

Strengthening 21st-Century Education Themes in ELT Material for ESP Students

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Abstract

Needs analysis is essential in designing English materials. A powerful teaching-learning tool for practitioners, it allows them to produce English resources linked to students' needs. It is therefore viewed as an essential part of the teaching process for conducting need analysis. This study aims to expose academic studies related to the types of teaching materials and learning activities desired by students. This study examined 232 students enrolled in five different study programs of Universitas Katolik Indonesia Santu Paulus Ruteng. The instruments were questionnaires and interviews, then the data were analyzed using a software program, namely an excel chart data series. The findings revealed that the types of teaching materials and learning activities required by students highlighted the importance of providing English materials in promoting 21st-century education themes. English materials should be adapted to match the needs of students, with an emphasis on the six themes of 21st-century education themes, such as global awareness, financial literacy, entrepreneurship, civic, health, digital, and environmental literacy.

Keywords: Material design; needs analysis; twenty-first century; teaching

INTRODUCTION

Lecturers or educators conduct an absolute needs analysis to investigate the orientation of student learning outcomes from a course. This concept assists the lecturer or course teaching material developers identify all the components desired by the learner.

Lecturers rely significantly on their professional and pedagogical competencies when analyzing the intended needs (Jocelyn & Sammanasu, 2021; Selvi, 2010).

A lecturer must perform these two competencies (professional and pedagogical competencies) proportionally to discover the types of needs, desires, wants, strengths, and limitations that learners have concerning their English competency. Professional competence in this context is related to the ability of a lecturer to analyze the needs of the linguistic component and interpret the strengths and weaknesses of the learner's knowledge of English, both micro and macro components. While, pedagogic competence refers to a lecturer's ability to understand methodologies, media, assessment processes, and the role that students desire in the English learning process.

Several earlier pieces of research have proved the significance of needs analysis in developing English language teaching materials (Kong, 2018; Panggua, Fitri, & Patanduk, 2020; Poedjiastutie & Oliver, 2017). They underlined that the essential need analysis was carried out since it could measure and accommodate the learners' wanted English knowledge. According to these arguments, lecturers as developers of teaching materials are required to be able to determine the components of teaching materials, such as English language skills, language components, teaching methods, media, themes and topics, the role of students and lecturers in learning, types of assessments, and other learning components following the wishes of the university students (Menggo et al., 2019).

However, the preceding researchers emphasize the need for needs analysis in developing English teaching materials relevant to learners' wants and preferences (Adam, 2018; Padmadewi & Artini, 2017).

Here, (Adam, 2018; Padmadewi & Artini, 2017) have not disclosed any research findings related to the concept of developing English teaching materials for non-English majoring students, which is aimed at integrating a variety of 21st-century education themes, such as global awareness, financial literacy, economics, trade, and entrepreneurship, civic literacy, health, and environmental literacy. A number of these issues are interconnected and have become a necessity for today's students. This research can fill this gap.

The concept of needs analysis, which incorporates 21st-century education themes in the development of English teaching materials for students majoring in the primary education study program in Indonesia, is essential for their success in supporting the independent campus program to fulfill various job opportunities that always rely on multi-literate competence (Heinrichs, 2016). In this research, the concept of needs analysis related to integrating some 21st-century education themes into the development of English teaching materials for non-English majoring students in Indonesia is revealed.

Previous studies indicate that the needs analysis in the development of English teaching materials, oriented towards integrating several 21st-century educational themes, contributes to the achievement of learners' multi-competence (Limbong, 2017; Luciana et al., 2020). According to these researchers, today's learners must have multi-competence to compete for diverse career opportunities rather than relying solely on mono-competence.

Multi-competence will be achieved if a variety of English learning activities are focused on implementing a range of 21st-century educational themes. The incorporation of several of these themes has an impact on the achievement of various 21st-century educational skills that today's learners urgently and critically need, such as communication and collaboration skills, critical thinking, creativity and innovation in problem-solving and creating jobs, digital skills, and social interaction skills (Bell, 2016; Stehle & Peters-Burton, 2019).

In light of the preceding description, the researcher is encouraged to try and answer two research questions: (1) what are the needs for English teaching materials for non-English majoring students? And (2) what kind of English learning process is desired by non-English majoring students?

The achievement of the learner's communication competency is the core of English learning today. For this reason, the Government of Indonesia ratified a policy of English as a mandatory course from elementary to tertiary level, for all majors, both in diploma and undergraduate programs (Kemenristekdikti, 2012). The policy has direct implications for the learning outcomes of English courses in non-English programs, which must focus on students' English communicative competence.

In communicative competence, language is viewed as a tool to convey functional meaning said by a speaker to the interlocutor in the actual interaction. Functional intended is that a speaker can convey and understand the meaning of speech orally, written, and contextually, which involves the location, time, and to whom the speech is delivered (interlocutor) in a particular context. Communicative competence is a practical guide for speakers to be able to be actively involved in real interactions. This idea is in line with what was stated by (Chomsky, 2006), who asserted that a speaker's language activities in any situation could not be separated from competence and performance. Saussure claimed the same thing regarding *langue* and *parole*. *Langue* as the basis for the formulation of a linguistic system, and *parole* as its manifestation or actualization.

A speaker's communication competence is indicated by fulfilling the micro and macro components of that communicative competence (Menggo, et al., 2019). According to Menggo et al. (2019), the micro components include language knowledge, such as the accuracy of pronunciation (phonology), the use of appropriate vocabulary (morphology), grammatical sentence construction (syntax), the accuracy of meaning interpretation (semantics), and textual knowledge, namely speech coherence resulted. Meanwhile, the macro component is pragmatic knowledge, such as implicature, appropriateness, politeness, and sociolinguistic knowledge, including participants/partners of speech, cultural values, topics, context, and goals. These two components are reciprocal in genuine interactions.

The above-mentioned communicative competence has a direct influence on learners' ability to learn English. Micro-linguistic components in the context of (1) phonology, students are required to be able to distinguish sounds, accents, and intonations, questions or statements uttered by the speech partners; (2) morphology, which can enrich vocabulary and pronunciation accuracy; (3) syntax, can distinguish grammatical types and forms

according to context; and (4) semantics, can interpret, either explicitly or implicitly, what speech partner said. Meanwhile, in the context of macro linguistics, students should comprehend communication strategies and the use of language is in line with the interlocutor's socio-cultural background.

As designers of teaching material models, lecturers are encouraged to internalize all components of English teaching materials following the university students' learning achievement targets. Several components intended including the content and types of learning activities under curriculum orientation, can stimulate interaction and raise the spirit of learners to realize communicative competence, encourage students to improve learning skills and strategies to master the target language (English), provide space for practicing the language in an integrated manner (English language skills and language components), displaying various attractive and representative images of language content, as well as having an impact on students' learning independence (Tomlinson, 2007).

The developer of teaching materials also must understand several relevant variables in designing teaching material, such as the level of English users, characteristics, L1 interference, factual and contextual themes, and topics, the types of learning activities that are preferred by learners, and can overcome the difficulties in learning English (Çakir, 2015; Manurung, 2015).

The English Specific Purposes (ESP) concept serves as the foundation for developers when developing teaching materials. Using the ESP paradigm, developers can recognize learners' needs and reasons for learning English and decide on some components of the content of instructional materials that match the learner's wishes (Hutchinson & Waters, 1987). According to Hutchinson and Waters (1987), there are two types of learning needs: target needs (what the student must do to meet the target objectives in learning English) and learning needs (what the students should complete to acquire the English knowledge they want). Students' necessities, lack, or wants are included in the concept of target needs proposed by Hutchinson and Waters (1987). They further asserted that learners' desire to succeed in the learning outcomes is viewed as learning need. Moreover, learners' lack also refers to a learner who cannot meet his or her English target needs. The learners' expectations after completing the English course are referred to as wants.

Furthermore, there are some components included in learning needs, namely linguistic input wanted by learners, the way completing English assignments, the classroom setting, the learner and lecturer roles during the teaching-learning process, the media applied, the way to complete exercises, and the type of assessment choice. The current study intends to examine the teaching materials and learning targets demanded by non-English majoring students. Today's education is a learning process that can meet the expectations of global competency. Globalization correlates to a period of accessibility in which borders between countries are not any longer an obstacle. Every aspect of life is filled with competitiveness. Consequently, to compete, every learner must attempt to comprehend knowledge, as well as have skills, life values, and technological knowledge.

The developers of teaching materials are encouraged to internalize themes and topics in factual and contextual teaching materials to support the intended meaningful learning paradigm. Global awareness, financial literacy, economics, business, entrepreneurship, digital literacy, citizenship, health, and environmental literacy are just a few of the themes covered in 21st-century education that are factual, contextual, and relevant to current learning demands (Alismail & McGuire, 2015; Erol, 2021).

In twenty-first-century education, several themes are supplied as a compass for instructional materials designers to build topics connected to existing themes. These topics are integrated with learning exercises for each language skill in teaching materials, whether listening, speaking, reading, or writing. The mastery of these topics encourages the university student to become a multi-literate person. The desire for a multi-literate person aligns with the expectations of three reciprocal skills in 21st-century education: career and life skills, digital literacy, and learning and innovation skills (Tan et al., 2017; Trilling & Fadel, 2009). The multi-literate person contributes to the development of competencies and skills that encourage university students to pursue work possibilities in various sectors on a global level. Therefore, becoming a multi-literate person is an unquestionable option for today's university students.

METHOD

Research design

This study was designed as a survey study. It was completed in May 2021 at five different study programs at Universitas Katolik Indonesia Santu Paulus Ruteng, Flores, East Nusa Tenggara province. A survey study was employed because the population is diverse in terms of age, gender, and class rank, and the researcher wants to investigate students' demands in terms of courses and classroom interaction (Cohen et al., 2007).

The research population consisted of seven hundred and six students from five different study programs at Universitas Katolik Indonesia Santu Paulus Ruteng. A sample of two hundred and two students from these departments was chosen using a multistage random sampling technique, as detailed provided in Table 1.

Table 1. Total sample

No	Study Program	Sex		Number of Samples
		Female	Male	
1	Theological Education	22	18	40
2	Indonesian Language Education	24	20	44
3	Primary Teacher Education	32	25	57
4	Mathematics Education	28	18	46
5	Early Childhood Education Programs	25	20	45
Total number				232

Research instrument and Data analysis

The Google form link was used to distribute the questionnaire. Hutchinson and Waters' (1987) need analysis concept was employed by the researcher in constructing questionnaire items. The questionnaire included ten items, all of which were closed questions with four answer options. The students were required to select one of four answer choices. Before the questionnaire was distributed to the students, it was reviewed by three experts to determine the relevance and non-relevance of the questionnaire contents. The questionnaire was distributed using a Google form link. The data from this questionnaire was interpreted quantitatively. After obtaining the questionnaire's average data, the researcher confirmed the findings through interviews with respondents. Thirty respondents were interviewed; each class was represented by six students. This interview data was then analyzed qualitatively.

FINDINGS

Type of needs in designing English teaching material

The types of needs in this research are the types of English language skills and language components needed by university students in learning English. Needs data indicate two types of needs, divided into two components, namely necessities or wants and lacks. Each of these components is described in more detail below.

Necessities

Necessitates are types of exercise for each English language skill and language component required by the university students in designing English teaching materials, which can be presented in Table 1 below.

Table 1 English language skills and language components

Statements	Answer options	N	f	%
1. English language skills that I necessitated in doing the exercises are...	a. Listening skills	232	39	18.94
	b. Speaking skills	232	66	32.03
	c. Reading skills	232	53	25.73
	d. Writing skills	232	74	23.30
	e. Others	232	-	-
2. I expect to gain a better knowledge of each exercise on ...	a. Pronunciation	232	46	22.33
	b. Vocabulary	232	89	30.58
	c. Grammar	232	45	21.85
	d. Text content	232	52	25.24
	e. Others	232	-	-

Note: N = The number of respondents f = The number of scores

Statement 1 in Table 1 above implies that university students require 32.03% for speaking skill practice. Followed by exercising related to strengthening their reading skills

by 25.73%, then 23.30% of respondents needed exercising to improve writing skills, and 18.94% required exercising to improve their listening skills.

Statement number 2 in Table 1 above depicts the different statistics. The university students sincerely believe that by completing the activities provided in the instructional materials, they would improve their understanding of vocabulary (30.58 %), text content (25.24 %), pronunciation (22.33 %), and grammar (21.85 %).

Lacks

Lacks are difficulties experienced by university students in learning English. Table 2 below is the percentage of students' difficulties in English language skills and language components.

Table 2. The difficulty of the university students

Statement	Answer options	N	f	%
1. My problem with learning English skills is...	a. Speaking	232	96	33.98
	b. Listening	232	26	12.62
	c. Writing	232	58	28.16
	d. Reading	232	52	25.24
	e. Others	232	-	-
2. Aside from English skills, I still have difficulties regarding ...	a. Understanding text content	232	50	24.28
	b. Pronunciation accuracy	232	48	23.30
	c. Grammar	232	42	20.39
	d. Vocabulary	232	92	32.03
	e. Others	232	-	-

Statement number 3 from Table 2 reveals that speaking skills (33.98%) are the most difficult skills experienced by university students in learning English. Then, writing skills, 28.16%, reading skills, 25.24% and 12.62%, difficulties in listening skills. In addition, language components are also still difficult for respondents with a variety of percentage difficulties, such as 32.03% for vocabulary, 24.28% for difficult to understand text content, 23.30% for pronunciation accuracy problems, and 20.39% for English grammar difficulty.

Learning process needs

The learning needs are what university students require or desire during the English learning process. The six statements in Table 3 below are inputs demanded by university students during the teaching-learning process.

Table 3. Learners' inputs in the teaching-learning process

Statement	Answer options	N	F	%
1. Reading genre that I want in learning English is ...	a. Descriptive	232	88	37.93
	b. Narrative	232	55	23.71
	c. Argumentative	232	36	15.52

	d. Persuasive	232	53	22.84
	e. Others	232	-	-
2. The writing genre that I want in learning English is ...	a. Descriptive	232	90	38.79
	b. Narrative	232	57	24.57
	c. Argumentative	232	33	14.23
	d. Persuasive	232	52	22.41
	e. Others	232	-	-
3. The themes that I want in the text content are ...	a. Global issues	232	42	18.10
	b. Financial and entrepreneurship literacy	232	40	17.24
	c. Digital literacy	232	70	30.18
	d. Environmental and civic literacy	232	39	16.82
	e. Health literacy	232	41	17.66
4. The themes that I need in English speaking exercises are ...	a. Global issues	232	41	17.66
	b. Financial and entrepreneurship literacy	232	40	17.24
	c. Digital literacy	232	68	29.32
	d. Environmental and civic literacy	232	41	17.67
	e. Health literacy	232	42	18.11
5. The themes that I expect in English writing exercises are	a. Global awareness	232	41	17.67
	b. Financial and entrepreneurship	232	40	17.24
	c. Digital skills	232	68	29.32
	d. Environmental and civic issues	232	41	17.67
	e. Health issues	232	42	18.11
6. I have difficulty interpreting the meaning of the vocabulary related to the theme ...	a. Global issues	232	34	14.66
	b. Financial and entrepreneurship themes	232	40	17.24
	c. Digital themes	232	74	31.90
	d. Environmental and civic issues	232	39	16.80
	e. Health issues	232	45	19.40

Statement number five in Table 3 above requires that the type of text most preferred by university students during the learning process is descriptive text (37.93%). Likewise, the narrative text type is 23.71, persuasive, 22.84, and argumentative, up to 15.52%. Similarly, statement number six explains the percentage of writing genres that university students prefer when learning English, such as descriptive genre (38.79%), narrative genre (24.57%), persuasive genre (22.41%), and argumentative writing genre (14.23%).

More interesting data can be found in the percentage of needs related to the themes favored by university students, which do not differ much between the themes they prefer. For example, the data in statement number seven indicates that the desired theme in the text genre is a theme related to digital literacy (30.18%), global issues (18.10%), health literacy (17.66%), finance and entrepreneurship themes (17.24%), and the theme related to environment and citizenship (16.82%). The university students desired the same themes in various exercises for the learning process on speaking and writing skills.

The statement data in number eight indicates that the topics in speaking practice are based on the themes respondents want, such as health literacy (18.11 %), digital literacy (29.32 %), environmental literacy and citizenship (17.67), global issues (17.66%), and speaking topics related to financial literacy and entrepreneurship (17.24 %). The percentage of university students' preferences connected to themes in writing skills is the same as in speaking skills (See statement number nine in Table 3).

Although the university students highly desire the training themes on language skills above, they still find difficulty interpreting the meaning of vocabulary related to these themes. The percentage of difficulties does not differ much between themes, such as difficulty in interpreting the meaning of vocabulary related to digital themes, 31.90%, health theme vocabulary, 19.40%, financial literacy and entrepreneurship, 17.24%, environmental literacy and entrepreneurship, 16.80% and vocabulary difficulties found on the theme of global awareness, 14.66%.

DISCUSSION

English language skills and learning process needs

Table 1-3 describes the mutual correlation between the need for English language skills, language components, and some themes needed by the university students in the learning process.

The results show that university students require English language skills and language components. Speaking skills are the highest required by the respondents (32.03%), followed by other English language skills (reading skills, 25.73%; writing skills, 23.30%; listening skills, 18.94%) language components (vocabulary, 30.58%; pronunciation, 22.3%; grammar, 21.85%) as described previously. This result encourages English material developers to provide more spaces for speaking exercises in the English material developed. By providing these spaces, the expectation of university students to be able to speak English will come true. The speaking ability reflects the university students' communicative competence (Hapsari & Wirawan, 2018; Menggo, 2020).

Communicative competence is an integrative linguistic ability where a speaker is required to be able to use a proper balance between micro linguistics (morphology, phonology, syntax, and semantics) and macro linguistics (pragmatic knowledge, sociolinguistics, and communication strategies) (Menggo et al., 2019). Speaking skills necessitated by the university students stated are in line with data of learners' difficulties

with English language skills and language components. Speaking skills is the most difficult, with up to 33.98% of other English language skills (See Table 2). Whereas pronunciation accuracy is the most difficult found on language components, that is 23.30%. These data strongly indicate that speaking and pronunciation are inter-dependence in the real speaking activity. Speaking is the most difficult due to a speaker should respond to the interlocutor's speech quickly and logically, understand the topic of discussion, have an adequate vocabulary, pronunciation accuracy, English grammar, understand the various functions of language functions, the ability to listen, and be able to use appropriate communication strategies in the interaction (Ratnasari, 2020; Shen & Chiu, 2019).

The university students provide valuable inputs in the learning process. The university's reading genre is descriptive (30.10%) and followed by the narrative reading genre (26.72%). The same thing happened to the writing genres that many university students favored, namely descriptive writing (31.07%) and narrative writing (26.77%). English teaching materials designers in primary education study programs should integrate these two types (descriptive and narrative) in the construction of discourse or reading and writing skills. Indeed, descriptive aids help university students in re-explaining what they have learned from a text analysis or describing an object in written form (Suastra & Menggo, 2020). Similarly, the narrative type must be included in the English instructional materials, either in reading or writing skills.

Strengthening themes and skills of twenty-first-century education

The respondents need various exercises related to mastery of English language skills and language components in the learning process and want the topics discussed in learning under themes that are oriented towards 21st-century education. The researcher conclusively proved the needs of these respondents after obtaining the questionnaire's average data, the researcher re-confirmed the findings through interviews with respondents. Thirty respondents were interviewed; each class was represented by six students. This interview data strongly indicated that the respondents want 21st-century education themes explicitly stated in their English teaching material. The needs of respondents are in line with six major themes in 21st-century education that seem to be very relevant to promoting university students' successful learning today (Menggo, 2021; Santos, 2017). Menggo (2021) and Santos (2017) further highlighted six major themes in 21st-century education. The first is global awareness, which focuses on how university students may learn from and work with people from other countries, religions, ideologies, lifestyles, and respect diversity. Religion tolerance, teenagers' lifestyles, marriage in different cultures, and religion are real examples of topics that are possible to be included in reading material, writing, or speaking material, whether in descriptive, narrative, persuasive, or argumentative genres.

The second, theme is related to financial literacy, economy, trade, and entrepreneurship. This theme requires university students to understand the concept and

role of the economy in everyday life. Personal financial management strategy, entrepreneurship productivity, product packaging and propaganda, business plans, and product marketing strategies are real examples of topics in reading, writing, or speaking materials. The third, civic literacy focuses on how university students might become civilized citizens in everyday life. Good governance service, good citizenship, character-building in formal education, and local wisdom are real examples of topics that may be included in the reading, writing, or speaking materials.

The fourth, health literacy focuses on how university students obtain, interpret, and comprehend the fundamental concepts of access and health services and how to take preventive actions for both physical and mental health, which are extremely helpful in life. Healthy diet, health services, physical and mental health care, family planning programs, and sex education are real examples of topics that may be included in the reading, writing, or speaking materials. Fifth, environmental literacy demonstrates knowledge and comprehension of environmental issues. Flood, water and air pollution, plastic waste management, renewable energy, global climate change forest fires, reforestation, abrasion, springs are real examples of topics that could be included in reading material, writing, or speaking material.

The sixth, the theme is digital literacy, which focuses on how university students can understand, analyze, access, use, and create digital media for proper use. Online shopping, the internet exploits the children's character, Google-based business, ICT infrastructure, internet connection are real examples of topics included in reading material, writing, or speaking material.

The themes and topics are stated in line with the orientation of some 21st-century educational skills. The ability to master these numerous themes and skills enables university students to be winners in various job opportunities. Therefore, the themes mentioned above and skills must be included in the development of English teaching materials. In twenty-first-century education, some skills are mandatory possessed by the learners today (Laar et al., 2017; Trilling & Fadel, 2009). When creating English teaching materials, a designer should be able to integrate these skills. The following is an explanation of 21st-century skills.

First, communication and collaboration skills. Each unit or sub-unit of the designed teaching materials is provided with an exercise space that requires the university students to discuss solving difficulties in learning English. This discussion will automatically strengthen communication skills and critical thinking skills (Janssen & Wubbels, 2018; Rao, 2019). *Second, critical thinking and problem-solving skills.* Several exercises in teaching materials encourage university students to realize these skills. For example, the reading exercises or speaking exercises are created to facilitate the achievement of critical thinking for the learners. Critical thinking skills impact improving skills in solving problems in life or problems in learning (Gandimathi & Zarei, 2018; Yamin et al., 2020). *Third, creativity and innovation.* A variety of tasks in instructional materials allow English learners to

demonstrate original skills in their completion, including exercises aimed at strengthening language skills and language components. Fourth, is information literacy. A variety of exercises encourage university students to access knowledge in the digital space when completing various college assignments (Gu, 2020; Gündüzalp, 2021). Fifth is *media literacy*. A variety of activities are meant to assist university students in using a variety of digital media and numerous programs available in the digital media mentioned. Sixth is ICT literacy. Many exercises facilitate the university students to use a number of relevant applications in mastering or improving English skills or language components, such as YouTube, speech recognition software, corpus linguistics software, Moodle, Podcast, Google Meet, WhatsApp, Busuu, Zoom, and many more. These applications assist university students to become independent English learners (Menggo, Midun, & Pandor, 2021; Zhang, 2020).

Seventh, flexibility and adaptability. When discussing completing course assignments, a variety of exercises allow English learners to receive input from peers and adapt to the diversity of English language skills of classmates. When university students become accustomed to these two skills during the study process, they will also become accustomed to them later in the workplace (Al-seghayer, 2017; Menggo, 2016). *Eighth, initiative and self-direction.* In certain parts of the teaching materials, a number of reflective questions are provided, which encourage the initiation of the learners to solve those questions. Both skills (initiative and self-direction) help boost university students' knowledge of English language skills or language components (Hawkins, 2018). The initiative is a gear for the learners to find the right way to understand various problems in language skills or language components. *Ninth, social and intercultural interaction.* A variety of tasks encourage students to practice conversing in English with their peers. *Tenth, productivity, and accountability.* A number of exercises encourage university students to be active and responsible for the completion of course assignments that have been explicitly narrated in the teaching materials. Someone's responsibility and commitment are essential components of completing various English (Albino, 2017; Astuti & Lammers, 2017). According to Albino (2017) and Astuti and Lammers (2017), students who were handling several English assignments produced more English and received more understandable inputs, *leadership, and responsibility.* Several exercises are designed to enable the university students to become group leaders or coordinators in completing the tasks or exercises given in the textbook.

CONCLUSION

The types of English teaching materials and learning processes desired by students in five different study programs of Universitas Katolik Indonesia Santu Paulus Ruteng are teaching materials and learning processes that could integrate English language skills and language components with several 21st-century educational themes and skills. There are six themes of twenty-first-century education: global awareness, financial and entrepreneurship, digital literacy, civic literacy, health, and environmental literacy. Mastery of these themes

could help university students to master some 21st-century education skills. These themes and skills must be embodied in various English skills or language components exercises in the developed English teaching materials, both in the Theological Education Program, Indonesian Language Education, Primary Teacher Education, Mathematics Education, and Early Childhood Education Programs as well. This conclusion is disclosed after the researcher re-confirmed the findings through interviews with the respondents.

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