



**RECONCEPTUALIZING THE 21ST CENTURY ENGLISH PEDAGOGIES FOR
ISLAMIC SCHOOL TEACHERS IN ASEAN**

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ABSTRACT

Since more people have become competent in English, the number of non-native English speakers continues to increase. The larger the number, the more diverse English-speaking individuals are. Consequently, there has been an emerged demand for new English pedagogies to adequately address the diversity of English-communicative encounters. The aims of English language learning in the 21st century have shifted from English interactions with native speakers to any English encounters that may involve native or non-native speakers. In response to the call of ELT transformation for the 21st century global challenges on diverse English environments, this study seeks to analyze and synthesize the ELT pedagogic countermeasures employed by the nine English teachers in Malaysia, Indonesia, and Singapore. The participants were purposively selected. The data predominantly collected from different participant groups

by utilizing a semi-structured interview and focus group discussion. The derived qualitative data were then processed with content analysis. The findings revealed 6 ELT approaches that are effective for language acquisition of English classrooms in Islamic schools: (1) reconsidering new roles and functions of teachers; (2) emphasizing active learning and encouraging collaboration; (3) implementing technology; (4) employing local learning materials; (5) integrating learning to other study areas; and (6) reevaluating learners' learning. Based on the findings, education practitioners can adapt their English teaching practices, whereas policy makers and curriculum designers can reconsider to reconceptualize national policies and curriculums in English education for Thai and other ASEAN learners to enhance their English proficiency for a higher quality global member of the 21st century.

Keywords: English language, teaching and learning, 21st century education

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1.0 INTRODUCTION

Private Islamic schools have long been a popular choice for education among Muslims in ASEAN. These education institutions play vital roles in education management and student development, especially in Asian countries, e.g., Malaysia, Indonesia, Brunei Thailand, and Singapore (Margono, 2012). Roughly, there are 60,000 of these religious education establishments in the region. In Thailand, most private Islamic schools remain concentrated in southern provinces. These institutions deliver combined curriculums which simultaneously manage religious and general education. Based on the databases of Yala, Pattani, and Narathiwat Provincial Offices of the Private Education Commission in 2016, over 160 private Islamic schools are accommodating approximately 140,994 learners and 11,610 teachers. Although this group of schools may employ different pedagogical strategies from general-education schools, the common obstacles all schools share are poor learning outcomes, especially English proficiency of the learners. This learning problem is one of the critical underperformed elements the targeted learners are facing. The notion is significant when compared to other learners from other ASEAN countries (EF English Proficiency Index, 2018;

Laopongharn & Sercombe, 2009; Sangvatanachai, Sriroengla, Pothavorn, Wannangam, & Suchaiya, 2009).

English education has globally played a significant role in enhancing human resources based on the growing needs of English literacy in the era of globalization (Khamkhien, 2010). In line with the notion, Thailand is committed to improving its population's English proficiency, and consequently, English requisites are mandated in national curriculums. Despite the emphasis and years of English language learning, the proficiency outcome has not been satisfactory. To soothe the problem, more national funds have been injected into the system to stimulate the training for English teachers' (Kirkpatrick, 2010a). Unfortunately, the learning outcomes remained neutral. Grubbs, Chaengploy, and Worawong (2009) and Phungphol (2005) suggested that the influencing factors of positive English learning outcomes are the teacher-selected pedagogical options. The problem is that most English teachers in Thailand tend not to diversify the teaching approaches. Many are too comfortable with conventional English pedagogies which are primarily known as "chalk and talk"- teacher-centered, lecture-based, and rote learning. In language classes, learners are not stimulated to become active when they should. Instead, they are expected to listen, believe, memorize, and recite while the teachers are expected to run solo on every show and know best on everything. However, these existing pedagogies can no longer serve the learning purposes of this century.

It is fair to recognize that teachers and pedagogies are the core factors of educational success. Hence, it is imperative to fine-tune them in harmony with era dynamics. It is justified to expedite studies on the subject matter, especially in private Islamic school contexts, to find solutions for the 21st century's new ELT requirements because the current situation reflects a lag-behind and ineffectiveness. To gain an in-depth understanding on the best course of action to revolutionize the status quo along which has barriers, the study aims take a multi-dimensional look on existing solutions across countries that are likely advantageous to Islamic schools. To ensure the 21st century learners in the contexts can effectively benefit from the findings, the study uses the following research question to analyze and synthesize the English pedagogies that were employed in the sampled private Islamic schools in Malaysia, Indonesia, and Singapore:

What are the 21st century English pedagogical options being implemented by English teachers of Islamic School in ASEAN?

2.0 LITERATURE REVIEW

2.1 English Language Learning in the 21st Century

Voogt and Roblin (2012) asserted that the 21st century education prioritizes the development of skills over knowledge and uses information and communication technology (ICT) to stimulate changes. The vital skills a learner should possess to become a quality member of the society in this era are the 3Rs: reading, writing, and arithmetic; and 4Cs: creativity, critical thinking, communication, and collaboration. Additional equally essential skills include life and career; ICT, and new educational management (Partnership for 21st Century Learning, 2007). After this concept became internationally widespread; more English-teaching educational Institutions, educators, and policymakers from many countries, including Thailand, began to seek strategies to implement it. More policies have been issued, and many curriculums have been designed to provide concrete solutions that speed up the implementation to ensure that learners could learn English with the right direction in response to the borderless digital era.

Apparently, a justified approach for English language learning in this era should revolve around learner-centered or autonomous learning. A teacher should take a more passive role in facilitating the learning pace. Learners should have the opportunity to determine their learning objectives, design a strategy for knowledge quest or problem-solving, cooperate with classmates while learning, learn to listen to others, interact with each other in a teamwork manner, and employ ICT solutions to assist the English learning (Bell, 2010; Ertmer & Newby, 2013). Furthermore, English language learning in the 21st century should not be restricted solely in a classroom. Authentic learning, which connects English to learners' real-life community and local contexts, should also be fostered. This can be done by considering and implementing today's widely popular learning models include "learning by doing," "active learning," and "project-based learning" (Lombardi, 2007; Trilling & Fadel, 2009).

Similarly, American Council on the Teaching of Foreign Languages (2011), a renowned ELT network, expressed that English language teaching should facilitate the development of English skills in conjunction with the ten skills of the 21st century: (1) communicator; (2) collaborator; (3) critical thinker and problem-solver; (4) creator and innovator; (5) informer, active and productive global citizen; (6) flexible and adaptive language learners; (7) leader; (8) responsibility and accountability; (9) social and cross-cultural skills; and (10) initiation and self-direction. The assertion is consistent with Saavedra and Opfer (2012) suggested nine educational-management principles for the learners' development of the 21st century skills: (1) make learning relevant to the 'big picture'; (2) teach

through the disciplines; (3) develop lower and higher order thinking skills to encourage understanding in different contexts; (4) encourage transfer of learning; (5) teach how to ‘learn to learn’ or metacognition; (6) address misunderstandings directly; (7) promote teamwork; (8) exploit technology to support learning; and (9) foster learners’ creativity. It would not be surprising that all these skill development requirements would create challenges among teachers, administrators, educators, and parents within English language curriculums. To respond to the current social dynamics and new-era lifestyle constraints, language teachers should receive special preparation and development; learners should be exposed to new learning management processes; and responsive learning materials should be developed.

2.2 Knowledge and Skills for English Teachers of the 21st Century

Over the years, many educators, scholars, and researchers have proposed and synthesized necessary skills and knowledge for English teachers (Donaghue, 2003; Kramer, 2003). Nevertheless, it has not explicitly been clear what, among the proposed, fit the 21st century contexts. The findings only suggested that the desirable skills and knowledge may vary upon multiple factors, e.g., teaching contexts, teaching experiences, learning attitudes, English proficiency, and learning resources. However, it is possible to identify mutual features across contexts. Shulman (1987) elaborated that teaching professionals of the 21st century should possess seven types of knowledge including (1) content knowledge: the well-rounded knowledge of English language, e.g., language elements, grammar structure, vocabulary, linguistics, and proficiency skills; (2) pedagogical knowledge: the awareness of various teaching strategies with decisive planning; (3) pedagogical content knowledge: the ability to identify contents’ strengths and weaknesses and make proper adjustments to tailor the content to meet learning objectives and match learners’ existing knowledge, skills, and experiences; (4) curriculum knowledge: the understanding of curricular elements including its philosophy, objectives, and standards which will shape learners’ competencies and skills; (5) knowledge of the purposes of education: the recognition of educational directions and prioritization of goals in response to social requirements; (6) understanding of the learners: the knowledge of the learning needs, individual differences, aptitudes, interests, attitudes, learning motivation, English proficiency, and existing knowledge and experiences; and (7) knowledge of educational contexts: the realization of learning contexts, e.g., social roles of education, pedagogical culture and values in the society, and roles of English in career markets. Later,

numerous English as a second language (ESL) and English as a foreign language (EFL) studies including Kirkpatrick (2010a) and Miller (1987) have further backed and expanded the ideas.

It is undeniable that technological knowledge and skills are fundamental in many dimensions of life in the 21st century. In education, because technology can stimulate learning, teachers are expected to possess adequate technological skills to incorporate technology in teaching. Hence, knowledge of technology is crucial as it can transform the teaching process (Liu, Liu, Yu, Li, & Wen, 2014). To support this, Koehler and Mishra (2008) presented that English teachers should acquire three technological competencies: (1) technological knowledge: the awareness of technological benefits and ways to utilize such benefits; (2) technological content knowledge: the knowledge and ability to match specific content with specific technology; and (3) technological pedagogical knowledge: the knowledge and ability to apply specific technology to specific pedagogies.

3.0 METHODOLOGY

The key informants were nine secondary school English teachers (three teachers/school) selected by purposive sampling technique. The selection criteria were an accumulated minimum of three-years teaching experience on relevant subjects and a weekly minimum of 12 teaching hours. The teachers were from three Islamic schools in Malaysia, Indonesia, and Singapore. The selection of schools was based on four conditional requirements: (1) private religious schools with combined curriculums that are similar to the general-religious integrated ones implemented in the three southern border provinces of Thailand; (2) secondary schools with at least a generation of Secondary 6 graduates and a six-year record of secondary education services; 3) schools with minimum national assessment results as “good quality” and a record of academically outstanding learners; and 4) schools that envision 21st century development schemes.

Since this study is qualitative, the researchers are the most essential instrument. For both data collection, i.e., group discussion and in-depth interview, the same semi-structured question form was employed. The questions are categorized into three section. Section 1 consists of main questions which are exploratory and generated from the literature review including general school contexts, learning management for the 21st-century’s learner development, and curriculum management models and approaches for the 21st-century’s learner development. Section 2 consists of probing questions which are the predetermined minor questions planned to be used to acquire additional details when the key informants did

not provide some data at a desirable completeness; and Section 3 consists of follow-up questions which are impromptu and emerged during the interviews as interesting matters were brought up, and extended questions were required.

The researchers opted to use the semi-structured question form due to the needs for data that cover the basic conceptual framework, but the key informants were permitted to freely express their ideas without researchers' interference or bias (Reja, Manfreda, Hlebec, & Vehovar, 2003). The data collection began with general questions to establish a sense of familiarity between the researchers and the key informants. Subsequently, the prepared questions were employed. The researchers focused on the main questions and provided the opportunity for the key informants to freely tell stories and elaborate on their personal teaching experiences. During the sessions, the key informants were never pressured or forced to answer anything. However, a question rotation technique was employed if the key informants were not yet ready to answer such questions in the first place. As a result, most of them were able to provide the needed data when some time has passed or when they heard what other key informants presented. Minor questions were only employed when the required data were incomplete.

Content analysis was used to process the acquired data, identify patterns, and draw conclusions (Dörnyei, 2007; Patton, 2002). Note that the interviews data were transcribed without prosodies in this content-focused quest and translated into English and Thai. After each piece of transcription and translation, repeated attempts to identify patterns that are significant to the study were made. Deductive coding was employed to formulate pre-set coding schemes as well as label, categorize, and construe the data whereas inductive coding was implemented to process the emerging codes from the emerging themes.

To validate the credibility, the researchers employed member checking and triangulated the data from other methods. In addition to in-depth interviews and group discussion of different sources, multiple data collection strategies were utilized including teaching observation; lesson plan analysis to verify the consistency between the instructional planning and delivery; and interviews of the student, administrator, and parent representatives. To ultimately ensure validity and credibility of the data, peer debriefing with two specialists in English Language Teaching and ASEAN Studies was also conducted to critique the design for data collection, population selection, and analytical approach.

To protect the rights of the key informants, the researchers concealed their identities. Before every group discussion and in-depth interview, the researchers asked them for

permissions and informed them about their data-protection rights. After every data-collection session, the researchers allowed them to examine the data records, read and comment on the research findings that the key informants were being studied, and verify if the data summary and interpretation was accurate. Also, the researchers requested the College of Islamic Studies, Prince of Songkla University to issue formal request letters for data cooperation and sent them to all governing institutions of the key informants.

4.0 FINDINGS AND DISCUSSION

The collective findings in this section represent the data from all the three schools in the three countries. In six categories, the significant ELT pedagogical patterns tailored to the 21st century educational challenges are discussed in this section: (1) reconsidering new roles and functions of teachers; (2) emphasizing active learning and encouraging collaboration; (3) implementing technology; (4) employing local learning materials; (5) integrating learning to other study areas; and (6) reevaluating learners' learning.

4.1 Reconsidering New Roles and Functions of Teachers

In the era of globalization, technology has become inevitably essential in learning. Hence, teachers' roles should be adapted to suit such evolutionary changes. As evident in Excerpts one and two, which respectively belong to English teachers from Malaysia and Indonesia, 21st century teachers should take non-controlling roles which essentially include facilitating, assisting, guiding, helping, reinforcing, supporting, and coaching.

Excerpt 1

Presently, English learning is different from before. Learners can now explore knowledge via technological solutions such as YouTube and Google which makes learning less teacher-dependent. When I teach in a classroom, I like to take a facilitator role and guide my learners when they encounter problems. Moreover, I give them the freedom to think and exchange ideas. Personally, I believe that the idea of teachers being everything in classrooms and have the responsibility to control the learning is completely obsolete.

Excerpt 2

I think today's teachers be more than a teacher. Teachers should facilitate the learners instead of controlling everything. On the contrary, learners should have the right to design the learning experience. I personally prefer to step back a little and support my learners based on the learning goals. I believe that learning is best through sharing, so I often give my learners the opportunity to work with me to propose learning ideas, activities, and goals. I believe that doing so would keep my learners happy and productive.

The new roles and responsibilities of the 21st century English teachers, as described above, are significantly different from the conventional ones. In the past, teachers were expected to pass on the knowledge or lessons learned. Today, teachers are expected more. In addition to being a learning facilitator, teachers are also taking many supportive roles. It is vital that a learning-friendly atmosphere be promoted as it can enhance the learning autonomy and productivity. The development of 21st century skills and competencies should also be fostered so that the learners can become a resourceful contributor to the modern era. Teachers should no longer give lectures, and out of the blue, wish for meaningful learning outcomes. They should step back slightly and be a mentor, coach, assistant, or orchestrator of the learning process while letting the learners be the primary actors in the play. Should there be doubts or controversies in the learning, teachers should feel free to step in and offer clarifications. In conclusion, the teaching roles have shifted from "knowledge dispensers" to "learning facilitators" (Tawil, 2013). This paradigm shift gives teachers a new opportunity to be creative on how learners should participate in the learning and enjoy the learning journey based on the designed curricular objectives (Hampson, Patton, & Shanks, 2011). To effectively fulfill these new roles, teachers should stay prepared and know when to help, support, and recommend ideas. The ultimate goal is to enhance skill development and push the learners through designated learning outcomes. More importantly, teachers should take a passive role by trying to act like one of the learning participants who join the group and learn together. Furthermore, teachers should keep motivating the learners and encourage them to apply the knowledge in problem-solving scenarios provided that such applications should be based on logical, realistic, and effective analysis and synthesis (Bell, 2010; Ertmer & Newby, 2013).

4.2 Emphasizing Active Learning and Encouraging Collaboration

Evidently, active learning and group work were the preferred ELT pedagogical approaches, employed by most of the participants in this study, to cope with the learning challenges of the 21st century. The rationale behind such implementation is that playing games, brainstorming, giving presentations, joining discussions, working as a group, and participating in off-class activities are the beneficial active-learning activities that would equip learners with basic skills for the current era. In contrast, conventional pedagogies do not leave rooms for knowledge exchanges, and thus, are no longer advantageous in the 21st century. The notion is consistent with the data in Excerpts three and four, which respectively belong to English teachers from Singapore and Malaysia.

Excerpt 3

In classes, I stimulate the learners to share thoughts. I regularly introduce new games and activities to create a challenge as games can motivate the learning. I also like to bring in various activities, ask them to brainstorm ideas, collaborate to find answers, and practice to solve problems. I believe that teachers should prioritize the training of these skills.

Excerpt 4

I like to encourage my learners to work as a group. Group work is an essential skill for the 21st century because we live in diversity among people of various ethnicities, nationalities, religious beliefs, and cultures. In my opinion, lecture-based teaching is not enough because there are not many Q&A opportunities. As long as learning interactions are crucial in the information society, teaching paradigm should be changed. I try to have my learners practice running solo, pair, and group presentations. I also bring them out of the classrooms for new learning experiences. I think these strategies are effective for skill training if you want them to become a future graduate with quality.

Closed-classroom pedagogies are outdated. McLoughlin and Lee (2008) suggested that the former teacher-centered education, where teacher transmits textbook information, is no longer sufficient. More student-centered approaches should be adopted as they can enhance the learning through active discussions and knowledge exchanges. Meaningful learning occurs

when experiences get shared while learners feel safe working together in a group. To achieve the tasks in active learning activities, learners are required to demonstrate many skills to solve problems: 1) collaborative efforts; 2) critical thinking; 3) creative thinking; and 4) interpersonal communication. These four skills are known to be fundamental in the 21st century. Some active learning activities such as projects encourage learners to explore multidisciplinary knowledge, distribute responsibilities among group members, combined the work results, discuss the collective product, and review and reflect the outcomes. These steps are to be a normal work process in their future professional lives, so by practicing this through active learning activities in class, the learners will receive proper training that they need.

4.3 Implementing Technology

Educational technology and innovations have proven useful to simplify the process of knowledge transfer. By incorporating them into classrooms, learners can achieve learning goals efficiently quicker. The notion applies to English language teaching as well. In the era where technology plays an extraordinary role in everyday life, language educators should acknowledge and make use of it. The findings revealed that implementing technological solutions in the classrooms had made the learners more enthusiastic and motivated (see Excerpts five and six by the Singaporean and Malaysian English teachers, respectively).

Excerpt 5

It is undeniable that technology is so valuable to life and education. As a teacher of the 21st century, I cannot ignore the fact how useful technology is in classrooms. Teachers should stay up-to-date and integrate technological innovations in teaching. I have learned that my learners are always excited while learning with the help of technology. Therefore, I often introduce interesting videos and media to the classes and ask them to discuss things. It is something you do not get to do in the past.

Excerpt 6

I permit the use of technological devices in class: tablets and personal computers, if it is for educational purposes, under my supervisions, and agreed conditions. I think it would be too much to forbid the learners from making educational use of technology. Instead of prohibiting them, why not recommending and helping

them shape the ways they utilize technology? The prohibition is impractical anyway as when they go out of the school, they are free from such rules.

The participants demonstrated optimism towards technology in education and gave permissions to use devices for educational purposes: information lookup and research provided that such activities are relevant to the learning objectives. Khan (2005) asserted that using technology in education promotes autonomous, flexible, creative, cost-effective, and student-centered learning experience. Consequently, teachers should get acquainted with technology and know which or when to employ it for optimal educational results. Some contents on the internet, e.g., news, songs, video footages, and articles can provide invaluable authenticity worth learning from. Also, Facer (2009) indicated that technology could promote learning when it is supplemented in classrooms. Consistently to the notion, Redecker, Ala-Mutka, Bacigalupo, Ferrari, and Punie (2009) discussed that teaching innovation could motivate learners through newly transformed pedagogical approaches that offer exciting, personalized, and interactive experiences. In conclusion, technology helps stimulate the learning because learners can choose various paths to seek the same knowledge with the flexibility of time and fingertip convenience. It eliminates the sense of confinement which is the downside of closed-classrooms.

4.4 Employing Local Learning Materials

Most of the participants indicated that using familiar local learning materials is an interesting ELT strategy that would benefit learners well in the 21st century. More importantly, they believe that locally customized ELT materials are more attractive to learners. As a result, the participants would initially connect the learning contents and activities to relevant local knowledge: learners' identities and cultures. Once the connections are made, the teachers would take the learners back to explore the distant or western contents. For instance, instead of discussing western dishes, the participants would bring up some local dishes first (see Excerpts seven and eight by the Malaysian and Indonesian English teachers, respectively, accordingly).

Excerpt 7

Learners feel more engaged when they learn English using local contents because of a perceived benefit that is the ability to use the language to express personal identities. This type of content is strongly relevant to the cultures and

ways of life they grew up with. It would be ashamed if the learners acquire the language but could not use it to explain who they are to the world.

Excerpt 8

I usually exemplify familiar things that are in learners' close surroundings. Recognizable objects or issues in daily life helps the learners grasp the taught ideas better. For instance, when I teach about food, I would substitute local dishes for the western ones. The purpose is not to neglect western cultures, but to start with something close and simple.

To ensure learners can use English in real practice, an ELT course must be constructed based on specific objectives and real-world practicality (Widdowson, 1994). Employed pedagogies should be made balanced using both local and global contents given that they are meaningful and applicable to the learners (Alptekin, 2002). Redecker and Punie (2013), a study on educational future, suggested that a fundamental factor in 21st century education is learning practicality, and hence, curriculum designers and educators should resort to real-world connections. Partnership for 21st Century Skills (2007, p. 3) recommended that “when teachers create meaningful learning activities that focus on the resources, strategies, and contexts that learners will encounter in adult life, absenteeism rates fall, cooperation and communication grow, and critical thinking skills and academic performance improve”. As a result, learning English in ASEAN contexts should not be tailored to how close ones can afford to sound like a native speaker. Kirkpatrick (2010a) suggested that in cases where community members are diverse and speak multiple languages, e.g., ASEAN, it is not feasible to go narrow and focus on a language norm when the surrounding world is already speaking multiple varieties of it. Learners would appreciate the learning more if the English language teaching has some personal flavors and touches. The quicker they can relate themselves to the language, the quicker it makes sense to them how they would use it. Therefore, teaching materials for ELT in ASEAN should aim to help learners communicate their identities and cultural values in intercultural encounters (Byram, Nichols, & Stevens, 2001).

4.5 Integrating Learning to Other Study Areas

The participants favored the integration of English language teaching in the teaching of other subjects. They found that this is another exciting and advantageous ELT strategy for learners

in the 21st century. As shown in Excerpts nine (Indonesia) and 10 (Singapore), both English teachers often introduce other non-linguistic bodies of knowledge to the class: religions, social issues, histories, and science experiments. The subject matters were discussed in English using various English activities. The integration gives the learners the opportunity to share thoughts and learn to apply the learned English vocabularies and knowledge in life.

Excerpt 9

I believe that every subject is interconnected, one way or another. Combining subjects can be challenging both for teachers and learners, especially in today's education. Having been an English teacher of the private Islamic school for many years, I like to use English to link each content chapter to relevant religious concepts. I occasionally witness profound discussions when the learners share insights from their existing experiences. I also use different approaches to teach English in Social Studies, History, and Science.

Excerpt 10

I find the integration interesting. It improves the learners' analytical and synthetic skills through the exposure of perspectives. I believe that getting high scores is not always the indicator of success. Another key to academic success is the ability to apply the learning in other educational disciplines and real-world contexts. To prepare the learners for the digital era, acquisition of multidisciplinary knowledge is required. To expand the knowledge, integrated teaching that combines English with other subjects is used to address the diverse educational needs.

This ELT pedagogy has two significant perks: 1) English proficiency enhancement; and 2) broad-spectrum utilization (Crandall, 1998; Genesee, 1994; Reilley, 1988). It exposes learners to multidisciplinary knowledge in English through different activities (Khaemmanee, 2004; Praewnit, 2000), promotes the transfer of learning, trains them to analyze interdisciplinary connections; helps establish well-rounded knowledge, and develops collective skills. This process offers a sense of learning purpose and grants learners the ability to take meaningful actions in the real world (Jessadawirote, 2005; Lemlench, 2002).

4.6 Reevaluating Learners' Learning

The participants reflected that the learners are diverse in terms of competencies, talents, and perceptibility. Paper-based tests are too inflexible to measure diversity authentically. Hence, in simultaneous conjunction with the conventional one, many English measurement matrixes were employed: class participation, roleplays, critical-thinking ability, and individual or group presentations. The participants still used paper-based tests, but the significance of the measurement was reduced. As shown in Excerpts 11 (Malaysia) and 12 (Indonesia), this integrated assessment strategy works better in measuring diversity.

Excerpt 11

Every classroom activity can be used to assess the learners' abilities. I do not see the point to stay traditional using a single evaluation method since the learners have different capabilities. Language learning is a skill-sharpening process, and to assess the progress, I like to see whether the learners can respond to the task or give a direct answer to a question when they perform solo, in a pair, and as a group. Official tests remain valid but not primary in my classes.

Excerpt 12

I seek alternative and performance-based measures for non-primary assessments: presentations, group work, and roleplaying. The selection depends on the desired performance matrix. From my experience, if the assessment is too easy, it would bore proficient learners, and if the assessment is too difficult, it would demotivate slow learners. This is where teachers can make adjustments because primary tests have to remain standardized.

In the 21st century, learners in a classroom could have different backgrounds, cultures, and mother-tongue languages (Goodwin, Lefkowitz, Woempner, & Hubbell, 2011). A combination of personality traits, cognitive capacities, appearance, beliefs, lifestyles, attitudes, personal goals, behaviors, and preferences make each student unique. As a result, each person takes the language learning and progresses through the developmental path differently. Therefore, general English measurements should not be used as a blanket solution to assess everyone. The examples of assessment activities in Excerpts 11 and 12 are substantially useful as part of the complex evaluation process to thoroughly measure how well a student can progress after

learning the language. Conventional and proficiency-based assessments do not suffice as they cannot provide in-depth insights on how a student performs in language learning considering their unique natures (Pappamihiel & Walser, 2009). Consequently, conventional assessments should be reworked to enhance the measurement, reflection, and feasibility (Dewey, 2015; Jenkins, 2003, 2006, 2007; Kirkpatrick, 2010b, 2014; McKay, 2002; Methitham, 2009). Monolingual English learning standards derived from native-speaker norms may not suitably address the pragmatic needs of Asian learners who generally use English as a lingua franca (Baker, 2012; Baker & Huettner, 2017). The notion is consistent with Canagarajah (2007, p. 936) which states “As we realize that norms are heterogeneous, variable, changing, and, therefore, interactively established in each context, we have to move away from a reliance on discrete-item tests on formal grammatical competence and develop instruments that are more sensitive to performance and pragmatics”. Therefore, assessments should be redesigned “focus on one's strategies of negotiation, situated performance, communicative repertoire, and language awareness.” Based on the rationale and requirements, more studies should be conducted to formulate a more flexible measurement solution.

5. CONCLUSION

The 21st century comes with a paradigm shift posing great challenges English language teaching. To respond to the new needs, English teachers should reconsider and reinvent new pedagogical strategies. To catch up with the world's dynamics, a modern English teacher should have more than one role and know when to stay active or passive. The concept of teachers as class controllers and knowledge transmitters is obsolete. A desirable 21st century teacher is the one who facilitates, guides, moderates, assists, suggests, helps, fosters, and coaches. Likewise, conventional teacher-centered pedagogies are no longer adequately useful, and thus, more student-centered approaches should be implemented. Classrooms should be filled with active learning activities, supported by technological solutions, and taught using practical local learning materials which introduce meaningful connections to learners' identities and backgrounds. More importantly, performance assessments should be constituted of several measures. Collectively, these are the desirable 21st century characteristics of English teachers, curriculums, pedagogies, and classrooms. As Redecker and Punie (2013) suggested, the learning should be active, profound, relevant, and realistic to enhance learners' learning appreciation, participation, and productivity. Congruently with McLoughlin and Lee (2008, p. 15), “learning tasks should be authentic, personalized, experiential, learner-driven and

designed, and enable the creation of content and innovative ideas by learners”. Therefore, any educational exploration that can help learners relate the in-class learning to the off-class living can stimulate learning enthusiasm and positive learning outcomes. As the Partnership for 21st Century Skills (2007) states, once learners can connect the dots—theories to reality—they perceive the value of such learning, pay more attention, and achieve the learning goals. Contrarily, the use of conventional learning schemes which are teacher-centered and lectured based, the lack of technological integration, the non-customized learning materials, the negligence of local learning materials, the favors of native norms, the lack of other-subject integrations, and the implementation of same old tests deteriorate the quality of language education in the 21st century. Traditional English pedagogies such as these are viewed underdeveloped and need to be reworked as they fail to address the needs of the modern world of producing efficient global citizens.

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