

The Range of Personal and Technical Skills 21st C. Teachers have from the Perspective of School Principals at the First Directorate of Education in Amman, Jordan

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Abstract

The study aimed to identify the range teachers of Arabic have regarding twenty-first century skills (personal and technical) from the perspective of school principals at Amman first directorate of education. Sample of the study comprised (80) principles. The researcher designed a questionnaire of two fields on the above-mentioned skills. Each of these fields include four sub-skills with eight indicators for each of them. Findings of the study unveiled that, with regard to the first field (personal skills), Arabic language teachers got a very high level of leadership skill, but results of other skills rated high with various arithmetic means sequentially arranged as follows: critical thinking, distinction, and change.

In the second field (technical skills), the findings revealed that teachers of Arabic possess various levels of skill in the following order: first came learning via technology, with a high level, while skills of research, computer and electronic learning were with medium levels.

Keywords: school principals, teachers of Arabic, twenty-first century skills

1. Introduction

Teacher's positive personality is usually contemplated over by his students. It plays a role in the attitude the student bears toward him. Language fluency and good look help the teacher in conveying knowledge. Such qualities influence the personality of the learner (student) who willingly accepts teacher's dictates as that is reflected in the behavior of the student for whom the teacher is the model.

The teacher of Arabic needs to possess a group of education efficacies to perform his duties properly; among which is mastering the following skills: language and education, class planning, use of teaching aids, and finally personal-related skills (Al-Rababeh, 2016). These skills are all incorporated in Arabic language (listening, speaking reading, and writing) as reflected in syntax, phonology, morphology, semantics, and rhetorics). Language efficacies stand for the theoretical part of available knowledge inside the human brain, while the performative one stands for putting that skill into practice directly or indirectly.

The 21st century witnessed many rapid changes in all aspects of life which include knowledge, technology, learning, in addition to life skills. Such changes were reflected in educational system which provided teachers with the skills that grant them an access to the world of knowledge (Maaluf, Zubun & Ennab, 2018).

Qualities with which teachers of Arabic in 21st century vary from to time, place to place, and generation to generation, in accordance with environmental, technological, and civilization milieus. Such qualities make it easy for the teacher to address his students in a modern way that suits their potentials and personal inclinations so they accept it willingly for it copes with the spirit of the age.

Previous literatures, studies, and researches highlighted numerous 21th century skills which the teacher should have. The foremost of them were the following skills: communication and social media, technology, self-management, and academic specialization. (Batut, 2017). Others classify such skills into (innovation and creativity, critical thinking, problem solution, and meta-cognition). Feelings were classified into (sympathy, love, and interest): life in this world is classified into (local and international citizenships, personal and social responsibilities). (Binkley et al., 2010).

Central educational lab of the northern region of Jordan classifies it in the following four skills: digital age, thinking and creativity, active communication, and high productivity skill (Ncrei & Metiri Group, 2003) as stated in (Zamel, 2016).

Zamil (2016) despite the variance of determining 21st century skills and the requisites of this century, there is a semi-agreement on the dominating skills among which are: problem solving, information and communication technology, social media, critical and innovative thinking, and social responsibility.

The researcher made use of the models designed for 21st C. teachers like that of Hajjat (2013) which tackled the major and secondary skills of 21st C. teacher which were mentioned before. The researcher then created his own, based on relevant previous literatures and studies relating that to teacher of Arabic so as to suit objectives of the current study.

The content of personal and secondary skills indicated that the teacher is the major element in the teaching process; he is the organizer, facilitator, developer, guide for the teaching-learning process, and the motivator of mental, sentimental and behavioral changes in students. It also ascertains that the student is the pivot of the teaching – teaching process. Such a content agrees with principles of modern learning and education in teaching whose influence improves social structure in accordance with a series of positive standards to improve the teaching process.

Dugheidi (2003) sees that there are some qualities 21st C. teacher should have such as: work accuracy, time needfulness, mindfulness, satisfaction, mental openness, and scientific critical thinking. He adds up the following: joy and confidence, smartness in speech, self-confidence, objective self-evaluation and evaluation of student's works, and finally dealing with others. Palmer (2015) sees that the qualities that determine 21st C. teacher are: (being productive, keeps pace with modern technology, open minded to the world, able to use smart devices, digitally oriented, cooperative, and innovative, while Al-Mutlaq (2016) sees that the most important efficacies and personal qualities that the successful teacher should have are: (mastery of his teaching material respecting others, smartness, sincerity, dialogue, and conversation).

Khalil (2014: 6) identifies 21st C. skills to be “the direct outcome of partnership between educators, economic sector, and policy decision makers for designing a mental framework for national teaching in order to build an education system for students from kindergarten to the final secondary stage. Such a system is applied in USA, Canada, and England. Thus, the assumption is that success in study, life, and work in 21st C. requires obtaining skills of the century (Zamel, 2016).

Fields of education suffer from absence of a teacher who is able to achieve outcomes whose education was in compliance with 21st C. method. Most often, we find the traditional teacher who sees that his job is to transfer knowledge to students through chalk and board, without realizing its significance which is a first-class humane job whose aim is to build up student's personality not destroying it. Findings of previous studies ascertain weakness of teachers of Arabic with regard to possessing 21st C. skills. In his study, Al- Qaddah, (2011) for example, tackled the degree level of awareness in which people in charge of education realized the new roles they should play in the process of teaching in Jordan. Findings of other studies (Khalil, 2014; Zamel, 2016; Cakir & Gungor, 2017) emphasized teacher's need to possess 21st C. Skills and confirmed adopting cognitive thinking of such skills. They also emphasized the need for training courses to discuss these skills to promote the cognitive and performance efficacies of teachers of Arabic so as to cope with 21st C. modern methods.

The basic role of the teacher of Arabic has changed from instructing information to a guide who supervises teaching processes inside and outside classroom to suit the student to be an active participant. Accordingly, new procedures should be taken, as language teaching no more depends on teaching and learning than building up student's personality so as to acquire leadership qualities through which he can have access to knowledge that he can exchange with teachers and students in class.

In accordance with what preceded, the current study attempts to present a model, for teachers of Arabic by which they can identify the most prominent skills, including the properties that 21st C. teacher should have. The study also attempts to encourage decision makers to adopt 21st C. skills in the process of qualifying and training teachers so as to practice the teaching process successfully in compliance with modern education.

1.1 Study Problems and Questions

The study investigates the range of personal and technical skills 21st C. teachers of Arabic have from the perspective of school principals at the first directorate of education in Amman, Jordan. Thus, it sheds light on the foremost 21st C. skills that teachers of Arabic should have as agreed upon by educators, economic sector, and policy decision makers to come up with a set of qualities and cognition efficacies with the old ones they need to abandon and release

themselves from wrong envisions and concepts. Studies of (Elhoteby, 2018) and (Al-Qaddah's, 2011) indicated that teachers are short of having 21st C. skills; but studies like those of (Mahmood, 2016 and Ann et al., 2003) confirm that modern teaching is qualitatively moving towards 21st C. skills and that necessitates training and qualifying teachers on such skills. According to what preceded, the study problem is limited to answering the following questions:

What is the range of 21st C. skills (personal and technical) do teachers of Arabic have from the perspective of principals at Amman first directorate of education in Amman?

This question is divided into the following two sub-questions?

1- What is the range of 21st C. skills do teachers of Arabic, have from the perspective of principals, regarding personal ones?

2- What is the range of 21st skills do they have with regard to technical ones?

1.2 Significance of the Study

This study is a form of response to the developments through which the educational process of cognition outburst is going, with regard to using technology in teaching. The significance stems from providing a real vision about the skills teachers of Arabic should have. These include constitute cognition efficacy embodied in ability: represented in possessing facts, knowledge, and concepts and performance represented by the application of such things. The significance also lies in the anticipated findings gained after application among which are: providing teachers of Arabic and those in charge of education with a list of 21st C. skills. The study also provides criteria by which teaching quality can be judged by the four by four system it adopted and through holding training courses for teachers to acquaint them with such skills.

To the knowledge of the researcher this study is the first to tackle the issue of teachers of Arabic and the level of 21st C. skills they have.

1.3 Procedural Definitions

The definitions are:

- Twenty first century skills: these are a set of properties the teacher of Arabic should have essentially embodied in the capacity of gaining knowledge and using it with the least effort and shortest time. These skills are two (personal and technical), four sub-skills emanate from each of the major two. They identify teaching efficacies of the teacher of Arabic.

- Teachers of Arabic

They are staff members who teach Arabic in schools of the first directorate.

- School principals

These are resident supervisors in schools where the teacher of Arabic works. He is the one who can judge the level of 21st C. personal and technical skills the teacher owns, being the school supervisor.

1.4 Limitations of the Study

Limitations and determinants of the study are:

1- A sample of (80) principals randomly selected from the first directorate of education in Amman.

2- A questionnaire to collect data on two skills: personal typified by (leadership, distinction, critical thinking, and changes), and technical exemplified in (research, computer, e-learning and technology).

3- Applying the study during the second semester 2018/2019.

2. Literature Review

This part of the study reviews previous studies and researches related to 21st C. skills. Chronologically, it is presented from the newest to the oldest as follows:

The study of (Maaluf, Zubun, & Annab, 2018) aimed to identify the vision of staff members at Jordan university regarding the skills that university students of 21st C. should have. It also attempted to identify the differences with reference to gender and academic rank. The sample comprised (250) staff members. To achieve objectives of the study, a questionnaire was designed and verified for validity. Results of the study revealed that the envisioned issue on 21st C. was high. They also revealed that there were no differences with statistical significance which might be attributed to the variables of gender, and academic rank. The study recommended the following: the need of

Jordanian universities to design and adopt a new vision which stems from reality, needs, and philosophy of the society and the need to develop school curricula and methods of teaching in Jordanian universities to secure developing the different skills university students need after graduation.

The study of Cakir & Gungor (2017) investigated the evaluation of 3rd and 4th year pre-service teachers regarding teaching English in accordance with 21st C. teacher qualifications. The qualitative-quantitative designed method was employed. The qualitative data was collected via a semi-structured interview questions addressed to teachers in five different English language teaching programs. The quantitative data were collected from the analytical results of the syllabi of "Teaching English to Young Learners" in universities. The results revealed that pre-service teachers needed disciplinary skills and technology use. The syllabi were found to be ineffective in preparing pre-service teachers to 21st C. skills.

The study of (Elhoteby, 2018) aimed to evaluate teaching performances of teachers of science at intermediate level in light of 21st C. skills. The sample comprised (53) teachers of science from Aseer region in Saudi Arabia. Tools of the study were two: a list of 21st C. skills and a questionnaire on the skills that the teacher of science has. This consisted of (65) items which included four axes: computer skills and use, participative skills, communication skills, and thinking skills. The results revealed that there was a need to improve teachers performances so as to cope with 21st C. skills.

Zamil (2016) conducted a study that aimed to identify the roles the Palestinian teacher plays in light of 21st C. needs at Nablus governorate and methods of activating them. The study sample comprised (92) principals and (39) supervisors. To achieve the study objectives, the researcher used a questionnaire of (60) items covering four fields: critical and innovative thinking, problem solving, class teaching management, mastering teaching, and evaluation of students learning. Results of the study revealed that the overall grade means of the study sample was medium. The study also concluded that there were no differences between means of the study sample relevant to gender, specialization and academic qualification.

Al- Qaddah (2011) conducted a study which aimed to identify the degree of awareness of people in charge of the teaching process in Jordan: teachers, education supervisors, and principals, of the new roles supposed to be practiced to meet the new variable of 21st C. changes. The study sample comprised (382) teachers, (274) supervisors, and (351) principals who were selected in a randomly-stratified method. To collect data, the researcher designed a questionnaire based on theoretical literature and the impact of modern changes on education systems. The questionnaire consisted of two dimensions: first, general and common to the three categories; second, the nature of the job each category performs.

The results were of medium level in the awareness of these categories, specifically teachers. the results also unveiled an impact of the qualification variable in favor of the highly qualified, but the experience variable didn't leave any impact. Differences varied between schools' principals and education supervisors in the degree of awareness and practice; it was in favor of supervisors regarding awareness and in practice in favor of principals.

The study of (Walton & Linda, 2006) aimed to put down a practical vision for efficacies of information technology in accordance with international standards for school teachers in Chicago. The questionnaire was applied on Chicago teachers. The study came up to a set of results: 60% of school were ready to implement efficacies of information technology skills in compliance with international standards, but there was a very low level in HTML field and web page design. The results also showed that there were no differences that might be attributed to the variable of gender.

From the preceding studies, we noted that they all ascertained the importance of 21st C. skills. The study of (Maaluf, Zubun, & Ammab, 2018) focused on staff members visions regarding the skills the university student prefers to have; (Elhoteby, 2018) discussed teaching performance; (Cakir & Giingor, 2017) presented an evaluation of pre- service teachers in teaching English pertaining 21st C. qualifications of those teachers; the study of (Zamil, 2016) tackled the roles the Palestinian teacher plays in light of 21st C. teaching requirements; (Qaddah, 2011) highlighted the degree of awareness of those in charge of education process regarding new changes in 21st C.; (Walton, Linda, 2006) put down a practical vision regarding teachers' efficacies in information technology. Thus, the current study agrees with the preceding ones regarding importance of 21st C. skills, but differs from them in focusing on two skills of teacher of Arabic: the personal and technical, their sub-skills, and indicators.

3. Method and Procedure

- **Population of the study and its sample**

Population of the study comprised (144) principals from the first directorate of education in Amman for the second semester 2018/2019. The sample of (80) principals was randomly selected from the population. Table (1) is a

distribution of the sample in accordance with gender variable.

Table 1. sample distribution in accordance with gender variable

Variable	Group	Number	Percentage
Gender	Males	40	50%
	Females	40	50%
	Total	80	100%

3.1 Study Tools

To achieve objectives of the study, the researcher designed a questionnaire on 21st C. skills. In its final shape, the questionnaire comprised (64) items incorporating the following skills: first, personal skills (32) items, represented by four sub-skills: (leadership, distinction, critical thinking, change) – Each sub- item contains (8) indicative items of the sub-skill. Second, technical skills represented by the following sub-skills (research, computer, e-learning, and learning through technology).

The questionnaire the researcher designed was based on the skills available in Al-Hajjat (2013) model regarding teacher of 21st C. while items with indicators regarding major and sub-skills were derived from education literature and previous studies that tackled skills of 21st C. including those of (Abu Seileek, 2014; Zamil, 2016, & Maaluf, 2018).

Two questions representing indicators of major skills in the questionnaire were addressed to two principals. Those were: what are the personal skills needed for teacher of Arabic in 21st C.? what are the technical skills needed for 21st C. teacher of Arabic? Answers for the two questions helped in drafting items of the questionnaire.

3.1.1 Validity of the Tools

To verify validity of the tool, the researcher presented it to a number of experienced judges specialized in methods of teaching Arabic besides measurement and evaluation. Taking into consideration suggestions and remarks of the judges, the researcher modified the questionnaire by addition and deletion and merging some items to have it in its final shape.

3.1.2 Study Reliability

To verify reliability of the study, the researcher applied it to a pilot study comprising (20) teachers, extraneous to the study sample. He afterwards calculated reliability coefficient of the skills.

Table 2. re-test reliability coefficient of the fields and total grade

Questionnaire	Re-test reliability coefficient
Personal efficacy	0.88
Technical efficacies	0.86
Total	0.85

Such values are considered high and meet the needs of the study

3.2 Study Procedures

After preparing the study tools and verifying validity and reliability factors, the researcher took the following procedures:

- 1- Form a work team comprising of a group of volunteers working in the field of education such as: supervisors, teachers, and principals to explain to them the general idea of the study and to distribute the questionnaire to principals.
- 2- Specify schools in the area of the first directorate of education in Amman so as to avoid repetitions and to make the work move smoothly.
- 3- Hold a personal meeting with the volunteers to explain the general idea on which the study is built and to elaborate on items of the questionnaire providing principals enough time to respond.
- 4- Open free discussions with volunteers regarding skills of 21st C. skills.
- 5- Provide the volunteers with copies of the questionnaire to be distributed to principals of Amman first directorate.

- 6- Follow up team work regarding telephone calls and periodic meetings in order to overcome problems they encounter throughout the process of distributing and receiving data to be tabulated right away.
- 7- Determine the level of 21st C. skills as a whole and for each field using a statistical scale based on arithmetic means as presented in table (3).

Table 3. The statistical scale adopted to determine 21st C. skills as a whole, and for each field, based on arithmetic means

Arithmetic means for each field	Level
1.00 – less than 1.80	Very low
1.81 – less than 2.60	Low
2.61 – less than 3.40	Medium
3.41 – less than 4.20	High
4.21 – 5.00	Very high

3.2.1 Statistical Procedures

In answering study questions, arithmetic means and standard deviations were used to identify the level of 21st C. skills (personal and technical) of samples of the study.

In answering the first questions: To what extent do teachers of Arabic possess 21st C. skills regarding personal and technical ones? Arithmetic means and standard deviations for evaluations of members of the sample for the items as a whole and for each field were calculated as presented in table (4).

Table 4. Arithmetic means and standard deviations for evaluations of members of the sample for skill of items as a whole, and for each field, arranged in a descending order in accordance with means

Field number	Field	Arithmetic mean *	Standard deviation	Rank	Level
1	Personal	3.76	0.07	1	High
3	Technical skills	3.31	0.28	2	Medium
	21 st C. skills	3.54	0.22	-	High

* Lowest grade (1), highest (5)

Table (4) shows that the level of 21st C. skills as a whole for study sample members was high with arithmetic means (3.54) and standard deviation (0.22). Personal skills ranked first with an arithmetic mean (3.75), high; the second in rank was technical skills with an arithmetic mean (3.31), medium.

Results pertaining answers to the second questions:

To what extent do teachers of Arabic possess 21st C. skills (personal)?

In answering this question, arithmetic means and standard deviation for evaluations of members of the sample for each item of the skills were calculated as presented in table (5).

Table 5. Arithmetic means and standard deviations for evaluations of the study sample for each item of the skills arranged in a descending order in accordance with arithmetic means

Questionnaire items and their domains					
Number	Items	Degree			
		Arithmetic means	Standard deviation	Rank	Level
First domain: personal efficacies which include:					
First: Leadership skill with its indicatives:					
1-	Has moral qualities such as: (respect, appreciation, reliability, honesty, time respect.	4.27	0.60	1	Very high
2-	Acts properly in educational situations related to Arabic inside and	4.06	0.47	2	High

	outside classroom.				
3-	Diversifies in using movements, gestures, raising and lowering sound in situations of teaching Arabic.	4.06	0.54	3	High
4-	Cares for his external outlook to attract the attention of students.	4.05	0.61	4	High
5-	Has the ability of self-control and take suitable decisions during teaching?	4.02	0.38	5	High
6-	Has qualities of positive leadership (leader's charisma) that reflects long experience in teaching.	4.00	0.65	6	High
7-	Practices modern leadership roles in teaching Arabic (control, follow up guidance, coordination).	4.00	0.48	7	High
8-	Has intellectual fluency to effectively manage time reflected in prudence and linguistic intelligence.	3.98	0.58	8	High
Total		4.06	0.09		High
Second: Distinction and its indicatives					
7-	Arranges priorities to accomplish the required tasks relevant to language without direct supervision.	3.87	0.46	1	High
8-	Has the ability to be self-autonomous in obtaining knowledge relevant to Arabic.	3.81	0.59	2	High
1-	Prepares a pioneering education environment propitious for linguistic creativity	3.71	0.68	3	High
2-	Shows willingness for excellence in teaching Arabic.	3.65	0.70	4	High
3-	Takes initiative to accomplish language duties before due time.	3.63	0.73	5	High
5-	Adopts modern methods and techniques in dealing with students of special needs: (gifted, with learning difficulties) in teaching Arabic.	3.63	0.75	6	High
8-	Heeds for international events that discuss various language issues within language globalization.	3.60	0.61	7	High
4-	Raises analytical, contemplative and critical vision of Arabic learners.	3.56	0.71	8	High
Total		3.68	0.10		High
Third: Critical thinking skill and its indicatives:					
1-	Uses language activities that trigger student's thinking for learning language skills.	4.05	0.49	1	High
7-	Has the ability to produce many ideas	3.95	0.58	2	High

	with a variety of language content.				
2-	Employs education situations that require analysis, structuring providing alternatives in class.	3.71	0.68	3	High
3-	Urges students to read various Arabic texts critically and innovatively.	3.67	0.70	4	High
8-	Highlights differences and similarities between literary readable texts.	3.60	0.68	5	High
4-	Employs learning sources that stimulate students' thinking to produce different literary types.	3.59	0.78	6	High
5-	Encourages students to freely check and add new details through interaction with language experiences.	3.59	0.73	7	High
6-	Trains students to solve problems using a scientific method in many productive languages.	3.57	0.69	8	High
Fourth: change skill and its indicatives:					
7-	Organizes curriculum evaluation through models that simulate real language in teaching Arabic.	3.87	0.55	1	High
1-	Applies new ideas to change stereotype image in teaching Arabic language skills.	3.65	0.77	2	High
6-	Verifies reliability and accuracy of ideas presented for teaching Arabic.	3.65	0.74	3	High
4-	Encourages research, development and experimentation in teaching Arabic.	3.59	0.66	4	High
5-	Organizes experiences in learning Arabic in an interesting method away from stereotypical teaching.	3.56	0.71	5	High
3-	Develops Arabic curriculum content using active methods in teaching Arabic.	3.41	1.07	6	High
2-	Keep pace with development and change through new contributions to the linguistic field.	3.38	1.08	7	Medium
8-	Develops skills of self-developing in students such as: decision making, criticism, dialogue, etc.	3.35	1.00	8	Medium
Total		3.56	0.20		High

In table (5), we notice the following regarding the first field (personal skills): leadership skill rated first with arithmetic mean (4.06); the first item rated first with a mean (4.77), high level; item number (8) rated last with a mean (3.58), high level; skill of critical thinking rated second with a mean (3.87); its first item rated first with a mean (4.05) high level; item (6) rated last with a mean (3.57) high. Leadership skill rated third with a mean (3.67); item (7) rated first with a mean (3.87) high level, while item (4) rated last with a mean (3.56) high level. Change skill rated fourth with a mean (3.94); item (7) rated first with a mean (3.87) high level; item (8) rated last with a mean (3.35) medium level.

2- Regarding the second question: To what extent do teachers in the directorate have technical skills

In answering the question arithmetic means and standard deviations, for sample members evaluation on each item of every field of 21st C. skills, were calculated as seen in table (6).

Table 6. Arithmetic means and standard deviations for sample members evaluations for each item are arranged in a descending order in accordance with arithmetic means

Questionnaire items and fields					
Number	Items	Degree			
		Arithmetic means	Standard deviation	Rank	Level
Third domain: Technical skills that include					
First: Research skill and its indicatives:					
1-	Encourages students to use modern technology in the teaching process such as: electronic dictionaries and books, audio visual aids	3.89	0.65	1	Very high
4-	Guides to information resources and language cognition via internet.	3.49	0.84	2	High
6-	Is able to discover texts copied from the internet by students.	3.44	0.69	3	High
8-	Is aware of copyrights issues and the legal use of the internet.	3.44	0.64	4	High
7-	Has self-learning skills using digital library to search for Arabic language related topics.	3.37	0.63	5	Medium
3-	Is able to conduct an electronic research on Arabic in the shortest time and least energy.	3.25	1.08	6	Medium
2-	Uses blogs and Wikipedia to design electronic platforms for learners of Arabic.	3.22	0.99	7	Medium
5-	Follows up updates on Arabic through digital and paper search academically.	3.13	0.96	8	Medium
Total		3.40	0.18		Medium
Second: Computer skill and its indicatives:					
2-	Has computer skill and knows how to correctly deal with it (start it, switch it off, save and retrieve data).	4.00	0.62	1	High
1-	Knows how to deal with computer programs like: word, power point, excel.	3.63	0.81	2	High
3-	Can design and produce computer education programs related to Arabic.	3.08	0.99	3	Medium
4-	Can create e-portfolios related to Arabic.	3.02	1.02	4	Medium
5-	Can use screen casting tools to create and exchange lessons with others.	3.00	0.89	5	Medium
6-	Can record and create lessons on computer monitor in sound and image.	3.00	0.92	6	Medium
7-	Can create favorite web pages and quote texts to share with students on the net.	3.00	0.92	7	Medium
8-	Uses drawing tools, post remarks to attract	3.00	0.92	8	Medium

	interesting language ideas.				
Total		3.22	0.12		Medium
Third: e-learning skill and its indicatives:					
1-	Merges information technology and communication skills into teaching Arabic.	3.13	0.99	1	Medium
2-	Utilizes e-offers and interactive education programs with skills of teaching Arabic.	3.08	0.94	2	Medium
3-	Uses YouTube in class for purposes related to Arabic.	3.06	0.93	3	Medium
5-	Uses voting tools to create questionnaires at suitable times throughout the semester.	3.03	0.92	4	Medium
4-	Utilizes computer games for education purposes	3.00	0.92	5	Medium
6-	Uses digital evaluation tools to create Arabic e-test.	3.00	0.92	6	Medium
8-	Employs digital images in class while teaching language contents.	3.00	0.95	7	Medium
7-	Participates in producing electronic teaching programs that consolidate self-teaching in Arabic.	2.97	0.95	8	Medium
Total		3.03	0.03		Medium
Fourth: e-learning and its indicatives:					
8-	Is aware of the influence of technology in the teaching process of Arabic.	3.84	0.51	1	High
5-	Can effectively have access to language information through technological tools.	3.83	0.52	2	High
4-	Can judge quality of e-programs with regard to suitability to learners of Arabic.	3.55	0.67	3	High
6-	Uses modern technologies like computer, smart boards, smart mobiles to convey language concepts to his students	3.54	0.69	4	High
7-	Secures a propitious interactive environment with multi-technological sources in a synchronized and non-synchronized way.	3.54	0.62	5	High
1-	Designs supporting plans to utilize technology in teaching Arabic.	3.51	0.80	6	High
2-	Uses technological tools for constructing and editing of content.	3.49	0.74	7	High
3-	Uses technology and communications as research tools, organization, and evaluation.	3.29	1.05	8	Medium
Total		3.57	0.17		High

In table (6), we notice the following:

Regarding the second field (technical skills), the skill of learning through technology rated first with (3.57)

arithmetic mean; item (8) rated first with a mean (3.84) high level; item (3) rated last with a mean (3.29) medium; research skill rated second with a mean (3.40); item (1) rated first with a mean (3.89) high; item (5) rated last with a mean (3.13) medium; computer skill rated third with a mean (3.22); item (2) ranked first with a mean (4.00) high level; item (8) rated last with a mean (3.00) medium; e- learning rated fourth with a mean (3.03); item (1) rated first with a mean medium; while item (7) rated last with a mean (3.13) medium; item (7) rated last with mean (2.97) medium.

4. Discussion of Results and Recommendations

The results revealed that teachers of Arabic possess a high degree of 21st C. skills as a whole. This might be attributed to the policy Jordanian ministry of education adopted in which it called for improving teacher performance through using international standards for certain skills which the teacher should have. It might also be attributed to place and time which affect having such skills for the ambience, where the study was applied, was an open one through which such skills could be achieved.

With regard to teachers having personal skills rated high, as that might be attributed to the human caring about his clothes, good look and decency in speech. In this part of personality, the teacher can control his skills and appear in a good shape in front of his students. It is noteworthy that teachers have personal potentials such as: intelligence, voice, self-control, and the ability to make decisions. These qualities might be ascribed to personal communication which is part of their daily life. This agrees with what (Loniza, Saad & Mustafa, 2018) who assured that teachers of Arabic have communication skills which distinguish their personalities, due to the developed environment they live in. Such a notion was reiterated by (Al-Mutlaq, 2016) who pointed out that environment affects teacher's personality in terms of leadership and critical thinking.

With regard to the medium level of technical skills teachers have, that might be referred back to the available capabilities public schools possess and to skills of research, computer and e-learning which could be of help. Such a finding agrees with results of the study conducted by (Cakir & Gungor, 2017) pointed out that pre-service teachers have individual capabilities manifested in organization skills and in using technology. The study recommended to hold training courses and to consolidate qualifications of 21st C. teachers in the pre-service period. The results of this study also agree with the outcomes of the studies of (Maaluf, 2018; Elhoteby, 2018; and Zamil, 2016).

As for the sub-branches of the first domain, personal skills, it rated high with different standard deviations: leadership skill rated first as that might be attributed to teachers' ability to manage educational situations related to leadership skill and to their awareness of such situations. Results related to leadership skill might be ascribed to active positive motives Arabic teachers have which allow them to be active factors in the education process. This is what (Sudhir, 2006) referred to regarding the positive motive toward learning that helped in acquiring leadership skills, a quality teachers of Arabic have.

With regard to critical thinking skill, reasons might be absorbed through the proposition that an Arabic language course includes criticism which interrelates with literature, a factor that might reflect the impact of learning criticism skill on Arabic texts as seen in possessing skills of critical thinking, e.g. variance of similarities and differences, distinction ability, problem solving and judgement issuance.

With reference to change skill, the results revealed that teachers possess a high level in most of the skills. It concerned itself with development, research, avoidance of teaching the stereotype manner, and verification of information and ideas. The results were of high level, but results of self-development and providing new contribution to the linguistic field was medium, may be because these issues need involvement with university higher study programs to master such skills and be able to start active discussion and dialogue. Findings of this study agree with that of (Maaluf, 2018) which revealed staff member visions of the skill students of 21st C. prefer to have rated high, a result that contradicts with those of the study of (Elhoteby, 2018), specially in participative skills, communication skills, and thinking skills, which rated medium.

Thus, there was a need to improve teachers' performances to cope with 21st C. skills. The results also agree with those of (Zamil, 2016) with regard to the skills of critical and creative thinking and problem solving and the with those of Al- Qaddah (2011) regarding the awareness of teachers and supervisors with the new roles they should play to cope with new 21st C. changes. The nature of the job, as (Amayreh, 2002) indicated, endowed teachers of Arabic with skills related to criticism and personal education which distinguish them from other types of teachers.

Regarding sub-skills of the second domain, technical skills, results revealed that teachers of Arabic possess such skills with a medium mean. Such a thing might be traced back to substantial weakness with computer and teachers' weak motivation to develop themselves in such technologies. It might also be traced back to age differences; old

teachers prefer traditional methods of teaching which they strongly defend.

The outcome of the traditional method was doctors and engineers. Teachers themselves were highly respected, that was why it was difficult for them to switch to modern technology. Differently, teachers who have recently practiced teaching accept such technologies and actively employ that in the teaching process because the technologies match with their reality and beliefs. In research skill, overall indicatives were of medium level, but some of them were high like those: use of electronic dictionaries, detecting texts copied from the internet, acknowledging copyrights, and guiding students to sources of information.

Through Google, the teacher could verify the availability of such indicatives. More than that, such skills are close to teacher's actual job and to social environment, that was why the research skill rated high.

This is what (Mahmood, 2012) and (Walton & Linda, 2006) ascertained as well. Other indicatives such as electronic researches, self-teaching skills and using electronic platforms rated medium. This might be because of the scarce use of such skills and activation of the process of teaching.

Results of computer skills rated medium for the overall indicatives, while indicatives of using computer programs such as word, excel and data processing rated high, due to the training courses like ICDL to which teachers were subjected. As for other indicatives, such as: designing computer programs, electronic achievement files, and screen imaging, rated medium. This might result from the extent of material potentials available in school to facilitate using computer which are of limited numbers in schools. In addition, using the computer needs a great effort by the teacher to practice programming and procedures related to teaching profession. Reasons might also go back to the few specialized training courses, in addition to age. This is what was stressed on by (wang, 2008) who ascertained the need for training courses in computer skills because of their importance for teaching. Results in this field agree with those of (Elhoteby, 2018) whose computer skills results rated medium.

As for e-learning, its indicatives rated medium in using YouTube, electronic games, digital images, electronic exams, and talking part in the production of educational programs.

This result agrees with that of (Abu Saalik, 2014) who stressed the need for training courses to improve teachers skills in e-learning.

With regard to the skill of teaching through technology which rated high, that might be because the teaching issue was not new and because technological devices from which the teacher could opt for what he wanted were available. Such devices are mobiles, teaching videos, recorders and television, etc. for the teacher can use any of such devices. Furthermore, some students might have been using such devices. This result agrees with those of (Walton & Linda, 2006) the results also revealed very low results in the fields of HTMA and web-page design.

4.1 Recommendations

In light of the results, the researcher came up to, he would like to recommend the following:

- 1- To hold training courses for teachers to shed light on 21st C. skills in order to benefit from them
- 2- To add skills of 21st C. to curricula, especially that of Arabic language
- 3- To employ 21st C. skills in education ambience inside and outside schools
- 4- To conduct studies and researches that tackle 21st C. skills in accordance with new variables

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