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## Integrating 21 century skill in language teaching

### Research project

This research is submitted to the Department of English in Partial Fulfillment of the requirement for degree of BA in (**English language**)

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## **Abstract**

The language classroom of the 21st century goes beyond teaching and learning language skills and language areas, such as grammar and vocabulary. To satisfy the needs and overcome the challenges of the new age, one needs to master not only language skills, but also additional necessary skills which are believed to be crucial competences in the new century, known as 21st century skills, which mainly include critical thinking, collaboration, communication, and creativity. According to the National Education Association (2015), standard skills (e.g. reading or writing) are not sufficient for today's world. Students shall also become good critical thinkers, skillful communicators, creative individuals, and good collaborators. The 21st century education and curricula, as a result, increasingly aim to encompass the four skills in order to prepare pupils and students for success and better academic performance in later studies, lifelong learning, and the new-century workplace. This chapter explores the 21st century skills, or the "4C's." The skills are discussed separately by providing definitions, discussing their relevance and ways they benefit the learner. For each skill, example activities are given in order to ensure that the readers get a better understanding of what it practically means to integrate a 21st century skill in language teaching. Finally, the chapter discusses some common issues and important considerations teachers shall have when incorporating these skills in the language classroom.

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## Section one

### 1.1 Introduction

Today's classrooms are different from the ones the authors have in our memories. The world is changing. Today's students have changed. They seek some other kind of relationships with their teacher, classmates, and instruction materials. They learn in different ways, They aren't strange creatures. They belong to their own world and they should be taught for their own age by their own methods. So we practically brought 55 students who were in high school, we divided them for two groups, the results of the post-test showed that learning 21<sup>st</sup> century skills have a positive effect on speaking and listening skills.

They are "no longer to be seen as a passive receptacle for knowledge, but instead as an active participant in the construction of knowledge" (Nissim et al., 2016, p.29). Students today "will graduate into a world where the demands of our professional, personal, and public lives grow more complicated every year" ("Partnership for 21<sup>st</sup> century learning", para.2). Cator (2010, as cited in education week) argues that students today should evolve especial skills for being successful in a changing, interdependent, and complicated universe. Today, teaching must satisfy the requirements of a future determined by continual novelty and development. (Pearson, 2015). "Teaching and learning in the 21<sup>st</sup> century is filled with challenge and opportunity, especially when teaching students for whom English is a new language" (ibid, p.5). Nissim et al., (2016) asserts that the 21<sup>st</sup> century learning setting might be "a process-supporting system" that establishes a context in which learners learn more effective. Jacobson-Lundeberg (2016) in his study investigated students' perceptions of how intentionally taught 21<sup>st</sup> century skills have transformed their lives. Their findings have shown that 21<sup>st</sup> century skills empowered students for their future job success and also, they increase their confidence, self-efficacy, and credibility. In another study, Nissim et al., (2016) examined the influence of an innovative technology- supported learning environment on pre-service student teachers' motivation and 21<sup>st</sup> century skills. Their results revealed a significant effect in the new learning environment with 21<sup>st</sup> century skills. Regarding the importance of 21<sup>st</sup> century skills in today's students' lives, this study aims to integrate some 21<sup>st</sup> century skills and investigate their effect on teaching listening and speaking in English classrooms.

## **1.2 Aim of this study**

The aim of this study, showing the skills in 21 century in (reading, writing, listening, speaking, Elaborating) which can help teachers, students and other researchers.

## **1.3 Research question**

1-what are 21 century skills?

2-what is the central goal of 21 century learning?

3-How are the skills of the 21st-century teacher different than those in time past?

4-how are 21century skills integrated in language classes?

## **1.4significance of this study**

In this changing world, Toffler (2006) asserts that "the illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn. So The importance of this research is to show the benefits of teaching skills in 21 century and also show the problems and solving these problems to make teaching more effective and more easy for students and teachers.

## **1.5 problem of research**

This research introducing many different problems with solving in classroom and how we make a communication, teaching approach, class size and technology integration with students for example if one of student doesn't like a subject how we are dealing with it, The 21st century is about new challenges and problems which require a new set of skills.

## Section two

### Literature review

#### 2.1 Literature review

In today's rapidly evolving world, the acquisition of 21-century skills has become increasingly crucial for students to thrive in their personal and professional lives. As language educators, it is our responsibility to equip students with the necessary tools to navigate this complex landscape. This literature review aims to explore the integration of 21-century skills, namely critical thinking, creativity, collaboration, and communication, within the context of language teaching. By examining existing research and scholarly works, this review seeks to shed light on the benefits, challenges, and effective strategies for incorporating these skills into language instruction. Through this Exploration, we hope to gain insights into how language educators can effectively prepare students for the demands of the 21<sup>st</sup> century and foster their holistic development. To achieve this, the review will first provide a brief overview of the current state of language teaching and the need for integrating 21-century skills. It will then delve into an in-depth analysis of each skill, examining relevant theories, empirical studies, and best practices. Finally, the review will synthesize the findings and offer recommendations for future research and pedagogical implications. By critically examining the literature in this area, this review aims to contribute to the ongoing discourse on enhancing language education to meet the demands of the 21<sup>st</sup> century." There we have the study by Karmi (2018) sheds light on the competencies and skills language learners should develop. It also explains how the teacher can go about introducing these skills and helping the learner experiment with them.

Another study by Ashraf et al. (2017) investigated the effect of integrating 21 century skills teaching into English classrooms on listening and reading comprehension skills. The study used a quantitative, experimental design with 55 participants, and the results showed that learning 21 century skills has a positive effect on speaking and listening skills.

#### 2.2 critical thinking in schools

Critical thinking in schools is considered one of the key thinking processes in today's educational systems. There are numerous definitions for critical thinking and this is due to

the fact that the skill can mean something different to different people and it is a matter of perspective. However, one definition of critical thinking is as follows: The ability to use higher-level thinking processes to search for meaning in an action or even the kinds of thinking we use to question, doubt, compare and contrast, and make judgments. (Collins (and O'Brien, 2011)

Critical thinking is the practice of problem solving, as well as working through problems, solving puzzles, and similar activities. Critical thinking helps students discover truth in assertions, especially when it comes to separating fact from opinion. With critical thinking students not only learn a set of facts or figures, they learn how to discover the facts and figures for themselves. Critical thinking is a vital skill in the 21st century, and many Experts have spoken about its importance. Conrad Hughes, Campus and Secondary Principal of the International School of Geneva Switzerland-La Grande Boissière, delivered a keynote on critical thinking in the 21st Century during the 2020 African Education Festival. During his speech, Conrad emphasized the importance of independent thought in Today's information-saturated world. He discussed how important it is to doubt sources, scrutinize arguments, seek robust evidence to claims, and identify ideological biases behind assumptions. Conrad also highlighted the need for a strong academic program to encourage critical thinking and the importance of teaching children about critical thinking from a young age. Also Edward Glaeser, coined in 1941, offered a multifaceted description of critical thinking as follows: "(1) the tendency to think deeply about problems and topics falling within the framework of Human experiences, (2) knowledge of methods of investigation and logical deduction, (3) analysis with some skill in using these methods. In a more EFL context, Richards and Schmidt (2010) define critical thinking as: A level of reading comprehension or discussion skills when the learner is able to question and evaluate what is read or heard. In language teaching this is said to engage students more actively with materials in the target language, encourage a deeper processing of it, and show respect for students as independent thinkers. (p. 147) to apply critical thinking, you can follow these steps:

- 1-Read the article carefully and identify the main arguments and claims being made.
- 2-Evaluate the credibility of the source by checking if it's from reputable news organization or publication
- 3-Consider the author's perspective and any potential biases that may influence their writing.
- 4-Look for supporting evidence or examples provided in the article to back up the claims being made.
- 5-Compare the information in the article with other reliable sources to see if there are any inconsistencies or conflicting viewpoints .

By applying critical thinking to language learning, you can become a more discerning reader, develop a deeper understanding of the language, and strengthen your ability to express your own thoughts and opinions effectively.



## 2.2.1 The benefits of critical thinking for learners

John Dewey in 1938AD defined it as contemplative thinking linked to the individual's ability to be active and persevere. It is cautious thinking that deals with students and analysis of beliefs and what is expected from knowledge based on a real basis supported by ability to deduce. As some experts at the invitation of American Psychological Association (APA) defined it in a study that lasted for two consecutive years (1990-1992AD), it is: a self-organized judgment that aims at interpretation, analysis, conclusion with explaining considerations related to evidence, concepts, methods, and standards on which the judgment is based, which had been reached.

An article by British Council ("Critical Thinking and Problem Solving", n.d.) provides some potential gains students can make language from engaging in critical thinking. These include:

1-Critical thinking fosters learner autonomy as well as make learners more adaptive in terms of learning beyond the classroom.

2-Critical thinking makes students more active, and later in their lives, this may help them become lifelong learners in the areas they studied

3-Critical thinking can help students participate more in solving social issues

## 2.3 Collaboration

Collaboration is generally defined as "the process of working with someone to produce something" ("Macmillan Dictionary | Free English Dictionary and Thesaurus", 2022). In language education settings, the term refers to the skill that a language learner is expected to develop while working together with his/her peers in order to achieve learning goals. The learner is typically required to be able to provide the necessary contribution in a team, accept responsibility, and value others.

Collaboration is seen as an indispensable part of education nowadays. As Johnson and Johnson (2008) rightly hold that it is hard to find an instructional method, a course book or learning material that does not include cooperative learning. The same can be said for language teaching and learning. Most of the latest language teaching approaches and methods include and encourage collaborative learning among students (Larsen-Free-Man & Anderson, 2011). Famous language teaching methods and techniques, such as Task-based Teaching and Learning, Communicative Language Teaching, Project-based Learning, to name just a few all have student-student collaboration as a crucial learning interaction in their lesson planning. In addition, collaboration and cooperative learning is supported by important learning theories. For instance, according to Vygotsky's Socio-cultural Theory, learning takes place best in social interaction contexts, i.e. in collaboration with others, and that collaboration is vital in the process of learning (Vygotsky, 1978, as cited in Farr & Murray 2016). Or it's The ability to work together, learn from one another and help to teach each other is a very important 21st century skill. By utilizing social networking skills and

encouraging collaboration this allows students to show empathy to others and work together in diverse environments (Fullan, 2013). Or is an umbrella term for a variety of educational approaches. Involving joint intellectual effort by students, or students and teachers together usually students are working in groups of two or more, mutually searching for understanding, solutions, or meanings, or creating a product. And one of the experts who has extensively discussed collaboration is Dr. Amy Edmondson. She is a renowned organizational psychologist and professor at Harvard Business School. Dr. Edmondson emphasizes the importance of collaboration in creating high-performing teams and organizations. She believes that when individuals work together effectively, they can achieve remarkable results. One example she often mentions is the concept of psychological safety, where team members feel comfortable taking risks, expressing their ideas, and learning from their mistakes without fear of judgment or negative consequences. By fostering a culture of collaboration and psychological safety, organizations can harness the collective intelligence and creativity of their teams. This leads to better problem-solving, innovation, and overall performance.

### **2.3.1 The benefits of collaboration for learners**

There are numerous benefits from applying collaborative skills and learning in the language education. Well-known learning theories, for instance, point to the importance of student collaboration in the language learning process. As mentioned earlier, Sociocultural Theory stresses the key role of social interaction in learning. Cooperative learning is also emphasized in the Social Interdependence Theory (Johnson & Johnson, 2008). According to this theory social interdependence occurs when each person's outcome is impacted by the other members in a group who share the same aim. That is to say, the learning that takes place during collaborative activities is a result of every student's effort and contribution in the group. This suggests that learning outcomes from group work are higher and better than individual work

In collaborative learning, besides achieving good learning outcomes, students also have the opportunity to develop important social skills; in addition, working and learning in groups make them more aware of how effective group and collaborative work can be (Larsen-Freeman & Anderson, 2011). This may help students grow into individuals who are well-prepared for the workplaces which require team building and team work. Furthermore, Fathman & Kessler (1993) they made report on studies which indicate that collaborative learning makes learners (1) more tolerant towards learners of other ethnicities, (2) more caring for others (3) better at conflict resolutions etc.

### **2.4 Communication and its benefits**

Of all the 21st century skills, communication is the most common skill in language teaching and learning. This is because communication is the central focus of most of the teaching and learning content. Hence, this skill is both encountered and practiced much more in an English class than the other skills; that is, critical thinking, collaboration, or creativity. Most of language teaching approaches and methods that have emerged since the last century stress that communication is their main focus, especially the methods that have emerged from the Communicative Approach, such as Communicative Language Teaching and Task-Based Language Teaching. In these methods, communication is the basis from which language lesson should be developed (Larsen-Freeman & Anderson, 2011). For younger generations communication is seen as one of the essential skills in a developing world and in the time of globalization. It is considered to play a vital role in pursuing lifelong learning, an important self-development pursuit for any individual who wants to be competitive and up to date with new trends in the profession. In addition, communication is regarded as a necessary skill in the new age as the new generations are constantly becoming part of a growing community (Ananiadou & Claro, 2009). Communicative skills have also become important as we are witnessing an enormous growth and a rapid development of Information and Communication Technologies (ICT). Digital tools, online platforms, online media, social networks, and so on, have become the new means of mass communication. Students are required to learn and adapt to the online communication as well as acquire digital literacy which generally means: being able to find and evaluate information online; being able to understand and interpret information from the new media and sources on internet; and being able to communicate information online. The learning of this new mode of communication ensures students prepare for the workplace and life of the 21st century. Students benefit enormously from engaging in communication and acquiring communicative competences. First of all, in an EFL context, communication helps learners become fluent in the foreign language in all skills, which includes listening, reading, writing and speaking. In a wider educational perspective, communication is a key factor which determines their academic success and achievement, as well as guarantees lifelong learning, and hence, more opportunities for continuous professional development in their career.

## **2.5 Creativity**

Creativity is another key competence that has enormous relevance in today's world. The concept of creative thinking and innovation has gained a considerable momentum in almost all spheres of life in the last decades and has become a focus of many governments and the business world (Jones & Richards, 2016). Creativity is considered to be a crucial skill in the workplace of the new century taking into consideration the rapid economic development and technology advancement in the world. Innovation has become a primary goal for many companies, governments, educational institutions, world organizations etc..

Creativity refer to "ability or power to create with originality self expression and imagination" (Collins and O'Brien, 2011, p 110). The increasing interest in creativity as a skill has resulted in a shift on how education considers the competence and to the degree it is included in the curriculum. Schools and publishing houses are gradually incorporating creative thinking in the teaching and learning content so as to prepare students for a more

creative workplace and society. This is taking place at all levels of education, from early to higher education levels. Educational institutions are increasingly providing the necessary professional development for teachers in order to ensure creativity is well understood and successfully implemented in the classroom. Or in another way Creativity thinking in study means using your imagination and thinking in unique and innovative ways to learn and understand information. It's about being open-minded, exploring different approaches, and finding creative solutions to problems. It can involve using visual aids, technology, collaboration, and embracing different perspectives to make your learning experience more engaging and effective. So, basically, it's about thinking outside the box and making studying more fun and exciting.

### **2.5.1 The benefits of creativity for learners**

Referring to literature, Hadfield and Hadfield (2015) discuss several benefits of using creativity with language learners. The first is that learners engaging in creative activities and tasks are more motivated and this, in turn, results in more positive outcomes. Creativity and creative tasks help learners become more risk-takers, and this makes them do more than what their real linguistic abilities are. In addition, the more cognitive effort and the deeper the language is processed during creative activities, the more language becomes stored and memorable for the learners, creative thinking can also trigger important and far-reaching changes in learners. It is considered to bring about significant change in learners' abilities to make important choices and take responsibility of their choices, and this can help empower them as individuals as well as result in better self-confidence and self-esteem (Jones & Richards, 2016), and greater autonomy in communication (Ollerhead & Burns, 2016). These can serve students both in short-term perspective, by making them more successful in the learning process, as well as in long-term perspective by helping them become more productive as individuals, employees and citizens.

## **Section three**

### **Practice example for four skills**

#### **:3.1 Critical thinking**

Encouraging students to think critically means encouraging them to question everything. If you ask students questions such as “Why did you write that?” “What makes you say that?” or “How would you prove that?” you encourage them to think critically.

Asking questions helps students become better thinkers, Questions allow students to explore issues and come up with answers themselves. Asking questions encourages students to think deeply. So using real world examples are helpful for teaching students how to think, using real world examples allows students to apply concepts to situations outside of school. For example, if you teach students how to identify logical fallacies, you can show them how to recognize these errors in arguments. Showing students how to identify logical fallacy gives them practice identifying common mistakes made by others.

Willingham, D. T. (2019). How to Teach Critical Thinking. Education: Future Frontiers.

## **ii.. classroom projects**

Another example is, Critical thinking, communication, collaboration, and creativity are all essential Skills that can be integrated in the classroom. In this example that emphasizes critical thinking Imagine you're in a science class and your teacher assigns a project on climate change. The goal is to analyze the causes, impacts, and potential solutions to this global issue. Here's how critical thinking, communication, collaboration, and creativity can be utilized First; you and your classmates engage in critical thinking by conducting research from reliable sources. You analyze data, evaluate different perspectives, and identify the underlying factors contributing to climate change. Next you communicate and collaborate with your peers to discuss your findings. Through group discussions, you share your insights, ask thought-provoking questions, and challenge each other's ideas. This fosters a deeper understanding of the topic and encourages critical thinking to showcase your understanding creatively, you could develop a multimedia presentation, combining visuals, audio, and Interactive elements. This allows you to present your research in an engaging and impactful way, demonstrating your critical thinking skills. During the presentation, you encourage your classmates to think critically by asking them questions that prompt them to analyze the data, consider alternative solutions, and evaluate the potential impact of different strategies.

## **3.2 Collaboration**

The example of collaboration: Your teacher assigns a group project where each group is responsible for researching and presenting on a different planet in our solar system. Instead of working individually, you and your classmates collaborate by dividing the research tasks among yourselves. You each take on a specific planet and gather information about its characteristics, atmosphere, and any interesting facts. Throughout the project, you regularly communicate and share your findings with your group members. By working together, you benefit from each other's knowledge and perspectives, creating a more comprehensive and well-rounded project. This example demonstrates how Collaboration in the classroom promotes teamwork, communication, and the exchange of ideas. It allows you to learn from your peers, develop important social skills, and produce high- quality work as a collective effort another example, to highlights collaboration as the main point while incorporating communication, creativity, and critical thinking in a classroom setting.

Imagine you're part of a science class project where the goal is to design and build a sustainable model city.

### **i. Using four skills in a group assigned**

Here's how you can utilize collaboration, communication, creativity, and critical thinking: First, the class is divided into small groups, and each group is assigned a specific aspect of the city to focus on, such as energy, transportation, or waste management. Within your group, you collaborate by sharing ideas and pooling your collective knowledge.

### **ii. Making Foster effect to your group**

To foster effective communication, your group holds regular meetings to discuss progress, brainstorm ideas, and assign tasks. Through open and respectful communication, you ensure that everyone's ideas and perspectives are heard, and you can collectively make informed decisions. As you work on your assigned aspect of the city, you apply critical thinking and creativity. For example, if your group is responsible for energy you can brainstorm innovative and sustainable energy sources, such as solar panels or wind turbines. By thinking critically and creatively, you can come up with unique solutions that address the needs of the city while considering environmental impact. Throughout the project, collaboration remains the main focus. You and your group members actively collaborate by sharing resources, providing feedback, and supporting one another. By leveraging each other's strengths and expertise, you can create a comprehensive and cohesive model city. When the project is complete, each group presents their aspect of the city to the class. Through effective collaboration, you and your group members seamlessly integrate your work, demonstrating how your individual contributions come together to form a sustainable and functional city. By emphasizing collaboration as the main point while incorporating communication, creativity, and critical thinking, you create a classroom environment that encourages teamwork, problem-solving, and the development of innovative ideas. For teaching and for class area for sure we need Communication, which is actively listening to decipher meanings, intentions, attitudes, etc. Receiving and transmitting messages using any available resources Exchanging knowledge or opinions, we can say the flow and exchange of information from one place, person or group to another. To clarify more, imagine you're part of a language learning group that meets regularly to practice and improve your language skills Collaboration would be a key aspect of your language learning journey.

First, you would collaborate with your language learning group members to set goals and establish a shared learning plan. Together, you would discuss your individual language learning needs and aspirations, and then collectively decide on specific objectives and strategies to achieve them ,This collaborative approach ensures that everyone's input is valued and that the learning process is tailored to the group's needs .During your language learning sessions, you would engage in collaborative activities that promote active participation and interaction. For example, you might engage in group discussions, role playing scenarios, or language games. These Activities provide opportunities for you to practice speaking, listening, and comprehension skills in a supportive and collaborative

environment. By working together, you can provide feedback, share insights, and learn from one another's experience.

### **3.3 Communication**

For example, in a classroom setting, a teacher might engage in effective communication by using clear and concise language, actively listening to students, and encouraging open dialogue. By creating an environment that promotes effective communication, students can feel comfortable asking questions, expressing their thoughts, and engaging in meaningful discussion. Dr. Vygotsky's work highlights the power of communication in facilitating learning and creating a positive educational experience. It's fascinating to see how effective communication can enhance the teaching and learning process for example you're in a history class and your teacher assigns a debate on a historical topic. You and your classmates are divided into two groups, each representing a different perspective on a historical event. You're tasked with researching and preparing arguments to support your assigned viewpoint. In order to effectively communicate your ideas, you engage in discussions with your group members, sharing information, brainstorming, and refining your arguments. During the debate, you actively listen to your classmates' arguments, respond with counterpoints, and engage in respectful dialogue. Through effective communication, you not only express your own ideas but also understand and consider different perspectives. This fosters a deeper understanding of the topic and encourages critical thinking. This example highlights how communication in the classroom promotes active participation, collaboration, and the exchange of ideas. It allows you to express your thoughts clearly, listen attentively, and engage in meaningful discussions that enhance your learning experience. Example that highlights communication as the main point while incorporating collaboration, creativity, and critical thinking in a classroom setting. Imagine you're part of an English literature class, and the teacher assigns a group project to analyze and present a famous novel. Here's how you can utilize communication, collaboration, creativity, and critical thinking: First, the class is divided into small groups, and each group is assigned a different novel to study. Within your group, you collaborate by discussing the novel, sharing insights, and brainstorming ideas for your presentation. To enhance communication, your group holds regular meetings to discuss the plot, themes, and characters of the novel. Through active listening and effective communication, you ensure that everyone's thoughts and interpretations are considered, fostering a deeper understanding of the text. As you work on your presentation, you apply critical thinking and creativity. For example, you can come up with innovative ways to visually represent key scenes or create engaging activities to involve the class in the discussion. By thinking critically and creatively, you can captivate your classmates' attention and make the presentation more memorable. Throughout the project, communication remains the main focus. You and your group members actively communicate by sharing research findings, collaborating on the presentation structure, and providing constructive feedback to improve each other's ideas. By valuing open and respectful communication, you create an environment that encourages collaboration and the exchange of diverse perspectives. When it's time to present, your group effectively communicates the main themes, character analysis, and significant literary elements of the novel. Through clear and

engaging communication, you captivate the class's attention and facilitate a meaningful discussion. By emphasizing communication as the main point while incorporating collaboration, creativity, and critical thinking, you create a classroom environment that nurtures effective expression, active listening, and the exploration of different viewpoints.

### **3.4 Creativity**

Imagine you're part of a group project in your literature class. The assignment is to create a modern adaptation of a classic novel. Here's how you can utilize creativity, communication, and collaboration. First, you and your group brainstorm ideas together. Through open communication, you share your creative thoughts and bounce ideas off each other. This collaborative process allows you to build upon each other's ideas and come up with a unique and innovative adaptation. Next, you divide tasks among the group members. Everyone brings their creative skills and expertise to the table. One person might focus on writing the script, while others work on set design, costumes, or promotional materials. By collaborating and assigning specific roles, you ensure that each aspect of the project receives creative attention. As you work on your assigned tasks, you apply critical thinking to make creative decisions. You analyze the themes, characters, and settings of the classic novel and find ways to creatively reinterpret them in a modern context. This critical thinking process helps you infuse your adaptation with fresh and imaginative ideas. Throughout the project, effective communication is key. You regularly meet with your group to discuss progress, provide feedback, and address any challenges. Clear and open communication ensures that everyone is on the same page, allowing the creative vision to come to life. Finally, you present your modern adaptation to the class. Through effective communication, you explain the creative choices you made, highlighting how you incorporated elements of the classic novel while adding your unique twist. This presentation allows you to showcase your creative thinking and engage with your classmates. Ability By emphasizing creativity while utilizing communication and collaboration in this example

## **Section four**

### **Conclusion and recommendation**



## 4.1 Conclusion

Having 21st-century skills in the classroom is essential for student success. Building these skills into their lessons is the responsibility of all educators who wish to prepare their students for life outside of school adequately. Not

only teaching 21st-century skills provide students with great life and career opportunities, but it gives them the tools necessary to become more productive citizens of the world. Adding activities that increase collaboration, critical thinking, and organizational and communication skills will leave a lasting impression on students as they progress in their educational pursuits. As teachers continue to strive to be education leaders, embracing 21st-century learning should be an integral part of your class - so get started today certainly! When integrating 21st-century skills into language teaching, focusing on four key skills - critical thinking, creativity, communication, and collaboration - can effectively enrich the learning experience and prepare students for the challenges of the modern world. Here are some tailored suggestions for incorporating these skills into language teaching;

1-Encourage students to analyze and evaluate language texts critically by asking questions that stimulate higher-order thinking, such as identifying underlying assumptions, evaluating evidence, and drawing conclusions.

2-Incorporate activities that challenge students to solve language-related problems creatively, such as interpreting nuances in language use, inferring meaning from context, or analyzing rhetorical strategies in writing.

3-Engage students in debates, discussions, and role plays that require them to think critically, express opinions clearly, and support arguments with evidence.

## 4.2 suggestion and recommendation

Learning in 21<sup>st</sup> century skills can be enhanced through collaborative Projects, Technology integration, authentic tasks, debates, global connection, reflection, self-assessment, problem-based learning, and inquiry-based learning.

These strategies foster creativity, critical thinking, and digital literacy in language learning activities, while promoting adaptability, communication, and critical thinking.

By fostering global awareness, empathy, and cultural competence, students can prepare for success in a rapidly evolving global society. The

recommendations include fostering critical thinking, creativity, collaboration, and authentic communication. Critical thinking involves analyzing and evaluating information,, while creativity encourages expression through writing, speaking, and multimedia presentation.

Collaboration fosters communication, teamwork, and interpersonal skills. Group projects, peer feedback, and collaborative learning activities are recommended. Authentic communication is emphasized through real life language interaction, such as discussions, debates, role plays, and simulation. These recommendations aim to prepare students for the demands of a digital, interconnected world and prepare them for effective communication in a digital world.

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