

Teachers' Awareness and Opinions on the 21st Century's Creativity and Innovation Skills in TEFL

Rayan Omar Azeez¹, Lazgin Kheder Barany²

¹ Department of English, College of Basic Education, Salahaddin University, Kurdistan Region –Iraq

² Department of English, College of Languages, Nawroz University, Kurdistan Region –Iraq

ABSTRACT

Creativity and innovation skills are considered important skills in 21st-century education, in general, and in language education, in particular. This paper aims at investigating EFL teachers' awareness and opinions on the importance and use of creativity and innovation skills of 21st-century foreign language education skills in the classes at the department of English language, College of Basic Education, Salahaddin University. A questionnaire consisting of two parts. Part one which includes five items that address teachers' awareness, and part two comprises three items related to teachers' opinions were administered to a sample of 20 EFL teachers, 10 males and 10 females, who are specialized in applied linguistics and general linguistics. It has been found that the teachers' understudy are aware of the use and importance of creativity and innovation skills in teaching and learning English as a foreign language and that they hold positive opinions on that. Moreover, there are no differences between the teachers in terms of their gender, academic status, and teaching experience in terms of the awareness and importance of the use of creativity and innovation skills in teaching and learning English as a foreign language.

KEYWORDS: Foreign language education, creativity and innovation skills, 21st-century education skills, 4Cs, EFL teachers' awareness.

1. Introduction and Study Background

21st-century education, including foreign language education, requires that learning strategies, technology literacy, and career skills be explicitly integrated. Teachers in an EFL classroom should be able to use 21st-century skills that make the students improve their creativity, critical thinking, collaboration, and communication skills among other skills. Creativity and innovation skills are the skills of the above-mentioned four skills; which are labelled 4Cs, and used in 21st-century foreign language education (P21, 2007).

EFL students should practice and observe skills that boost their creativity and innovation, creativity means being able to view things in a different way (Stauffer, 2022). EFL learners in the 21st century need to be creative and innovative and respond to new and diverse perspectives, in order to be imaginative and creative users of the language so both EFL teachers and learners need to develop creativity and innovation skills (P21, 2007).

1.1 Aims of the Study

This paper aims at investigating EFL teachers' awareness and opinions of creativity and innovation skills as the skills of the 21st-century foreign language 4Cs that are used in EFL classes at the English language department, college of Basic Education, Salahaddin University. The paper focuses on creativity and innovation skills only, which are significant skills nowadays in the global and market career.

1.2 Research Questions

This paper tries to give answers to the following questions:

- Are the teachers' understudy aware of f creativity and innovation skills in EFL teaching and learning?
- What are teachers' opinions of creativity and innovation skills as the skills of 21st-century language education skills?
- Are there any differences between the teachers' understudy in terms of their gender, academic

status, and teaching experiences as regards their awareness and opinions of creativity and innovation as one of 21st-century language education skills?

1.3 Significance of the Study

This study is expected to be of significance to EFL learners, EFL teachers, applied linguists, and educators. For EFL learners, acquiring 21st-century foreign language skills including creativity and innovation skills assist the students in their future careers beyond the classroom; it makes them well educated/trained graduates who become life-long learners and be able to compete in a global labor market. For EFL teachers, being aware of creativity and innovation skills in 21st-century foreign language education skills. Creativity and innovation skills encourage teachers to be proficient and professional teachers who are able to cope with a global EFL teaching society. Additionally, this study is valuable to applied linguists as it provides insight into how teachers think of creativity and innovation as 21st-century foreign language education skills, especially in a place that tries to introduce and involve these skills, probably, for the first time in their educational disciplines. Finally, this study is significant to curriculum and syllabus designers as it encourages them to account for creativity as one of the 21st-century education skills in their curricula and syllabuses for different levels of education.

2. Literature Review

2.1 Creativity and Innovation Skills: A Brief Overview

Many people's dreams have come true because of the strength of their imagination. Synthesis (creativity), which is for him the highest degree of thinking, i.e. The most difficult cognitive talent to master since it requires a person to use all their cognitive capacities, and a child to be encouraged to think creatively in all learning environments (Johnson, 2019). In the 21st

century education skills, creativity and innovation go hand-in-hand. Creativity is the ability to develop new ideas and valuable thoughts, as well as the ability to improve on existing ones in order to maximize students' potential (Johnson, 2019). There are four components to creativity, namely communication, adaptation, originality, and elaboration (CBSE, 2020). Likewise, innovation skill refers to the ability to think creatively in order to come up with something new, improved, or distinctive (CBSE, 2020). Innovative thinking involves a wide variety of mental processes, such as openness to new ideas and the desire and ability to experiment with and improve upon earlier concepts in order to be really creative. Science, business, design, language learning, and mathematics in addition to the arts are only a few examples of sectors where creativity may be found (Baran-Ucarz and Klimas, 2020). This is why students should be given opportunities to express creativity in different ways including digital technology (McKeeman and Oviedo, 2013). Creativity and innovation skills are the vital components when comes the capacity to interact creatively with others. To come up with, develop, and communicate new ideas to others in an effective manner, demonstrating creativity and innovation are crucial (McKeeman and Oviedo, 2013).

Currently, there is a push for students to acquire 21st Century Skills, which include the ability to think creatively. It has recommended that 21st Century Skills encompass creativity and innovation as parts of complete skills framework. Piirto (2011) defines creativity and innovation as thinking outside of the box, which can be achieved by the use of a broad variety of creative thinking methods (such as brainstorming), thinking up innovative and useful notions (both incremental and radical concepts) and extending and enhancing learners' own ideas by developing, redefining, analyzing, and evaluating. Also, Piirto (2011) elaborates on the creativity and innovation skills to engaging others in collaborative

creativity, which can be achieved by creating, executing, and successfully conveying new ideas to others, being receptive to and open to new ideas and viewpoints, to be integrating group comments and input into one's work to be creative and imaginative in learning, but being aware of the limitations of new ideas.

2.2 Developing Creativity and Innovation in the EFL Classroom

Teaching foreign languages allow teachers to select the tools, strategies, and methods that can be depended on in the classrooms. In the student-centred approach, teachers play a key role and their responsibilities have changed from a controller to a facilitator, an organizer, and a prompter. (Cimermanová, 2013). Thus, offering students' independency does not necessarily imply that students are self-directed and teachers should be conscious of it. It is necessary for teachers to provide students with a secure and encouraging environment that spurs them to think creatively. Students can be more innovative in the environment given to them which helps them choose their desired way to fulfil an assignment which in turn encourages intrinsic drive. Cimermanová (2013) states that the students' level of creativity is determined by the teacher's level of originality, the work at hand, and most importantly, how much students' creativity the teacher permits.

There are various EFL ways that assist teachers to develop creativity and innovation skills. For instance, Thammineni (2012) states that comparing and contrasting: the act of classifying, arranging, and concentrating on one's mind to understand and memorize the relationships between various elements of information. Also teachers can use Computer Assisted Language Learning (CALL) programs; task-based activities; contests; language games; video sharing; media literacy; and translations. Some teaching activities for creativity and innovation skills are mentioned by Cimermanová (2013) that could be achieved via thoughtful planning, stimulating

students' imagination by providing chances for collaboration, being explicit about flexibility and restrictions, using a variety of learning techniques, and providing a clear purpose for the activity.

3.1 Methodology

To achieve the aims of the paper and to answer the questions, the researcher has used a questionnaire as the research tool. The questionnaire consists of two sections of 8 items. The first section, which includes 5 items, addresses teachers' awareness of creativity and innovation skills in EFL classes. The second section, which comprises 3 items, focuses on the teachers' opinions of the importance of creativity and innovation skills in EFL classes. The participants of the study are 20; 10 males and 10 females, teachers from the department of English language, college of Basic Education, Salahaddin University, who were randomly chosen to respond to the items of the questionnaire. The participants' details are demonstrated in the table below:

Table 1: The Participants' Demographic Backgrounds

| College | Basic Education | N |
|-------------------|---------------------|----|
| Gender | Male | 10 |
| | Female | 10 |
| Degree | MA | 15 |
| | PhD | 5 |
| Specialization | Language | 20 |
| | Assistant Lecturer | 9 |
| Title | Lecturer | 8 |
| | Assistant Professor | 3 |
| years of teaching | 0-10 years | 9 |
| | 11-20 years | 8 |
| | 20 and more | 3 |

It is worth mentioning that the demographic variables are included in the study in order to show that the participants of the study are actually representative samples of the target population (Salkind, 2010).

3.2 The Research Tool/ Questionnaire Description

The questionnaire used in this study has been adopted and modified from a part of "A Survey for measuring

21st Century Teaching and Learning" that was previously designed and used by Ravitz (2014) in West Virginia, United States of America. This survey covers the 21st century four skills or (4Cs) that were being studied as well as the use of technology. The original questionnaire consists of six parts but only awareness and opinions on creativity and innovation skills have been included in this study. The questionnaire begins with the definition of creativity and innovation skills. The participants were asked to rate how often they use or practice the following skills on a Likert scale of 1 to 5: First, the first 5 items are scaled as follows: "almost never"; "1-2 times a semester;" "1-3 times per month;" "1-3 times per week" and "almost daily." A 5 point Likert scale has also been used for the other three items related to inferences about teachers' opinions on the skills, "1. Not at all," or "I'm not sure." 2. Minor; 3 moderates; 4 great, and 5 extremely great, respectively. The following statistical means, including Frequency (Fr.), percentage (%), Mean (M), Standard deviation (SD) and T-test have been used to analyze the obtained data using SPSS software version 28.

3.3 Validity and Reliability of the Questionnaire

The questionnaire was reviewed by a group of experts, including three professors in the field of applied linguistics and three from the broader field of general linguistics, who assessed its validity in terms of clarity, practicality, readability, structure, and style of the items as well as its overall layout and design. It is important to point out that the original survey from which the creativity and innovation parts were collected was also tested for validity and found to be valid by Ravitz in 2014 to know whether the items of the questionnaire are suitable for Salahaddin University's context. The results have a high degree of reliability, as described below. Cronbach's alpha was used to assess the construct's internal consistency and dependability. This measure's dependability "alpha" should not be lowered below a value of 0.60 (Hair et al., 2003). The importance of dependability cannot be

overstated, but it must be paired with validity. A test must also be valid in order to be considered dependable (Wilson, 2014). The data in this table shows how dependable each of these skills are. This suggests that Cronbach's high score for all formulations indicates that it is consistent and assesses the same concept.

Table 2: Reliability of Measurements for All Variables

| Constructs | Number of items | Cronbach's Alpha |
|-----------------------------------|-----------------|------------------|
| Creativity & Innovation Awareness | 5 | 0.887 |
| Creativity & Innovation Opinions | 3 | 0.836 |

The table above displays Cronbach's coefficient estimates for measuring the consistency of the items of the questionnaire. As shown in the above table, Cronbach's alpha of Creativity and Innovation Awareness is (0.887) and on Opinions is (0.836). All items passed the reliability test, as all α -values are above the minimal Cronbach's alpha value, which is (0.50 and below) (Blbas, 2019). The original survey from which the 5 parts were drawn was also tested for reliability, demonstrating that "all the items were strongly associated and led to exceptionally reliable overall assessments for each skill (standardized alpha $>.90$, inter-item correlations $>.58$)" (Ravitz, 2014, p.2).

4.1 Data Analysis of Discussion of Results

Data are analyzed using SPSS version 28 and Excel. Excel generated the data's frequency and percentage, while SPSS produced the Mean, T-value, Significance, and Standard Deviation. The next paragraphs present the analysis of teachers' responses. In order to address the issues posed by the research and provide evidence that can be supported statistically, the information obtained was subjected to descriptive statistics and variance tests. Briefly stated, the data were analyzed using metrics such as Frequency (Fr.), percentage (%), Mean (M), Standard deviation (SD), and T-test. The results of the study are discussed below. It is divided into two main subsections, each of which gives the

specific results of the descriptive statistics and variance tests that are employed in this study. The findings of the statistics are shown in the tables that follow:

Table 3: Descriptive Statistics on Respondents' Awareness of Creativity and Innovation

| | Almost never | | A few times a semester | | 1-3 times per month | | 1-3 times per week | | Almost daily | | Mean | Std. Deviation |
|-------|--------------|------|------------------------|-------|---------------------|-------|--------------------|-------|--------------|-------|-------|----------------|
| | F | % | F | % | F | % | F | % | F | % | | |
| CI_A1 | 0 | 0.0% | 6 | 30.0% | 5 | 25.0% | 7 | 35.0% | 2 | 10.0% | 3.250 | 1.020 |
| CI_A2 | 1 | 5.0% | 4 | 20.0% | 6 | 30.0% | 6 | 30.0% | 3 | 15.0% | 3.300 | 1.129 |
| CI_A3 | 1 | 5.0% | 5 | 25.0% | 8 | 40.0% | 2 | 10.0% | 4 | 20.0% | 3.150 | 1.182 |
| CI_A4 | 1 | 5.0% | 7 | 35.0% | 5 | 25.0% | 3 | 15.0% | 4 | 20.0% | 3.100 | 1.252 |
| CI_A5 | 0 | 0.0% | 5 | 25.0% | 7 | 35.0% | 4 | 20.0% | 4 | 20.0% | 3.350 | 1.089 |
| Total | | | | | | | | | | | 3.230 | 0.886 |

Table 3 above demonstrates the Descriptive Statistics of the Respondents' Awareness of Creativity and Innovation (CI) skills items. The items ask the teachers the following question: In your teaching of your TARGET CLASS, how often have you asked students to do the following:

- Use idea creation techniques such as brainstorming or concept mapping?
- Generate their own ideas about how to confront a problem or question?
- Test out different ideas and work to improve them?
- Invent a solution to a complex, open-ended question or problem?
- Create an original product or performance to express their ideas?

This table clearly contains 4 measurements (frequency 'F', percentage 'percentage ', mean 'M', and standard deviation 'SD'. The (Fr.) indicates the number of teachers, the (percentage) indicates the number of teachers as a fraction of (100), and the (M) produces the distribution's mass center. It measures the center. It indicates the extent to which respondents use the item of the questionnaire. The SD measures data dispersion; the smaller it is, the more consistent responses of the participants are (i.e., the closer it is to 0 number, the greater and better mean score); whereas, if the (SD) value was closer to (5), it will indicate a large dispersion in the responses. In other words, the high value of (SD) indicates that the participants' responses were spread out on the scales (Salkind, 2010).

CI_A1 item reads "Use idea creation techniques such as brainstorming or concept mapping". Table (3) above shows that the majority of the teachers, 7 teachers (35.0%), use brainstorming and mapping 1-3 times per week, while none of the teachers responded to the point of the scale "almost never"; 0.0%. Furthermore, 2 teachers (10.0%) use brainstorming and mapping ' "almost daily"; 5 teachers (25.0%) use the activity "1-3 times per month", and (6) of the teachers (30.0%) use it "a few times a semester". The mean value of the item is 3.250 while the Standard Deviation (SD) is 1.020 indicating that the respondents are aware of this activity, which is one of the activities that promote creativity and innovation in EFL classes.

CI_A2 refers to item two in the questionnaire, which states "Generate students' own ideas about how to confront a problem or question". The above table shows that 6 teachers (30.0%) responded to the point of the scale "1-3 times per week"; the same result, i.e. 6 teachers (30.0%), ask their students to generate their own ideas when they confront a problem or a question "1-3 times per month". These two results receive the highest rate on this item. The table also demonstrates that 3 teachers (15.0%) ask their students the same task "almost daily". On the other hand 4 teachers (20.0%) practice this task "a few times a semester", and only 1 teacher (5.0%) responds to the "almost never" point of the scale. The mean value of the item is 3.300, while the Standard Deviation (SD) is 1.129. These statistical results also indicate that the teachers under consideration are aware of the use of creativity and innovation skill in their EFL classes because this item implies the use of this skill.

CI_A3 refers to item three, which reads "Test out different ideas and work to improve them." Table No. 3 above shows that the highest number of the teachers responded to "1-3 times per month" point of the scale, which is 8 teachers (40.0%). Five teachers (25.0%) responded to testing out students' different ideas to improve creativity "a few times a semester"; 4

teachers (20.0%) responded to the "Almost daily" point of the scale; 2 teachers (10.0%) responded to "1-3 times per week". However, only 1 teacher (5.0%) responded to "Almost never. The mean value of the item is 3.150 while the Standard Deviation (SD) is 1.182. These results imply that the teachers are aware of the use of this item, which is one of the constituents of creativity and innovation skill; consequently, they are aware of the use of this skill in their classes.

CI_A4 refers to the item that states "Invent a solution to a complex, open-ended question or problem". The table exhibits that 7 teachers (35.0%) responded to the point of the scale "A few times a semester", which is the highest rate. Five teachers (25.0%) responded to "1-3 times per month"; 4 teachers (20.0%) responded to "Almost daily"; 3 teachers (15.0%) responded to "1-3 times per week", and only 1 teacher (5.0%) responded to "Almost never". The mean value of the item is 3.100, while the Standard Deviation (SD) is 1.252. These statistical results also indicate that the teachers are aware of the use of creativity and innovation in their EFL classes.

The last item CL_A5 reads "Create an original product or performance to express their ideas". As for this item, the highest response can be found on the 3rd point of the scale where 7 teachers (35.0%) responded to "1-3 times per month". Furthermore, 4 teachers (20.0%) responded to "1-3 times per week"; the same number can be seen on the point of scale No. 5, which is "Almost daily"; 5 teachers (25.0%) responded to "A few times a semester", and none of the teachers responded, "Almost never". The mean value of the item is 3.350 while the Standard Deviation (SD) is 1.089 indicating that the teachers are aware of the use of creativity and innovation skill in their EFL classes.

The total average of the awareness of creativity and innovation skill mean value is 3.500 and the standard deviation (SD) is 0.819. From these results, it can be concluded that the teachers are aware of the use of creativity and innovation skill, and they attempt to

follow applying this skill in their EFL classes. This implication is supported by the total mean value and SD, because the mean value is great and the SD value is close to 0 number; the smaller the SD is, the more consistent responses of the participants are (i.e., the closer it is to 0 number, the greater and better mean score); whereas, if the (SD) value was closer to (5), it will indicate a large dispersion in the responses (Salkind, 2010). These results give an answer to this study's first question, which states "Are the teachers' understudy aware of the importance of creativity and innovation skills in EFL teaching and learning?"

The above results are consistent with Albahlal (2019) who investigated "The Integration of the 21st Century Skills into English Language Learning" as his study showed that creativity and innovation skill, which is a type of 21st-century education skills, is highly essential in the educational systems of the developed countries and in their educational system, especially in the English language learning domain. Also, it is shown that creativity and innovation skill plays a major role of EFL students in their EFL classes due to the universality of the English language and due to the needs of the knowledge-based economy. The results of the current study are also consistent with Bedir (2019) who investigated "Pre-service ELT teachers' beliefs and perceptions on 21st-century learning and innovation skills (4Cs) the results demonstrated that pre-service teachers mainly perceived creativity and innovation skills. On the other hand, the results of this study are slightly different from Baran-Lucarz, and Klimas, (2020) who investigated "Developing 21st Century Skills in a Foreign Language Classroom: EFL Student Teachers' Beliefs and Self-Awareness, as their study indicated that the majority of the teachers showed a low level of understanding of what creativity and innovation skills as 21st century skills.

Table 4: Descriptive Statistics on Respondents' Opinions of Creativity and Innovation

| | Not really | | To a low extent | | To a moderate extent | | To a high extent | | To a very high extent | | Mean | Std. Deviation |
|-------|------------|------|-----------------|-------|----------------------|-------|------------------|-------|-----------------------|-------|-------|----------------|
| | F | % | F | % | F | % | F | % | F | % | | |
| CI_O1 | 0 | 0.0% | 2 | 10.0% | 7 | 35.0% | 10 | 50.0% | 1 | 5.0% | 3.500 | 0.761 |
| CI_O2 | 1 | 5.0% | 2 | 10.0% | 11 | 55.0% | 4 | 20.0% | 2 | 10.0% | 3.200 | 0.951 |
| CI_O3 | 1 | 5.0% | 3 | 15.0% | 9 | 45.0% | 6 | 30.0% | 1 | 5.0% | 3.150 | 0.933 |
| Total | | | | | | | | | | | 3.283 | 0.767 |

Table 4 shows the Descriptive Statistics on Respondents' opinions on Creativity and Innovation (CI) as explained below: To what extent do you agree with these statements about your TARGET CLASS?

- I have tried to develop students' creativity and innovation skills
- Most students have learned creativity and innovation skills while in my class
- I have been able to effectively assess students' creativity and innovation skills

As For CI_O1 item above, which states "I have tried to develop students' creativity and innovation skills", half of the teachers, (10) teachers (50.0%) responded positively to "To a high extent" point of the scale, and 1 teacher (5.0%) answered "To a very high extent". On the other hand, none of them responded to "Not really". Furthermore, 2 teachers (10.0%) answered "To a low extent", and 7 teachers (35.0%) answered "To a moderate extent". The mean value of the item is 3.500, while the Standard Deviation (SD) is 0.761 indicating that the teachers under study think positively of this item, and they have tried to develop their students creativity and innovation skill in their EFL classes.

CI_O2 item refers to item two in the questionnaire, which states "Most students have learned creativity and innovation skills while in my class". Table 4 above demonstrates the following statistical results: 11 teachers (55.0%) answered "To a moderate extent", while only 1 teacher (5.0%) answered "Not really; 2 teachers (10.0%) went to "To a low extent"; 4 teachers (20.0%) responded "To a high extent", and finally 2 teachers (10.0%) were up to "To a very high extent". The mean value of this item is 3.200, while the Standard Deviation (SD) is 0.951. These results imply that most of the students have learned creativity and

innovation skill while in their classes, and consequently by inference the teachers hold positive opinions on these skills.

As for the last item, CI_O3, which reads "I have been able to effectively assess students' creativity and innovation skills", table No. 4 above shows the following details: 9 teachers (45.0%) answered "To a moderate extent", while only 1 teacher (5.0%) pointed out "Not really"; 6 teacher (30.0%) replied "To a high extent"; 3 teachers (15.0%) went to "To a low extent", and only 1 teacher (5.0%) answered, "To a very high extent". The mean value of the item is 3.150, while the Standard Deviation (SD) is 0.933, implying that the teachers' understudy can assess their students' creativity and innovation skills, and consequently, by inference, they hold positive opinion on the use of creativity and innovation skills in their EFL classes.

The total average, mean value, for the teachers' opinions on the creativity and innovation skills are 3.283, and the standard deviation (SD) is 0.767. These results imply that these teachers' opinions are positive toward using creativity and innovation skills in EFL classes. This implication is supported by the total mean value and SD because the mean value is high and the SD value is close to 0 number; the smaller the SD is, the more consistent responses of the participants are (i.e., the closer it is to 0 number, the higher and better mean score); whereas, if the (SD) value was closer to (5), it indicates a large dispersion in the responses (Salkind, 2010). These results give answer to the study's second question that states "What are the teachers' opinions on creativity and innovation skills as one of 21st century Language education skills?"

The above results go in line with Hasan Bedir (2019), as also mentioned above, who investigated "Pre-service ELT teachers' beliefs and perceptions on 21st century creativity and innovation skills (4Cs) and whose results involved the 4Cs ; the participants of their study showed high positive perceptions towards 4Cs.

The results of teachers' opinions above, which are also consistent with Andiliou & Murphy (2010) creativity and innovation skills can pave the way for the development of creative instructional strategies when they are accepted as the fundamentals of learning and teaching. Accordingly, EFL teachers are able to assess students' creativity to a moderate extent. As mentioned in discussing teachers' awareness results, in terms of their opinions on the creativity and innovation skills, the results of the current study slightly agree with Baran-Lucarz, and Klimas, (2020) who investigated "developing 21st Century Skills in a Foreign Language Classroom: EFL Student Teachers' Beliefs and Self-Awareness, which showed that the teachers were fairly positive about using and integrating the skills into foreign language classroom instruction.

Table 5: Independent Sample T-Test Factors Including Creativity and Innovation (CI) for both Awareness and Opinion Respectively and Gender

| Gender | N | Mean | Std. Deviation | t | p-value |
|--------|--------|------|----------------|-------|---------|
| CI_A | Male | 10 | 3.160 | 0.345 | 0.734 |
| | Female | 10 | 3.300 | | |
| CI_O | Male | 10 | 3.200 | 0.478 | 0.640 |
| | Female | 10 | 3.367 | | |

Table 5 above uses T. test and p. value in order to show whether there were any statistically significant differences between male and female teachers who responded to the two sections of the questionnaire. The table shows that there is no statistically significant differences between the mean values of female and male teachers for independent variables (CI_A), which asks *about how often teachers have asked their students to do the items included in table 3*, i.e. inferring teachers' awareness of creativity and awareness skills, because its p-value = 0.734 is less than the significant level of $\alpha=0.05$, where teachers' gender shows more average of females (3.300) than males teachers (3.160). Moreover, there is no statistically significant differences between the mean values of female and male teachers for

independent variables (CI_O), which infers the opinions of the teachers understudy on the use of creativity and innovation skills in EFL classes, because its p-value = 0.640 is less than the significant level of $\alpha=0.05$, where teachers' gender shows more average of females (3.367) is higher than males teachers (3.20).

Table 6 One-way ANOVA between Factors Including Creativity and Innovation (CI) for both Awareness and Opinion Respectively and Academic Title

| | N | Mean | Std. Deviation | Std. Error | F | p-value |
|------|---------------------|------|----------------|------------|-------|---------|
| CI_A | Assistant Lecturer | 7 | 3.1714 | .93401 | 0.214 | 0.81 |
| | Lecturer | 7 | 3.1143 | .66189 | | |
| | Assistant Professor | 6 | 3.4333 | 1.15528 | | |
| | Total | 20 | 3.2300 | .88562 | | |
| CI_O | Assistant Lecturer | 7 | 3.3333 | 1.17063 | 0.024 | 0.976 |
| | Lecturer | 7 | 3.2381 | .41786 | | |
| | Assistant Professor | 6 | 3.2778 | .61162 | | |
| | Total | 20 | 3.2833 | .76682 | | |

Table 6, which demonstrates teachers differences in terms of their academic titles, shows that there is no statistically significant difference between the mean values among the Assistant Lecturer, Lecturer, and Assistant Professor of all independent variables: (CI_A) ; inferring their awareness of the use of creativity and innovation skill in EFL classes, and (CI_O) ; asking about teachers' opinions on the use of these skills in EFL classes, and all items because their p-values (0.81 and 0.976) are higher than the significant level of $\alpha=0.05$ respectively.

Table 7 One-way ANOVA between Factors Including Creativity and Innovation (CI) for both Awareness and Opinion Respectively and Teaching Experience

| | N | Mean | Std. Deviation | Std. Error | F | p-value |
|------|-------------|------|----------------|------------|-------|---------|
| CI_A | 0-10 years | 7 | 3.1714 | .93401 | 0.026 | 0.974 |
| | 11-20 years | 9 | 3.2444 | .64636 | | |
| | 20 and more | 4 | 3.3000 | 1.44684 | | |
| | Total | 20 | 3.2300 | .88562 | | |
| CI_O | 0-10 years | 7 | 3.3333 | 1.17063 | 0.056 | 0.945 |
| | 11-20 years | 9 | 3.2963 | .45474 | | |
| | 20 and more | 4 | 3.1667 | .63828 | | |
| | Total | 20 | 3.2833 | .76682 | | |

Table 7 above shows there is no statistically significant difference between the mean values between 0-10 years of teaching, 11-20 years of teaching, and 20 and more years of teaching of all independent variables like (CI_A), (CI_O), and all items because their p-values (0.974 and 0.945) are higher than the significant level of $\alpha=0.05$ respectively.

The above tables, No. 5, 6 and 7 successively, reveal that there are no differences between the teachers understudy in terms of their gender, academic status and teaching experience, which give an answer to the study's third question "Are there any differences among the teachers' understudy in terms of their gender, academic status, and teaching experiences as regards to their awareness and opinions on creativity and innovation as one of 21st-century language education skills?" These results mean that all the participants are aware of the importance of the use of creativity and innovation skill in EFL classes, and they think positively of their use in EFL classes.

5. Conclusion

To sum up, the researchers have come up with the following conclusions, which have given answers to the three questions of the study:

Question 1: The majority of the teachers included in this study are aware of the use and importance of creativity and innovation skills, as one of the 21st-century foreign language skills in EFL classes. Their responses reveal that they are able to use them in their EFL classes. Thus, they can help their students to be creative and innovative in their school life, and ultimately in their future career and daily life.

Question 2: The majority of the teachers have positive opinions on the use of creativity and innovation skill as one of the 4Cs of 21st-century foreign language education. This result indicates that the teachers themselves try to use, or actually are using, these skills in their EFL classes, which is a point that gives credit to the English department where these teachers teach.

Question 3: There are no significant differences in the

teachers' gender, academic status, and teaching experiences as regard to both teachers' awareness and opinions on the use of creativity and innovation skills in EFL classes as they all hold positive opinions on these skills, the teachers are consistent.

Finally, this paper suggests more in-depth studies of the 21st century 4Cs investigating the activities that can help promote the use of these skills in EFL/ESL classes in order to make learners life-long ones.

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