

**Skills for teachers of English as a foreign language for  
their professional development**

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by

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### **Dedication**

This work is dedicated to my family, to my beloved husband, David Mayorga Caro, and to my son Matías Mayorga Pulido, for their patience and for being the force during this trip. I thank God for affording me your company; you are the best teammates that I have ever had.

To future graduates in foreign languages, I hope you find inspiration in this work to face challenges and give the fruit that this world expects from us.

### Specialized analytical summary

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Contents	Este documento busca presentar habilidades para el desarrollo profesional del docente de Inglés como lengua extranjera. La estructura del marco teórico se plantea en dos grandes secciones: La primera presenta una breve contextualización de las habilidades blandas en la educación y su importancia en el siglo XXI. Con el objetivo de presentar en detalle las habilidades blandas se categorizaron en aquellas habilidades

	<p>que aportan a una comunicación efectiva, un efectivo desarrollo del trabajo.</p> <p>La segunda presenta una descripción de las habilidades duras necesarias en el rol docente y aquellas relacionadas directamente con la enseñanza del inglés como lengua extranjera. De igual manera se categorizaron aquellas habilidades duras que aportan a la adquisición de conocimientos suficientes para el dominio del idioma y la enseñanza de este, el manejo de habilidades instruccionales y las competencias digitales de hoy en día.</p> <p>Finalmente, se presenta una reflexión global sobre la relación entre habilidades blandas y habilidades duras en profesores de inglés como lengua extranjera, también sobre los retos que los docentes de hoy en día enfrentan, en cuanto al desarrollo y fortalecimiento de habilidades duras y habilidades blandas.</p>
Research Line	<p>The research line is "Education and human development." It aims to present skills for teachers of English as a foreign language for their professional development, describing skills that could improve effective communication; work development; personal development; English proficiency; instructional skills; and digital competence; and the relationships between skills for professional performance.</p>
Conclusions	

	<p>For English teachers as a foreign language knowing, accepting, and both soft and hard skills help to face new obstacles that call for their active intervention.</p> <p>Both soft skills and hard skills are part of the teacher's professional development.</p> <p>Teachers are faced with solving academic, social, and cultural challenges, and these require the use of soft skills and hard skills.</p> <p>It is important for teachers to recognize that soft skills are part of their professional development and that without them some of their potential hard skills are meaningless.</p>
Advisor	Viviana Esperanza Yepes Hernández

### **Abstract**

Academic skills were and are effectively taught in schools and universities, However, those that prepare us for life have not been considered in all educational fields, so current teachers must develop in order to improve their work and effectively transmit knowledge to their students. Far from being a fad, in recent decades, there has been a deep interest and effort in the fields of education to develop skills, competences, and knowledge necessary for success in the workplace and society. A circumstance that is acknowledged by teachers of English as a foreign language and starts to form a component of their formal education.

After the bibliographic review and interpretation concerning the topic, in the following sections of this paper, it is intended to develop, in a conceptual and descriptive way, soft skills and hard skills for teachers of English as a foreign language for their professional development: effective communication; work development; personal development; English proficiency; instructional skills; digital competence; and, finally, relationships between skills for professional performance management in English teachers as a foreign language.

***keywords:*** Soft Skills, Hard Skills, Professional teacher development, Foreign Language, Covid 19.

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## Introduction

Teachers are increasingly expected to be on par with the competitive world, technologically able, and aware of the present needs. Main characteristics of the modern environment is the demand for skills to perform a job and specially to develop it more successfully. Also, this new generation requires a new set of skills to confront increasingly world challenges, today, as never before. In order to accomplish effective communication, professional development, and personal growth, as well as build technical skills like proficiency, instructional skills, and digital competence, we as teachers must be ready to teach with a combination of skills.

The development of different skills such as social, emotional, and cultural, provides the teachers tools to design better teaching strategies and enhance their professional development. Also, the initial phase of preparing future citizens is education, thus you need the best teachers. In order to assist pupils, understand and adapt to social changes, and deal with them themselves.

On the other hand, as could see throughout the document, industries require staff who can provide evidence of handling soft skills in addition to technical or hard skills. Also, the English language is regarded as one of languages throughout the world, and it is specifically now one of languages to apply for jobs. Creating for the teacher of English as a foreign language a scenario with possibilities to effectively carry out their work.

The main objective of this document is to present skills for teachers of English as a foreign language for their professional development. It is also intended to describe and present the interaction between skills in teachers of English as a foreign language.

For the development of the monograph the following aspects will be taken into account:

Firstly, there will be a skill concept present, secondly, it pretends to present two main sections about soft and hard skills each with its subsections, which will explain the skills for the professional development of the teacher. Finally, relationship between skills for professional performance management in English teachers as a foreign language.

### **Significance of the Study**

One of the main characteristics of the modern environment is the demand for skills to perform a job and specially to develop it more successfully. Without excepting the educational field and in the case of this bibliographic review, teachers of English as a foreign language must include a greater scaffolding that allows them to combine English language teaching skills and other types of skills; to stand out among many others we should have; communication, critical thinking, creativity, collaboration, and information efficient management to achieve a positive impact on personal and professional development.

Rodriguez et al. (2021) provide another view about teaching skills, they comment that “It is necessary for teachers to train students for life-based on skills such as knowing how to listen and communicate, therefore, giving positive feedback, thinking critically, and leading from empathy” (Conclusion section, para.1). Consequently, it is necessary for teachers to develop and combine a range of skills both for teaching and for their own professional development.

Rockwood (2021) affirms “there are many ways a lack of soft skills such as dependability, time management, and critical thinking can derail an employee with solid technical skills” (p. 72). Hence, it is necessary to note the importance of knowing and perfecting skills that allow the teacher to enhance all their dimensions. Patil (2021) explains:

Soft skills are the essential qualities for students, teachers, professionals and everyone wishing to succeed in his or her professional career. For freshers, soft skills help to start a smooth journey from the campus to the corporate world. In the present days, the recruiting firms emphasize more on soft skills than core skills. (p. 2539)

Finally, the development of different skills such as social, emotional, and cultural, provides the teachers tools to design better teaching strategies and enhance their professional development.

### **Statement of the Problem**

This project titled, “Skills for Teachers of English as a Foreign Language for Their Professional Development”, linked to the research line, "Education and human development", aims to present useful skills for teachers of English as a foreign language in favor of their good performance and skills management.

English language teaching has taken on great relevance in our country in recent years, for this reason, The National Government makes great efforts to improve the English communication skills of teachers and students, these efforts have focused on the systematization of knowledge, methodology and the implementation of didactics, however, as point out by Ramos Acosta (2019) "The training of foreign language teachers in the country has been linked to instrumentalizing practices, more related to knowledge and training" (p. 64). Guiding the English teacher to perfect their practice to the command of knowledge and techniques that allow them to teach, leaving aside other skills that will allow them to integrate their professional process, obtaining meaningful experiences.

The adaptability of skills in teachers is a reason for professional development inside and outside the classroom, a recent study by Kniaz & Chukhno (2021) identify “Soft skills are of paramount importance for newly qualified specialists, young foreign language teachers in particular. They often fail to cooperate with their colleagues efficiently, to analyze, evaluate and find adequate solutions to pedagogical situations that may occur regularly in teaching” (p. 300). According to that analysis, collaboration, critical thinking, perseverance, and communication are necessary skills for professional



growth in any area and with special emphasis on the education field. However, it is an aspect of little relevance for teacher professional development.

Moreover, teaching a foreign language requires some expertise to make every occasion an opportunity to enable learning. Sánchez, G. (2019) maintains that:

For this learning to take place, the process of teaching foreign culture must be put in the hands of a teacher in possession of sociocultural knowledge and attitudes and capacities that will allow him to act as a model of cultural inspiration. (p. 127)

Also affirms that, its performance in the teaching process is the product of their dimension as a model of “linguistic and cultural inspiration or as a contextualizing agent and instigator of that process. (p. 128)”

Due, the management of skills and good administration of them influence the professional development of teachers and therefore in the adaptation and implementation of selected methodologies for their students, it is to acquire skills for adequate professional growth.

Hence the research question for this project is as follows:

What are skills that contribute to the good professional development of teachers of English as a foreign language?

## **Objectives**

### **General Objective**

To present skills for teachers of English as a foreign language for their professional development.

### **Specific Objectives**

To identify the main skills of teachers of English as a foreign language for their professional development.

To describe in deep skills for teachers of English as a foreign language for their professional development.

To analyze the relationship between different skills for professional performance management in English teachers as foreign language.

### **Literature Review**

The main objective of this paper is to identify skills of teachers of English as a foreign language for their professional development, through a bibliographical review, presenting skills, to those that by their nature all teachers must develop. It suggests theoretical support that will serve as a guide to adapt and contextualize their environment and their own needs. This review follows theoretical aspects about hard skills and soft skills considering the most relevant aspects of each of them. Based on this, the following theoretical framework is developed.

## **Skill Concept**

Human beings have the ability to learn, modify and improve all the activities we carry out, this set of characteristics is defined as skills, for Chavez et al. (2020) skill is defined as “the ability of humans to perform an action, based on previously acquired experiences, knowledge, and habits, either in theoretical or practical activities” (p. 82). Also, activities in any disciplinary field requires the development of skills, knowledge, attitudes and aptitudes that together could be defined as professional skills. Cubeira et al.(2019) provide a concept about professional skills:

They are characteristics of exercise of the profession and are defined according to the assimilation by the student, and modes of action of that activity that is related to the field of action of their future work and is based on the knowledge acquired in the career. (p. 429)

According to this association, it could be defined that teaching skills are related to the professional's willingness to provide a solution or good management of different situations, taking into account their knowledge and their role to face situations that require general and specific skills in their specialty.

The teacher must have a domain of skills such as: initiative, leadership, responsibility, flexibility, independence, organization, ethics, and professional morals, as those specific to their specialty. In the case of the teacher of English as a foreign language they require English language proficiency and cultural content development among many others. Nevertheless, currently, despite the disciplinary and pedagogical training for the acquisition of teaching skills, there is little relevance in developing academic content about soft skills and hard skills improvement.

Besides, this situation has a great impact on teaching performance and according to a statement made by Chacón (2019) It is observed with concern that pedagogical practice in Colombia adhere to traditional, where teacher is a worker and not as a producer of knowledge,

without ignoring that traditional education initially search for a subject accommodation in the world. However, current education requires teaching and learning a broad range of skills in both soft and hard skills, that are explained in more detail below.

## **Soft skills**

The concept of soft skills is relatively new to the field of education. Murnane comments that “in the 90's this concept began to distinguish itself in management and entrepreneurship contexts; in these, it takes on different names, such as 21st-century skills, non-cognitive skills, socio-emotional or soft skills” (Murnane y Levy, 1996 as cited by Rodriguez et al. 2021. Soft skills in education. para.1). Although it already had its principles in Goleman theories cataloged as emotional intelligence skills; other authors have defined them as social skills, interpersonal skills, social intelligence among others. A practical definition of soft skills is suggested by Kniaz & Chukhno (2021) as “The ability to define one’s approach to work and life-related problems” (p. 300). Whereas business perspectives also show the concept of soft skill within employability, Rockwood(2021) considers that “The beauty of soft skills is that they’re highly transferable. Creativity, responsibility, and excellent communication skills can be applied to any job”(p. 74).

All these attempts to define soft skills concept according to the specific field or specific task seem to be under construction and in search of their own classification, in a trial to identify and describe these skills for teachers of English as a foreign language for their professional development, it has been classified into three major categories: Effective Communication, Work Development and Personal Development.

### **Effective Communication**

Communication is an inherent ability of the human being that does not imply only exchange of messages through words, it is also an exchange nonverbal cues; like eye contact, corporal codes; like hands movement and even tone of voice. Therefore, communication implies the articulation of many processes, which must be effective to achieve its purpose. There are other descriptions where it is stated that “conversation is the heart of communication and the most meaningful way

meaningful way to project our ideas, it is a flexible and dynamic process where shared meanings are created, and therefore effective communication improves the quality of conversations” (Patil, 2021, p.2539).

Regarding the teaching of the foreign language, have effective communication is of high interest for the teacher of English language, so they want their messages to be interpreted correctly, in other words, without causing interference, doubts or misinterpretations between native language and target language, as Patil (2021) affirms:

Human beings converse with a certain reason and purpose. The important reason for conversation is to promote ideas and action. It is necessary to learn and improve our English so that we can improve our day-to-day conversations and thus achieve the status of effective communication. (p.2539)

Because of that, effective communication for English teachers requires skills such as active listening, context review, empathy, paraphrasing, and reinforcement through questioning.

Effective communication, in addition to promoting teamwork management, early intervention, and productivity of teaching team, improve teachers as a group to a better position, for instance more dynamic group than in the simple task of teaching a foreign language. A study conducted by Chavez et al. (2020) shows that, "communication is one of the most important skills in teacher training, because it enables better relationships to be established in the educational environment with both peers and students, developing skills such as problem solving" (p.86). Development skills that allow effective communication is necessary for current teachers of English as a foreign language, skills allow them to understand social environments in which they develop their role and enrich their personal and professional attributes.

For these reasons, communication implies a challenge for foreign language teachers, since communication must be achieved without any interference. Authors like Erdoğan (2019) invites to consider that “we can simply assert that communication skill does not involve solely knowledge of grammar and vocabulary. It also involves the ability to express oneself clearly and appropriately depending on situation, interlocutors, topic, time and place” (p.118). Consider this background, below the most relevant skills that can improve effective communication are presented:

### ***Adaptation and Assertiveness***

Classroom interaction can be one of the most stressful factors for teachers, as a matter of fact due to the variety of perspectives among students and teachers, to mention a few, experiences, previous knowledge, learning styles, teaching styles, among many other factors. Doyle (2006) argued that teacher–student interactions in the classroom are inherently characterized by multidimensionality and simultaneity, unpredictability and immediacy of events, publicity, and shared history (as cited in Carstensen & Klusmann, 2021). Hence, we can define the ability to adapt and be assertive in the classroom are complementary skills that seek joint well-being and goal achievement, they are also linked to other interpersonal communication skills, for instance, diplomacy, solidarity, and sensitivity among others.

Conceptually assertiveness and adaptation are relatively new terms in teaching practice, but have been developed throughout the education labor, we often find teachers with the characteristics mentioned by Carstensen & Klusmann (2021) that defines as assertive teachers as lead, organize, and structure the classroom and in terms of adaptation behaving in a friendly way, listening, empathizing with their students and assisting them (p. 502).



Clearly, adaptation and assertiveness are considered as fundamental aspects for communication, but also as functional for the search of specific objectives, beyond for social interaction. Mitamura (2018) presents a definition of assertiveness as functionality in the Figure 1 it shows the main aspects:

**Figure 1**

*Functional Assertiveness, main aspects*



*Note:* The figure 1 represents main aspects about Mitamura's definition of functional assertiveness in connection with scope of the specific objectives and exchange of messages between emitter-receiver.

Own scheme base in information from a study conducted by Mitamura (2018).

Developing the functional assertiveness scale: measuring dimensions of objective effectiveness and pragmatic politeness.60, p. 99-110. Japanese Psychological Association.

Teaching is a special task, in which many personal, social, and professional aspects are combined, can trigger problems, like stress, emotional exhaustion, and management problems in the classroom. For example, a recurring health problem frequently related by the authors and its relationship between these aspects is the burnout syndrome. Burnout syndrome is a term used for the first time by Herbert Freudenberger American psychologist “as a condition of exhaustion, tiredness or failure that is generated by the intentional delivery of time, effort and will in the development or achievement of a personal or other objective, without obtaining the expected end” (Albarracin et al.2019, p.21).

It is true that although teaching is a noble activity and apparently without many setbacks, being in constant interaction with people has consequences, although studies show that burnout syndrome “increases in specialists related to the areas of education and health” (Albarracin et al.2021, p.12). Also, Perez et al. (2021) suggest that for teachers is some cases it is difficult “maintaining the balance between aggressiveness and passivity and act impulsively” (p. 72). Which suggests that the ability to adapt and assertiveness should be developed, in order to improve the benefit of the work and the health of teachers.

Not all results mentioned in research have negative observations; for instance, Aguilar & Mayorga (2020) suggest that “human body has an adaptive capacity that allows it to develop mechanisms to prevent and cope with stress” (p.275). Showing positive results related to the teacher's face-to-face situations that are difficult to manage and that may be evidence of the good development of their adaptability and assertiveness skills, considering that teachers develop complex relationships allow them to adapt and act more assertively in new situations.

### ***Mediation Skills for Conflict Resolution***

Conflict is one of the great factors involved in the changes of any scene, and it is “understood as something inherent to the human being and continuously present in our Society” (Abderrahaman & Parra, 2019, p. 96). Teachers have enough of that in their daily work, which represents an additional workload for English teacher, allow for the complexity of their teaching and the contexts with which they are connected. The activities of a teacher extend beyond their classroom and involve interaction with parents, colleagues, and administrative staff, therefore susceptible to conflicts.

Due to growing critical and analytical capacity of young people, empowerment of their opinions and even ways to express their emotions, mediation skills for conflict resolution are skills of great importance for teachers today, because mediation is beyond their disciplinary competence, and they are facing a role with a social function. Morales (2020) describes conflict resolution teacher skill as a “responsibility towards the social that is aimed at orientation as a process and at the same time as an educational function of the teacher, with implications in the consolidation of the sense of belonging and empathic sensitivity” (p.30).

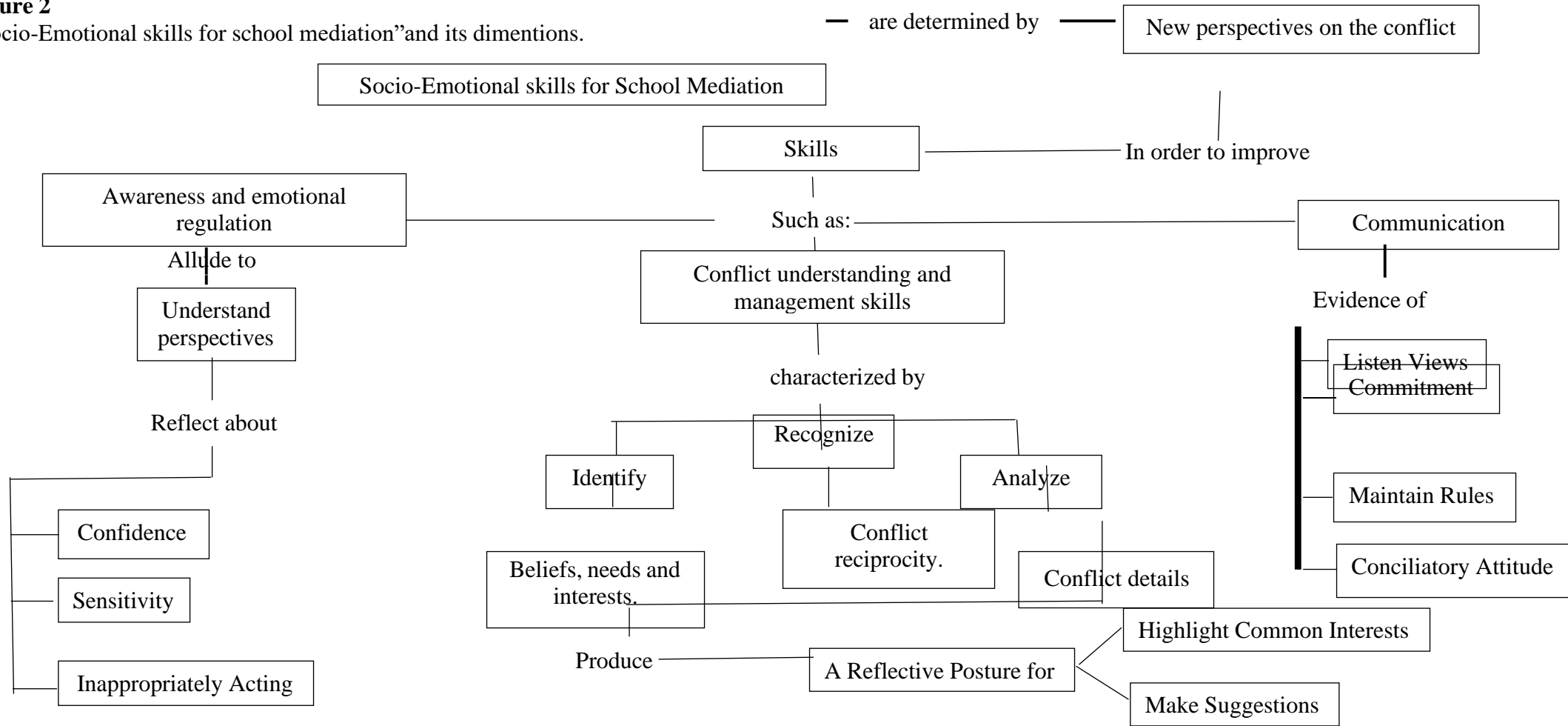
There are multiple factors that intervene in conflicts. Some of these may include; inappropriate comments, excessive questioning, deliberately disrupts, leisure conversations, impolite situations and several more. However, according to investigations papers the most relevant are those cause by cultural diversity. Currently, it is a common phenomenon in our country, due to the migration of foreigners in search of acceptable living conditions, so being the school first scene of social interaction giving rise to different conflicts that require mediation by teachers. Abderrahaman & Parra (2019) suggest that in the face of phenomena such as cultural diversity it is necessary to work with students in search of acquiring one of the fundamental principles of attention to diversity, the principle of inclusion. In addition, it is necessary to train teachers in mediation skills so that they can obtain satisfactory agreements. That is to say, to find an effective mediation between the parties.

The strengthening of skills in conflict resolution requires teacher's understanding of the situation, communication assertiveness and take advantage of the negative situation. Moreno et al. (2021) argue that "The personal qualities of the mediator seem to facilitate the possibility of changing the dynamics of the conflict since it facilitates prosocial forms of solution that contribute to the construction of a culture of peace in the school" (p. 172). For these reasons, the active figure of the teacher is required as a mediator, even as part of the conflict, beard in mind suggested above, criticality of the students gives rise to conflicts inside and outside the teaching field, without considering it in any way as something negative, on the contrary, as a positive way of personal and professional growth.

Conflict resolution mediation requires a set of skills that includes self-regulation, conflict management, and communication skills. Moreno et al. (2021) propose a scheme of socio-emotional skills for school mediation, as show in figure 2, they represent skills necessary to change the perspective of parties of the conflict and the convergence in the coexistence

principles, point out aspects related to emotional regulation, such as sensitivity to confront conflict, confidence, and reflection on the consequences of acts. Also, they mention main characteristics about analyzing conflict from an objective position and how to facilitate communication and develop skills inherent to it, facilitating mediator role.

**Figure 2**  
 “Socio-Emotional skills for school mediation” and its dimensions.



*Note:* The figure represents the main skills for conflict understanding. Adapted from “Socio-Emotional skills for school mediation and its dimensions”, by Moreno, F. J. B., López, M. H., & Hidalgo, A. J. R, 2021. Boletín Redipe, 10(6), p. 189

### ***Teamwork Skill***

The ability to work on a team is extremely beneficial, since it improves many dimensions of the professional role, even the ability to solve conflicts, since working as a team does not mean having the same point of view. Working on a team for an English teacher can improve motivation, commitment, strategies for teaching and learning, and overcoming challenges, for example Díaz (2021) considers that integration between partners (teaching peers) with different abilities and capacities, with a common goal, where each one is responsible, not only for himself but for achievements of others, furthermore, developing a true integration and culture of educational community (p. 10).

As part of programs that seek to improve collaboration skills among teachers, Ahmed et al. (2018) maintains that:

Institutions around the world have embraced new ways of developing teachers professionally that includes, peer observation, formal observation and professional development programs (workshops, seminars, presentation of research papers) (...) especially, peer observation is considered a way of professional development of English as a Foreign Language teachers. (p.73)

Peer observation practice could be difficult for English teachers to accept, since it involves allow to enter the privacy of their class, in addition, allow to know level of foreign language domain and expertise to manage the classroom. however, leaving aside prejudices, researchers who have observed this practice suggest that “English as a Foreign Language teachers often rely on collaborative work by observing each other’s ‘classes and giving feedback that help in improving their pedagogical practices” (Ahmed et al.2018, p.74). This collaborative practice helps teachers understand their professional role through

their own practices and understanding those of their colleagues, in addition to learning new ways of approaching students and managing content in the foreign language. In summary, obtain all the resources needed to design successful activities.

Other alternative practices contemplated in collaboration and teamwork for better professional development and improvement of practices in the teaching of a foreign language, are for example, co-teaching practice; Co-teaching practice is defined by Boland et al. (2019) when “dual teachers work together for the purpose of better instruction. In co-teaching, teachers aim to come up with different methods and approaches to deliver the syllabus content and enhance students' academic performances”(p.96). An interesting variation of co-teaching is not only in collaboration with English teachers, but it could also be found in the collaboration of teaching English through content approaches, in other words teaching through English Language. For example, teaching natural sciences, mathematics, social sciences, etc. Aspect that you will find related in the hard skills section.

As well as collaboration and teamwork between colleagues, educational principals play an important role in professional development teaching skills. Polega et al. (2019) consider that “principals must pull teachers away from the comfort of their closed classroom doors and instructional routines and allow them to take the risks of learning and doubting with colleagues to ensure school success” (p.14). An exploratory study shows the perception of a group of school principal teachers about in their charge teachers' teamwork barriers. Table 1. shows the barriers that have the greatest influence with this aspect and that are related to organization skills, effective communication, those related to the specific field of teaching and others related to management of personal development skills.



**Table 1***Barriers to teamwork among teachers*

<b>Barriers</b>	<b>n</b>	<b>%</b>
Time constraints	408	(26.19%)
Relationship issues (lack of trust, conflict, communication issues)	252	(16.17%)
Teaching concerns (lack of resources, differences in teaching style, experience, and knowledge)	252	(16.17%)
Personality differences (attitude, ego, personal values)	218	(13.99%)
Other barriers (isolation, leadership issues, lack of buy-in)	174	(11.17%)
Unclear roles and goals	131	(8.41%)
Unwillingness to participate in teams or to change	65	(4.17%)
Insecurities	58	(3.72%)
<b>Total:</b>	<b>1558</b>	<b>(100%)</b>

*Note:* The associated values in (n) show the frequency of answers related to the aspects in barriers column and their respective values in percentages.

Adapted from Polega, M., Neto, R. D. C. A., Brilowski, R., & Baker, K. (2019). Principals and teamwork among teachers: an exploratory study (p.22).

These aspects serve as an indicator of ingrained behaviors and the reinforcement of soft skills that have not been sufficiently developed. The capacity to work in a team is one of the dimension in the teaching, even though we often work alone and independently. This allows us to develop skills like active listening; come up with objective, realistic solutions; and be more receptive to direct criticism of our work.

## **Work Development**

A teacher of English as a foreign language should take into account for their professional development several dimensions, and in all of them they should have good performance.

Ahmed et al. (2018) asserts that “Professional development is important for teachers not only to understand the ongoing process of development of their professional roles, but it also helps teachers to understand the process of developing the second language” (p. 74). A teacher can consider the development of soft skills to be crucial to his work. An English teacher, for example, must be able to comprehend the language target in order to teach effectively. To do this, they must have a wide range of responses, pay close attention to the details, be imaginative, and have patience and flexibility.

Other authors like Kudaibergenov & Lee (2020) claim that “they often go through numerous difficulties before and when embarking on the teaching profession.

Understanding and being alert to these tensions would provide them with a better frame of reference regarding how to function confidently in their contexts” (p.414).

Considering all the above information, work of English teachers also depends on good management duality that their work requires, namely language proficiency, ability to develop an effective speech from the native language to language target and their functions beyond academic aspects. Hence, below skills that can improve their work are presented:

### ***Critical thinking***

Until recently in our country, English teachers must have equipped with pedagogical tools and knowledge related to their discipline, however today they should be equipped with multiple competences that allow them to develop their work successfully, some related to develop work such as: self-confidence, reflection, commitment, and recognition of the truth, characteristics part of critical thinking skill.

Patonah et al. (2021) consider that this aspect “is believed by education experts in the world as an absolute skill that must be possessed by prospective teachers in preparing the appropriate generation of their times” (p.41), allowing replication of highly effective skills in their students.

In relation to the concept of critical thinking adopts different aspects according to social, psychological and educational perspectives, but they share common aspects. For example, Crockett (2017) illustrates the concept in educational perspective: “gives the students to think independently, formulate his own opinions, draw conclusions based on systematic analysis, and see the relationships between ideas” (cited by Al-Zoubi & Suleiman, 2021, p. 796).

Also, “English as a foreign language learners need critical thinking skills to go deep and read themes or concepts beyond the literal meanings” (Itmeizeh & Hassan, 2020, p. 8854) as noted in previous sections and considering authors points, teacher of English as a foreign language must develop their dual capacity between their native language and language target, consequently teacher’s skills are need not only for the methodology of content in English, but also promoting interaction in the foreign language in an environment that involves opinions through reasoning, conjectures, reflective, assessment and among others.

Critical thinking is a challenging skill in the field of language teaching today, as traditional education in languages learning did not require a different type of skill than knowledge of the target language. The use of this ability encourages both teachers and students to improve their skills for the real world. Cundar (2021) asserts that “in the

English as a foreign language classroom should strive to stimulate students to use the language productively, so they can debate, analyze, criticize, evaluate, create, judge, and reverse their thinking” (p.362).

Hence the ability to think critically is linked to the development of other skills such as observing, questioning, comparing, contrasting, imagining, evaluate and reflect critically, hypothesizing, analyzing, constructing new ideas, and think deeply to solve nonfamiliar problems in different ways and are aspects that contribute to the learning of a second language since both the student and the teacher are able to compare, summarize, and analyze different situations from their culture to that of the target language or vice versa.

### ***Problem Solving***

As noted throughout the text, the modern world requires skills that allow us to develop immersed in the massive changes that this society is experiencing today. One of the integrative and fundamental skills to improve work is the ability to solve problems, for the teacher, problems related to technology, the design of activities, the administration of the classroom, among many others. Rahman (2019) notes that “problem-solving is inescapable in human life and is crucial for human survival. It is one of the fundamental skills of 21st century skill” (p.65). Thereby, should be a fundamental skill in the teaching field, both for the design of its activities and to focus students on using them in their daily lives. Rahman (2019) suggests that:

Educationalists, trainers and policymakers are reviewing curricula to include incorporated learning environments which focus students to use analysis, evaluation, synthesis etc. type skills, and especially, problem-solving skills as new

learning theory has evolved and professional standards have been changed which created demands of the new workplace. (p.65)

Teacher of English as a Foreign Language faces a classroom full of challenges in designing activities, environments and contexts that lead to motivating and stimulating learning of their students. Erdoğan (2019) asserts that “teachers need to analyze critically what the 21st century movement offers in order to enrich their pedagogical processes and instructional practices” (p.116). Thus, teachers have greater analysis capacity, greater integration of processes and better design of activities. Considering that problem solving is not only a task design methodology, but also a teacher skill, where taking the available resources to design, direct, and control activities that contribute to student learning and therefore to the professional development of the teacher is a needed skill.

### ***Creativity and Innovation***

During the literature review, some skills that were directly related to the development their work; were among them Creativity and Innovation; They have many meanings depending on the disciplinary field from which it is viewed, but it could be consider that one is necessarily linked to the other, since creativity is the process of creating, proposing, and rethinking an activity and product, and innovation is the implementation of those ideas. from educational field, some definitions were found suchas:

Educational innovation is a dynamic process that requires an interrelation between different organization level (individual, group, institutional and social)and from a proactive, creative, and continuous improvement organizational culture, where innovation is a shared

value and transversal to the processes, strategic plans, and institutional support.

(Deroncele et al. 2021, p. 146).

A reason of innovating in education was established by Bohari et al. (2021) “innovation is necessary to maintain the motivation and attention of the students” (conclusion section, para 1). Precisely due to the massive changes, the speed of information and connectivity. In addition to postulating itself as a model of educational mediation through technology, today's students require more conclusive and better designed stimuli to maintain motivation in their classes, also in the teaching of a second language, in order to obtain resources that are closer to reality and more accurate.

*Creativity and innovation* are concepts that we have heard throughout our training as teachers, however, in recent years and due to technological advances, interconnectivity and the most recent health emergency by covid-19; these concepts have changed their characteristics in terms of contexts. These contexts changed not only our lifestyle, but it also changed the way we carry through our tasks, including educational activities.

Deroncele et al. (2021) consider that this new scene “placed hybrid education as a permanent and fundamental challenge for educational actors in search of the teaching-learning processes of the present and the future” p. 146).

Challenges such as the ability to integrate technology in education contexts and daily activities at the same time and place, Deroncele et al. (2021) suggest that “This implies that teachers, with special emphasis on those who have a long-standing tradition for on-site class and predisposition to traditional teaching, accept and incorporate new educational innovations with Information and Communications Technologies” (p.147).

Also, it is important mention that this modality of education is here to stay and that increasingly requires teachers to be innovative, creative and make use of technology.

To illustrate those abilities, in times before to the urgency to adapt technology to education in the age of covid-19, the teacher had acceptable times to execute creative and innovative ideas. This situation placed teacher in a new dynamic, with multiple challenges to innovate in a relatively short time, and in a "new normal" that many institutions had not planned (Deroncele et. Al., 2021, p.146).

*Creativity and innovation* are developed in scenarios that imply challenges for teachers, designers and creators of educational content considering at the same time the technical skills and soft skills of teachers, that is to say, education is in constant process of change to adapt, joint and effective way new and traditional tools for the education and development of the teaching professional, proof of this is the current educational revolution where it is suggested that “Technologies to develop soft skills are from innovations of education process management adapted for the Education 4.0” (Gurjanov et al 2020, p.2).

Some examples of innovation in the classroom are: flipped classroom, defined by Al-Zoubi & Suleiman (2021) as “an educational model in which the lecture mode and homework assignments are overturned” (p.794). Flipped classroom is an excellent idea implement several teacher and student skills, such as: critical thinking, problem solving, class interaction, class observation, and so on. Furthermore, it is a technological tool proves the importance of the teaching role, Al-Zoubi & Suleiman (2021) affirm that “using tools like flipped classroom “the teachers’ role is a trainer, facilitator consultant, and student promoter in achieving individual and group achievements” (p.794).

Teachers of English as a foreign language have great advantages for creativity and innovation, without the need for large technological structures, additionally we can use materials already created in different ways, with innovative ideas that allow the student to learn easily.

### **Personal Development**

Despite technological innovations, connectivity and new web apps that seem to replace role of teachers, throughout the bibliographic review, we could verify that the role of the teacher still plays a fundamental role in teaching and even currently requires more skills to successfully carry out its work. For Al-Zoubi & Suleiman (2021) “the role of the teacher as a trainer, facilitator, motivator, and student-oriented, inside and outside the classroom” (p. 794). For this reason, it is one of the significant reasons of maintain continuous personal and professional growth.

As noted throughout the literature review, both soft and hard skills are part of the teacher's competence, for example, competence to regulate emotions, achieve pedagogical achievements and have a positive learning environment. Lukman et al. (2021) consider that the teachers bear complex demands in terms of pedagogical, personality, social and professional competences, also, is expected that a teacher be patient, family, calm, have disciplined behavior, have extensive knowledge, be able to provide justice and be impartial, in other words be a good model to follow (p.512).

Personal development contemplates multiple dimensions of the person and the professional aspects, particularly in teaching, self-efficacy is contemplated, that is, the beliefs and self-perception of our work and our attitudes. for example, how we perceive flexibility and adaptability, the level of Initiative, how evaluate our self-direction, how



and what tools using to Information management, investigative role, and life- long learning.

In this bibliographic review section, will be presented aspects related to self- efficacy in teaching and an aspect of little relevance in the pedagogical field, but of vital importance for the teacher, self-care.

### *Self-efficacy*

In the development of teaching, it is inevitable that our attitudes, thoughts, beliefs, and self-perception influence the performance of tasks additionally the experiences obtained through teaching and of course the methodology used to teach. Moslemi & Habibi (2019) believe that “Teachers’ awareness of their identities, and their self-efficacy and critical thinking skills can be considered as important factors in their professional development” (p. 110). Taking this position into account, it could be considered that the self-efficacy is related to self-perception and the construction of identity in the professional and personal dimensions, therefore they are part of all the tasks we carry out as a kind of personal seal.

Moslemi & Habibi (2019) consider “that pre-service and even in-service teachers should familiarize themselves with the influence of professional identity and their other personal identities on their teaching process” (p. 124). In order to maintain the balance of professional development and their self-perception, since teachers especially, must provide objective feedback and attached to the development of the student from a positive and constructive view.

Another contribution in the observations by Moslemi & Habibi (2019) about self- efficacy is that “English as a foreign language teachers can improve their own teaching by deliberately and analytically concentrating on their personal identities during their teaching process” (p.124). Taking into consideration that teachers are role models and teachers of

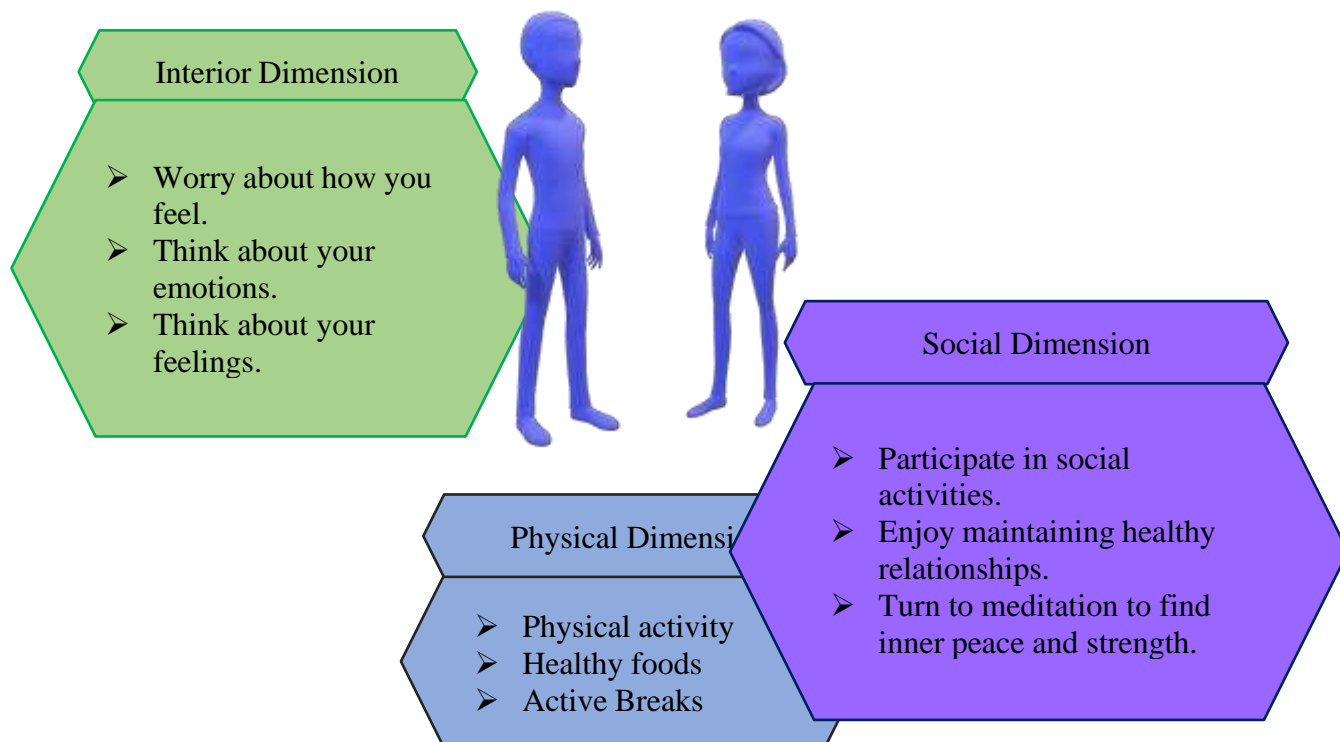
English as a foreign language are in charge of teaching a predominant disciplinary field for the world.

As has been noted throughout the document, soft and hard skills are interrelated in all dimensions of the teacher, self-efficacy can be an indicator for the teacher to identify which aspect should be improved. Dimaculangan & Gabitanan (2021) conducted a study where “Their findings showed that teachers had the lowest self-efficacy in selecting technological resources and highest self-efficacy in online course alignment, i.e., effectively aligning learning objectives, course assignments, assessment strategies, and learning activities within online courses” (p.326). This example illustrates the importance of developing both soft and hard skills and gaining the ability to combine them for teaching.

### *Self-care*

Self-care seems to be a topic of little academic relevance in terms of research in the country, since the search for material dedicated to the topic is limited to a few articles, however, we know that health problems are associated with stress, headaches, muscle pain, high blood pressure and among others. Although the literature is not linked to the behavior of the teacher, it is logical that self-care is a task for every human being. Torres et al. (2021) define *Self-care* as “a series of actions and behavior that contributes to individuals’ life, health and well-being maintenance and represents a relevant construct in diverse psychological areas” (p.721).

Torres et al. (2021) provide a research that contribute to self-care behaviors, the research indicates that there are three dimensions of self-care physical (body), interior (mind) and social (interpersonal relationships), as shown in Figure 3 the most relevant aspects for each dimension are exposed.

**Figura 3***Self-care behaviors*

*Note:* Own scheme based on Torres et al. (2021) Self-Care Behaviors Scale

information.

Considering these dimensions in the teacher's self-care is a relevant aspect to consider; although teaching is not a high-risk occupation, lack of self-care can have negative effects on our health and performance. Just imagine a day of work of 6 to 8 hours standing, with the best attitude, energy, empathy, and enthusiasm, this requires a teacher who encourage all their dimensions, even being interested in aspects that are little or no related to their field. Therefore, extensive information on the subject was not found and it could be an interesting subject as a research topic.

As observed in this section dedicated to soft skills, educational innovation not only revolves around curricular issues and academic objectives, but also presents us challenges in terms of effective communication, work development and teacher self-care. In other words, soft skills are personal attributes that help improve personal and work performance. Although soft skills are important, they must be linked to hard skills developed throughout our profession. To have a better idea of the hard skills these will be presented in the next section.

## **Hard Skill**

Hard skills can be described as technical knowledge acquired during professional training or in performing autonomous learning, because hard skills are directly related to the knowledge necessary in a specific field. Also are characterized by being measurable and in most cases standardized. For example, a teacher of English as a foreign language needs to have technical skills or hard skills for the development of their work, skills directly related to the pedagogical field such as instructional design, assessment and diagnosis, and other related language learning such as English proficiency, monitor learning and, design of strategies for teaching a foreign language. Ye et al. (2021) point out that “Hard skills are professional qualities that are necessary for performing direct work tasks. For each specialty, the list of "hard" skills will be different (...) Hard skills are those skills that can be learned over time, and their effectiveness is measured by the result of the work done” (p.77).

Some professional hard skills are generally linguistic skills, oral expression, mathematical thinking, project management, logical thinking, technology management, and others; within hard skills of a teacher, could highlighted; design learning, planning, time management, evaluation process, reporting, etc. In addition to all these teacher skills, a teacher of English as a foreign language need to develop specific hard skills.

Hence, in a trial to identify and describe important hard skills for their professional development, it has been classified into three major categories: English proficiency, instructional skills, and digital competence.

## **English Proficiency**

The Common European Framework of References for Languages (CEFR) provides a detailed explanation of what language proficiency entails in terms of abilities, practices, and strategies; additionally, the evolution of the framework itself, the trajectory, and the importance of language proficiency in Europe make it an indispensable reference for a teacher of English as a foreign language anywhere in the world. The framework defines proficiency as "the ability to perform communicative language activities"—"can do ..."—while drawing upon both general and communicative language competences—linguistic, sociolinguistic, and pragmatic—and activating appropriate communicative strategies" (Council of Europe, 2020, p.34).

Since the dimensions implied by having proficiency in the language are clear, our country has encouraged the follow-up of this frame of reference through policies for teaching English as a foreign language. Ministry of National Education of Colombia has had over the years an opportune visualization of need to learn and teach foreign languages with emphasis on English as a foreign language. In a political effort to align strategies, tools, and methodologies in order to achieve the standards currently required in this area; need to establish the importance of teaching and learning a foreign language is initially established in the General Education Law (Law of General Education Law 115 Act, 1994); this was followed by The National Bilingualism Program (2004-2019), with first standardization initiatives, adoption of reference frameworks and teacher training. In the period between 2010 and 2014, the Bilingualism Law (Bilingualism Law 1651 Act, 2013) was established, it considers diagnostic measures, training, support and monitoring for teachers of English as a foreign language. Currently, the National English Program (2015-2025) is implementing strategies that aims to consolidate the bilingualism initiative as a state policy.

The information on the legal framework in turn based on international reference frameworks for language teaching and quality standards in the workplace support bilingualism programs in the country and is a guide for monitoring expected outcomes by teachers in the field of the information on the legal framework in turn based on international reference frameworks for language teaching support bilingualism programs in the country, also it is a guide for monitoring expected outcomes by teachers in this field of bilingual education.

In terms of English language proficiency, National English Program projected for the years 2015 to 2025, it expects graduate's bachelor's degree in English to have a proficiency level of C1 (Colombia Very Well, p.15), aligned to the Common European Framework of Reference for Languages. Additionally, Colombian technical standard for training programs for work in languages field establish that "80% of the institution's active teaching staff must demonstrate a minimum language proficiency at C1 level and the remaining 20% at B2 level" (p.10).

As stated in the normative, it is necessary for teachers of English language have a C1 level of proficiency according to the Common European Framework of Reference for Languages, the Figure 4 explains in more detail the characteristics of the proficiency level C1. The diagram is based on the qualitative aspects of language use and represents a general guide to performance at this level, in terms of range, accuracy, fluency, interaction, and coherence.

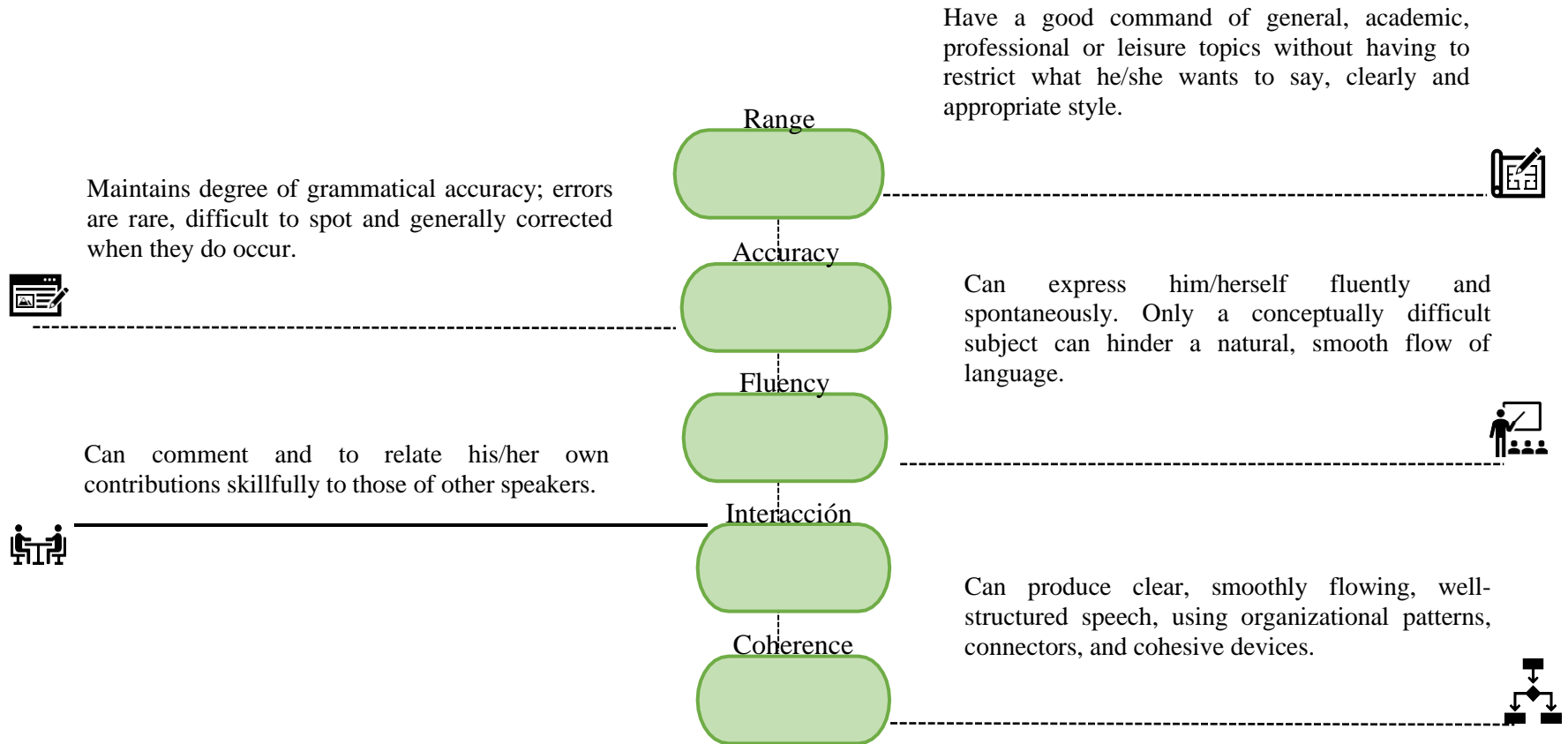
On the other hand, supporting normative framework for English language teaching in Colombia, teachers can demonstrate their command of the language through different international exams, in the table 2. It refers the most important ones and institutions where respective certification can be obtained. which, in turn, are geared toward adhering to the framework's philosophy embraces a view of competence as only existing when

enacted in language use, reflecting both the more expansive view of competence as action from applied psychology, particularly in relation to the real world of work and professional training, and the view currently held in the sociocultural approach to learning (Council of Europe,2020).



**Figure 4**

*Qualitative aspects of language use at level C1*



*Note:* Own scheme based on the Common European Framework of Reference for Languages proficiency level C1.

**Table 2***International exams to demonstrate proficiency level C1*

<b>Exam</b>	<b>Certificate</b>	<b>Institution</b>
CAE	Cambridge English Advanced	Association of Language Testers in Europe  Cambridge Assessment English ESOL*
BEC	Cambridge English Business Higher	Association of Language Testers in Europe  Cambridge Assessment English ESOL
GESE	Graded Exams in Spoken English	Association of Language Testers in Europe  Cambridge Assessment English ESOL
ISE	Integrated Skills in English	Association of Language Testers in Europe  Cambridge Assessment English ESOL
IELT	International English Language Testing	International English Language Testing System
ISE III	Integrated Skills in English Examinations	Trinity College ESOL
TOEFL PBT	Test of English as a Foreign Language - Paper Based Test	ETS Organization
TOEFL CBT	Test of English as a Foreign Language - Computer Based Test	ETS Organization
TOEFL IBT	Test of English as a Foreign Language - Internet Based Testing	ETS Organization
TSE	Test of Spoken English	ETS Organization

*Note:* In the first column the exam name is generally identified by its initials, in the second column its full name is described. \*ESOL means English for speakers of other languages.

The main reason for obtaining an international exam certification is to certify proficiency levels in a foreign language. However, an English Language certification for an English teacher enables to gain an understanding more a range of aspects of the target language, from teaching to assessment, certainly validated through the frameworks of reference as The Common European Framework of Reference for Languages: learning, teaching, assessment, henceforth CEFR. It is considered a broad resource to achieve mediation, development, and design of instruction. In short, it is an illustrative guide for teaching. According to the Council of Europe (2020) the idea of CEFR is to encourage teachers and educational institutions to design curricular courses based on real-world and communicative needs, and in terms of students' and teachers' assessments promote a proficiency perspective guided by "can do" rather than "deficiency" focusing on what the learner has not yet acquired, but they can acquire (p.27).

Considering the above, language proficiency is relevant for obtaining an international certification, that could also demonstrate competence for the development of teaching. As a result, the following is the most important hard skill related in the investigation papers that can help them improve both their English proficiency and their teaching competence:

### *Communication skills in a foreign language*

Interaction is one of the most important language products, so it is crucial to get a sufficient level of ability in this area, since English is today the lingua franca and one of the most taught languages in the world, it has an effect on many spheres of society. The yearly EPI (English Proficiency Index) study from the Education First group details significant language proficiency issues, as well as how learning and using the language will affect the economy, employment, and future. Education First Group (2021) asserts that bad communication in a foreign language is a waste of time since it creates negative perceptions and slows down company momentum. On the other hand, it asserts that being able to communicate effectively is essential for learning a foreign language since it enables participation in professional development on an equal footing for people from various backgrounds and circumstances (p.30).

As language teachers, we are aware that good communication makes it simpler to comprehend activities in a similar way, if not at the same level of understanding. The study EF English Proficiency English is an annual report about English Level around the world, this report comments that “Open information access, addressing the climate catastrophe, sustaining peace among nations, and frictionless international communication are the most fundamental prerequisites for an effective communication” (p. 17), this means that finding information is only one part of the process; processing, comprehending, and handling information correctly and for the intended purpose, without misunderstandings, are equally important.

Given these points, Hard Skills in language teaching have changed their methods in order to adapt activities and strategies directed to the complexity of communication, that is, to the comprehensive use of skills speaking, reading, writing, and listening.

This is similar to how soft skills have been included into current educational models. New initiatives and examples of activities that permit the integration of communication skills are planned by The Common Framework of Reference for Languages (CEFR) provides profiles of competence in a few areas, like mediation, production, interaction, and reception. Users or teachers can modify this to help students learn the foreign language. An outline of the profiles and accompanying activities presented in Table 3 illustrates the relationship between basic skills and the integration of communication skills and provides us with an idea of learning activities.

**Table 3**

*Profile and activities for the integration of communication skills*

<b>Category</b>	<b>Activities</b>
Reception	Understanding conversation between other speakers.
	Understanding as a member of a live audience Note-taking (lectures, seminars, meetings, etc.)
	Reading for orientation
	Reading for information and argument
Interaction	Understanding an interlocutor
	Informal discussion (with friends)
	Formal discussion (meetings)
	Goal -oriented co-operation
	Information exchange

	Goal -oriented online transactions and collaboration
Production	Reports and essays
	Addressing Audiences
	Sustained monologue: putting a case
	Sustained monologue: giving information
Mediation	Processing text in writing
	Explaining data (graphics, diagrams, etc.,
	Encouraging conceptual talk
	Collaborating to construct meaning
	Facilitating collaborative interaction with peers
	Facilitating pluricultural space

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*Note:* Adapted from Council of Europe (2020) Common European Framework of Reference for Languages (p.39).

Allow for the information provided in this profile, it is necessary for the teacher of English as a foreign language to redesign activities, taking into account strategies that develop the categories and implement basic communication skills in the target language. On the other side, communication abilities give us a productive means of carrying out our teaching work. One instance from the documentary review that highlights the significance of communication abilities although it is not related to teaching English, it is related to learning a second language. It is offered by Dash et al. (2020) who affirms that “Most engineering graduates even management postgraduates often face the challenges while learning English Communication in their curriculum. During campus and placement selection, their poor performance, lack of confidence and communication skills often lead to their failure and rejection” (p. 3), demonstrating to us on the one hand that teaching English as a foreign language is relevant from academic and

professional training in any field, and as a result, the teacher must be ready to carry out their work with a high level of mastery in all skills.

Patil (2021) offers suggestions for how to link fundamental skills to more difficult ones that call for more effort from the learner and that show a skill on the part of the teacher in terms of language proficiency and communication skills in a foreign language. Suggested for example that a comprehension skill is listening. Through listening to others, a listener can better grasp the world. Although it is seen as a passive skill, it is unquestionably not a passive process (p.2540). In other words, it's a process that requires you to listen carefully, assess what you hear, and potentially follow a set of instructions or guidelines, so you need to pay attention and participate.

Another language skill that helps us expand and understanding the foreign culture is reading, as well as the cognitive implication of language learning, since grammatical, conceptual, and updating schemes in the use of the language are reinforced. Patil (2021) thinks that reading requires the reader to comprehend the text, give words meaning, consider numerous factors that are involved in the meaning-making process, and then interpret and analyze the text. A person can become whole in many ways by reading. Any sort of reading material, not just literature, is a compilation of numerous ideas, thoughts, innovations, and experiences; as a result of reading, it aids in learning from the experiences of others (p.2541).

Additionally, for an English teacher is important recognize that effective communication emphasizes accurate pronunciation and word use in addition to comprehension, analysis, and having a proper speech and that all this constitutes a good command of the language. According to Patil (2021) any language's pronunciation is an important aspect. In order to work in the any sector, one must be able to speak English in a professional manner as well as be able to communicate effectively in public. Clarity of idea is necessary for clarity of communication in voice and writing (p. 2541).

The earlier aspects—knowledge, linguistic elements, functionality, and meaning—give us a more comprehensive picture of the educational goals and the necessary skills for a teacher English of a foreign language. On the other side, when develop their teaching techniques, English language teachers should consider the properdevelopment of their students' communication abilities, according to several sources. InTable 4. It demonstrates some recommendations drawn from the literature review to encourage the improvement of communication abilities.

**Table 4**

*Featured viewpoints to enhance fluency in foreign language*

Source	Tips to improve communication skills
Firs English Proficiency Index <sup>a</sup>	“Instruction should be focused on motivation, instruction, and practice in that order”
Firs English Proficiency Index <sup>b</sup>	“Using a communication-based approach for teaching English”
Gumartifa, A., & Syahri, I. <sup>c</sup>	“Speaking also requires practice and a deep psychological pleasure that needs to be comfortable.”



Gumartifa, A., & Syahri, I. <sup>d</sup>	“Emotions expressed by the person can cause communication difficulties.”
Aclan et al. <sup>e</sup>	“Debates also seem to promote overall communication skills (...) debating reinforces listening skills; students require a high degree of concentration and are encouraged to listen carefully while opponents are presenting their arguments.”

*Note:* Adapted information from <sup>a</sup> First, E. (2021, p.28). <sup>b</sup> First, E. (2021, p.31). <sup>c</sup> Gumartifa, A., & Syahri, I. (2021, p. 99). <sup>d</sup> Gumartifa, A., & Syahri, I. (2021, p.100). <sup>e</sup>Aclan et al. (2016) as cited by Rosas et al. (2020, p. 136).

The literature review for the section on communication skills in a foreign language has demonstrated that the four fundamental abilities that make up the conventional academic approach to language instruction may be fostered through tasks that have a goal, a meaning, and a degree of difficulty, representing new learning and teaching challenges.

### **Instructional Skills**

The repetition of knowledge with the same learning objectives and approaches to current themes is the main emphasis of education, as has been observed currently, is the heart of the instruction. According to Ramos (2019), the concept of instruction in our country is linked to teachers' processes and repetitive behaviors (p. 68). Despite a significant impact on technology use, programs aimed at acquisition through significant education. Traditional procedures are still present in our classrooms. Further, Ramos (2019) asserts that training is restricted to updating or training as a way to renew or enhance the knowledge teachers have acquired through short courses; this is evidence of a limited perspective on training (p.69), and perhaps far from the viewpoint on teaching techniques and instructional skills that ought to be held.

Considering above, along with the teacher language proficiency and knowledge of how to teach and design material, the quality of the instruction also depends on the ongoing professional development that the teacher receives in terms of pedagogical training in general. A new viewpoint on the teach foreign languages training allows for the possibility of creating places for reflection and transformation of the teaching exercise when training is viewed as a dynamic system (Ramos Acosta, L., 2019). This means that the management of the students' knowledge is the focus of all the instruction, which is founded on management classroom and uses all the teacher's knowledge, strategy, and abilities (Molina, V., 2019, p.133).

Instructional abilities, in addition to being a crucial tool for any instructor in any subject, are not the exception in this case. While writing, speaking, listening, and reading abilities are being built in the target language, modern teachers must encourage their pupils to debate, reflect, deliver succinct reports, and convey their thoughts. In short, acquire a language for real life. Along with, each instructor must provide a part of themselves to the teaching in order for it to be effective. Moslemi & Habibi (2019) They also consider that, it can be beneficial to consider how teachers' perceptions, beliefs, identities, and efficacy play a part in the effectiveness of English as a foreign language instruction as well as how to improve their performance to benefit students' learning (p.124).

Instruction is the foundation of all teaching, but it takes various approaches depending on how education has evolved, for example, In table 5. Paladines & Ramírez(2020) provide three examples of instructional methods.

**Table 5**

*Examples of instructional methods*

<b>Instructional Method</b>	<b>Possible Actions</b>
Generation of explanations to justify Solutions	Turn-based dialog. Prepare explanations and justifications. Comparison of answers to find erroneous concepts.
Support for problem solving	It is designed to find students' correct answers by creating synthesis and generalizations to induce the correct path.
Clarify and direct procedures	Aimed at assisting instruction through predefined procedures. Give immediate feedback. “Collaborative work between the student and the tutor.”
Ask questions- answers	Fragments of reading comprehension are followed by rounds of questions and feedback with correct answers.

*Note:* Own scheme base in information from a study conducted by Paladines & Ramírez (2020).

A systematic literature review or intelligent tutoring system with dialogue in natural language.  
(p.260).

The instruction method is linked to the possible actions that teacher could implements and how teacher could evaluate the progress of each student according to the instruction. According to what was observed, it is related to activities of use of dialogue between student and tutor, and all related activities involving instruction like adequate feedback, collaborative interaction, and argumentation.

Considering the above, instructional skills are an essential part for the development of teaching practice. Therefore, below are the most relevant hard skills that can improve your

instructional skills: Literacy skills, Observation and Select Interdisciplinary Content:

### *Literacy skills*

The literacy skills are related about those abilities needs for reading, writing, and spelling, but as language teachers, we understand that they are essential to develop other skills such as comprehension, found and understand real information, recognize differences and in the case of English literacy use foreign language. Bachore (2022) considers that:

English language teachers need to focus more on teaching reading skills and availing reading resources to learners. This will enhance the learners' academic performance in the level. (p.6) Also affirms that (...) the school settings have contributed much to the development of learners' language literacy skills. This is clearly manifested even in the main language literacy skill, reading, which is essential skill in searching for knowledge.

(p.6)

Moreover, for teachers of English as a foreign language, it continues to be one of the most used techniques to evaluate the progress of their students. It is usual to develop an English language skills test with reading and writing items. Also, and without neglecting the other skills necessary to develop proficiency in the language, reading and writing are fundamental bases for the development of other skills such as curiosity, self-assessment, and research, which can broaden perspectives and desire to learn a foreign language.

Although academic achievement is important and making progress measuring, it is important to cultivate habits that allow students to continue their studies independently, a good way to achieve, this is to cultivate reading and writing skills. Bachore (2022) illustrates the importance of English Literacy Skills saying that “The need for literacy instruction becomes more vivid when we think about how much we use our reading and writing skills in our day-to-day life” (p. 2).

Subsequently teacher can better guide the basic structure of the language, for instance Itmeizeh & Hassan (2020) say that students will learn more vocabulary words as they read more. Not in separate lists, but in the context, these concepts are learnt. Additionally, in order to give students, the tools they need to successfully navigate these texts, these reading texts should cover a variety of themes and address a variety of reading strategies (p. 8874). In other words, if the learner can comprehend word variants and how they will function in the text in addition to having a solid basis in grammar, it will make learning and understanding the language easier.

Although it is simpler to understand which aspects of literacy to adapt in our native tongue, it is more difficult to find activities, resources, and research that deal with literacy as the foundation of language teaching in a foreign language. However, general language teaching gives us the fundamentals of teaching the alphabet, phonology, writing, and text structure. Given the dearth of material about this skill, it is a part that merits extending with some kind of practical project.

### ***Observation***

As for the instructional design for a teacher of English as a foreign language, some elements are, for example, observation, the value of observation is stressed by Cambridge

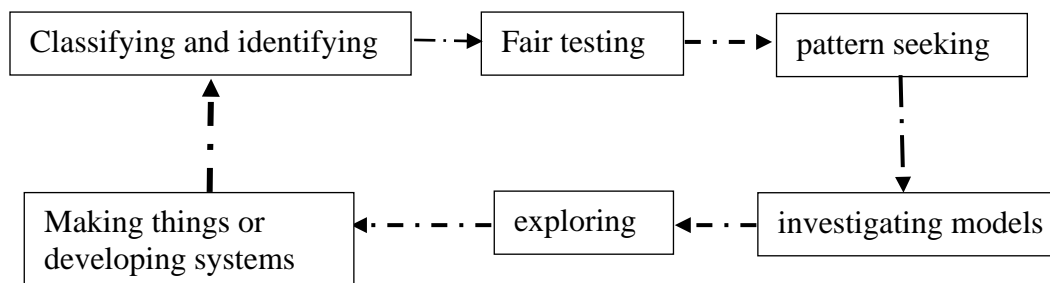
English (2022) since it allows for the identification of the type of instruction that will be provided. Figure 5 describes the key elements of observation for instruction, in a certain way, while writing, speaking, listening, and reading abilities are being built in the target language, modern teachers must encourage at the same time their pupils to debate, reflect, deliver succinct reports, and convey their thoughts. In short, acquire a language for real life.

In addition, observation leads to a better structuring of our lessons, taking out of the scheme that for example, Itmeizeh & Hassan (2020) affirms where teaching, grading, and management strategies employed by English as foreign language teachers are traditional ones that encourage rote learning and inculcation rather than equipping students with critical thinking abilities to improve self-reliance (p.8867). In this regard, teachers make use of already-proposed activities, which is not bad at all; however, it is the teacher's job to adapt these activities to the context, experience, and learning objective of the students, and all this through diagnostic observation that implement with them. Observation offers benefits in terms of building characterizations of groups. Itmeizeh & Hassan (2020) opine that analyze and observe encourage an atmosphere of free communication so that teachers may better understand the preferences of their students' preferred learning styles and methods and for achieving their objectives (p. 8880).

Although it is not a typical activity for a teacher record their observations statistically, the capacity to observe is specifically related to the systematization of data, such as to which can obtaining behavior patterns that support the choice of activities. Rahman (2019) relates the skill of observation and educational activities. In figure 5 represent that process:

**Figure 5**

*Process of skill observation and educational activities*



*Note:* The figure represents the process of systematization of data and how can obtaining behavior patterns that support the choice of activities.

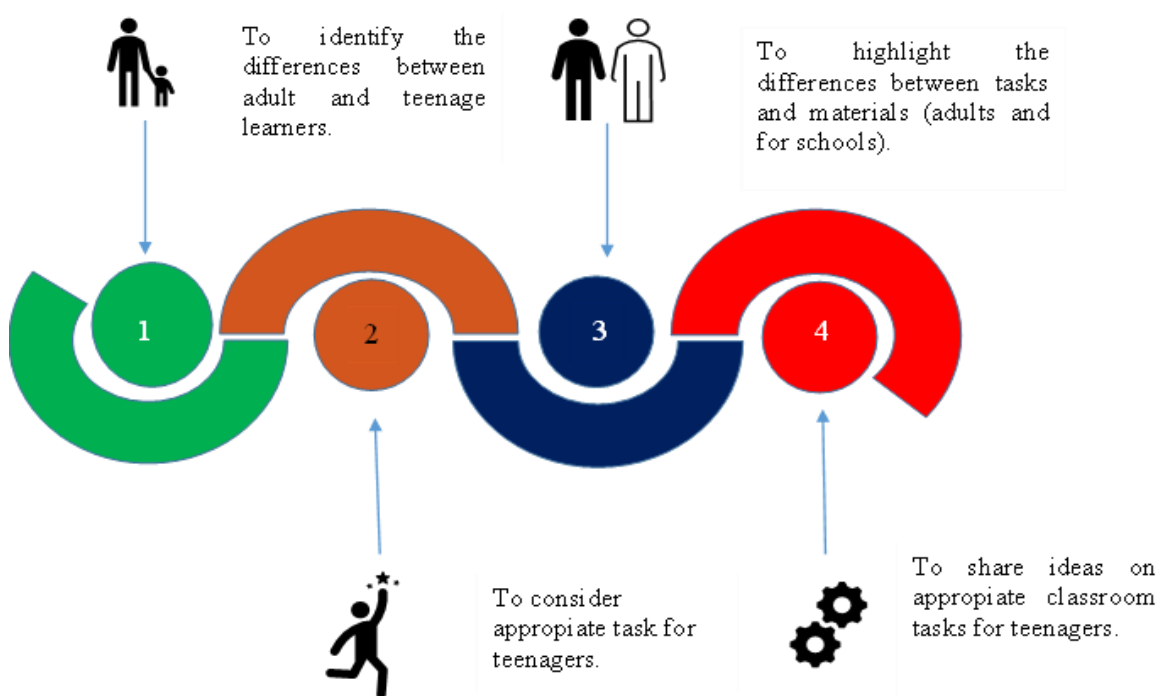
Moreover, Rahman (2019) affirms that that procedure could help to “recognizing procedures used to make certain positions more appealing than others, and persuasive procedures” (p.68). In some ways, teachers are distant from scientific processes, yet this shows that we may develop methods for telling effective activities from unsuccessful ones.

On the other side, Cambridge (2022) offers guidance on how to enhance instructional skills and influence student learning through observation, some highlights are: While learning about new methodologies, identify some links between key concepts and your students' learning; attend a conference, workshop or webinar, and try out some classroom activities and identify ways in which these impact on your students' learning; obtain practical resources, and; introduce new theories and practices. As a result, the teacher can incorporate all of the suggested resources into their outline, potentially developing his instructional capacity and the ability to observe students in a more structured manner.

As noted throughout the bibliographical review, both hard and soft skills require complementary skills; Ye et al. (2021) comment about observation that “To improve critical thinking, you need to develop observation and logic, learn to ask questions and analyze the behavior of others” (para 5). Enabling the teacher to pay close attention to what was beneficial and what was not for upcoming activity designs.

**Figure 6**

*Key elements of observation for instruction*



*Note:* Own scheme represent different aspects considered in the learning and the learned section of the Cambridge English website.



As the graphic illustrates, observation is a crucial component when establishing and designing the instructional components. attempting to direct the observation toward the participant, even if there is peer interaction rather than between tutor and student participation.

### ***Select Interdisciplinary Content***

New approaches that combine language acquisition with cultural, social, and opportunity-seeking competency have evolved as a result of improvements in educational standards around the globe. As a supplement to teaching English language, Content and Language Integrated Learning (CLIL) has been on the rise since the 1990s. According Romanowski (2022) "these rapidly growing phenomena provide evidence for the stance that teaching academic subjects through the medium of English as a Foreign Language is of benefit to developing English proficiency without a detrimental effect on content learning" (p.235).

This method of teaching English as a foreign language enables both a more sustainable education that is mainstreamed and with purpose and more suitable planning for the demands and resources of the environment. Although it provides a challenge for English language teachers, the content approach to teaching English is a varied, cutting-edge instrument with a wealth of learning opportunities, considering that it must include content from disciplines like mathematics, the social sciences, and the natural sciences to supplement grammatical understanding. Pérez, J (2022) consider a challenge of "the implementation of a methodology like Content Language Integrated Learning (CLIL) in Colombia, is that for many years national language policies have disregarded our students' realities" (p.11). Specifically, the differences between tools, schedules, and zones.

Undoubtedly, it is one of the hard skills that most effectively incorporates the use of a foreign language, Pérez, J (2022) affirms that “It is a professional development opportunity for language teachers in general are some of the main initiatives to happen if Content Language Integrated Learning (CLIL) continues to gain notoriety in the Colombian context and especially in language teaching” (p.17). However, to be effective, it is a skill that needs a lot of planning and dedication. A situation that may need sustained effort. However, it is possible to plan activities that support self-education and self-evaluation. In this process teachers of English should “engage their learners with various constructive activities such as storytelling, anecdotes, puzzles, and language games. The skill of creating and telling stories can be developed among the learners and it can be used as one of the pedagogical tools (Patil, 2021, p. 2539).

Cubeira et al. (2019) suggest that active learning techniques (group projects, presentations, workshops, assignments, practices, degree projects, learning based on discovery, problems, or projects, student-oriented learning instead of teacher-centered teaching), systems design methodology, and multidisciplinary methodologies are needed to make a significant shift in methodologies (p.432). It enhances the teaching of the target language even more since, in addition to establishing active methodological applications, they can also mainstream content from other fields that can serve as evidence for language use.

The CLIL phenomenon is relatively new in our country and implies a space for adaptation. Pérez, J (2022) considers that although several programs have focused on teachers' knowledge and comprehension of CLIL, it is crucial to have more research projects in order to support the national consolidation of this field. Future studies may look at topics like the relationship between CLIL and teacher identity, curriculum design, and materials

development, for instance, in order to gain a deeper understanding of how this methodology has influenced these other fields of study (p.18). With this strategy, teachers are put in a completely new situation and must undergo training, acquire new techniques, and use a lot of imagination to immerse themselves in the target language. It also represents a wide and varied scheme of opportunities to put the language into practice.

By contrast, although for the teacher it means a challenge, for the student it is an achievement of objectives in two dimensions. Romanowski (2022) argue that the most sensible choice would be to integrate the two accomplishments so that a learner might benefit from them both at once, especially since English has become both the language of science and academic study and a required subject in all schools (p.238). Finally, it may be inferred that the technique of CLIL is focused on linguistic contributions from real life, with a real practice of knowledge more important than grammatical characteristics taught regularly.

After establishing the benefits of instructional skills, this aspect is closely related to performance, Self-Assessment, and student evaluation. Rodriguez et al. (2021) affirm that make a value assessment about how well the teaching-learning process works, it is important to gather accurate, trustworthy information and, in the end, ascertain the accomplishments of the students as well as the growth of the areas of work (Evaluation of teaching performance section, para. 1). Therefore, it can be said that having instructional abilities is necessary for carrying out the teaching function and for being able to be objective about our own performance and that of our students.

### **Digital Competence**

Digital competence is frequently defined as the sole use of technological instruments. Nonetheless, a comprehensive definition offered by Diaz (2021) “It is the set of interrelated

knowledge, skills, aptitudes, attitudes and behaviors that allow the teacher to make safe, ethical, inclusive, participatory, efficient and effective use of ICT” (p.9). In other words, the use of technology has become an inherent necessity in almost all human activities.

As technology becomes a necessity inherent to human activities, it also becomes a means of solving problems and in turn a problem to be solved in itself. According to Salcedo & Cuevas (2022) digital remote learning and teaching solutions are essential, as demonstrated the COVID-19 problem and the rapid shift to online learning, which included problems with teacher preparation and a lack of digital literacy and abilities among children and adults (p.10). Situations like this need to integrate pertinent elements into the student's daily life for example, using social media apps is an illustration of this, either as a method of language acquisition, communication, or language contact.

Given these points, the ICT's cannot replace the supervision of the teacher, but the rapidly expanding applications, programs, and resources available today for learning a foreign language can be used as useful tools when developing lessons. Biletska et al. (2021) affirm that the use of technology in language learning and teaching has expanded significantly in the first half of the twenty-first century, and it has become a common topic in educational institutions all over the world. Make allowance for technology as a supporter of language learning is a chance for education to adjust to all those teaching possibilities using technological instruments (p. 17). Bringing learning closer to reality, reaching spaces previously thought to be beyond reach, and interacting with language in a more natural way.

Therefore, in the teacher's training and professional development, digital competences are merged with abilities such as innovation, creativity, and content management, among others, as affirm Díaz (2021) that having digital competence "must require, both in the

teaching-learning process, as well as in its professional development, the technological empowerment of itself and its students, as well as facing the future challenges that technology imposes in its own evolution” (p.9). As a result, as part of the field of education, we cannot disregard the need of having digital competence.

On the other hand, Biletska et al. (2021) emphasize that "The modern content of higher education should be focused on the use of information technology, the comprehensive dissemination of interactive, e-learning with access to digital and intellectual resources for the future state" (p.17). In other words, demonstrating the social duty of teachers with regard to managing content, using technology, and building a future society, in this case, expand the intercultural learning that language implies, both showing our culture and learning from others through language.

Like other skills, digital competence strengthens other skills. Erdoğan (2019) affirms that “young people need to have the ability to communicate, exchange, criticize, and present information and ideas, including the use of ICT applications to participate in and make positive contributions to the digital culture” (p.118). It is well acknowledged and agreed upon that a teacher must possess a high level of digital competence in order to develop and integrate these skills. The use of contemporary technological tools offers a wide variety of possibilities to integrate knowledge; tools such as social media, blogs, web 2.0, e-mail groups, Google Classroom, communication platforms, learning e-twinning, sister schools, student exchange programs, and among others.

To conclude, the perspective that some authors have on the education of a foreign language and the relationship with technology, for example Patil, A. (2021) says that “It can be strongly believed that teaching is not only a noble profession, but also a mission. English is

a language of science and technology, mass media and international publications” (2538).

Considering the above, digital competence is relevant for teacher in their professional development, hence will be presented aspects related to digital competence in teaching, such as; digital media management, research, and domain of digital tools.

### ***Digital Media Management***

Teachers in general need to remember that students of this generation have access to a wide range of electronic devices, programs, and resources for both self-learning and amusement. Teachers must incorporate the usage of digital media into their lesson planning. Teachers, however, pay little attention to this competence during both their training and the growth of their profession. Kniaz & Chukhno (2021) found in their study that the development of the ability to use current technology to teach others is thought to receive insufficient attention from teachers, according to students, who make up a sizable portion of the respondents for each year of this study (p.308).

Digital media management is an element that shouldn't be foreign to our education and lifetime learning, but that, owing to a lack of technological management, might be challenging to incorporate into class material. Because the use of Information and Communication Technology (ICT) is now a labor support for the 21st century teacher, the teacher must have the skills of creativity, participation, proactivity, and being on par with technology (Chavez et al.2020). Considering that, teachers must be able to select the right resources for their students and the sort of resources that will be employed. Since to freely access of network and the diversity of ideas and messages —many of which are at odds with one another—present challenges to the information society, On the other hand, the wealth of information available

online makes it increasingly clear that people lack the skills necessary to select the information carefully (Hernández & Domich, 2021, digital tools and education section).

Erdoğan (2019) consider that “In our era, communication occurs not only by speaking in a group of people around you, but also interacting with people from all around the world via ICT technology” (p. 118). For that reason, social networks, applications, Moocs, learning pages, among others, is a common practice in modern society and cannot be external to the expertise and research of teachers. Hence, digital interaction of students and teachers provides opportunities for social learning and positive contribution to the educational process. As well, digital tools have long been a feature of the educational world, especially in language education, and are becoming an increasingly part of English language teaching in general.

However, in a study conducted by Deroncele et al. (2021) it can be seen that that the management of digital media needs to be improved because more needs to be done to promote the development of collaborative learning spaces and the sharing of ideas and experiences. This can be done by encouraging teachers and students to collaborate creatively and socially while using ICT in group projects. The use of interactive online didactic resources in pedagogical practice is necessary, as is updating didactic advances from ICT, digital tools for the design, dynamics, and assessment of e-learning. On the other hand, the laboratories are not strengthened with modern technology or equipment and do not have easy access to the Internet (p. 154). Which at sight represents a high difficulty to promote digital competence among teachers. But, imagination is one of the abilities that the English teacher needs to cultivate in order to be able to overcome these challenges, as has been addressed throughout the document, as well as the absence of specialist resources to closer borders.

Findings from the literature review included not only technical difficulties but also difficulties related to learn digital skills. Findings from the literature review included not only technical difficulties but also difficulties related to learn digital skills. Bile ska et al. (2021) suggest:

When preparing future teachers using digital technologies, it is important to set up the process correctly. New tools can be an effective way to communicate information. But they can also become a hindrance, as the wrong choice of teaching tools or a large overload of them prevents students from focusing on developing skills. (p.22)

Therefore, it should be thought of include digital media management in teacher training programs so that they can understand when, how, and what resources to employ when instructing students. Taking into consideration that it is a crucial technical skill for their professional growth as teachers and that it may have implications for how they deal with technological issues at work.

### ***Research and Domain of Digital Tools***

Kniaz & Chukhno, 2021 affirm that “It is evident that information technology became an integral part of students’ education and daily life long ago. Moreover, due the pandemic, trainee teachers have gained even more experience of using modern information technology tools” (p.310). For reasons like this, in teaching English as foreign language teachers are encouraged to design activities that motivate students to use technology and materials while teach English, in addition to the academic integration and soft skills discussed throughout the paper. Activities such as brainstorming, group projects, rewriting, writing an essay, poem, ending a film-story in a different way, drawing after listening by using imagination, but using web 2.0 tools for creating new products, and game-like activities can be suggested and



enriched for promoting creativity skills in students while keeping the technology as instructional tool in mind.

Even if we are aware of the importance of the technology field, some research results are not in its favor. Diaz (2021) states in his research that teachers have a prominent role in the use of the computer and related equipment as well as the management of technical resources. a medium to low level of management in the use of technology in professional development processes, such as efficient information searching or participation in online communities, as well as in the pedagogical-didactic field, that is, in the efficient use of ICTs and digital resources in the teaching-learning process (p.26). That is to say, despite the availability of knowledge, tools, and resources for using digital media, there is still a lack of teacher involvement in the use of technology for cultural inquiry and recognition.

Given the foregoing, it is increasingly likely that a teacher can adequately communicate knowledge to their students so long as he has a command of these tools. Itmeizeh & Hassan (2020) suggest students learn academic language as well as terminology related to sociolinguistics, psycholinguistics, sociopolitical, and many other real-world issues that are intimately related to their daily lives through studying and analyzing media (p.8873). Therefore, the investigative dimension is closely linked to the use of technological tools, allowing access to information, also accessing the real world, and understanding culture more closely.

The research and domain of digital tools, it is not only acts as a tool for research but also as a platform for combining that research's findings with content for design materials, lessons, and activities for foreign language teaching. Patil suggests that

Online and digital platforms have made the learning process simpler and user-friendly. Availability of various useful mobile applications such as British Council English, Cambridge English, Storytel, Audible, BBC English and Dictionary.com have tremendously helped learners to access to various programs in English. (p.2544)

Finally, as Biletska et al. (2021) argue that it is crucial to include courses using new technologies in students' education in order to help future instructors build their digital literacy (p. 25). Additionally, it is a fact that technology exists to facilitate teaching and learning across cultures, locations, and even times. Also facilitating academic work and devoting more time to the development of learning and not academic management, since it should be considered that technology also provides great advances in these aspects.

As observed in this section dedicated to hard skills, the educational aspect revolves around curricular issues and academic objectives, but also presents challenges in terms of English proficiency, instructional skills, and digital competence. In other words, hard skills are technical knowledge that helps improve work performance. In general, the global changes in education, communication, technology, approaches, and even health, present a challenge for the teacher of English as a foreign language. Below is a perspective on how the interaction of soft and hard skills represents new challenges for teachers in their professional development.

### **The Interaction of Soft and Hard Skills in Teachers of English Language**

A efficient way to illustrate new challenges that teachers face is the need to dovetail soft skills and hard skills in development of our profession, some concrete challenges that we can recognize are for example: Immediate strategies and express implementations against the new virtual scenarios due to the pandemic by covid 19; the prominence role of technology in the fourth revolution and the close relationship with education; development basic teamwork skills; even others with greater complexity for teacher such “the changing role from being a student to becoming a teacher, involves tensions regarding how one feels about ‘transitioning’ from being a student to being a teacher” (Kudaibergenov & Lee,2020, p. 416).

Therefore, it's crucial to combine soft and hard abilities to overcome these challenges, some appreciations of combination of soft and hard skills in a modern world are for example: Gurjanov et al. (2020) think that the preparation of any professional includes “the professional and over professional competences development necessary to work in a production” (p.2). This implies that in addition to training and acquiring hard skills, a teacher of English as a foreign language must also develop soft skills that enable them to integrate information into the current societal standards. In contrast, Lesik (2021) also suggests that “the productivity of hard skills stems from their combination with soft skills” (p. 131). As could be observed, the combination of these skills is more than a professional projection; it is now a set of skills required by the institutions.

Teacher English as a foreign language must have social skills in addition to the challenge of having hard personal skills entirely. Gurjavov et al. (2020) consider that:

The Hard skills education provides the student knowledge to determine his work in different companies within a particular industry segment. The Soft skills education provides the student universal skills related to non-verbal personality characteristics, which are clear in the working company and his relative's social communication. (p.5)

According to this viewpoint, factors to take into account in the development of professional abilities include teamwork, empathy, and environmental factors, evidence illustrates that being a teacher needs a variety of procedural, social, and practical skills that must all be used at once, as was evident throughout the document. Bohari et al. (2021) affirm that:

Teachers need to change from content knowledge practitioners to skills acquisition, use creative skills, generate new knowledge, and use existing skills to solve problems. Teachers need to change from not learning, to re-learn all the knowledge that is changing so fast and to make lifelong learning one of the problems. (Conclusion section, para 3)

Along with the difficulties that teachers encounter in the classroom, it is for them to understand how mastering both soft and hard skills would help them deal with difficulties like collaboration between colleagues. Polega et al. (2019) proposes some initiatives for promote and overcome the challenge of work as a team among teachers: time constraints, teachers should modify schedules and have common planning time and adding time to meet; relationship issues, teachers should team-building activities, relationship building, awards and celebrations; teaching concerns, teachers should have access to professional development training, book studies, mentoring, classroom observations and participate of professional

learning communities (PLC); unclear roles and goals, Teachers should have regular meetings (grade-level meetings, team meetings), create common goals and expectations; and; other initiatives, district-state driven and less responsibilities for staff (p.22).

In addition to identifying, describing, and analyzing the main skills of teachers of English as a foreign language for their professional development, this proposal aims to inform teachers of the significance of their position in the education context, as well as the skills they need to deal with each of those dimensions. Gurjanov et al. (2020) think that the combination of hard and soft skill education affects the students' cultural milieu in the learning environment. The majority of hard skills are fundamental professional activities independent of schooling, process, and place. Soft skills are based on student people's generational experiences and traditions or personality (p.5). Hence the importance that the teacher can understand and develop these two types of skills.

Correspondingly, argued for the analysis of the literature demonstrates that the development and acquisition of skills can distinguish between professionals who possess them and those who do not, as well as the ease with which they can receive compensation for their work. It's crucial to emphasize how versatile skills are and how versatile could teachers work is. The hard and soft skills in addition to allowing effective classroom management, establishing positive relationships in the school environment, and promoting the well-being of teachers at work and on a social level of the students.

In conclusion, both soft and hard skills must be interrelated to accomplish proper professional development for teachers of English as a foreign language.

## **Methodology**

This document aims to present skills for teachers of English as a foreign language for their professional development. The methods and tools used to gather and arrange the data required to fulfill the suggested objectives are described in this chapter. To develop this document, a descriptive and investigative study was conducted in which the documents looked at allowed for the identification, description, and comparison of viewpoints from various authors in order to determine which are the primary hard and soft skills that English teachers should develop to work effectively.

The qualitative methodological approach served as the foundation for the creation of the current document. According to this approach, the techniques of bibliographic compilation and review were: first, the qualities an English teacher should possess were reviewed broadly, and then those that would be included in the inquiry were pre-selected in a graphic organizer (see appendix A), where the information was selected from different resources such as a virtual book, journal articles, master thesis, journals research that allow visualize main soft and hard skills present in teacher development, and classify the dominant themes in these aspects.

All this, allowed by the use of a free web reference management application called Mendeley Reference Manager. This tool helps to simplify the management of references according to the requirements. (See appendix B). This enables the bibliography to be organized in a personal library, where it is possible to categorize by chapters, subjects, asides, or the best management, research, and analysis of references in one location. The material has been compiled based on the main topic, year, type of research, study, or theoretical perspective from many sources.

All of this enables to review around with all the requisite knowledge and to be able to retrieve it more quickly when it comes to identifying the key hard and soft skills for an English language teacher during pre-service and professional development.

## Results and Discussion

The purpose of this bibliographical review was to present, identify, and describe significant hard and soft skills for teachers of English as a foreign language for their professional development. Several significant hard and soft skills that are needed and are acquired during training, pre-service, or professional practice could be identified during this review.

Assessing the quality of an integral teacher is a complex issue. Even if we can assess a wide range of skills criteria, to begin identifying these skills, it is, however, helpful to have a clear understanding of what "hard skill" and "soft skill" represent and how a professional in education might use their skills to have a reference for both teaching and problems that are related to it. It is evident that for a conventional English teacher, developing their career requires the acquisition of hard skills. However, with the emergence of information, new technologies, and connection, other core abilities have become critical for the effective development of their work, such as critical thinking, content design, and even conflict mediation in the classroom.

It has been noted often in the bibliographic review that hard and soft skills are related to one another and are transversal skills. Considering that they complement one another and that they can aid in the teacher's effective professional development. It was also possible to see how life experiences are related to soft skills and how we respond to educational scenarios that are presented to us, which is a reflection for the teacher and how he can correct, domain, or develop those that he considers a shortcoming in their performance. on the other hand, as hard skills increasingly demand more from the teacher and their constant learning in all dimensions.



Additionally, it is argued that the advancement of language learning and consequently the learning opportunities for instructors are positively impacted by trends in methodologies and approaches as is the case of the use of information technologies or the CLIL content approach, or the frames of reference that provide a structured guide on the knowledge that students should develop.

The observations and reflections of the current bibliographical review conclude that the development of different skills be they soft or hard skills provides the teachers tools to design better teaching strategies and enhance their professional development as well as monitoring different aspects among students, including monitoring their professional progress and their own well-being.

## Conclusions and Recommendations

Returning to the bibliographical review question What are the skills that contribute to the good professional development of teachers of English as a foreign language? And then of identify them it can be concluded that the development of both soft skills and hard skills in the educational system, particularly in the field of teaching a foreign language, is more than just a passing fad. It has resulted in the restructuring of approaches in content, tools, and practices that promote meaningful learning.

Teachers must understand that education has been transformed beyond adaptation to the system, now it is about training critical citizens who are empathic, reflexive, and able to deal with technical and interpersonal situations. Although skills such as communication are inherent to human development, they are skills to which special attention must be paid, as they must be assertive, it must lead to conflict resolution and promote teamwork.

To further the combination of hard and soft skills and to aid in the professional development of teachers, the current educational system ought to take into consideration including programs with a focus on those aspects, also promote and disseminate information related to self-learning and self-care, since teaching is far from being taken as a risk-free activity.

On the other hand, in addition to all those natural abilities of a teacher, the English teacher must be aware of the abilities that are related to their technical field, and that are constantly changing, thanks to the same global changes, skills like English proficiency, interdisciplinary content, design activities, ICT management and domain and among others.

For English teachers as a foreign language knowing, accepting, and both soft and hard skills help to face new obstacles that call for their active intervention, they may not be aware

of it because it was left out of a training procedure or because it is currently experiencing issues developing their work. Hence the importance of knowing them and achieving their combination to achieve a successful job and above all a meaningful teaching.

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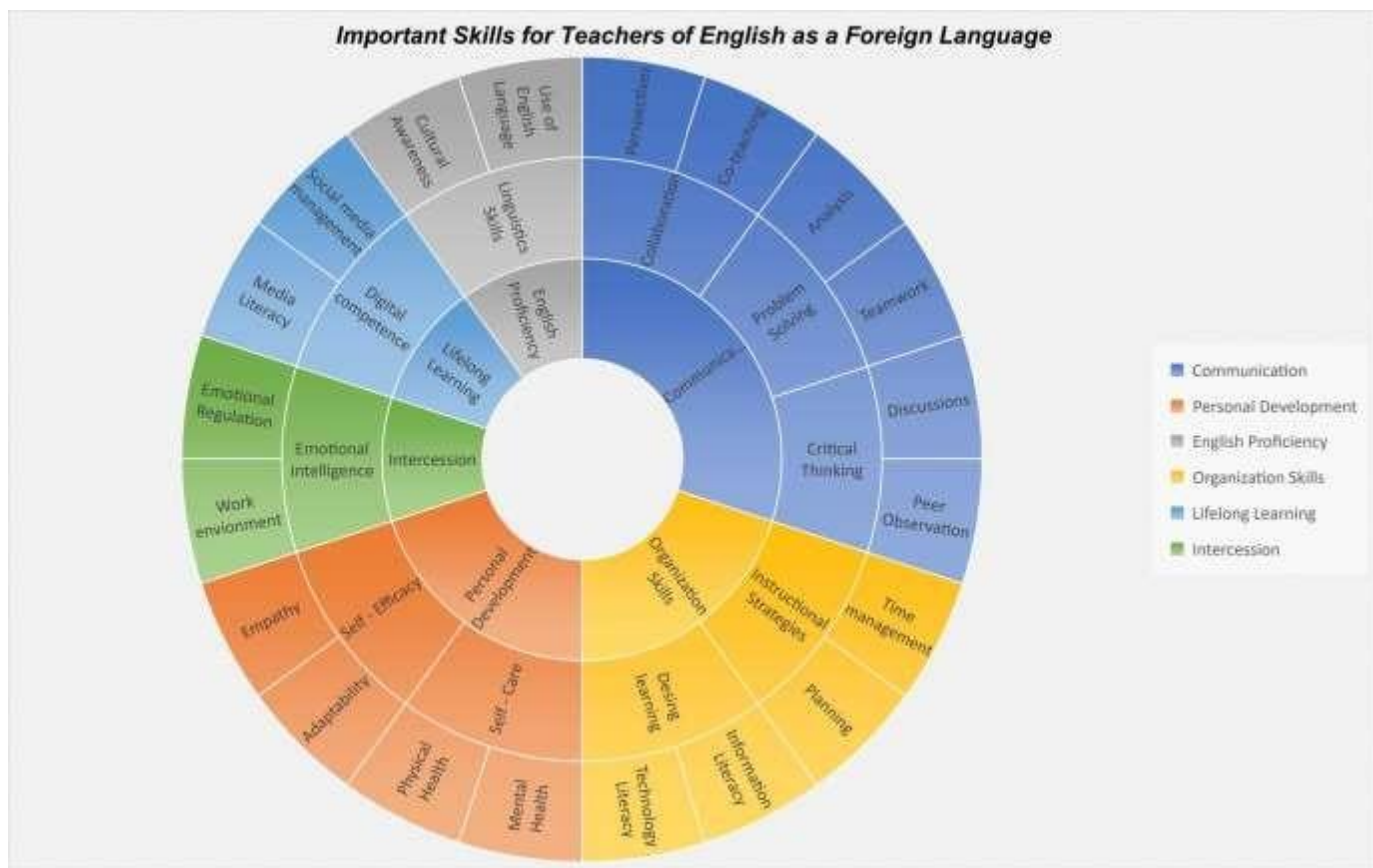
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## Appendixes

### Appendix A

#### Graphic Organizer



### Base list of graphical organizer

Soft Skills		
Competence	Skill	Main Aspects
Communication	Critical Thinking	Peer observation, discussions.
	Problem Solving	Teamwork, analysis, communication, verification.
	Collaboration	Co-teaching, perspectives, teacher roles.
Technology	Creativity Innovation	Media literacy, media supports, provide electronic writing opportunities.
Personal Development	Self-efficacy	Flexibility Adaptability Initiative Self-Direction Self-Assessment Productivity Accountability Leadership Responsibility Teamwork Information management Entrepreneurship skills Ethics and professional morals Empathy
		Self-Care
Professional or “hard” skills		
English Proficiency	Speaking Reading Listening Writing	Use of English Language, Cultural awareness,
Organization skills	Design Learning	Instruction, unit, tasks, select disciplinary content, technology literacy, information literacy,
	Instructional strategies	Planning, Time management, Integrated learning Content.
	Design evaluation instruments	Reporting, feedback, assess criteria.

Lifelong learning	Learning	Autonomy, investigative, evaluate self-efficacy.
	Digital Competence	Social media management, media literacy.
Intercession	Emotional intelligence Conflict management strategies Identify with the working environment	Emotional regulation Positive learning environment Teaching performance

## Appendix B

### Mendeley Reference Manager

All References				
	AUTHORS	YEAR	TITLE	
<input type="checkbox"/>	Ramos L	2019	Reflections on the	
<input checked="" type="checkbox"/>	Kniiaz H, Chukhno O	2021	English trainee te	
<input checked="" type="checkbox"/>	Sánchez G	2019	The ingluence of	
<input checked="" type="checkbox"/>	Rodriguez J, Rodríguez R, Fuerte L	2021	Habilidades blanc	
<input checked="" type="checkbox"/>	Rockwood K	2021	The hard facts ab	
<input type="checkbox"/>	Rosas-Maldonado M, Bascuñán D	2020	Potential benefits	
<input checked="" type="checkbox"/>	Patil A	2021	Anil B. Patil Empr	



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**English Trainee Teachers' Perspective on Soft Skills Development in Ukraine**

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GENERAL NOTES ⓘ

**Document cited in:**  
- Statement of the problem  
- Soft Skills concept

COMMENTS

**Viviana**  
25/11/2021  
soft skills define one's approach to work and life-related problems. page 300

**Viviana**  
2/12/2021  
Narrative citation\_page 300

Soft skills are of essential importance for adults' employ

skills help people adapt and behave positively. As a result, a person can deal creatively with the challenges of both professional and everyday life. The latter is a necessary attribute of a future employee in any workplace. The combination of good soft and hard skills is a crucial factor of professional growth. Thus, their parallel development is one of the aims of modern higher education.

### Rationale of the

Soft skill  
language teacher  
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prospective stude

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The significant number of the soft skills which graduates are supposed to demonstrate and the complexity of the process of soft skills integration and development may become a cause for their neglect at university. This may be detrimental to future teachers' professional training. For these reasons, the current study aims to investigate the correlation between the soft skills English trainee



Viviana  
2/12/2021

Narrative citation, page 300

Soft skills are of paramount importance for newly qualified specialists, young foreign language teachers in particular. They often fail to cooperate with their colleagues efficiently, to analyze, evaluate and find adequate solutions to pedagogical situations that may occur regularly in teaching. page 300

specialists, young foreign  
colleagues efficiently, to  
that may occur regularly  
may result in selecting  
language acquisition and  
in programs for training  
ts. It also increases their

20) in H.S. Skovoroda  
study was conducted, does  
to acquire soft skills on  
part of the subjects taught.