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**Integrating 21<sup>st</sup> Century Skills in ELL**

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**Abstract**

This study explored the effect of integrating 21st century skills to language learning to the English language competence of 124 sophomore Education students of LNU who were taking Interactive English in summer 2017. This is a quasi-experiment employing the one group pretest-post test design. Prior to the experimental language instruction, the participants were found to possess Below Average level of competence in critical thinking and problem solving, Unsatisfactory level of competence in communication, and Competence in the use of ICT or digital media technology. After the experimental instruction, they demonstrated Above Average level of proficiency in critical thinking and problem solving, Excellent in communication, and Expert in ICT literacy. A paired sample t-test via SPSS computer application revealed that there was a significant difference between the participants' levels of competence before and after instruction in all three categories. Hence, the language instruction can be said to be effective in enhancing the communicative competence and the 21<sup>st</sup> century skills of the college students. In conclusion, the inclusion of 21<sup>st</sup> century skills in the teaching of language or any other core subject favors the growth of the learners into more literate, educated, competent, and employable populace. It is recommended, therefore, that higher education institutions (HEIs) or teachers may seriously adopt the new pedagogical framework to teaching and learning that recognizes the centrality of 21<sup>st</sup> century skills in education.

**Keywords:** Critical Thinking and Problem Solving, ICT, English Language Competence