

## **Pedagogical Paradigm Shift: Integrating Soft Skills into English Language Teaching**

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### **Abstract**

*This article aims to explore the shift in pedagogical paradigms in English language instruction through educators' understanding of soft skills and the challenges associated with integrating them into the language teaching. For this, the study has been made by synthesizing scholarly literature, conducting empirical research, and conducting a thematic analysis of data from six English language educators of diverse colleges in the Kathmandu Valley. Additionally, it proposes a dynamic and student-centric instructional approach integrated with soft skills. Such provision also adds to the current discourse on innovative pedagogical approaches and methods in English language instruction.*

**Keywords:** Soft skills, 21st-century skills, effective communication, collaboration, critical thinking, creative thinking

### **Introduction**

The 21st-century world is evolving quickly, and the pedagogical paradigm for teaching English language needs to adapt it as well. In this sense, 21st-century education recognizes the abilities required for success in today's jobs and acknowledges the importance of soft skills in language instruction beyond traditional competency metrics, such as the 3Rs (reading, writing, and arithmetic). Such emphasis on a broader range of competencies, or soft skills, is mainly made around the 4Cs: cooperation, effective communication, critical thinking, and creative thinking.

In addition to academic or technical knowledge, soft skills are also referred to as abilities, skills, and attributes that relate to behavior, attitude, and personality (Snell et al., 2002). Such skills are less or more similar to the teachers' attributes which are essential for teaching 'English for 21st century skills. Sutton (2002) also highlights the significance of soft skills as the primary differentiator for job seekers across all industries including educational institutions. Thus, the employers in modern society no longer tolerate "traditional mediocrity" (Timm, 2005) but demands for "empowered teachers" (Kumaravadivelu, 2006) who create their own strategies

instead of relying on prefabricated and ready-made approaches for usage in the classroom. In order to teach specific subject to specific pupils in a specific context, an empowered teacher needs to possess both "soft skills" and "technical skills" (content). In this regard, Paneru (2023) also emphasizes the significance of educators' professional and personal knowledge and abilities, with personal skills being more or less comparable to soft skills. Soft skills are, in this context, the character traits that allow an individual to engage in productive and harmonious interpersonal interactions which are essential for the pedagogy of 21st century.

Furthermore, the profession of "teaching" is viewed as the culmination of behaviours that are directed by soft skills. In order to complete the demands of the classroom successfully, it is also a comprehensive performance that requires a wide variety of knowledge and skills, including hard and soft skills (Ngang et al., 2014). Teaching as a social activity undermines the lecturer-student community's ability to work together (Lim et al., 2013). In these situations, instructors are essential in helping students develop their soft skills (Schulz, 2008). Additionally, as the goal of language instruction has changed from linguistic competence to 21st century competence (Paneru, 2023), English language teachers play crucial role in developing these competencies and assisting students in becoming successful in the ever-changing global landscape.

Regarding the 4Cs in English language teaching, the capacity to express ideas succinctly, persuasively, and clearly goes beyond language skills to constitute effective communication (Richards & Rodgers, 2014). Likewise, cooperation is acknowledged as a crucial ability that reflects the reality of a globalized world. English language instructors can incorporate peer-to-peer interactions and collaborative learning activities based on this concept (Partnership for 21st Century Learning, 2009). Similar to this, developing critical thinking abilities enables students to evaluate linguistic nuances and use language meaningfully (Ennis, 1987), while developing creative thinking inspires students to explore language in novel ways through role-playing, storytelling, and simulations (Darling-Hammond & Bransford, 2005).

In addition, linguistic use and soft skills are inextricably linked in the dynamic field of English language education because they intersect at a crucial moment. To be more precise, language use incorporates the comprehensive application of soft skills in addition to linguistic ability to better reflect learners' language proficiency and

practical application skills (Darling-Hammond & Bransford, 2005). The teaching of English in this setting emphasizes the growing significance of soft skills in creating pedagogies for language instruction that are both successful and student-centered (Darling-Hammond & Bransford, 2005). Soft skills, which are acknowledged as foundational skills for success in the modern world and which should be incorporated into English language instruction, include effective communication, teamwork, critical thinking, and creativity (Celce-Murcia et al., 2010; Ennis, 2011).

However, limited access to resources and technology (Warschauer, 2016), as well as the necessity to manage a variety of linguistic and cultural backgrounds in multicultural classrooms, provide several hurdles for English language teachers when attempting to incorporate soft skills into their teaching approaches (Gay, 2010). Moreover, ambiguous and suicidal use of soft skills, overloaded teachers and large classes, curricular as well as pedagogical barriers, socio-cultural understanding, lack of professionalism, assigned role of the teachers, linguistic barriers, English anxiety, are also major challenges in using soft skills in English language teaching (Paneru, 2023).

According to Richards and Farrell (2005), overcoming these obstacles to the use of soft skills in English language instruction requires ongoing professional growth. Additionally, it promotes inclusive teaching methods, innovative resource utilization techniques, and enhanced access to technology (Tomlinson, 2013). A multimodal strategy including policy advocacy, curriculum reform, and continuous teacher professional development is required to balance curriculum needs with the development of soft skills in the face of changing workforce expectations (Brown, 2016; Graddol, 2019). Integrating soft skills into the content, pedagogy, teacher's personality, classroom culture besides teaching soft skills as a separate subject are some of ways of using soft skills into English language teaching pedagogy.

Moreover, English language teachers serve as instrumental figures in cultivating soft skills as crucial abilities among the learners (Partnership for 21st Century Learning, 2011). Through intentional pedagogical approaches, educators can effectively nurture these skills among learners through the learner-centric methods and strategies (Ennis, 2015; Perkins, 2009). In the same vein, transformative pedagogies such as project-based learning, task-based language teaching and flipped classroom methodologies offer promising avenues for nurturing essential soft skills aligned with the demands of the 21st century workplace (Thomas, 2000; Bergmann &

Sams, 2012). Teachers can successfully foster the 4Cs and negotiate the challenges of the 21st-century classroom by adopting such transformative pedagogies and ongoing professional development. According to this perspective, the field of English language teaching methodology has undergone a paradigm shift as a result of the incorporation of soft skills into language teaching methods. Here, the study attempts to explore the educators' experiences and understandings regarding the such paradigm shift in English language pedagogy in the context of Nepal.

### **Methodology**

This study explored how six English language educators from three affiliated colleges of Tribhuvan University in the Kathmandu Valley incorporated skills from the twenty-first century into their teaching of the language. In order to learn more about the educators' actual experiences and understandings integrating 21st-century skills into their teaching methods, the study used a qualitative research design (Creswell, 2018). The study participants were purposively selected based on their pedagogical and educational backgrounds, their eagerness to participate, and their teaching experience (Patton, 2015). The primary methods for collecting data were in-depth interviews (Merriam, 2016). To find out about their experiences and understandings, challenges, and strategies for integrating 21st-century skills, each participant underwent in-depth interviews (Seidman, 2019). Similarly, familiarization, coding, topic building, evaluating, identifying, and labeling themes, as well as reporting, were all steps in the thematic analysis process that was used to analyze the gathered data (Braun & Clarke, 2019). Strict commitment to ethical principles, including informed consent, participant autonomy, and anonymity, was maintained throughout the research process (Bryman, 2016). Pseudo-names were assigned to the participants in order to further protect their identities. For providing insightful information about the perspectives, opportunities, and difficulties faced by English language teachers in incorporating soft skills, this study might contribute to the improvement of language education via the use of soft skills in spite of its limitations like a small sample size and contextual uniqueness.

### **Results and Discussion**

The results and discussion section presents three thematic analyses under the headings of perceptions of soft skills by the English language educators, challenges faced by the educators while using soft skills and transformative pedagogies by

integrating soft skills into English language class. These themes are discussed in the following paragraphs.

### **Perceptions of Soft Skills**

Soft skills are character attributes that are becoming more and more important in the personal, professional, and academic spheres (Rothwell, 2019). In this regard, the participants' opinions on its definition, importance, acquisition, and development processes are different. Cultural standards, educational systems, and industry requirements are some of the elements that influence this diverse knowledge (Bae & Kim, 2020). Concerning the acquisition of soft skills, they are seen as acquired behaviors that may be developed over time, however other people believe they are inborn qualities (Kerzner, 2018). In this regard, Ram experienced soft skills as:

*... vital in the environment we live in today. In my opinion, they are partly in-born and more socio-cultural skills which are changing quickly. They are effective communication, collaboration, creativity and critical thinking. Critical thinking is essential in every way. It involves motivating pupils to challenge, dissect, and assess material. Likewise, the ability to communicate ideas and information clearly and meaningfully in the classrooms depends on communication skills. Similarly, cooperation is essential; pupils must be taught how to function well in groups. In a similar vein, encouraging creativity and uniqueness in English language classes is essential. Additionally, pupils must be skilled in using digital tools and platforms; digital literacy is a non-negotiable.*

His perspective is consistent with the research that highlights the complexity of soft skills in the twenty-first century. To him, critical thinking is a fundamental ability that helps language learners understand the large amount of information that is available to them and cultivates an analytical and inquisitive mentality (Partnership for 21st Century Learning, 2020). Furthermore, studies which support a comprehensive approach to education to equip students for the complexity of the modern world find resonance in the emphasis on digital literacy, communication, collaboration, and creativity (Trilling & Fadel, 2009). These, in his opinion, are the fundamental abilities.

Correspondingly, Sita observed soft skills as the foundation for English for 21st century skills. She said, *“They are the foundations indeed. They can be developed as personal and socio-cultural skills in their real-life contexts. Students practicing*

*critical thinking are able to analyze critically and solve challenging problems on their own". She further added, "There is effective communication abilities as another important soft skill that enable people to express their ideas clearly." Sita opined about some another important soft skill, i.e.; cooperation, creativity, and digital literacy as, "cooperation improves learning results and encourages teamwork. Creativity fosters adaptation and innovation. In this digital world, digital literacy is the first step toward obtaining and assessing information."*

Her point of view emphasizes how soft skills are integrative, interrelated, and important in a variety of learning domains. As she points out, problem-solving and decision-making are based on critical thinking, and navigating social and professional interactions requires strong communication and teamwork abilities (National Research Council, 2012). Furthermore, her focus on digital literacy and creativity corresponds with the changing needs of the digital age, where innovation and technological competence are becoming more and more important (Voogt & Roblin, 2012).

Krishna, another participant, shared his similar observations and admitted the recognition of soft skills in the 21st century. He opined:

*It appears that the value of soft skills as 21st-century competencies in language instruction is becoming more widely acknowledged. Employers are looking for people with effective communication, critical thinking, and teamwork abilities in addition to language fluency. As educators, we know that teaching grammar and vocabulary alone won't be enough to prepare children for the challenges of the twenty-first century. It's about giving children the tools necessary to prosper in a world that is becoming more interconnected by the day.*

His observations demonstrate the soft skills' contextual relevance in the workplace of the twenty-first century. He claims that employers' expectations are in line with the global trend of valuing soft skills in addition to technical competence (World Economic Forum, 2020). Furthermore, his focus on equipping students to meet the needs of the twenty-first century emphasizes how important education is for developing resilience and adaptability in the face of quick changes in society and technology (Friedman, 2016). He goes on to say that soft talents are "personal traits" that people have "genetically and culturally developed." Supporting these participants, Shiva shared:

*Soft skills are the cornerstone of effective teaching. As a teacher educator, I emphasize the development of communication, empathy, and adaptability among teachers. These skills not only enhance classroom management but also foster a supportive learning environment where learners thrive. Teachers must continuously refine their soft skills to meet the diverse needs of learners.*

His advocacy for the inclusion of soft skills in teacher training programmes resonates with current discussions in educational research. Scholars have emphasized the need for teacher education programmes to provide comprehensive training that includes both pedagogical content knowledge and interpersonal skills (Darling-Hammond, 2017). Moreover, research suggests that teachers who possess strong soft skills, such as active listening, effective communication, critical thinking, and conflict resolution, are better equipped to create positive learning environments and support student achievement (Elias et al., 1997). In the same line, Radha reflected:

*Soft skills are, in my opinion, frequently undervalued in teacher preparation programmes. But in my opinion, they are necessary for instructors to succeed in their positions. Teachers need to possess not only academic knowledge but also soft skills like creativity, active listening, and conflict resolution. These abilities enable educators to successfully engage pupils and negotiate the intricacies of the contemporary classroom.*

Her emphasis on continuous development of soft skills aligns with existing literature in teacher education, which stresses the importance of ongoing professional development. Research indicates that effective teaching requires not only subject knowledge but also strong interpersonal skills, including communication, empathy, and adaptability (Gallavan & Kottler, 2010). Moreover, studies have shown that teachers who engage in continuous learning and reflective practices tend to be more effective in meeting the diverse needs of students (Zeichner & Liston, 2014).

Similarly, Parbati described:

*The core of transformative teaching approaches is soft skills. We emphasize on teachers' collaborative abilities, emotional intelligence, and cultural competency in our training programmes. Teachers in Nepal need to have the soft skills needed to establish inclusive and equitable learning environments because the country's classrooms are diverse in terms of language, culture, and learning preferences. These abilities help educators foster long-lasting learning and solid relationships with their pupils.*

Her focus on nurturing teachers' emotional intelligence and cultural competence reflects contemporary trends in inclusive education. Existing literature highlights the importance of teachers' cultural responsiveness in promoting equitable learning outcomes for all students (Gay, 2010). Additionally, research suggests that teachers who prioritize building strong relationships with students through empathetic and collaborative practices contribute to a sense of belonging and academic success among diverse student populations (Hattie, 2009).

In this way, the ideas that English language educators have about soft skills as 21st-century competencies are thoroughly examined, with links made between their observations and the body of current educational research. The discourses highlight the all-encompassing nature of soft skills and discuss how crucial they are in the technological, interpersonal, and cognitive domains. Moreover, the practical application of these abilities in the workplace emphasises how important it is for education to adjust to regional and international needs in order to provide students with the skills they need to succeed in the twenty-first century. The participants also concurred and asserted that soft skills could be developed as well as nurtured and that they might be acquired as "innate capacity."

### **Challenges in Integrating 21st-Century Skills**

Examining the difficulties of integrating soft skills reveals that educators encounter numerous issues while modifying their courses to satisfy the needs of the rapidly changing modern world. Significant logistical and pedagogical obstacles arise from the integration of abilities (Voogt et al., 2015). Regarding this, Ram noted the difficulties as follows:

*The lack of resources has been one of the main issues I have been having with incorporating soft skills into English language instruction. The resources and technology at our disposal are just insufficient to sufficiently assist skill development. I simply adopt lecture formats and deal with the difficulties. Therefore, I am unable to provide stimulating educational opportunities that promote creativity, teamwork, and critical thinking.*

His viewpoint clarifies the real-world difficulties that teachers run into while trying to incorporate soft skills into their lesson plans. Lack of resources restricts the range of activities that can be used to foster skill development and acts as a major impediment to innovation (Kirschner & De Bruyckere, 2017). Insufficient assistance could make it difficult for educators to design engaging lessons that meet the needs of



the twenty-first century. Sita stated the difficulties she has been having in the same sentence:

*One of the biggest obstacles to my efforts to include 21st-century skills is curriculum restrictions. The current curriculum frequently places more emphasis on material knowledge than on developing students' skills, giving teachers little opportunity to experiment with cutting-edge pedagogies or interdisciplinary approaches. To further maintain the current quo, standardized tests frequently emphasize rote memory over higher-order thinking abilities.*

Her observations draw attention to the structural issues with curriculum development and evaluation procedures. The emphasis on content delivery and standardized assessment in traditional educational methods may impede the development of soft skills (Hargreaves & Shirley, 2009). If there is no flexibility in the curriculum, teachers could be forced to use antiquated teaching methods that do not adequately educate their students for the complexity of the current world. Krishna has similarly described the difficulties as:

*My biggest problem has been the dearth of options for professional advancement. While continual training and assistance are necessary for integrating 21st-century skills, many educators do not have access to pertinent workshops or courses. Insufficient professional development can leave educators feeling unprepared to successfully integrate new technologies or instructional methodologies.*

His viewpoint emphasizes how crucial professional development and ongoing education are to the advancement of successful teaching strategies (Darling-Hammond et al., 2017). Teachers may find it difficult to stay up-to-date with changes in educational theory and practice if they do not have access to professional development opportunities. This could make it more difficult for them to successfully incorporate soft skills into their instruction (Guskey & Yoon, 2009). Investing in teacher training programmes that give educators the know-how and abilities they need to succeed in a fast-evolving educational environment is necessary to address this challenge. Similarly, Radha has described:

*A big barrier to my efforts to incorporate 21st-century skills is the local school system's stakeholders' resistance to change. New teaching techniques or technology may be received with scepticism from administrators, parents, and*

*even some colleagues who favour more conventional methods that put subject covering ahead of skill development.*

Her viewpoint draws attention to the socio-political factors influencing efforts to change education. Adoption of innovative educational approaches may be hampered by resistance to change from a variety of stakeholders, including parents and school administrators (Fullan, 2007). Building consensus about the importance of soft skills and the necessity of educational change will require leadership, good communication, and stakeholder involvement to overcome this reluctance (Hallinger & Murphy, 2013).

Furthermore, the focus on content-driven learning and standardised testing in the traditional educational system is one of the main barriers to the introduction and priority of 21st-century skills (Trilling & Fadel, 2009). Furthermore, instructors' attempts to use cutting-edge teaching strategies and multidisciplinary approaches are sometimes hampered by a lack of resources, including time, training, and technology infrastructure (Dede, 2010). Furthermore, the integration of 21st-century abilities, or soft skills, into educational processes may be further hampered by opposition to change from a variety of stakeholders, including legislators, administrators, and even some educators (P21, 2009). In this regard, Shiva stated:

*Resistance to change is one of the biggest obstacles I have when trying to help teachers develop soft skills. The conventional ways of instruction are familiar to many educators, and they are reluctant to adopt new strategies that put an emphasis on interpersonal skills. It can be difficult to persuade them of the value of soft skills in the various classrooms of today.*

His view is similar to the findings of Fullan (2007), who notes resistance as a typical barrier to educational reform initiatives and is consistent with the resistance to change among teacher educators. This difficulty highlights the need for focused professional development initiatives that attend to the worries of teachers and offer assistance in putting new teaching techniques into practice (Darling-Hammond, 2017). In the same line, Parbati argued:

*The absence of funding and time for training in soft skills is another issue I face. There is little room for thorough training in interpersonal skills like empathy and communication in teacher education programmes since content knowledge is frequently given precedence over these abilities. It's challenging*

*to adequately equip teachers to incorporate soft skills into their teaching practices in the absence of sufficient time and resources.*

Her perspective regarding the problem of scarce time and resources fits in with the larger conversation about limitations in teacher preparation programmes (Korthagen et al., 2006). Studies indicate that efforts to improve teacher educators' soft skills may be hampered in the absence of adequate institutional commitment and support (Darling-Hammond, 2017). This difficulty emphasises how crucial it is to push for increased funding for professional development programmes that emphasise interpersonal skills.

The focus on content-driven learning and standardised testing in the traditional educational system is one of the main barriers to the introduction and priority of 21st-century skills (Trilling & Fadel, 2009). Furthermore, instructors' attempts to use cutting-edge teaching strategies and multidisciplinary approaches are sometimes hampered by a lack of resources, including time, training, and technology infrastructure (Dede, 2010). Furthermore, the integration of 21st-century abilities, or soft skills, into educational processes may be further hampered by opposition to change from a variety of stakeholders, including legislators, administrators, and even some educators (P21, 2009). The interactive presentation demonstrates the various obstacles that English language instructors must overcome in order to incorporate soft skills into their instruction. Teachers face many obstacles that impede their efforts, ranging from a lack of professional development opportunities and curricular restraints to resource limitations and a reluctance to change. Stakeholders may collaborate to create strategies and solutions that support the successful integration of 21st-century skills and advance student learning and accomplishment by recognising these issues and having meaningful conversations.

### **Strategies for the Integration of Soft Skills in English Language Teaching**

When it comes to teaching English language learners how to integrate soft skills, teachers use a range of creative methods to support the growth of soft skills in addition to language proficiency. These include interpersonal communication, teamwork, creativity, and critical thinking. Ram has suggested as follows in this context:

*I've been experimenting with cutting-edge instruction that takes into account the regional situation. In addition to conventional lectures, I'm implementing role-plays, simulations, and experiential learning activities that connect with*

*the cultural backgrounds and experiences of our students. I can meaningfully promote critical thinking, teamwork, and creativity through learning that is interesting and relevant.*

His method emphasises how crucial it is to contextualise instructional techniques in order to accommodate each student's particular needs and preferences. By fostering a welcoming and inclusive learning environment, culturally responsive teaching strategies can improve student engagement and academic accomplishment (Gay, 2010). Educators can enhance students' learning experiences and foster the development of 21st-century skills by integrating local perspectives and experiences into their teachings. In a similar vein, Shiv, a different participant, described the incorporation of soft skills into the teaching of English as follows:

*I now see technology as an effective means of improving language instruction. I'm utilising a range of digital resources, such as interactive whiteboards, multimedia presentations, online collaboration tools, and language learning applications, to engage students and foster skill development. I'm able to give kids a real-world opportunity to practice digital literacy, communication, and teamwork by incorporating technology into our teaching.*

His method demonstrates how technology may revolutionise language instruction. Active participation, individualised learning, and the growth of digital literacy abilities can all be facilitated by technologically enhanced learning settings (OECD, 2015). Teachers may design dynamic, engaging learning experiences that equip students for success in the digital age by integrating technology into their lesson plans. In the same sentence, Parbati has stated her opinions:

*I'm using interdisciplinary methods for developing skills that combine language acquisition with other academic disciplines. My ability to collaborate with colleagues in social studies, science, and the arts allows us to design cross-curricular projects and activities that force kids to use their language abilities in authentic settings. This multidisciplinary method develops students' critical thinking, teamwork, and creativity, in addition to improving their language skills.*

Her strategy highlights the need for multidisciplinary learning opportunities to foster the development of soft skills in addition to academic knowledge. According to Jacobs (1989), interdisciplinary training has the potential to improve students' creativity, problem-solving skills, and ability to draw links between disparate realms

of knowledge. Teachers can design meaningful learning experiences that equip students for success in an increasingly complicated and interconnected world by combining language study with other subject areas. Furthermore, Radha opined:

*Project-based learning programmes that I'm putting into place push students to work together, exercise critical thought, and find real-world solutions to challenges. Students can apply their language abilities in realistic circumstances and gain a deeper knowledge of the course material by working on practical projects and investigations. These project-based learning opportunities help students build 21st-century skills as well as a sense of drive and responsibility.*

Her method emphasises how project-based learning helps students become more engaged, independent, and skilled. Studies reveal that project-based learning can develop students' intrinsic motivation and sense of purpose while improving their critical thinking, communication, and teamwork abilities (Thomas, 2000). Teachers can create engaging and meaningful learning experiences that equip students for success in the twenty-first century by implementing project-based learning initiatives into their teaching practices. Similarly, Krishna has outlined his case for the inclusion of soft skills in the instruction of English as follows:

*I'm giving cross-cultural communication techniques top priority in our language programmes because of our rich cultural backdrop. I'm promoting empathy, tolerance, and intercultural competency in our pupils by exposing them to a range of cultural viewpoints and experiences. By means of initiatives like language immersion programmes, cultural exchanges, and community service projects, students can cultivate the interpersonal and teamwork abilities required to prosper in an increasingly interconnected world.*

His comprehension highlights how crucial it is for language teachers to promote cross-cultural communication abilities. Studies indicate that in today's globalised society, where people must work with people from different origins and negotiate a variety of cultural contexts, intercultural competence is becoming more and more appreciated (Deardorff, 2009). Teachers can assist students in developing the abilities and mindsets necessary to thrive in a global community that is becoming more varied and linked by implementing cross-cultural communication tactics into their lesson plans.

To give students the chance to use their language abilities in actual communication situations, integrating experiential learning activities like role-playing, simulations, and authentic communication tasks into the curriculum is one useful tactic (Richards & Rodgers, 2014). Furthermore, the incorporation of project-based learning and cooperative assignments fosters teamwork, communication, and problem-solving abilities among students, which supports the development of soft skills in addition to language proficiency (Stoller, 2006). Additionally, reflective practices combined with clear instruction and feedback on soft skills in language sessions help students become more aware of their communication strengths and areas for growth (Savignon, 2005). English language teaching practitioners can successfully foster students' holistic development and equip them for success in a variety of personal, academic, and professional contexts by implementing these multidimensional tactics.

In this context, the interactive presentation showcases several methods for incorporating 21st-century abilities into language instruction. Teachers are using creative teaching techniques that are adapted to the local environment, as well as interdisciplinary approaches, technological integration, project-based learning programmes, and cross-cultural communication techniques. Such sorts of integration and innovation have shifted the paradigm of English language pedagogy.

### **Conclusion**

This study sheds insight on the complex dynamics of contemporary education by providing a thorough investigation of the integration of soft skills into English language instruction. The varied viewpoints of the participants together highlight how important soft skills are in educating children for the intricacies of modern society. It is believed that these abilities are necessary to navigate a world that is becoming more interconnected. This study also highlights the need to change the paradigm to change the paradigm of English language education through the integration of soft skills. It also emphasises how crucial it is for educators to collaborate and continuously adapt in order to successfully fulfil the changing needs of the twenty-first century.

Even though soft skills are widely recognised as important, English language teachers nevertheless encounter several obstacles. Significant challenges include a lack of resources, strict curriculum structures, scarce opportunities for professional growth, and opposition to change. Nonetheless, educators exhibit resilience through the application of many creative tactics. Teaching techniques that are sensitive to

cultural differences, utilising technology to improve learning, adopting multidisciplinary methods, encouraging project-based learning programmes, and encouraging cross-cultural communication techniques are a few of these.

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