

# Pedagogical Approaches that Work in the 21st Century College Classroom: Basis in English Teaching Method Innovation

Manli Wu<sup>1,2,\*</sup>, Julius T. Gat-eb<sup>3</sup>

<sup>1</sup>Graduate School, University of Baguio, Baguio City 2600, Philippines

<sup>2</sup>Xuchang Vocational Technical College, Henan 461000, China

<sup>3</sup>Principal, University of Baguio Laboratory Elementary School, Baguio City, Philippines

\* Corresponding author: Manli Wu (Email: 20232441@s.ubaguio.edu)

## Abstract

The study navigates the evolving landscape of higher education, focusing on innovative pedagogical approaches for 21st-century language classrooms. It identifies the need to adapt teaching methodologies to match the dynamic educational environment driven by technological advancements and diverse student bodies. Utilizing a mixed-method approach involving 20 teachers and 75 students from Xuchang Vocational Technical College, Henan Province, China, the research reveals the prevalence of technology integration and the influence of diverse materials in language learning experiences. Notably, a comprehensive teaching guide has been developed based on the study's findings, aiming to bridge traditional methods with modern pedagogical needs. Recommendations include deeper exploration of challenges in 21st-century education, the development of additional educational materials, and rigorous testing of the teaching strategy guide for effective implementation in language classrooms. This study provides valuable insights for educators to optimize teaching practices, emphasizing the integration of technology in language learning and the ongoing need for adaptable pedagogical approaches.

## Keywords

Pedagogical approaches, Innovative, Language learning, 21<sup>st</sup> century, Integration, Technological advancement.

## 1. Introduction

In the contemporary era of the 21st century, the educational landscape is in the midst of a profound transformation. The conventional paradigm of pedagogy, characterized by lecture-based instruction within the college classroom, is confronting a multitude of innovative educational methodologies. These emerging strategies, frequently grounded in technological advancements and a more profound comprehension of cognitive processes, present a promising horizon for both educators and students.

Within the dynamic realm of education, one particularly intriguing domain of inquiry pertains to the methods employed in the instruction of the English language. English not only functions as a universal lingua franca but also assumes a pivotal role in both academic and professional spheres. As the demands imposed on English education undergo evolution, educators must remain adaptable, forward-thinking, and willing to explore novel pedagogical approaches in order to align with the exigencies of 21st-century college students.

Moreover, the phenomenon of globalization has rendered cultural proficiency an indispensable facet of English language instruction. Proficiency in comprehending and valuing diverse viewpoints and cultures stands as a paramount skill for contemporary students.

### 1.1. Traditional Curriculum Model

Upon the mention of the term 'classroom', it is most often thought of as a large-class, instructor-driven, lecture-based (Strobel, 2009) environment. The traditional classroom model is one where the teacher is the 'knowledge source' and the students are recipients of that knowledge (Rosenfeld & Rosenfeld, 2006). Teachers are most often seen as experts in their fields and are necessary for delivering the fundamental concepts of the educational curriculum (Wilhelmsson, et al., 2012).

In the traditional classroom setting, it is customary to observe a predominant emphasis on the instructor disseminating information, with students predominantly tasked with retaining the provided knowledge. Instances wherein students are required to participate in pertinent problem-solving scenarios that align with their contemporary circumstances are infrequent. Consequently, there exists a pressing need for an educational overhaul in order to align with the imperatives of our present-day society.

### 1.2. Teacher and Student Pedagogical Shift

As emphasized by Camp (1996), moving towards a true problem-based learning model forces teachers to undergo a paradigm shift. The assertion highlights the need for fundamental shifts in the core principles that underpin traditional education. It emphasizes that the required alterations are not superficial or supplementary in nature; rather, they necessitate a holistic transformation. These changes cannot be imposed as superficial layers upon the pre-existing educational framework. Instead, they demand a comprehensive reevaluation and restructuring of the entire educational system.

Teachers are not the only ones experiencing a complete shift in roles. Students are forced to take on new responsibilities for their learning that they have never had before. Self-directed learning can prove particularly difficult for learners when it comes to applying metacognitive strategies (Hmelo & Linn, 2000). This highlights that changes in how education works impact not just teachers but also students. Students are now asked to take on new and more independent roles in their learning, which is different from what they used to do. Hence, this change can be tough for students, especially when they need to use advanced thinking strategies, as shown by a study in 2000 by Linn and His. This compels students to be more in charge of their own learning and use more advanced thinking skills, which can be challenging for them.

Learners are now expected to employ reflective and critical thinking skills (Bereiter & Scardamalia, 1989). Furthermore, this means that students need to be aware of what knowledge gaps they have in order to understand what information they need learn. They can no longer rely on merely memorizing facts and right answers to succeed in the classroom (Murray & Saven-Baden, 2000).

The contemporary world significantly diverges from that of preceding generations. Present-day society is immersed in a plethora of advanced technologies, evolving at an unprecedented pace, and characterized by a rapidly expanding knowledge repository, demanding the resolution of intricate issues on a daily basis. Consequently, employers seek individuals capable of adjusting to novel circumstances and devising inventive solutions for unprecedented problems. Therefore, education must focus on instilling divergent thinking and nurturing competencies that have traditionally received limited attention in the academic sphere.

As the society experiences rapid changes in the advancement of technology and information, it becomes necessary for our education systems to evolve to meet the new demands of this evolving society. In order to promote future success of students in the educational system educational sectors move towards a system focused on developing students to be engaged thinkers and ethical citizens with an entrepreneurial spirit.

Many education systems across the world have developed policy statements that embrace 21st Century Literacies, and these are often conceived of as a set of skills and understandings to prepare the workforce or citizenry for a changing, interconnected world (Burnett et. al., 2014). One of the extensively examined subjects in the realm of English language instruction is the intersection of language literacy and the global comparative education landscape. Nevertheless, limited attention has been devoted to the pedagogical strategies and their profound impact on learners, encompassing the entirety of language acquisition, including its various components and dimensions.

In this research undertaking, the primary objective was to unveil the prevalence of efficacious teaching methodologies within 21st-century language classrooms and assess the efficacy of instructional materials in shaping the learning process. Moreover, the study aspired to delve into the magnitude of the influence exerted by these methods and materials on students' educational experiences and academic outcomes.

### 1.3. Statement of the Problem

To be able to achieve the aim of this research, this study endeavored in the pedagogical approaches applicable for 21st century college classroom in English language teaching examining and analyzing the responses to the following research questions:

1. What is the frequency level of pedagogical approaches for the 21st century college classroom as perceived by the English language teachers?
2. What are the possible impacts of the pedagogical approaches and effective learning materials as perceived by the learners?
3. What teaching strategy guide for English language teachers could be utilized for 21st century college classroom?

## 2. Methodology

This study utilized a mixed-method approach, which integrates both qualitative and quantitative research methodologies and encompasses a range of data collection techniques. The research employed various tools, including in-person interviews and online survey questionnaires containing items rated numerically, along with open-ended questions to gather a comprehensive set of data. Top of Form Bottom of Form

In accordance with the researcher's objective of ascertaining the prevalence of pedagogical approaches in 21st-century college classrooms, exploring the potential implications of these approaches, and identifying effective learning materials, the chosen research methodology is vital. It will facilitate the acquisition of valuable insights from the study participants, namely English language teachers and learners. Furthermore, this approach enhances the credibility of the research findings by incorporating a diverse range of data sources and research methods.

The respondents of the study were the twenty (20) English language teachers and seventy-five (75) students from Xuchang Vocational Technical College- a public full-time general college in Xuchang City, Henan Province.

The primary research instrument employed was a questionnaire created using Google Forms. Two distinct questionnaires were designed, one for teachers and one for students. The questionnaire for teachers comprises two sections. The first section focuses on pedagogical approaches and consists of a table checklist containing twelve (12) items. The second section includes a set of interview questions. The questionnaire for students consists ten interview questions related to the potential impacts of pedagogical approaches and the effectiveness of learning materials.

The collected data from the respondents were compiled and subjected to tallying and computation for subsequent interpretation. Interviews were also conducted to validate the

gathered data. Additionally, the researcher drew upon published articles and literature to substantiate and further explore the research findings.

In order to gain a thorough understanding of the interview sessions, the researcher utilized thematic analysis, a technique that entails identifying and constructing themes derived from the interview data. The transcribed interview outcomes underwent a rigorous examination and categorization based on their significance, meaning, and similarity, following the methodology proposed by Patton (1990). Subsequently, after delineating the themes, the researcher presented the research findings and offered an interpretation of the data.

To determine the frequency level of pedagogical approaches for 21st-century college classrooms, Weighted Mean was employed. A 4-point numerical scale, complete with descriptive labels, was used to score and quantify the data regarding the frequency of teachers' pedagogical approaches, as outlined below:

4-point numerical scale

STATISTICAL LIMITS	LEVEL	DESCRIPTION	SYMBOL
3.25-4.00	Very High	Always	A
2.50-3.24	High	Often	O
1.75-2.49	Low	Sometimes	S
1-1.74	Very Low	Rarely	R

### 3. RESULTS AND DISCUSSIONS

In the subsequent section, results are presented regarding frequency level of pedagogical approaches as perceived by teachers and learners' perception on the possible impacts of the pedagogical approaches. Drawing on the findings, a teaching strategy guide is introduced, distilled from key responses obtained through a combination of in-person and online questionnaires.

#### 3.1. Frequency Level of Pedagogical Approaches

Table 1 presents the frequency level of pedagogical approaches as perceived by English language teachers. The result revealed that teachers recognize an "Often" frequency level of pedagogical approaches with an overall mean of 2.61. In general, it is a widely held belief among language educators that contemporary pedagogical methods, tailored to the demands of the 21st century, are consistently and extensively integrated into language classrooms.

Topping the list of the pedagogical approaches with a weighted mean of 2.95 is: Technology Integration (e.g. the use of technology tools and resources to enhance and personalize the learning experience, such as multimedia presentations, online platforms, and interactive simulations). Using the given scale, this item falls under the frequency level of "Often".

Technology integration is viewed as the use of technology such as desktop computers, laptops, handheld computers, software, or the internet in a teacher's regular teaching and curricular plans (Hew & Brush, 2007). Encompassing the utilization of various technology tools and resources to enrich and tailor the learning journey, has emerged as a prominent pedagogical approach. This approach involves the strategic incorporation of digital assets such as multimedia presentations, online platforms, and interactive simulations into the educational process.

**Table 1.** Frequency Level of Pedagogical Approaches as Perceived by Teachers

PEDAGOGICAL APPROACHES	MEAN	DE	R
1. Lectures	2.45	S	9
2. Memorization	2.00	S	12
3. Rote Learning	2.70	O	6
4. Teacher-Centered Instruction	2.40	S	10.5
5. Textbook Dependent	2.75	O	4.5
6. Active Learning	2.65	O	7
7. Inquiry-Based Learning	2.50	O	8
8. Cooperative Learning	2.90	O	2.5
9. Problem-Based Learning	2.75	O	4.5
10. Technology Integration	2.95	O	1
11. Flipped Classroom	2.40	S	10.5
12. Differentiated Instruction	2.90	O	2.5
AVERAGE WEIGHTED MEAN	2.61	O	

Legend: (3.25-4.00) A- Always; (2.50-3.24) O- Often;  
(1.75-2.49) S- Sometimes; (1.00-1.74) R- Rarely

In language classrooms, Respondent 13 (R13) expressed the idea that most students lack incentives in learning English and to address this issue, the teacher resorts to employing a variety of engaging activities or media to capture their attention.

It has been widely acknowledged that integrating technology into teaching generates a better quality of teaching and learning (Pérez-Sanagustín et al., 2017). Higher education institutions have offered online courses and programs at undergraduate and postgraduate level by actively taking advantage of distance education that provides equal opportunities in education (Gibbins et al., 2015)

Researchers in the field of education have highlighted the transformative potential of technology integration. By infusing digital elements into teaching, educators can create a more engaging, interactive, and student-centered learning environment.

In addition, numerous studies have shown that technology integration not only captures students' attention but also provides opportunities for personalized and self-directed learning. Supporting the positive outcomes, (Fonseca et al., 2014) indicated that through the use of technology, students were able to achieve a greater level of direct engagement with the proposed content, which in turn improved overall achievement. They indicated that technology was highly correlated with student motivation, and also found a significant correlation between technology use and academic achievement.

In another study (Cheng et al., 2015) found that the students' long term knowledge retention in a technology enhanced classroom subsequently influenced learning outcomes; and students who use technology outperform in engagement and achievement. Multimedia presentations, for instance, enable educators to convey complex ideas in a visually appealing and comprehensible manner, catering to diverse learning styles.

Furthermore, technology integration aligns with the demands of the 21st century, equipping learners with digital literacy skills and preparing them for an increasingly technology-driven workforce. This pedagogical approach empowers educators to adapt their teaching methodologies to suit the needs and preferences of today's tech-savvy generation.

This is affirmed by the following statement of Respondent 14:

R14: Students' motivation to learn English is not particularly high, that is why innovative approaches to teaching and technology integration in enhancing their learning experience.

Rank 2 in the list with a weighted mean of 2.90 are Cooperative Learning (e.g. students work in groups to solve problems, discuss ideas, and collaborate on projects, promoting teamwork and communication skills.) and Differentiated Instruction (e.g. teachers tailor their instruction to accommodate various learning styles, abilities, and interests of individual students

Cooperative Learning is instruction that involves students working in teams to accomplish a common goal, under conditions that include positive interdependence, individual accountability, face-to-face promotive interaction, appropriate use of collaborative skills, and group processing (Johnson & Johnson, 1992). This pedagogical method is rooted in the philosophy that individuals can achieve higher levels of understanding and mastery when they work collectively, drawing from their diverse perspectives and strengths (Kasl et. al., 1997). Researchers have emphasized the manifold benefits associated with Cooperative Learning, with a particular focus on the development of essential 21st-century skills.

It is an instructional approach that holds significant relevance in the realm of education. It entails the arrangement of students into small groups or teams, where they collaboratively engage in various educational activities such as problem-solving, idea discussion, and project collaboration. The primary objective is to foster an environment that promotes teamwork, enhances communication skills, and ultimately leads to an enriched learning experience.

This becomes apparent through the remarks made by the following respondents:

R12: Students can be put into groups, each group of two or three students to carry out pre-course performance; they can help each other.

R15: I use the task-based teaching method to engage them to work in groups, and each team member is responsible for a portion of the task. I found that in group work, highly capable students naturally assume leadership roles.

R20: Adopt the method of group learning, according to different characteristics and degrees of several groups, to complete the group task together and give guidance.

Hence, cooperative learning encourages students to interact and engage with one another on a more profound level. In these group settings, learners are required to articulate and defend their ideas, actively listen to their peers, and offer constructive feedback. This dynamic exchange not only deepens their comprehension of the subject matter but also hones their communication and interpersonal skills.

Moreover, the social interaction inherent to Cooperative Learning nurtures a sense of belonging and community within the classroom (Bateman et. al., 2022). Students tend to feel more engaged and motivated when they are part of a supportive group, which can positively impact their overall academic performance and satisfaction equipping students with vital teamwork abilities. As they work together to achieve common goals or solve problems, they learn to coordinate their efforts, delegate tasks, and leverage each member's strengths. These experiences mimic real-world scenarios where collaboration is often imperative, preparing students for future professional roles.

Regarding the second approach, differentiated instruction, it requires teachers to be flexible in their approach to teaching and adjusting the curriculum and presentation of information to

learners rather than expecting students to modify themselves for the curriculum (Subban, 2006).

Within the realm of educational diversity, it is imperative to recognize that not all students share the same learning characteristics. In light of this understanding, differentiated instruction presents a pedagogical framework designed to offer students a multifaceted array of avenues for comprehending information and grasping conceptual concepts. This is in accordance to the responses below:

R6: Students have different abilities, and the tasks are arranged according to the differences in students' abilities.

R9: Within a class, the language level of students may vary greatly. This is a challenge for teachers. We need to adopt different teaching methods and strategies to ensure that each student is able to understand and follow the course content.

The differentiated instruction model necessitates educators to exhibit flexibility in their teaching methodologies, encompassing the adaptation of curriculum content and information presentation to cater to the unique needs of individual learners, instead of expecting students to conform to a fixed curriculum. Within the classroom setting, instruction is an intricate blend of whole-class, group, and individualized teaching methods. Differentiated Instruction, as a pedagogical theory, is firmly rooted in the principle that instructional strategies should evolve and be customized to suit the diverse and individualized needs of students within a classroom environment.

Textbook Dependent (e.g. the focus is primarily on textbooks as the main source of information and learning material) approach in education is characterized by an overreliance on textbooks as the primary and often sole source of information and learning materials (Tomlinson, 2012). This method, while convenient and structured, has both advantages and limitations that are important to consider in educational contexts. This approach is marked by the following key features: Structured Content, Consistency, Convenience, and Assessment Alignment.

However, being excessively Textbook Dependent also has its drawbacks, which researchers often emphasize in educational discussions: Lack of Flexibility and Narrow Perspective. Thus, a more balanced approach is often recommended to utilize textbooks as one of several resources for teaching and learning (Schools, 2013). Integrating a variety of sources, such as digital resources, primary materials, experiential learning, and student-led inquiries, alongside textbooks, can provide a more holistic and engaging educational experience. This approach acknowledges the advantages of textbooks while addressing their limitations and promoting a more student-centered and flexible learning environment.

The latter approach- Problem-Based Learning (e.g. students engage in real-life scenarios or problems, applying knowledge to develop problem-solving and critical thinking skills) within the second rank is a dynamic educational approach that prioritizes active, student-centered learning. In PBL, students are presented with complex, real-life scenarios or problems that require them to apply their existing knowledge and skills to develop problem-solving and critical thinking abilities (Savery, 2015).

The core tenets of Problem-Based Learning (PBL) encompass various pivotal components, integral to fostering a dynamic and immersive educational experience. These essential elements include the introduction of authentic, real-life challenges that serve as the focal point for student-driven inquiry. PBL also embraces the interdisciplinary approach, emphasizing the fusion of knowledge from diverse subject areas, facilitating holistic comprehension. Collaboration and interactive engagement among students stand as linchpins of PBL, fostering

a collective effort to address complex issues. Critical thinking and problem-solving abilities are honed through this process, enabling students to navigate multifaceted challenges effectively. Furthermore, PBL encourages reflection on the learning journey and provides a feedback loop that allows students to continuously refine their approach. This approach aligns with the remarks of our respondents.

For instance, Respondent 5 (R5) highlights the preference for topics that mirror real-life scenarios and appealing activities, which aligns with the concept of authentic, real-life problems in PBL.

Respondent 9 (R9) underscores the importance of creating an interactive learning environment with a structured learning plan and phased tasks, which closely resonates with the student-centered and task-based nature of PBL.

Respondent 12 (R12) emphasizes the significance of effective questioning in class, emphasizing its alignment with real-life scenarios, which is a fundamental aspect of PBL where students engage in inquiry-based learning.

Lastly, Respondent 19 (R19) aptly notes the utilization of task-based teaching methods, which closely parallel PBL's problem-solving and task-oriented focus. These responses collectively validate the relevance and effectiveness of PBL in contemporary educational practices.

Many scholars have consistently underscored a multitude of advantages stemming from this educational approach. These benefits encompass active engagement in the learning process, which goes beyond passive reception of information. Furthermore, it fosters a profound and comprehensive understanding of the subject matter, going beyond surface-level knowledge acquisition.

In addition, it equips students with life-ready skills, preparing them for the complexities of the real world, and promoting long-term retention of knowledge. This approach, fundamentally, empowers students to become lifelong learners capable of not only adapting to but thriving in diverse and challenging environments. These benefits underscore the profound impact of this pedagogical strategy, demonstrating its significance in modern education.

Moreover, three strategies are least ranked. These are: Teacher-centered Instruction (e.g. the teacher is the primary authority figure, controlling the flow of information and making decisions regarding the curriculum), Flipped Classroom (e.g. students access instructional content outside of class, allowing for in class activities and discussions focused on applying and deepening understanding), and Memorization (e.g. students are asked to memorize facts, formulas, or information without necessarily understanding the underlying concepts).

Specifically, Teacher-centered Instruction and Flipped Classroom strategies with a weighted mean of 10.5 under the frequency level of "Sometimes" have distinct implications for pedagogy, and the choice between depends on the educational objectives, the nature of the subject matter, and the preferences of the instructor.

Teacher-centered instruction, as advocated by traditional educational paradigms, positions the educator as the primary source of knowledge dissemination and control within the classroom (Kirschner et al., 2006). In this approach, the instructional process is characterized by a linear flow, with the teacher acting as the primary authority figure, directing the pace and scope of the learning experience. This is rooted in the belief that the teacher's expertise is pivotal in shaping students' understanding of subject matter, with learners cast in a more passive role as recipients of knowledge.

Conversely, the Flipped Classroom approach signifies a withdrawal from the traditional teacher-centric approach, emphasizing a student-centered and technology-driven instructional strategy. This pedagogical framework, popularized by Bergmann and Sams (2012), inverts the conventional sequence of in-class lectures and homework assignments. Classroom time is then repurposed for collaborative activities, discussions, and problem-solving exercises facilitated



by the teacher. This approach utilizes technology to personalize the learning experience, fostering student engagement and enabling educators to provide targeted support where needed (Bishop & Verleger, 2013).

Last in rank with a weighted mean of 2.00 still “Sometimes” is Memorization. It is particularly traditional and often criticized in which students are instructed to commit facts, formulas, or information to memory without a primary emphasis on comprehending the underlying concepts. In this method, the focus is on rote learning, repetition, and the ability to recall specific pieces of information.

Since the learning style of each person plays a great role in the utilization of memory. In order for individual students to master the collective and random information which is gathered from outside, and because of the different nature of individual learning styles, students empower themselves by using several methods for information-mastering such as writing down points for memorization or record; by asking questions, and by reading, and spending time in study, plus seeking help from others (Yusuf, 2010).

Key aspects of memorization in an educational context include: rote learning, fact-centric, minimal critical thinking, and standardized testing alignment. This approach allows students to develop a deeper comprehension of the subject matter, which can better prepare them for the challenges of the 21st century. Regardless, researchers emphasize the need for educational methods that promote analytical skills, creativity, and problem-solving alongside factual knowledge.

To address various issues in language learning, the importance of these pedagogical approaches lies in educators’ ability to prepare language learners for the challenges and opportunities of the 21st century. By focusing on communication, using technology, applying what is learned in real-life situations, and understanding different cultures, educators can better equip students with the skills they need to thrive in our globalized and interconnected world.

**Table 2-1. Learners’ Perception on the Possible Impacts of the Pedagogical Approaches**

Question 1	Are you satisfied with the current methods of English teaching? Please elaborate on the reasons.
1.1 Positive Satisfaction with Teaching Method	<p>R23. Yes, I'm satisfied. I think I can find my own way to learn from it and easier to understand.</p> <p>R31. Yes, the teachers are very serious and systematic in their teaching.</p> <p>R33. I am quite satisfied. Through the teacher's detailed explanation, I can understand the knowledge better. I like the present teaching method very much.</p> <p>R44. The current method of English teaching is useful for my basic English learning, which fills my English grammar gaps, helps me learn more vocabulary, listening, speaking, reading, and writing skills.</p> <p>R69. Yes, the amount of recitation is moderate, the teaching method is combined with real life, and it is interesting.</p> <p>R71. Yes. With the current learning mode, I am able to understand and master the corresponding content step by step.</p> <p>R72. Yes, the methods can improve my English.</p>
1.2 Concerns about the Effectiveness of the Teaching Method	<p>R29. I felt like the tuition of English nowadays is beginning to become a formality, students are not able to improve their skills, and therefore most English major students couldn't get a decent job after college.</p> <p>R51. Generally speaking, first, the current English class is effective, but it is difficult to improve students' participation in learning and the stimulation of learning interest. It is hoped that school teachers can improve the enthusiasm and efficiency of students and increase their learning awareness.</p>

### 3.2. Learners' Perception on the Possible Impacts of the Pedagogical Approaches

Table 2 presents the learners' perception on the possible impacts of pedagogical approaches. The result conveyed that most participants, as indicated by the insights obtained from interviews, expounded favorable attitudes concerning the concept of 21st-century pedagogical approaches.

As pointed out by the following participants:

R44: The current method of English teaching is useful for my basic English learning, which fills my English grammar gaps, helps me learn more vocabulary, listening, speaking, reading, and writing skills.

R69: Yes, the amount of recitation is moderate, the teaching method is combined with real life, and it is interesting.

R71: With the current learning mode, I am able to understand and master the corresponding content step by step.

The conventional notion of a classroom often conjures images of large-class settings characterized by instructor-driven, lecture-based methodologies (Strobel, 2009) and the 'knowledge source' while the students are recipients of knowledge (Rosenfeld & Rosenfeld, 2006). However, the participant responses challenge this stereotype, shedding light on a more nuanced perspective. These participant insights challenge the conventional classroom paradigm, indicating that effective language teaching goes beyond the traditional lecture format. The incorporation of real-life applications, moderation in recitation, and a step-by-step approach seem to be key elements in creating a conducive learning environment and provides a structured progression toward mastering language skills.

While expressing their positive views, some participants also put forward suggestions for improvement. Some respondents emphasize the need for a more personalized and individualized approach to teaching, taking into account the diverse characteristics, learning styles, and abilities of students (R51, R29, R73).

**Table 2-2. Learners' Perception on the Possible Impacts of the Pedagogical Approaches**

Question 2	Do you feel that current teaching methods can meet your learning needs? If not, what improvements would you like to see?
2.1 Positive View of Teacher-Guided Practices	R30. Teachers guide students to practice, and they expand on things that cannot be learned in textbooks. The respondent believes these teaching methods are more effective.
2.2 Insufficient Classroom Learning	R29. I think most of English learning process is NOT happening in class; students need to spend lots of time after class. There should be additional activities outside of class that can help with language learning.
2.3 Enriched Teaching and Learning Activities	R73. The respondent believes that teachers can enrich teaching and learning activities, suggesting a positive view of the current teaching method.

Though teachers continue to be revered as subject matter experts (Wilhelmsson, et al., 2012), aligning with the traditional understanding of their role, the evolving educational landscape calls for an adaptation of teaching methods. Respondents' perspective emphasizes the evolving need for a more dynamic teaching approach. Integrating the expertise of teachers with practical, real-world activities emerges as a crucial strategy to bridge the gap between theoretical knowledge and its practical application. As noted by respondents in Question 2, teaching methods need to be enhanced through practical activities not learned in textbooks or not happening in class. Students need authentic or real-world activities for them to apply what they learn.

**Table 2-3. Learners' Perception on the Possible Impacts of the Pedagogical Approaches**

Question 3	What do you think are the most effective teaching methods in your English class? Why is this so?
3.1 Language Skills Emphasis	R10. Analysis of long difficult sentences R32. Speaking, reading, and listening R37. Memorizing words and sentences R49. Listening, reading, and writing R4. Listening and speaking combined with audio-visual combination R12. Positive interaction
3.2 Interactive and Practical Methods	R23. Attract students' attention and encourage them R35. Task-based approach R40. Group presentation and speech R41. Speaking to enhance language sense R56. Game-based teaching method, scenario simulation method, problem-oriented teaching
3.3 Use of Technology and Multimedia	R14. Videos R22. Using the internet to show content R69. Multimedia teaching, flipped classroom, task-driven teaching
3.4 Student Engagement and Participation	R26. Engaging in conversations and oral English R31. Delivering various knowledge of English words R44. Lecture method and practice method R52. Mobilizing students' participation R60. Multimedia teaching and group teaching
3.5 Creativity and Interest	R20. Method of discussion, method of conversation, method of teaching R27. Explaining the textbook carefully and discussing topics of interest R50. Skipping unnecessary courses and interpreting the content R55. Taking the initiative to learn and practice R47. Gamification teaching, scene simulation, role-playing
3.6 Games and Simulation	R54. Playing games to motivate and interest students R57, R58, R59, R65, R66, R67. Game teaching method, scene simulation method, multimedia teaching
3.7 Multisensory and Immersive Learning	R68. Multimedia teaching, group teaching, problem-oriented teaching R63, R64. Multimedia teaching, games teaching, group teaching
3.8 Innovative Approaches	R71. Task-based method, communicative method, situational method R72. Communicative language teaching, task-based learning, drama
3.9 Motivation and Interest	R75. Game teaching method, scene simulation method, multimedia teaching

According to Camp (1996), the transition toward a true problem-based learning model necessitates a significant paradigm shift for teachers. In response to inquiries regarding optimal

teaching methodologies (Question 3), various participants, including R10, R32, R37, and R49, have contributed insightful suggestions to enhance English language instruction. Recommendations span a spectrum of effective practices encompassing emphasis on language skills, interactive and practical techniques from contributors such as R4, R12, R23, R35, R40, R41, and R56.

Additionally, insights from R14, R22, and R69 highlight the significance of incorporating technology and media, while R26, R31, R44, R52, and R60 stress the importance of student engagement and participation. Creative approaches advocated by R20, R27, R50, and R55, as well as game-based strategies proposed by R47, R54, R57, R58, R59, R65, R66, and R67, showcase the diverse array of teaching techniques recommended.

Further, R68, R63, and R64 underscore the benefits of multisensory and immersive learning experiences, while R71 and R72 introduce innovative approaches. Ultimately, motivation and interest emerge as crucial factors, as emphasized by R75. This collaborative insight underscores the richness and diversity of effective teaching methodologies in English language instruction.

**Table 2-4. Learners' Perception on the Possible Impacts of the Pedagogical Approaches**

Question 4	Do you think the current teaching methods are appropriate enough to meet the learning styles and ability levels of diverse learners? If not, how do you think it should be improved?
4.1 Individualized Approach	R20, R22, R23. There is a need for a more personalized and individualized approach to teaching, taking into account the diverse characteristics, learning styles, and abilities of students.
4.2 Satisfaction with Current Methods	R27, R35, R38, R51, R52, R55. A few respondents express satisfaction with the current teaching methods, believing that they are suitable for accommodating different learning styles and abilities.
4.3 Challenges in Current Methods	R36, R40. While some respondents acknowledge that current methods can meet basic learning needs, they also highlight that these methods may not present enough of a challenge, especially for more advanced learners.
4.4 Grouping by Ability	R47, R57. Several respondents suggest that students could be grouped according to their levels or abilities, which could help tailor instruction more effectively to diverse learners
4.5 Interactive and Engaging Methods	R51, R55, R73. Respondents recommend incorporating more interactive and engaging elements into teaching to increase student interest and participation.
4.6 Consideration for Diverse Motivations	R72. Some respondents point out that students may have different motivations for learning English, such as passing exams, and that this should be taken into account in teaching methods.

Moreover, these participants (R51, R55, R73) advocate for the integration of interactive and engaging elements in teaching to stimulate greater student engagement and interest (Question 4). Additionally, some respondents emphasize the importance of recognizing students' varied motivations for learning English, including exam preparation, and suggest that teaching methods should be tailored accordingly (R72). This confirms the claim of Cameron (2006) that children have great curiosity and have goals about what they want to do.

Generally, the responses indicate a variety of opinions regarding the adequacy of current teaching methods for meeting the needs of diverse learners. Some suggest a need for more

personalized and engaging approaches, while others find the current methods suitable. Consideration for the diversity of students, their motivations, and their varying levels of ability is a common theme.

In addressing the call for more personalized and engaging approaches, teachers consider implementing differentiated instruction, adapting their teaching methods to accommodate the varying levels of ability within the classroom. This may involve providing additional support for struggling learners, offering enrichment activities for those who excel, and employing flexible teaching strategies to meet the diverse needs of the student population. As to learners, each individual is expected to employ reflective and critical thinking skills (Bereiter & Scardamalia, 1989).

Ultimately, fostering a classroom environment that values and accommodates student diversity, both in terms of motivations and abilities, requires a reflective and adaptive teaching approach. Teachers can continuously assess the effectiveness of their methods, seek feedback from students, and stay informed about evolving pedagogical practices to ensure that their teaching remains responsive to the dynamic needs of their learners.

**Table 2-5. Learners' Perception on the Possible Impacts of the Pedagogical Approaches**

Question 5	In terms of English teaching methods, what role do you think teachers play in the classroom? What qualities and abilities do you expect teachers to possess in teaching?
5.1 Guidance and Knowledge Impartation	R4, R24, R33, R39, R42, R44, R47, R53, R54, R64. Respondents highlight the teacher's role as a guide, mentor, and knowledge transmitter.
5.2 Support and Facilitation	R5, R18, R28, R37, R52, R56, R59, R60, R61, R68, R71, R73, R74, R75. Many participants view teachers as facilitators, organizers, and motivators who support and facilitate student learning.
5.3 Interactivity and Engagement	R21, R23, R30, R51, R56, R70, R72. Teachers are expected to encourage student participation and stimulate their interest in learning.
5.4 Professional Knowledge	R20, R32, R42, R55. The importance of teachers possessing solid knowledge, professional abilities, and teaching quality is emphasized.
5.5 Patience and Humor	R30, R33, R55. Participants appreciate teachers who are patient, have a sense of humor, and are able to engage students effectively.
5.6 Adaptability and Innovation	R51. Some respondents mention the need for teachers to be open-minded, cooperative, and willing to challenge themselves.
5.7 Diversity Consideration	R20, R23, R47, R56, R70, R71. Teachers are expected to recognize and accommodate diverse learning styles and abilities.
5.8 Communication Skills	R23, R36, R56, R65. Effective communication skills and the ability to interact with students are seen as essential.
5.9 Self-Reflection and Classroom Management	R64, R66, R73, R74. Teachers should possess self-reflection skills, classroom management abilities, and be capable of differentiated teaching.
5.10 Intrinsic Motivation	R72. Some respondents highlight the importance of teachers instilling intrinsic interest in learning the language rather than solely focusing on exam preparation.

Respondents highlight the teacher's role (Question 5) as a guide, mentor, and knowledge transmitter (R4, R24, R33, R39, R42, R44, R47, R53, R54, R64). Further, many participants view

teachers as facilitators, organizers, and motivators who support and facilitate student learning (R5, R18, R28, R37, R52, R56, R59, R60, R61, R68, R71, R73, R74, R75).

Teachers in the context of English language education are expected to possess a range of attributes and skills to enhance the learning experience. This includes their role in encouraging student participation and fostering an interest in learning (R21, R23, R30, R51, R56, R70, R72). Moreover, the significance of teachers' comprehensive knowledge, professional competencies, and teaching quality is underscored (R20, R32, R42, R55).

**Table 2-6.** Learners' Perception on the Possible Impacts of the Pedagogical Approaches

Question 6	Do you have any experience in using interactive methods (such as games, group discussions, etc.) in English learning? What do you think is the impact of such interaction on improving learning outcomes? Please share your views and experiences.
6.1 Effectiveness of Interactive Methods	R2, R4, R10, R12, R20, R23, R25, R26, R29, R31, R32, R33, R36, R38, R41, R44, R48, R50, R52, R53, R55, R56, R57, R58, R59, R60, R61, R62, R64, R65, R66, R67, R68, R69, R72, R73, R74, R75. Interactive methods are seen as effective in increasing student motivation, enthusiasm, and participation in learning. This theme encompasses the overall positive impact of interactive methods on the learning experience.
6.2 Communication and Collaboration	R32, R33, R56, R58, R60, R61, R65, R68. Highlight that interactive methods promote communication, cooperation, and the exchange of ideas among students, fostering a collaborative learning environment. This theme emphasizes the social and interactive aspects of the methods.
6.3 Stimulation of Interest and Enjoyable Learning	R55, R56, R70, R72. Note that interactive methods stimulate interest in learning, making the learning process more enjoyable and engaging. This theme focuses on the enjoyment and enthusiasm generated through interactive teaching approaches.

In addition, participants express their appreciation for educators who exhibit patience, a sense of humor, and an ability to effectively engage students (R30, R33, R55). Furthermore, some respondents emphasize the importance of teachers being open-minded, cooperative, and willing to challenge themselves to adapt to evolving educational needs (R51).

Teachers are also expected to recognize and accommodate diverse learning styles and abilities which is the way in which each person begins to concentrate on, process, internalize, and retain new academic information (Dunn & Price, 2009) contributing to inclusive and effective teaching practices (R20, R23, R47, R56, R70, R71). Effective communication skills and the ability to interact with students are deemed essential for fostering productive learning environments (R23, R36, R56, R65).

In addition, teachers should possess self-reflection skills, classroom management abilities, and the capability to offer differentiated instruction to meet the diverse needs of their students (R64, R66, R73, R74). Lastly, some respondents stress the importance of teachers instilling intrinsic

interest in learning the language, rather than solely focusing on exam preparation, to foster genuine enthusiasm for English language education (R72).

These responses collectively suggest that teachers are expected to take on multifaceted roles in the classroom, including guiding, facilitating, motivating, and fostering an environment where students can learn effectively. They should have a strong foundation of knowledge and the ability to engage and adapt to the diverse needs of students. Additionally, effective communication, patience, and a sense of humor are valued qualities in teachers.

Also, the responses from the participants illustrate the positive impact of interactive methods, such as games, group discussions, and multimedia technology, on improving English learning outcomes. Here is a summary of the key points made by the participants: Interactive teaching methods offer a wealth of benefits that collectively enhance the learning experience. They effectively increase student motivation, enthusiasm, and active participation in the educational process (R2, R4, R10, R12, R20, R23, R25, R26, R29, R31, R32, R33, R36, R38, R41, R44, R48, R50, R52, R53, R55, R56, R57, R58, R59, R60, R61, R62, R64, R65, R66, R67, R68, R69, R72, R73, R74, R75).

Further, participants emphasize that interactive methods play a pivotal role in stimulating interest in learning, rendering the educational process more enjoyable and engaging (R55, R56, R70, R72). Many respondents believe these methods contribute to more efficient and effective learning (R26, R33, R55, R68, R74).

**Table 2-7. Learners' Perception on the Possible Impacts of the Pedagogical Approaches**

Do you think multimedia technology plays an important role in English teaching?	
Question 7	If so, please share some multimedia resources or tools that you find helpful.
7.1 Digital Platforms and Apps	R1, R25, R44. Youdao Dictionary R2, R44, R53. Bilibili R3. Baidu R30. Baicizhan Apps R40. Grammarly R32, R38, R51, R52. PowerPoint (PPT) presentations R55, R56. Online Open Course Platforms R55, R56, R58. Electronic Courseware R55, R56, R58. Video Conferencing platforms R72. Kahoot
7.2 Multimedia Content Platforms	R29. Netflix, YouTube, Apple Music R43. Red Dead Redemption 2 (Game) for language learning R48. Radio broadcasts R70. BBC News, VOA (Voice of America) Slow R73. Songs, TV Dramas, Latest News
7.3 Teaching Tools and Resources	R9. Shiver Whiteboard R10. Projectors R23. Spark English R28. Fluent Speaking Apps

Engaging instructional methods promote communication, collaboration, and the sharing of ideas among students, creating an environment conducive to peer-to-peer learning. The traditional approach of memorizing facts and seeking correct answers alone is no longer sufficient for success in the classroom, as noted by Murray and Saven-Baden in 2000. The shift

towards interactive techniques encourages students to move beyond rote memorization, compelling them to actively participate in expressing their perspectives. This not only enhances their understanding but also ignites a heightened enthusiasm for the learning process.

Moreover, these interactive approaches cultivate crucial skills such as critical thinking, problem-solving, and effective communication, equipping students with tools that are essential for success not only in academics but also in real-world scenarios. By engaging in discussions, collaborative projects, and interactive activities, students develop the ability to articulate their thoughts clearly, consider diverse viewpoints, and work effectively with their peers.

Besides, the emphasis on interactive learning aligns with contemporary educational theories that recognize the significance of learner engagement and active participation in knowledge retention and application. As students actively contribute to discussions and engage with course material in a meaningful way, they are more likely to develop a deeper understanding of the subject matter and retain the information over the long term.

Group discussions and interactive activities are recognized as effective tools for stimulating critical thinking and creativity. Furthermore, these methods bridge the gap between teachers and students, creating a more collaborative and engaging learning environment.

Participants also note the advantages of playing games (Questions 7) and engaging in group discussions, which improve vocabulary and language proficiency (R1, R25, R44, R2, R53, R3, R30, R40, R32, R55, R56, R58, R72, R29, R43, R48, R70, R73, R9, R10, R23 and R28). Additionally, the utilization of multimedia technology enriches the learning experience by providing supplementary resources and diverse perspectives.

**Table 2-8. Learners' Perception on the Possible Impacts of the Pedagogical Approaches**

Question 8	In addition to classroom teaching, what additional auxiliary teaching resources (such as English learning websites, apps, etc.) have you personally found helpful?
	Please give an example.
8.1 Digital Language Learning Platforms	R4, R27, R29, R44, R47, R61, R63, R67, R68. Baicizhan App R3, R20, R29, R73. Bilibili Website R12, R27, R29, R31, R37, R44. Apps for Vocabulary R29. 100 Words Chop, Don't Memorize Words app R29, R55, R56. Scallop Words R36. Youdao App R27. Spark English R55, R56. Quizlet R55, R56. TED Talks R56, R75BBC Learning English R52. YouTube for English speeches R54. Quark
8.2 Language Learning Apps and Tools	R72. Round Table China and All Ears English podcasts R4, R27, R29, R44, R47, R61, R63, R67, R68. Baicizhan App R12, R27, R29, R31, R37, R44. Apps for Vocabulary R29. 100 Words Chop and Don't Memorize Words app R29, R55, R56. Scallop Words" app R36. Youdao App R55, R56. Quizlet R55, R56. TED Talks Quark (R54).
8.3 ITA Teaching and Multimedia Resources	R51. Information Technology-Assisted Teaching R52. YouTube for English speeches R72. Round Table China" and "All Ears English" podcasts



The observations made by participants regarding the benefits of playing games and engaging in group discussions align with several educational and psychological theories. A significant theoretical framework that substantiates the effectiveness of game-based learning is the constructivist theory. Scholars such as Jean Piaget and Lev Vygotsky proposed this theory, which posits that learners actively construct their understanding of the world through hands-on activities and social interactions. In the context of language learning, games and group discussions offer platforms for active engagement, collaboration, and the practical application of knowledge, facilitating a more profound comprehension of language concepts and vocabulary.

The constructivist perspective underscores the idea that learning is a dynamic process wherein students actively build their knowledge through exploration, interaction, and reflection. Games, with their interactive and participatory nature, align well with this theory by providing learners with opportunities to apply theoretical concepts in a practical context. The competitive or cooperative elements of games can stimulate motivation, and the challenges posed within the game structure can encourage problem-solving and critical thinking skills.

Furthermore, group discussions, another highlighted aspect, complement the constructivist theory by fostering social interaction and collaborative learning. When students engage in discussions, they articulate their thoughts, share perspectives, and collectively construct meaning. This collaborative process not only enhances individual understanding but also promotes a shared learning experience, where learners benefit from the diverse insights of their peers.

The integration of games and group discussions in the learning environment aligns with the constructivist theory, emphasizing the importance of active participation, social interaction, and hands-on experiences in the process of knowledge construction. This approach not only enriches language learning but also aligns with broader educational principles that prioritize engaging and student-centered methodologies.

**Table 2-9. Learners' Perception on the Possible Impacts of the Pedagogical Approaches**

Question 9	What are your expectations and suggestions for the future development of English teaching methods? What areas do you think need improvement or attention?
9.1 Teaching Methods	R20. Teachers should deliberately cultivate students from the teaching methods, use language habits to stimulate their interest.
	R22. Teaching methods should be more multiple.
	R23. It can innovate the teaching mode. Creating an English Immersion Environment.
	R51. Let the students think independently, under the guidance of the teacher, determine the goal, etc.
	R52. Utilizing the combination of sound, image, and video in multimedia to increase English teaching courses.
	R57. Do more practical practice.
	R58. Can communicate with aspects of life more, more combined with culture.
	R63. Expect to emphasize practical applications.
	R66. Emphasize practical learning.
	R73. Engage students more in classroom interactions through questioning, class discussions, group presentations, etc.
9.2 Language Skills Development	R18. Pay more attention to pronunciation.
	R29. Grammar.
	R35. Pay attention to the cultivation of listening, speaking, reading, and writing abilities.
	R39. Learn more useful knowledge in class, about the study of textual research, such as CET-4 related, related to the promotion of college.
	R41. Strengthening students' oral English proficiency.

	R54. Teaching materials are closer to reality. R53, R55, R60, R61, R62, R64, R67, R68, R70, R75. Expectations and improvements related to emphasizing practical application. R19. Student-centered. R36. Cultivate several key English lovers to promote the class atmosphere. R37. Classes can be divided according to the level of learning, so that the teaching can be targeted. R47. Teachers can flexibly use different teaching strategies to meet the learning needs of different students. R50. Teachers can flexibly use different teaching strategies to meet the learning needs of different students. R71. Pay more attention to students. R72. Students' learning motivation. R74. Emphasis on practical application. R69. Hope that teachers can pay more attention to the cultivation of practical ability. R63, R65, R67, R75. Expectations: Emphasis on practical application. Hoping for more feedback and encouragement from teachers. R40. Hope for more interactive projects and pay attention to the oral skill. R56. Improvement: Personalized teaching. R61. Expectation: Combined with actual cases. Improvement: Personalized teaching.
9.3 Student-Centered Approach	
9.4 Feedback and Encouragement	
Question 10	In your personal English learning process, have you used any specific learning methods or materials that have had a positive impact on your learning results? Please share your experience.
10.1 Active Learning Techniques	R10, R23, R24, R27, R28, R37, R38, R47, R68, R74, R69. Vocabulary Memorization R11, R31, R29. Use of Apps for Vocabulary Memorization R20. Intensive Reading R21. Writing from Dictation and Asking Questions R22. Oral Skill Competitions R52. Listening Practice R50. Improving Reading Skills R35, R37, R58. Practice and Repetition R72. Instructional Videos R43. Learn from Famous Teachers R29. Resilience and Patience
10.2 Independent Learning and Motivation	R28, R36. English Movies and TV Series for Language Learning R56, R60, R63, R65, R67, R68, R72, R74. Independent Learning and Setting Small Goals R59, R63, R73. Setting Small Goals and Reward System R63, R65, R74. Feedback and Correction R27. Oxford Dictionary as a Resource
10.3 Diverse Learning Approaches	Diversity in Learning Sources - combining vocabulary memorization, focused reading, intensive listening, and independent learning (Reflects various responses). Many participants stress the importance of resilience, patience, and setting achievable goals to maintain motivation throughout their English learning journey (Reflects various responses).

Overall, the responses suggest that interactive methods are seen as effective in enhancing English language learning by increasing engagement, interest, communication, and the overall effectiveness of the learning process. These methods are believed to encourage students to participate actively, express their ideas, and collaborate with their peers, leading to improved language proficiency and a more enjoyable learning experience.

### 3.3. Learners' Perception on the Effective Learning Materials

The recognition of 21st Century Literacies in educational policies signifies a shift in focus towards cultivating a skill set that goes beyond traditional academic knowledge. These literacies are commonly perceived as a collection of skills and insights designed to equip the workforce or general population for a dynamic and interconnected global environment (Burnett et al., 2014).

The participants underscored the rapid evolution of technology and the surge in available information as a formidable obstacle to overcome in the realm of 21st-century education. They affirmed that the abundant resources of information and technology have substantially facilitated their ability to offer more comprehensive elucidations and demonstrations of educational subjects.

These responses highlight the diverse array of multimedia resources and tools that students and educators utilize to enhance English language learning. From online platforms to language-specific apps and educational games, multimedia technology offers a wide range of options to support language learners in their journey.

According to the participants, various online resources and applications play a significant role in facilitating English language learning for the participants. The Baicizhan app is frequently cited as a valuable tool for vocabulary memorization (R4, R27, R29, R44, R47, R61, R63, R67, R68). Bilibili is acknowledged as a useful website for learning (R3, R20, R29, R73). Additionally, several participants utilize apps for vocabulary memorization and word recitation (R12, R27, R29, R31, R37, R44).

For enhancing language skills, watching English movies and listening to English songs are considered beneficial (R1). Some participants also identify fluent speaking apps as valuable tools for developing English fluency (R5). The "Don't Memorize Words" app is highlighted for language learning (R29). The "Scallop Words" app is mentioned as a language learning resource (R12, R27, R29, R31, R37, R44), and the Youdao app is employed in language learning (R36).

Participants mention resources such as Daily English Listening to improve listening skills (R32). Spark English is noted as a valuable resource for English learning (R27), while Quizlet is cited as a helpful tool for language learning (R55, R56). TED Talks are found to be beneficial for language learning (R55, R56), and the BBC Learning English platform is recognized as a useful resource for English learners (R56, R75).

Furthermore, the integration of information technology into teaching is viewed as a means to diversify English teaching methods (R51). Participants watch English speeches on YouTube to enhance their English proficiency (R52). Quark is noted as a resourceful teaching tool (R54), and podcasts like "Round Table China" serve as language learning resources (R72). "All Ears English" is acknowledged as a helpful resource for learning (R72).

These diverse tools, ranging from vocabulary apps to multimedia content and podcasts, reflect a comprehensive approach to language learning, incorporating both traditional and technology-assisted methods.

These literacies encompass a spectrum of competencies such as digital literacy, critical thinking, collaboration, and adaptability. The intention behind incorporating these literacies is to empower individuals to navigate and thrive in the complexities of a rapidly evolving world, emphasizing both workforce readiness and the development of informed and engaged citizens.

The dynamic nature of these literacies acknowledges the interconnectedness of various aspects of modern life, prompting educational systems to prepare learners with multifaceted skills and understandings that extend beyond conventional academic realms. Primarily, the integration of 21st Century Literacies into educational policies reflects a forward-looking approach to education, aiming to foster individuals who are not only knowledgeable but also adept at navigating the challenges and opportunities of the contemporary global landscape.

### 3.4. Proposed Teaching Strategy Guide for 21st Century College Classrooms

Utilizing the findings obtained from this comprehensive study, a pedagogical strategy manual has been meticulously crafted by distilling key insights and reiterating vital information gleaned from the responses of both educators and students, as obtained through a combination of in-person and online interview questionnaires. It is crucial to underscore that the teaching strategy guide stands as an innovative resource designed to support language instructors in facilitating the effective learning of the English language within the dynamic, 21st-century classroom environment.

It is essential to note that the presented material has not undergone the rigorous reliability and validity testing procedures as of yet. In fact, the researcher strongly advocates for subjecting the developed guide to comprehensive reliability and validity assessments in order to validate its suitability for public use.

Table 3 shows the researcher's proposed teaching guide that can be utilized by English teachers in language classrooms. The teaching guide is in a brochure type. It is divided into two main parts 1 Most Frequently Utilized Pedagogical Approaches and 2 Effective Learning Materials/Applications with an introduction exhibiting definitions of each approach.

#### Part 1: Most Frequently Utilized Pedagogical Approaches

In the teaching guide, the listed strategies (1 Technology Integration, 2 Cooperative Learning, 3 Problem- Based Learning, 4 Textbook Dependent and 5 Differentiated Instruction) are the top 5 strategies, generated from the result of the survey. Each significantly having an impact to language acquisition. Further, the effectiveness of each learner's successful learning is closely linked to the suitable teaching method. Disregarding the crucial aspect of appropriateness in teaching methods hinders the effective achievement of English acquisition. The first part paves way for teachers to deepen their learning about 21st century pedagogical approaches through the various definitions from multiple authors.

The development of 21st-century skills in learners is significantly influenced by the education delivery system. Essential elements such as pedagogy, curriculum, school regulations, climate, assessments, and benchmarking skill acquisition collectively play a crucial role in shaping and monitoring these skills. However, it is within the classroom that these factors converge to facilitate both knowledge acquisition and skills development. Moreover, the classroom serves as the primary setting where learners witness the demonstration of these skills by their teachers and have the opportunity to practice them. Therefore, it is imperative to adequately prepare and train teachers not only in acquiring 21st-century skills themselves but also in effectively imparting these skills to their students. Initiating the measurement of classroom processes and teacher practices that foster the development of 21st-century skills can serve as a pivotal initial step in this endeavor.

#### Part 2: Effective Learning Materials/Applications

The second part of the lesson guide deals with the effective learning materials or applications commonly used by English learners. This features ten educational applications used by learners which are Baicizhan, Bilibili, Youdao, TED Talks, YouTube, Round Table China, Scallop Words, Quizlet, Spark English, and Memorize Words.

The objective is to support educators and enhance the seamless incorporation of modern educational applications in language classrooms. Recognizing that implementing 21st-century teaching strategies in language instruction is advantageous for all students, its successful integration aids learners in preparing for a highly diverse world. Therefore, providing teachers with the opportunity to acquire proficiency in utilizing these applications contributes to the establishment of positive classroom environments, serving as a solid foundation. Furthermore, through additional in-depth studies focusing on various applications tailored to learners'

multiple intelligences in English language teaching, the researcher remains open to opportunities for refining the developed teaching guide.

**Table 3. Proposed Teaching Strategy Guide**

 <p><b>21<sup>st</sup> Century Pedagogical Approaches</b></p>	<p><b>Technology Integration</b></p> <p>The use of technology tools and resources to enhance and personalize the learning experience, such as multimedia presentations, online platforms, and interactive simulations.</p>	<p><b>Problem-Based Learning</b></p> <p>Students engage in real-life scenarios or problems, applying knowledge to develop problem-solving and critical thinking skills.</p>
	<p><b>Cooperative Learning</b></p> <p>Students work in groups to solve problems, discuss ideas, and collaborate on projects, promoting teamwork and communication skills.</p>	<p><b>Textbook Dependent</b></p> <p>The focus is primarily on textbooks as the main source of information and learning material.</p>
	<p><b>Differentiated Instruction</b></p> <p>Teachers tailor their instruction to accommodate various learning styles, abilities, and interests of individual students.</p>	

**Technology Integration**

Through the use of technology, students can achieve a greater level of direct engagement. Technology is highly correlated with student motivation and academic achievement.

(Fonseca et al., 2014)

Students' long term knowledge retention in a technology enhanced classroom subsequently influence learning outcomes.

(Cheng et al., 2015)

**Cooperative Learning**

Cooperative Learning's primary objective is to foster an environment that promotes teamwork. It enhances communication skills, and ultimately leads to an enriched learning experience.

(Kasl et al., 1997)

**Problem-Based Learning**

PBL encompass various pivotal components, integral to fostering a dynamic and immersive educational experience. Students are presented with complex, real-life scenarios or problems that require them to apply their existing knowledge and skills to develop problem-solving and critical thinking abilities.

(Savery, 2015)

**Differentiated Instruction**

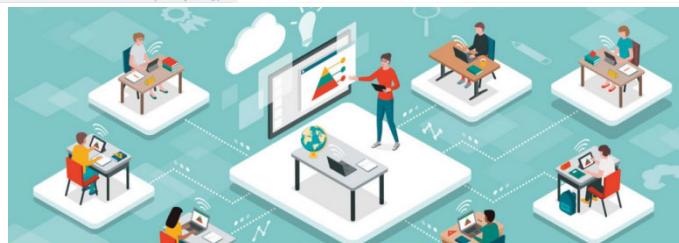
Within the realm of educational diversity, it is imperative to recognize that not all students share the same learning characteristics. This requires teachers to be flexible in their approach to teaching and adjusting the curriculum and presentation of information to learners rather than expecting students to modify themselves for the curriculum.

(Subban, 2006)

**Textbook Dependent**

A more balanced approach is often recommended to utilize textbooks as one of several resources for teaching and learning. Integrating a variety of sources, such as digital resources, primary materials, experiential learning, and student-led inquiries, alongside textbooks, can provide a more holistic and engaging educational experience. This acknowledges the advantages of textbooks while addressing their limitations and promoting a more student-centered and flexible learning environment.

(Schools, 2013)



**EFFECTIVE LEARNING MATERIALS/APPLICATIONS**

Baicizhan	Memorize Words	Bilibili	YouTube	TED Talks
Spark English	Quizlet	Youdao	Scallop Words	Round Table China

## 4. Conclusions

Drawing from the results of the study, English language teachers 'frequently' incorporate pedagogical approaches for the 21st century college classroom, integrating technology, collaborative learning, problem-based instruction, differentiated approaches, and textbooks. Notably, the use of technological tools significantly enhances the learning process.

The majority of participants express a positive attitude towards 21st-century pedagogical approaches. This positive disposition emphasizes the potential benefits and effectiveness of these approaches in the learning environment.

English language learners consider a diverse array of materials and applications, such as Baicizhan, Bilibili, Youdao, TED Talks, YouTube, Round Table China, Scallop Words, Quizlet, Spark English, and Memorize Words, essential for their language acquisition. These resources or educational applications play a crucial role in enhancing the overall language learning experience.

## 5. Recommendations

Based on the conclusions drawn from the data, the following recommendations are put forth:

1. It is recommended that future researchers explore alternative pedagogical approaches aimed at addressing the challenges in language learning that have been identified in this study.
2. Institutions and educators are advised to adapt and implement more effective strategies to address the challenges arising from technological advancements encountered by both teachers and learners within their educational environments.
3. This study strongly advocates the development of learning and teaching materials tailored to the needs of students and comprehensive teaching strategy guides for educators to overcome the existing insufficiencies in this regard. Furthermore, for a successful language learning experience, it is imperative that these materials undergo rigorous testing for their validity and reliability.

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## APPENDIX A

### Questionnaire (for Teachers)

Over the past years, the prestige of English language has attracted individuals of various nationalities to participate in its purposeful learning- paving way to earnest studies concerning numerous effective teaching strategies. With relevance to this, this questionnaire is created to survey the frequency level of teaching strategies in the English language classrooms and is directed to English teachers.

Name: \_\_\_\_\_

Age Group:  26-30       31-40       41-50       51-60       60       60 above

Education Background

Bachelor Degree       Master's Degree       Doctoral Degree

Years of Teaching Experience

Less than 5 years       10-20 years  
 5-10 years       more than 30 years

Overseas Experience

less than 3 years       3-5 years       5-10 years       more than 10 years

Direction: Please read each item carefully then put a check (✓) within the appropriate column corresponding to the frequency of the following teaching strategies applied in English language teaching. Kindly make sure that all items are answered.

### PART I. FREQUENCY OF TEACHING METHODS

Frequency level of relevant 21st century pedagogical approaches that work in the language classrooms where as:

- 4- Always (A)
- 3- Often (O)
- 2- Sometimes (S)
- 1- Rarely (R)

	Always (4)	Often (3)	Sometimes (2)	Rarely (1)
1. Lectures (e.g. teacher delivers content through a one-way communication method, with students as passive listeners)				
2. Memorization (e.g. students are asked to memorize facts, formulas, or information without necessarily understanding the underlying concepts)				
3. Rote Learning (e.g. students repeat information or procedures repeatedly until they can recall them from memory)				



4. Teacher-Centered Instruction (e.g. the teacher is the primary authority figure, controlling the flow of information and making decisions regarding the curriculum)				
5. Textbook Dependent (e.g. the focus is primarily on textbooks as the main source of information and learning material)				
6. Active Learning (e.g. students are actively engaged in the learning process through discussions, problem-solving, and hands-on activities)				
7. Inquiry-Based Learning (e.g. students ask questions, investigate, and explore to construct knowledge and understand concepts)				
8. Cooperative Learning (e.g. students work in groups to solve problems, discuss ideas, and collaborate on projects, promoting teamwork and communication skills.)				
9. Problem-Based Learning (e.g. students engage in real-life scenarios or problems, applying knowledge to develop problem-solving and critical thinking skills)				
10. Technology Integration (e.g. the use of technology tools and resources to enhance and personalize the learning experience, such as multimedia presentations, online platforms, and interactive simulations)				
11. Flipped Classroom (e.g. students access instructional content outside of class, allowing for in-class activities and discussions focused on applying and deepening understanding)				
12. Differentiated Instruction (e.g. teachers tailor their instruction to accommodate various learning styles, abilities, and interests of individual students)				

## PART II. INTERVIEW QUESTIONS

1. What are the common problems you have encountered when teaching English?  
How did you solve these problems?
2. How do you personalize teaching according to students' different levels and learning abilities?
3. How do you motivate and interest your students?
4. How do you ensure student's engagement and concentration during the teaching process?
5. What innovative teaching methods or tools do you use to improve student learning?
6. What are your prospects and suggestions for the future of English education?

## APPENDIX B

### Questionnaire (for Students)

Over the past years, the prestige of English language has attracted individuals of various nationalities to participate in its purposeful learning- paving way to earnest studies concerning numerous effective teaching strategies. With relevance to this, this questionnaire is created to survey the satisfaction and significant insights concerning 21st century pedagogical approaches applied in the English language classrooms and is directed to English learners.

Name: \_\_\_\_\_

Gender:  Female  Male

Level:  Freshman  Sophomore  Junior  Senior

English Level

Elementary Level

Student can only understand some simple English words and sentences, and have limited grasp of the

English grammar and phonetic rules, which makes it difficult to carry out fluent oral communication

and reading comprehension.

Intermediate Level

Student has a certain English vocabulary and grammar skills, can understand and express some common

English sentences and short passages, and can carry out basic daily conversation and written communication.

Advanced Level

Student is excellent in vocabulary, grammar, listening, speaking, reading and writing skills, able to

speak fluently, listen to and understand complex English lectures and speeches, able to read and

understand English articles and academic papers on various topics, and can carry out high-level written

expression.

### Interview Questions

1. Are you satisfied with the current methods of English teaching? Please elaborate on the reasons.

2. Do you feel that current teaching methods can meet your learning needs? If not, what improvements would you like to see?

3. What do you think are the most effective teaching methods in your English class (name the top 3)? Why is this so?

4. Do you think the current teaching methods are appropriate enough to meet the learning styles and ability levels of diverse learners? If not, how do you think it should be improved?

5. In terms of English teaching methods, what role do you think teachers play in the classroom? What qualities and abilities do you expect teachers to possess in teaching?

6. Do you have any experience in using interactive methods (such as games, group discussions, etc.) in English learning? What do you think is the impact of such interaction on improving learning outcomes? Please share your views and experiences.

7. Do you think multimedia technology plays an important role in English teaching? If so, please share some multimedia resources or tools that you find helpful.

8. In addition to classroom teaching, what additional auxiliary teaching resources (such as English learning websites, apps, etc.) have you personally found helpful? Please give an example.

9. What are your expectations and suggestions for the future development of English teaching methods? What areas do you think need improvement or attention?

10. In your personal English learning process, have you used any specific learning methods or materials that have had a positive impact on your learning results? Please share your experience.

### APPENDIX C

Number of Participants According to Profile

Age Group	Number of Participants
26-30 Years Old	9
31-40 Years Old	8
41-50 Years Old	3
51-60 Years Old	
60 Years Old and Above	

Educational Background	Number of Participants
Bachelor Degree	6
Master's Degree	14
Doctorate Degree	

Years of Teaching Experience	Number of Participants
Less than 5 Years	8
5-9 Year	6
10-20 Years	5
More than 20 Years	1