

Implementing 4Cs as 21st Century Skills in Global Education: TEFL Practice

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Abstract

This research investigated to explore 4Cs 21st century skills and how these skills can be embedded into English language learning. With a focus on English as a Foreign Language (EFL) context, the researcher explores the 4Cs 21st century skills reported in the relevant theories and overviewed the role and location of 4Cs 21st century skills in EFL classroom. In order to gain the research goals, the researcher used the descriptive approach with its qualitative dimension respectively. Purposive sampling was used in this research by choosing subject which match with data needed. High validity of reasearch instrument in form of observation sheet and interviewed list were adjusted to gain data. To collect qualitative data, the researcher interviewed four leacturers who handle four English language skills beside observing their classroom. After the collected data was completely acquired, they were then analyzed by applying data disply, data reduction and verification. Furthermore, the research findings are deductively drawn based on a study of the relevant theories and the relevant data collection resources. This research is an attempt to examine the integration of 21st century skill in teaching English. The result of this research shows that integrating 4Cs skills in English language teaching in Seminar class was precisely conducted by giving complex project work involving critical thinking, collaboration, goal-setting, meaningful communication, and the development of challenging products. Critical thinking was fully exposed by comparing the differences of the survey result both in group and all class around. While communication and collaboration was employed by asking students to present the result of survey both written and oral. And finally, in exploring students' creativity, the researcher inviting students to express their creativity and innovation problem solving by making Digital Advertisement Campign. To do this, we encourage our learners to be a critical thinker, a good collbarator, an effective communicator and great creator.

Keywords : 21st century skills, 4Cs skills, TEFL, education

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I. Introduction

In this era, the world is interconnected and cooperativeness. We are facing the challenges such as health epidemics, global poverty, global economic and also global security and cooperation. It is important to recognize the crucial role of education in contributing to building a culture of peace and condemning instances in which education is undermined in order to attack democracy and tolerance. Educating young people to become global citizens will allow them to learn about the interdependence of the world's systems, believe that solutions to global challenges are attainable, and feel morally compelled to confront global injustices and take responsible action to promote a just, peaceful and sustainable world.

Education plays a very important role to help the people across nations to change the world into a better condition. Especially, the education in facing the challenges of 21st century requires a deliberate effort to cultivate in students personal growth and ability to fulfill social and community responsibilities as global citizens. The aim of education is regarded as to adapt individuals to the community in which they live. In this respect, education affects the environment and also it is affected from environment. During this interactive relation, individuals need some characteristics. Twenty-first century education requires citizens capable of flexibility, self-learning, looking at the events from a wider perspective, critical thinking and creative problem solving (Kepenekçi, 2000). Partnership 21st century states that education become economic survival investment in 21st century.

A 21st century education is about giving students the skills they need to succeed in this new world, and helping them grow the confidence to practice those skills. With so much information readily available to them, 21st century skills focus more on making sense of that information, sharing and using it in smart ways. The ability to think critically and creatively, to collaborate with others, and to communicate clearly sets students up for success in their careers, but also empowers them to lead happier, healthier lives. The role of educators in the

21st century should be helping every student learn how to learn. It's inspiring creativity, encouraging collaboration, expecting and rewarding critical thinking, and teaching children not only how to communicate, but also the power of effective communication. These are skills students need to develop in order to thrive in today's and tomorrow's dynamic workplace.

The term "21st century learning" has been used to refer to abilities students must master, such as problem-solving skills, critical thinking skill and digital literacy. Some refer to it as the ability to collaborate, communicate, and demonstrate skills that will ultimately help students navigate their way in the future. The idea of what 21st century learning is is open to interpretation and controversy. In terms of educating young generation in global interest, the role of foreign language teaching in global era in the 21st Century is undoubtedly needed, as the importance of global understanding and intercultural communication in promoting national security, cooperation among nations, economic competitiveness, and social well-being has become increasingly evident. In order to face the challenges of the 21st Century and to effectively participate in today's globalized, the need of individuals foreign language proficiency to communicate globally increase during the years.

Is not debateable that a nation which has generation with higher knowledge and experience with foreign languages and also cultures of world would be a nation more skilled at cultural diplomacy and more able to contribute to global security and also cooperation. As we know that there are skills in 21st century in adjusting to the need of global interest and challenges, it is necessary to integrate 21st century skills in foreign language teaching. As Ahbahlal said the

Research Method

This research was conducted in Seminar on language teaching class. In order to gain the research goals, the researcher used the descriptive approach with its qualitative dimension respectively. Furthermore, the research findings are integrated based on a study of the relevant theories and the relevant data collection resources. Purposive sampling was used in this research by choosing subject which match with data needed. The subject of this research is students who are taking Seminar on Language teaching class. High validity of research instrument in form of observation sheet and interviewed list were adjusted to gain data. To collect qualitative data, the researcher interviewed four lecturers who handle four English language skills beside observing their classroom. After the collected data was completely acquired, they were then analyzed by applying data display, data reduction and verification.

II. Research Finding and Discussion

This research was done by integrating 4Cs skills in 21st century in Seminar on teaching English as foreign language. There were 46 students who taking seminar class as research subject. In this Seminar class, they have to broaden or extend their views on the past, present, and future trends of research on English language teaching beside they have to be able to identify English language research in past, current and future tense. This subject also aimed at Developing the students's competence to communicate, argue, reason, analyze, and defend their arguments, concepts, opinion, and belief in formal and democratic communication To cope with this, the lecturer occupying 21st century skill in Seminar class to help them in comprehending wide variety of English language research. The integration of 4Cs skills in TEFL is executed by asking students to carry out complex project work in groups, to create a survey to assess classroom interest in types of research which are possible to carry out in Pandemic time in four language skills and elements in Seminar class.

Collaboration. To enhance students' ability to work collaborately, the class was divided into four groups and they to finish the project by lecturer to conduct a survey about research method that mostly effective to carry out in pandemic time, and finally the students must create authentic work as final result of the project. Firstly, each group conduct a survey among member of its group to know what kind of research methods that according to them is mostly effective and possible during pandemic time. Beside knowing the type of research method, they also recognize what language skill and what language elements as the research variable. Among four group, it was found that descriptive qualitative research and descriptive quantitative research become the favorites, meanwhile error analysis, correlational study and case study represented research method that they like least. Here is example of students survey:

NO	METHOD	NAME							
		IVAN	YULIANA	YOSIFYA	LETICIA	IFRAN	RARA	DEWI U	WAHYU
1	DESCRIPTIVE QUALITATIVE	√	√	√	√	√	√	√	
2	DESCRIPTIVE QUANTITATIVE								
3	ERROR ANALYSIS								√
4	CASE STUDY								
5	CORRELATIONAL STUDY								

NO	SKILL	NAME							
		IVAN	YULIANA	YOSIFYA	LETICIA	IFRAN	RARA	DEWI U	WAHYU
1	LISTENING								
2	SPEAKING		√	√			√		
3	READING								
4	WRITING	√			√	√		√	√

NO	METHOD	NAME								
		INDAH	PUJI	DEWAN	VIRDA	LINTANG	DESTIA	SAFITRI	RIKA	NIMAS
1	DESCRIPTIVE QUALITATIVE		√	√	√	√	√	√	√	√
2	DESCRIPTIVE QUANTITATIVE	√								
3	ERROR ANALYSIS									
4	CASE STUDY									
5	CORRELATIONAL STUDY									

NO	SKILL	NAME								
		INDAH	PUJI	DEWAN	VIRDA	LINTANG	DESTIA	SAFITRI	RIKA	NIMAS
1	LISTENING									-
2	SPEAKING	√						√	√	
3	READING		√							
4	WRITING			√	√	√	√			

Based on the survey there were 20 students like descriptive qualitative and 15 students like descriptive quantitative, 5 students choose correlational study, 4 students choose error analysis and 2 students choose case study. Based on this result it can be seen that there are two type of research method as the favorites, meanwhile there other type of research represented type of research that they like least.

Communication: as we know that communication is an ability from learners to communicate information concisely and clearly in many form of multitude media. To explore student communication skill, they have to communicate the result of survey in various form namely oral presentation, essay written and also graph. And in this research, learners have to use the information as survey result to create a graph to communicate the results and determine which type of research methods are the favorite and what variable is mostly investigated by researchers. Here is example of students competence in displaying information in graph.

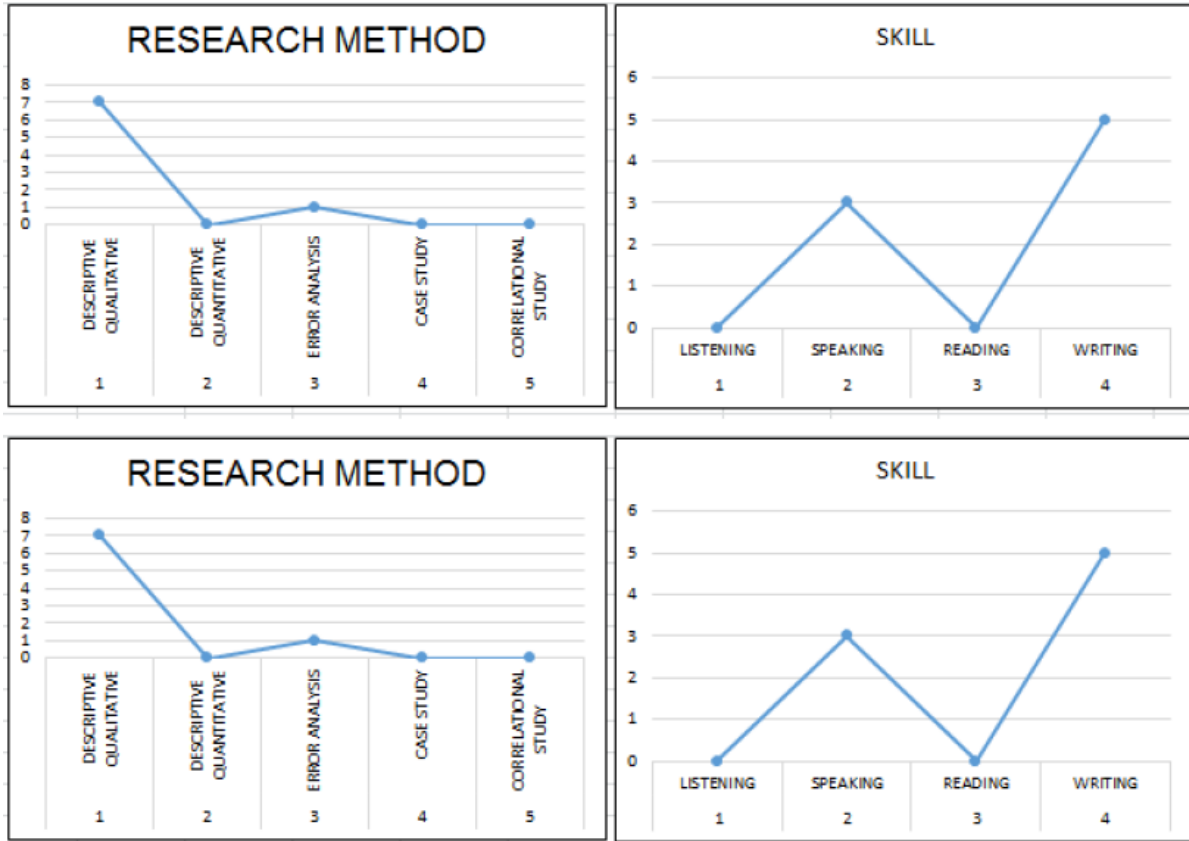


Table 2 : Calculative Datas From All Four Groups

Skill	Descriptive Qualitative method			
	Speaking	Reading	Writing	Listening
Group 1	3	0	5	0
Group 2	3	1	4	0
Group 3	3	1	5	0
Group 4	0	1	4	0

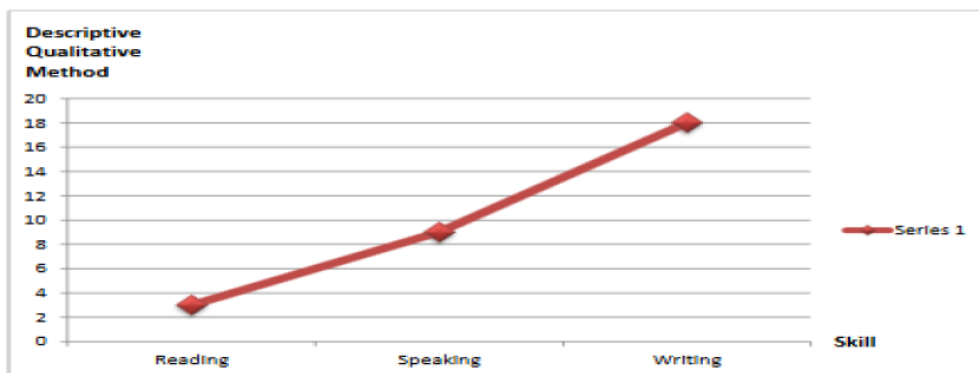
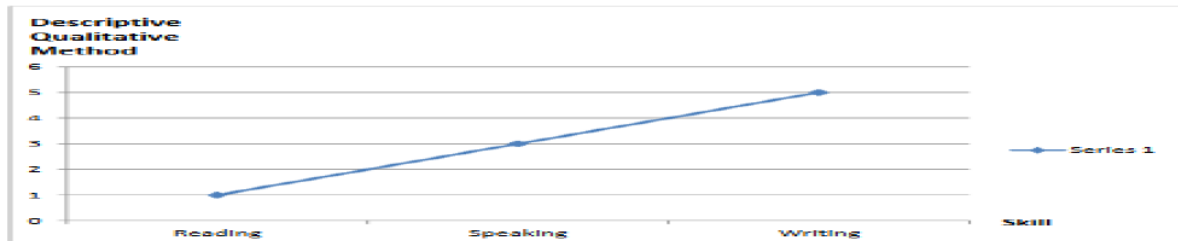


Table 1 : Calculative Datas From Group 3

Skill	Descriptive Qualitative
Speaking	3
Writing	5
Reading	1
Listening	0



Critical thinking: To drill students critical thinking in this research, the learners must compare their answers with answers from others groups. How many differences are there in the reporting? Have students compare their results with other teams. Then ask the groups to create a short writing or spoken piece to explain how their results differed from others. The result shows that they have some reason why they got different result. First, the students think that both descriptive qualitative and descriptive quantitative are two type of research which are compatible in English research during pandemic time since they do not need to conduct action or manipulation to the variable. They also consider the use of technology in conducting research will save them from dangers during pandemic time. Meanwhile there other research are considered as difficult type of research to be conducted during pandemic time. They will have longer period to finish their study.

Creativity: The meaning of criticism is widely understood with negative meaning and used in aspects of a thing is not good. However, critical thinking is not only the disadvantages of revealing or denigration. There are different understandings of critical thinking. Normally, if you ask a person to criticize anything, he/she generally talks about its negative aspects. Yet the criticism does not only mean focusing on the negative aspects, but also contains showing the positive aspects of the product, the work of the situation or the person (Akar, 2007). The meaning of criticism is widely used to promote students creativity, they are invited to think in different way in making final project. Using the information collected from the class, and after analysing data from other students, the students then in groups work together were asked to create like “A Digital Advertising Campaign” that will make the types of research that students liked least into types of research students may like more. It's a challenging project of how to convince and persuade their friends that the type of research they don't like can be a favorite and effective method to carry out during pandemic time.

III. Discussion

Seeing data description above, it can be seen that integrating 4Cs skills could be executed smoothly in TEFL class by giving complex project of the learners. By giving such kind of task, learners can finish their assignment in a greater autonomy with longer time so they can solve problems while acquiring meaningful learning experiences. By applying project based learning the lecturer can fully exposed students potential, that PBL is one of recommended teaching model to help students cope with 21st century skill. As Halvorsen (2018) in his result say. Lety had read about the 4Cs in education, and she immediately thought of some of the interesting projects she had students complete in the past. For example, last term her students had worked in small groups to come up with ways to help the school with a recycling program. Her students had made posters in English and put them around the school to explain what types of trash could be recycled. They also wrote a letter to the principal of a school in California to ask for more information about that school's recycling program. She knew her students enjoyed learning by working on projects, so she wanted to find a way to help her students to practice the 4Cs on something that was interesting to them.

In English classroom especially in Seminar class critical thinking can be explored by asking students to find the difference result of project among the group. They to find the reasons why they have different thinking, choice and opinion towards the type of research method that are possible to carry out in pandemic time in which learning process in school is conducted in online learning because they avoid gathering. Today's citizens must be active critical thinkers if they are to compare evidence, evaluate competing claims, and make sensible decisions. Today's 21st century families must sift through a vast array of information regarding financial, health, civic, even leisure activities to formulate plausible plans of action. The solutions to international problems, such as global warming, require highly developed critical thinking and problem-solving abilities. In

everyday work, employees must employ critical thinking to better serve customers, develop better products, and continuously improve themselves within an ever-changing global economy. (Roekel, n.d.)

In this research, students' creativity was generated by asking students to create like : Digital advertisement Campaign, they have to make video to persuade and convince their classmate about the type of research method they like least to be a favorite research method that they can apply in pandemic time. It's a challenging project for them, they have to express their critical thinking, innovation and creativity and make different results among groups. As Sir Kenneth Robinson said that "Creativity is as important in education as literacy and we should treat it with the same status." In a world in which good design is increasingly used as a means of differentiating objects of mass production, creative design skills are highly desired in the labor force.

Meanwhile, communication skill was explored by asking students to communicate the result of a complex project in conducting a survey about the type of research method in multiple forms. They have to make it into graph, oral and written form. In this way, the lecturer successfully drilled their students to communicate clearly and concisely based on valid information. As Chiruguru says that Communication is about sharing thoughts, questions, ideas, and solutions. In the technological age, it's much easier and, at the same time, harder to communicate. Technology has provided with more convenient ways to communicate, but sometimes the various ways can become overwhelming. Without effective communication, there's no way to get anything done inside the classroom or anywhere, which is why this is an essential 21st Century skill.

Integrating 4Cs skills in TEFL will foster students' ability to think critically and creatively, work collaboratively and communicate effectively in doing the complex project, another research result A. Halvorsen mentioned that In the end, the students were able to practice each of the 4Cs in ways that suited their needs and interests. They also focused on digital literacy skills and created final products that they could be proud of. Lety knew there were improvements to be made, but she was extremely happy with the work her students had accomplished. From this statement it can be seen that employing 4Cs skills in the learning process help the students to gain knowledge and skill that they need in future life.

IV. Conclusion

Education becomes the key to economic survival in the 21st century, so the education system must be able to produce expert worker knowledge. Besides education must cope the need of graduating ready to work. To do so, learning process should be conceived in accordance to 21st century skill which are needed in future workplace. As well as in TEFL, integrating 21st skills is greatly needed. Based on the result it can be seen that integrating 4Cs skills in English language teaching in Seminar class was precisely conducted by giving carry out complex project work involving critical thinking, collaboration, goal-setting, meaningful communication, and the development of challenging products. Critical thinking was fully exposed by comparing the differences the survey result both in group and all class around. While communication and collaboration was employed by asking students to present the result of survey both written and orally. And finally, in exploring students' creativity, the researcher invited students to in form of *Digital Advertisement Campaign. To do this, we encourage our learners to be a critical thinker, a good collaborator, an effective communicator and great creator.*

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