contributing to their greater ability to generate materials and design innovative lessons. This is similar to this study, where pre-service teachers demonstrated high

levels of engagement with generative practices, particularly in designing instructional materials for their courses. Overall, the findings from our study underscore the importance of generative skills in the teaching profession. Pre-service teachers, regardless of gender, are actively engaged in creating instructional materials that enhance the learning experience for students. These findings are in line with research on the value of generative skills in instruction, such as that conducted by Daghan et al. (2017), Aksoy (2010), Sahin and Sahin (2017), and Orhan-Goksun (2016). It is crucial that teacher education programs continue to foster these generative skills, as they are fundamental to the development of creative, responsive, and resourceful teaching practices that support student learning and engagement.

The responses to the research question 6 about attitudes, ideas and feelings of pre-service teachers highlight a significant focus on key 21st-century skills, emphasizing the importance of technological integration, collaboration, communication, critical thinking, problem-solving, a supportive classroom environment, creativity, and flexibility. In today's educational environments, these abilities are essential to the growth of both instructors and students. Pre-service instructors specifically highlighted the necessity of encouraging collaborative environments, integrating digital tools and applications to improve learning, and supporting students' cognitive and creative capacities. The findings imply that pre-service teachers understand the need of developing these skills in order to equip their pupils for obstacles in the future. The results of this study support and expand on a number of other studies that highlight the importance of 21st-century skills in the classroom. For instance, Norahmi (2017) highlighted that teachers' competencies in pedagogy, personality, social relations, and professionalism directly influence their ability to integrate 21st-century skills into teaching practices. This corroborates the results of this study, which showed that pre-service teachers deemed critical thinking, teamwork, and communication to be crucial for success in the classroom. Similarly, Ganayen and Zidan (2018) found that factors such as diversity, learning styles, and information and communication technology skills significantly impact teachers' ability to incorporate these skills into their teaching. In current study, pre-service teachers demonstrated awareness of these factors, particularly in relation to using technology to create an engaging and inclusive learning atmosphere. Furthermore, the study by Motallebzadeh et al., (2018) corroborates this study's results by paying attention to the project-based instruction, communication, collaboration, and critical thinking in developing EFL learners' 21st-century skills. They contend that teachers' attitudes and understanding have a big impact on how well they can employ technology in the classroom. This study's findings are consistent with pre-service teachers' recognition of the value of developing these abilities through creative teaching strategies, such as integrating technology. This supports the idea that instructors' attitudes and level of readiness are crucial in improving the educational experiences of their students. The results of this study are further supported by cross-cultural research by Karkoulia (2016) and Tsourapa (2018). These research provided a pedagogical framework for incorporating these fundamental abilities into the classroom by examining teachers' views toward the creation and use of 21st-century skills in several educational environments. The replies of pre-service teachers in the current study demonstrated a comparable comprehension of the significance of these abilities in influencing the direction of education, especially when it comes to EFL instruction. Additionally, Bedir's (2019) research on pre-service English Language Teaching (ELT) programs highlighted the necessity of incorporating the 4Cs—critical thinking, creativity, collaboration, and communication—into teacher education curricula. Bedir's findings support this study by demonstrating that pre-service teachers recognize the significance of these skills for both their own professional development and their students' success. Moreover, UNESCO's (2015) report on the importance of 21st-century skills for future educational success further supports the findings of this study. The report stresses the need for critical thinking, cooperation, communication, and creativity as essential skills for both students

and teachers. The current study aligns with this global perspective by emphasizing the importance of these competencies for effective teaching and learning. Therefore, this study emphasizes how crucial 21st-century abilities—like communication, teamwork, creativity, critical thinking, and technology integration—will be in determining how teaching and learning are conducted in the future. According to the present study, pre-service instructors are well aware of the significance of these competences and how they help pupils get ready for the challenges of the modern world.

Thus, this study emphasizes the critical role that 21st-century skills play in influencing pre-service teachers' practices and equipping them to meet the ever-changing demands of contemporary education. The results highlight the value of administrative, technopedagogic, positive, adaptable, and generative abilities in the teaching process and show a significant emphasis on encouraging creativity, engagement, and constructive criticism in the classroom. In order to create inclusive, interesting, and productive learning environments, pre-service teachers show a strong dedication to honing abilities including critical thinking, problem-solving, and technology integration. These findings are consistent with previous studies that highlight the necessity for teacher preparation programs to concentrate on giving aspiring educators the skills they need to meet the demands of classrooms in the twenty-first century. The study also highlights how important it is to modify teacher preparation programs to better facilitate the growth of these abilities, especially by using technology and cooperative, student-centered teaching techniques. The results also imply that pre-service teachers understand the value of creating a classroom environment that is kind and encouraging, since this improves students' social and emotional development. All things considered, this study adds to the expanding corpus of research on teacher preparation by advocating for a continuous overhaul of programs to guarantee that aspiring teachers possess the fundamental abilities and dispositions needed to succeed in a more technologically advanced, globally interconnected educational environment.

Through the findings of the study it is recommended that teacher education programs prioritize incorporating 21st-century abilities into their curricula, paying special attention to the distinctive qualities of young learners, in light of the study's findings. While taking into account the developmental stages and learning preferences of young learners, programs should emphasize the development of skills like technological integration, creativity, critical thinking, collaboration, and communication in order to better prepare pre-service teachers for the varied needs of this age group. Programs for teacher education should give students practical experience with age-appropriate digital tools and techniques that encourage problem-solving, creativity, and active learning. Additionally, it is crucial to incorporate training that addresses classroom management techniques tailored to young learners, helping pre-service teachers understand their developmental needs and how to create an engaging and inclusive environment. Emphasizing affirmative skills such as respect for individual differences, positive reinforcement, and fostering emotional and social learning will also be key in supporting young learners' well-being. Furthermore, pre-service teachers should be equipped to plan adaptable and dynamic teaching methods by virtue of teacher education programs including educational and social activities outside the classroom, which are essential for fostering a holistic and engaging learning experience for young learners. By revising curricula to better align with the characteristics of young learners and integrating these 21st-century competencies, Programs for teacher education will improve pre-service teachers' capacity to effectively support the developmental and educational needs of children, preparing them to navigate the challenges of modern classrooms.

Drawing on the extensive results of this study, it can be concluded that pre-service teachers demonstrate a strong orientation toward the integration of 21st-century skills in their teaching

practices, particularly in the domains of administrative, technopedagogic, affirmative, flexible, and generative competencies. The study reveals that these future educators prioritize student-centered approaches that foster creativity, critical thinking, technological fluency, and respectful classroom interactions, aligning with global educational standards and research. The consistently high mean scores in areas such as promoting student creativity, using technology to enrich learning, and respecting individual differences reflect a readiness among pre-service teachers to meet the evolving demands of modern classrooms. However, the moderate engagement in flexible teaching practices, such as organizing activities beyond the classroom, indicates areas for further development. These results underscore the need for teacher education programs to restructure their curricula to support the acquisition of these essential skills through practical, developmentally appropriate, and contextually relevant experiences. Ultimately, this study affirms that equipping pre-service teachers with 21st-century competencies is critical for cultivating inclusive, dynamic, and responsive educational environments that meet the diverse needs of young learners in a rapidly changing world.

Based on the findings of this study, it is recommended that future researchers conduct longitudinal and cross-cultural studies to explore the development of 21st-century teaching competencies among pre-service teachers over time and across diverse educational contexts. Research should further investigate the impact of practicum experiences, gender dynamics, and institutional factors on skill acquisition, as well as assess the effectiveness of specific training modules within teacher education programs. Mixed-methods approaches are encouraged to capture deeper insights into pre-service teachers' experiences, while studies focusing on the integration of digital tools and their influence on student outcomes will enhance understanding of technopedagogic practices. Additionally, researchers should aim to develop and validate comprehensive assessment tools to measure these competencies accurately and explore how such skills ultimately affect classroom engagement, creativity, and learning outcomes.

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Research Article

**Öğretmen Adaylarının 21. Yüzyıl Öğrenme Becerilerini Geliştirmek için
Çocuklara İngilizce Öğretimine Yönelik Tutumları**

*Attitudes of Pre-Service Teachers towards Teaching English to Young Learners
to Improve their 21st Century Learning Skills*

Manolya SAĞLAM

GENİŞ ÖZET

Giriş

Bu çalışma, öğretmen adaylarının 21. yüzyıl öğrenme becerilerinin geliştirilmek için genç öğrencilere İngilizce öğretimine yönelik tutumlarını araştırmaktadır. Bu becerilerin öğretilmesi gerekliliği, eleştirel düşünme, yaratıcılık, işbirliği ve teknoloji entegrasyonunu vurgulayan modern eğitimin değişen taleplerinden kaynaklanmaktadır. Araştırma, öğretmen adaylarının bu becerileri geliştirmedeki rollerine ilişkin hazırlık ve tutumlarının kapsamlı bir analizini sağlamak için hem nicel hem de nitel veri toplamayı içeren sıralı açıklayıcı bir karma yöntem tasarımı kullanmaktadır.

Metod

Çalışmanın nicel aşamasında, yönetsel beceriler, teknopedagojik beceriler, onamacı beceriler, esnek öğretme becerileri ve üretimsel beceriler olmak üzere beş alt boyuta dağılmış 27 maddeden oluşan “21. Yüzyıl Öğretmen Becerileri” ölçeği (Orhan, Göksün & Kurt, 2017) kullanılmıştır. Bu boyutlar, öğretmen adaylarının 21. yüzyıl eğitim ortamının taleplerini karşılamak için geliştirmeleri gereken çok çeşitli yetkinlikleri yansıtmaktadır. Nitel aşama, İstanbul'daki bir üniversitede Çocuklara Yabancı Dil Öğretimi dersine kayıtlı 50 öğretmen adayı ile yarı yapılandırılmış mülakatları içermekte ve onların bakış açıları hakkında daha fazla bilgi sağlamaktadır.

Sonuçlar ve Tartışma

Çalışmanın ilk araştırma sorusu öğretmen adaylarının yönetsel becerilerine (YB) odaklanmıştır. Bulgular, öğretmen adaylarının öğrencilerin yaratıcılığını ve katılımını teşvik eden ortamlar yaratmaya büyük önem verdiklerini ortaya koymuştur. Ölçülen on iki madde arasında AS4 (“Öğrencilerime yeni fikirler üretmeleri için fırsatlar yaratırım”) en yüksek ortalama puanı alarak eleştirel ve yaratıcı düşünmeyi teşvik etme konusunda güçlü bir kararlılığa işaret etmiştir. Bu sonuç, genç öğrencilerde bağımsız düşünmeyi teşvik etmenin önemini vurgulayan mevcut araştırmalarla uyumludur. Ayrıca, öğretmen adayları güncel mesleki gelişmeleri takip etmeye ve öğrencilere yapıcı geri bildirim sağlamaya güçlü bir şekilde odaklandıklarını göstermiştir. Bu sonuçlar, sınıf içi uygulamaların ve öğrenci çıktılarının iyileştirilmesinde sürekli mesleki gelişimin kritik rolünün altını çizmektedir ki bu da önceki çalışmaların perspektifleriyle tutarlıdır.

İkinci araştırma sorusu, teknolojinin öğretim uygulamalarına entegrasyonuna odaklanarak teknopedagojik becerileri (TS) incelemiştir. Çalışma, öğretmen adaylarının eğitim faaliyetlerini zenginleştirmek için teknolojiyi kullanmanın önemini giderek daha fazla farkında olduklarını ortaya koymuştur. TS7 (“Öğrendiklerimi dijital araçları kullanarak paylaşıyorum”) en yüksek ortalama puanı alarak öğretmen adaylarının öğretimi geliştirmek için dijital araçları sıkça kullandıklarını yansıtmıştır. Bu durum, 21. yüzyıl becerilerinin geliştirilmesinde teknolojinin

rolünü vurgulayan literatürle uyumludur. Bu çalışmada teknoloji entegrasyonuna yönelik olumlu tutum, Bedir (2019), Ganayen ve Zidan (2018) ve diğerleri tarafından yapılan ve teknolojinin öğretim uygulamalarının çağdaş eğitim ihtiyaçlarıyla uyumlu hale getirilmesinde önemli bir rol oynadığını vurgulayan önceki araştırmalarla örtüşmektedir.

Onamacı becerilere odaklanan üçüncü araştırma sorusuna yanıt olarak, öğretmen adayları özellikle bireysel farklılıklara saygıyı teşvik etme ve olumlu davranışları pekiştirme konularında her üç maddede de tutarlı bir şekilde yüksek puanlar almıştır. AfS1 (“Öğrencilerime saygılı davranırım”) $M = 4.70$ ortalama puan alırken, AfS2 (“Öğrencilerimin bireysel farklılıklara saygı duymalarını sağlarım”) $M = 4.74$ ile en yüksek ortalamayı almıştır. Bu sonuçlar, öğretmen adaylarının destekleyici ve kapsayıcı bir sınıf ortamı yaratmaya öncelik verdiğini göstermektedir. Saygı ve kapsayıcılığa yapılan bu vurgu, sosyal-duygusal öğrenmeyi ve kültürel duyarlılığı teşvik eden güncel eğitim eğilimleriyle uyumludur. Öğretmen adaylarının onamacı becerilerin önemini kabul etmeleri, Daghan ve diğerlerinin (2017) öğretmen adaylarının özellikle olumlu sınıf davranışlarını teşvik etme konusunda daha yüksek düzeyde onamacı beceriler gösterme eğiliminde olduklarını bildirdiği çalışma gibi diğer çalışmalardan elde edilen bulgularla tutarlıdır.

Dördüncü araştırma sorusu esnek öğretme becerilerine (ESB) odaklanmıştır. Bulgular, sınıf dışında etkinlikler düzenlemeye orta düzeyde katılım olduğunu, eğitim etkinliklerine katılımın sosyal etkinliklere kıyasla biraz daha yüksek olduğunu ortaya koymuştur. FTS1 (“Sınıf dışında eğitsel etkinlikler düzenlerim”) $M = 3.74$, FTS2 (“Sınıf dışında sosyal etkinlikler düzenlerim”) ise $M = 3.58$ 'dir. Bu sonuçlar, öğretmen adaylarının esnek öğretim uygulamalarına orta düzeyde katıldıklarını, ancak ders dışı ve kampüs dışı etkinliklere katılımlarında gelişime açık bir alan olduğunu göstermektedir. Chen (2021) gibi önceki çalışmalar, dinamik ve ilgi çekici öğrenme ortamlarını teşvik etmek için sınıfın ötesine uzanan esnek öğretim stratejilerinin önemini vurgulamıştır.

Beşinci araştırma sorusu, öğretmen adaylarının öğretim materyalleri yaratma ve yenilikçi dersler tasarlama becerilerine atıfta bulunan üretimsel becerileri (GS) araştırmıştır. Çalışma, öğretmen adaylarının çalışma kâğıtları tasarlama ve dersleri için özgün materyaller oluşturma konusunda güçlü bir yeterlilik gösterdiklerini ortaya koymuştur. Hem GS1 (“Öğrencilerime çalışma yaprakları hazırlarım”) hem de GS2 (“Derslerim için özgün materyaller hazırlarım”) $M = 4.32$ ile aynı ortalama puanları almıştır ve bu da öğretmen adaylarının üretici uygulamalara yüksek oranda katıldıklarını göstermektedir. Bu sonuç, öğretimde yaratıcılığın ve becerikliliğin önemini vurgulamaktadır, zira üretici beceriler ilgi çekici ve bağlamla ilgili öğrenme deneyimleri yaratmak için gereklidir. Bulgular, Daghan ve diğerlerinin (2017) araştırması ve öğretimin esnek ve öğrencilerin ihtiyaçlarına duyarlı kalmasını sağlamada üretken becerilerin önemini vurgulayan diğer akademisyenlerle uyumludur.

Son olarak, çalışmada öğretmen adaylarının 21. yüzyıl becerilerine ilişkin tutumları, fikirleri ve duyguları incelenmiştir. Bulgular, öğretmen adaylarının eleştirel düşünme, iletişim, işbirliği, yaratıcılık ve teknoloji entegrasyonu gibi temel 21. yüzyıl yetkinliklerine güçlü bir şekilde değer verdiğini göstermektedir. Bu beceriler, öğretmenlerin ve öğrencilerin hem kişisel hem de mesleki gelişimleri için gerekli görülmektedir. Öğretmen adayları, işbirliğine dayalı bir ortam oluşturma ve öğrenme çıktılarına iyileştirmek için teknolojiyi kullanmanın önemini vurgulamıştır. Öğretmen adaylarının yanıtları, Norahmi (2017), Ganayen ve Zidan (2018) ve Motallebzadeh ve diğerleri (2018) tarafından yapılan ve öğretmenlerin pedagoji, sosyal ilişkiler ve teknoloji entegrasyonu alanlarındaki yetkinliklerinin başarılı bir 21. yüzyıl öğretimi için önemini vurgulayan çalışmalardan elde edilen bulgularla örtüşmektedir.

Sonuç olarak, bu çalışma 21. yüzyıl becerilerinin öğretmen adaylarının öğretim uygulamalarını şekillendirmedeki kritik rolünün altını çizmektedir. Sonuçlar, ilgi çekici, kapsayıcı ve dinamik

öğrenme ortamlarının teşvik edilmesinde yönetsel, teknopedagojik, onamacı, esnek öğretim ve üretimsel becerilerin önemini vurgulamaktadır. Çalışma aynı zamanda öğretmen eğitimi programlarının, öğretmen adaylarını 21. yüzyıl sınıflarında başarı için gerekli yetkinliklerle daha iyi donatmak üzere müfredatı uyarlama ve modernize etme ihtiyacını da vurgulamaktadır. Bu bulgular, öğretmen hazırlığı konusunda giderek artan araştırmalara katkıda bulunmakta ve çağdaş eğitimin değişen taleplerini karşılamak için sürekli mesleki gelişim ihtiyacının altını çizmektedir.