

PREFACE

This research thesis, entitled “Teachers’ Strategies for Implementing Pedagogical Deep Learning to Foster 21st-Century Skills in the EFL Vocational Classroom,” is submitted to fulfil one of the requirements for getting a Sarjana Pendidikan degree at the English Education Department, Faculty of Educational Sciences and Teachers’ Training, Siliwangi University, Tasikmalaya.

This thesis presents background information, outlines the research gap, formulates the problem, explains the significance, and defines the objectives. This study employed a case study design, using classroom observations and semi-structured interviews, followed by thematic analysis. The literature review examines deep learning theory related to 21st-century skills, drawing on relevant studies and contributions from others who assisted the researcher. The findings and discussion section presents the results, while the conclusion offers a summary and recommendations for future research.

This thesis was completed thanks to the assistance of several people close to the author. Therefore, in the acknowledgments section of this academic work, the author would like to express sincere gratitude to them. Finally, the author welcomes feedback and constructive criticism from readers, in the hope that this thesis will be useful to researchers and readers alike. Hopefully, this research can benefit the reader, the environment, and stakeholders.

Tasikmalaya, June 2026

The Writer

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