

# The 3rd ICTESS Universitas Slamet Riyadi

The 3rd International Conference On Technology,  
Education And Social Science

“ Global Security and Global Cooperation in  
Changing World”

What do you think about education??

**Education is the most powerful weapon which you can use to change the world.**



*QuoteHD.com*

**Nelson Mandela**

Former President of  
South Africa

(Born 1918)

*Education becomes the key to economic survival in the 21st century (Bernie Trilling)*

**EDUCATION** →

**Is the process  
by which  
people acquire  
knowledge,  
skills, habits,  
values, or  
attitudes.**

# Integrating 21st Century Skills in Global Education: Teaching English as Foreign Language Practice

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# INTRODUCTION



The frameworks of 21st century learning describes the skills, knowledge and expertise students must master to succeed in work and life.

Education is about giving the skills they need to succeed their life. The ability to think critically and creatively, to collaborate with others, and to communicate clearly sets students up for success in their careers.

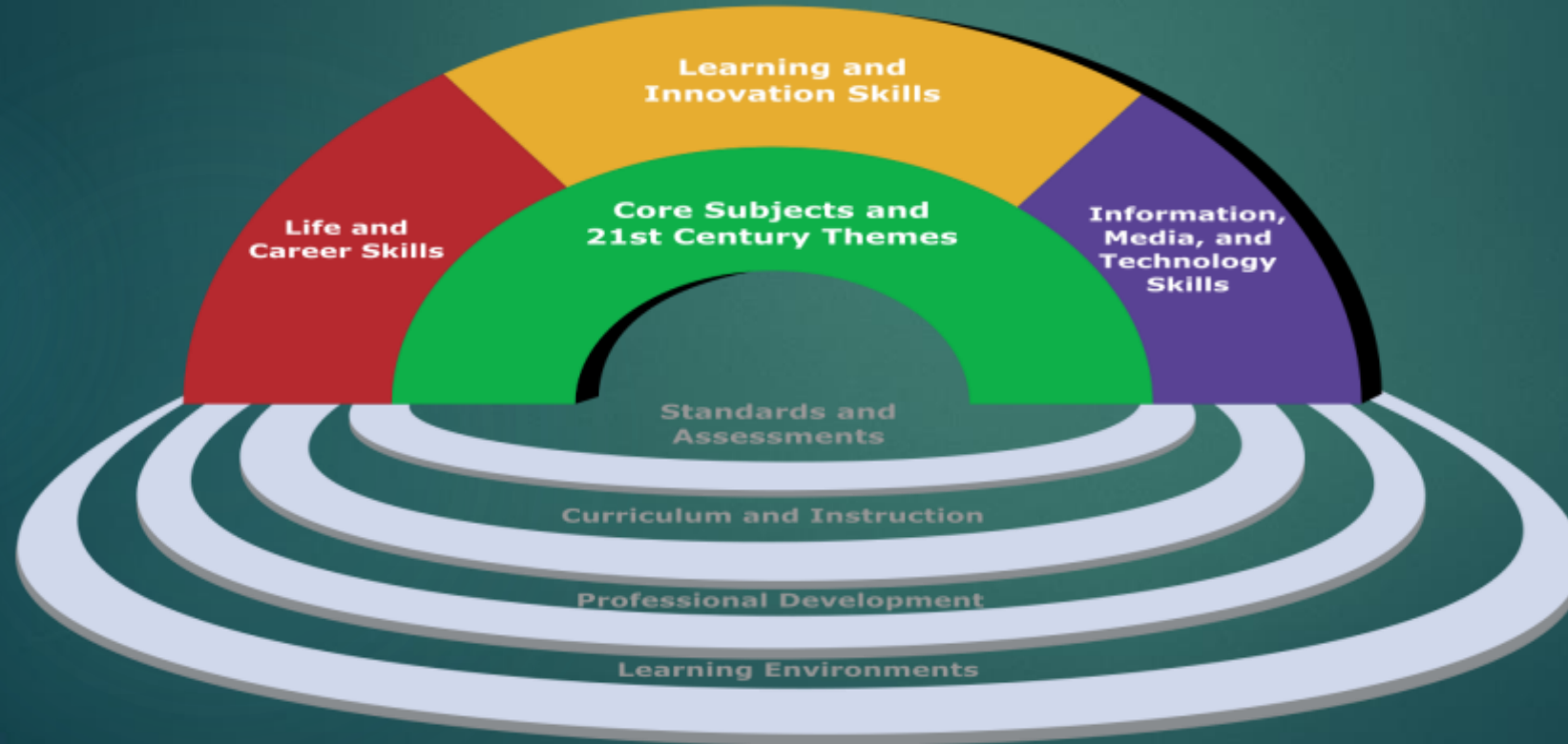
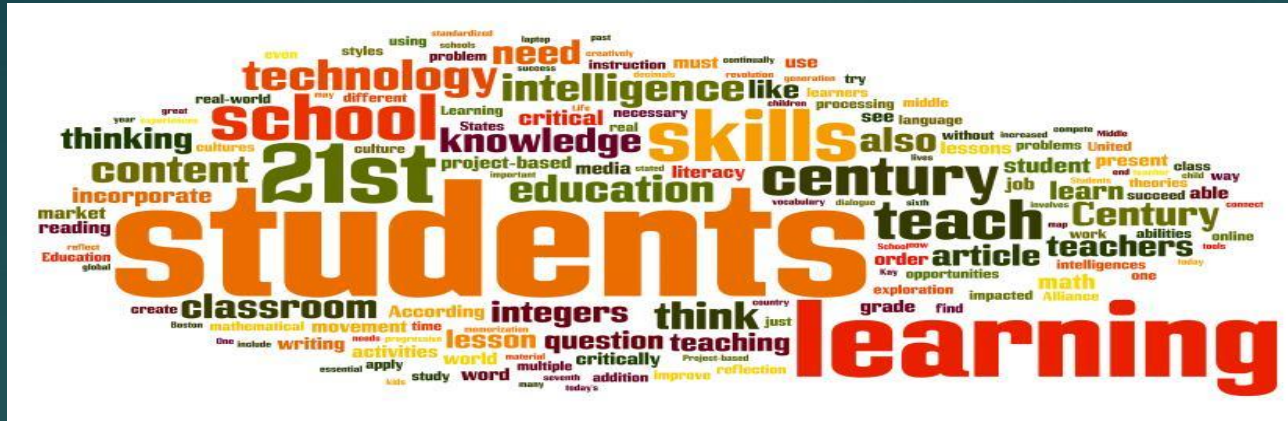
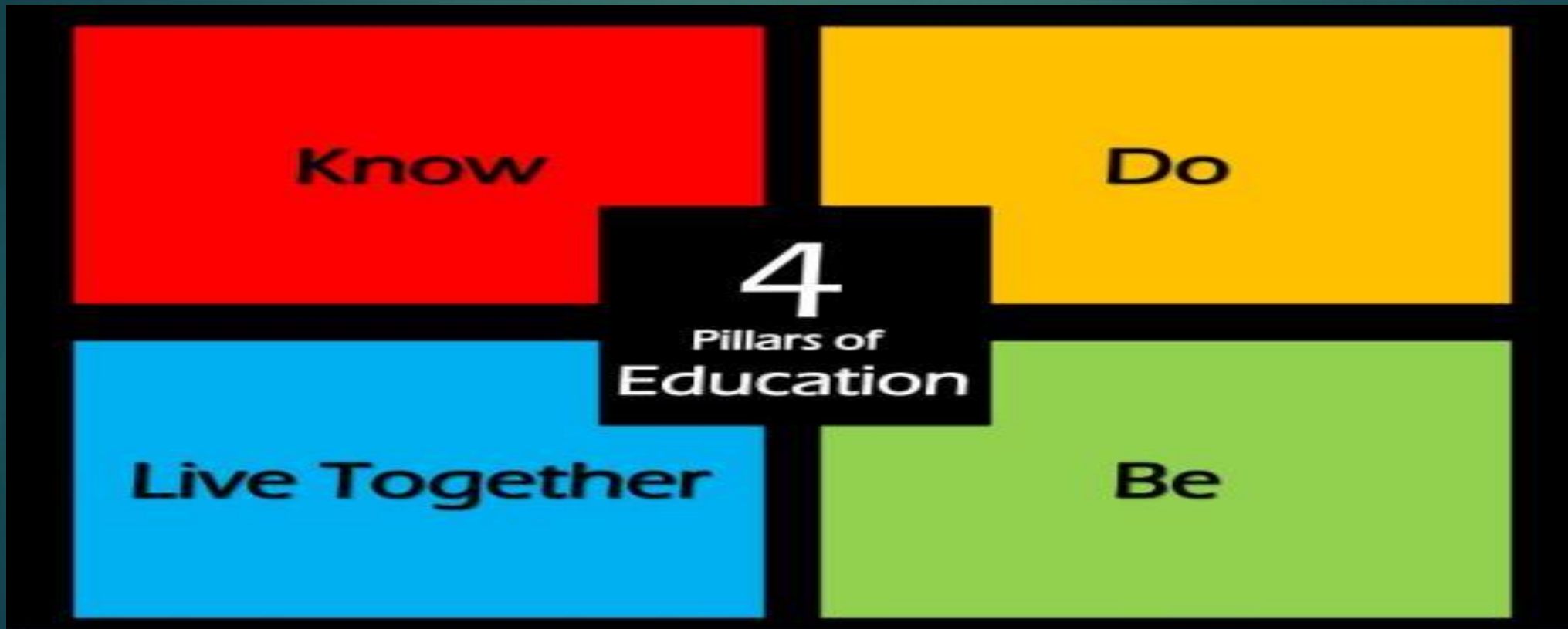


Figure 1 - P21 Framework for 21st Century Learning



A desire to learn *continuously through lifetime* is a mark of a 21<sup>st</sup> century learners. The International Commission on Education for twenty-First Century to UNESCO identified that learning throughlife as a key to meet the challenges of the 21st century. It is highlighted about the need of “ *learn how to learn* “ to cope the rapid changes and challenges of the present and future. It *describes a holistic approach* to learning that encompasses more than what occurs in the classroom. This is referred to as *lifelong learning*- a philosophy that involves the development of knowledge, skills, attitude, and values through one’s life- from earlyhood though adulthood

# Pillars of Education and 21st century skills





# Pillars of Education

## **The four pillars of learning:**

**# Learning to know – a broad general knowledge with the opportunity to work in depth on a small number of subjects.**

**# Learning to do – to acquire not only occupational skills but also the competence to deal with many situations and to work in teams.**

**# Learning to be – to develop one's personality and to be able to act with growing autonomy, judgment and personal responsibility.**

**# Learning to live together – by developing an understanding of other people and an appreciation of interdependence.**

# 21st Century Skills

<b>Learning and Innovation "The 4 C's"</b>	<b>Digital Literacy</b>	<b>Career and Life</b>
Critical thinking & problem solving	Information literacy	Flexibility & adaptability
Creativity and innovation	Media Literacy	Initiative & self-direction
Communication	ICT Literacy	Social & cross-cultural interaction
Collaboration		Productivity & Accountability
		Leadership & responsibility

Table 1 - P21 Skills

# 21st Century Skills

## 21st Century Skills

How today's students can stay competitive in a changing job market

### Learning Skills



critical thinking



creativity



collaboration



communication

### Literacy Skills



information



media



technology

### Life Skills



flexibility



leadership



initiative



productivity



social skills

# 4 Cs 21st Century Skills



# 4 Cs 21st Century Skills

- ▶ **Critical thinking:** Finding solution to problem
- ▶ **Creativity:** Thinking outside the box
- ▶ **Collaboration:** Working with others
- ▶ **Communication:** Talking to others effectively

# Teaching English as Foreign Language in 21st Century

- ▶ English cannot be treated as a simple linguistic skill. Instead, English should be regarded as **a global language** that people can use to express their local identities and to communicate intelligibly with the world (Crystal, 2006).
- ▶ Eaton (2010) states that today's EFL classroom should no longer be focused on grammar, memorization and learning from rote. Rather, it should be conceived of as a space to learn to **use language and cultural knowledge as a means to connect to others around the world**

# Teaching English as Foreign Language in 21st Century

English language educators need to develop activities that engage learners in the kind of **authentic tasks and problem-solving activities** that they will actually need in the future. Warschauer (2001) suggested that such engagement can be achieved by having students carry out **complex project work** involving negotiation, collaboration, goal-setting, meaningful communication, and the development of challenging products.

# Research Method

This research aimed to explore the 21st century skills and how these skills can be integrated or incorporated into English language learning especially in Seminar class. With a focus on English as a foreign language context, the researcher explores the 21st century skills reported in the relevant literature and overviewed the role and location of 21st century skills in EFL classroom. In order to achieve the research goals, the researcher used the descriptive approach with its qualitative dimension by occupying observation and interview as data collection techniques. Furthermore, the research findings are deductively made based on a study of the relevant literature and the relevant data collection resources.



# Result and Discussion

- ▶ **The integration of 4Cs skills in TEFL** is executed by asking students to carry out complex project work *collaborately* in groups, to create a survey to assess classroom interest in types of research which are possible to carry out in Pandemi time in four language skills and other object of research in Seminar class. The class was divided into four groups.

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								

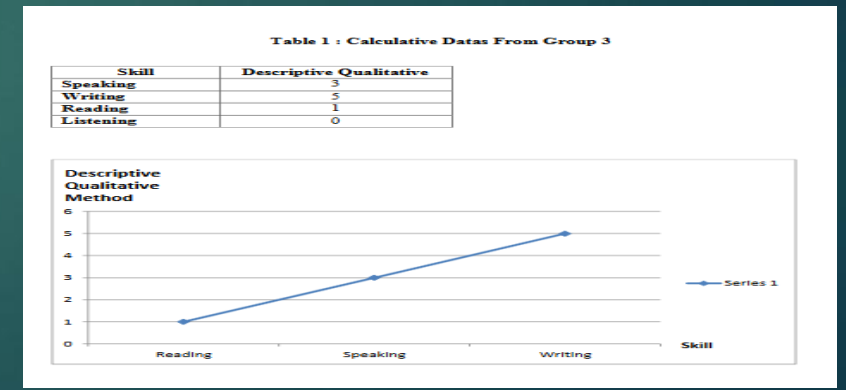
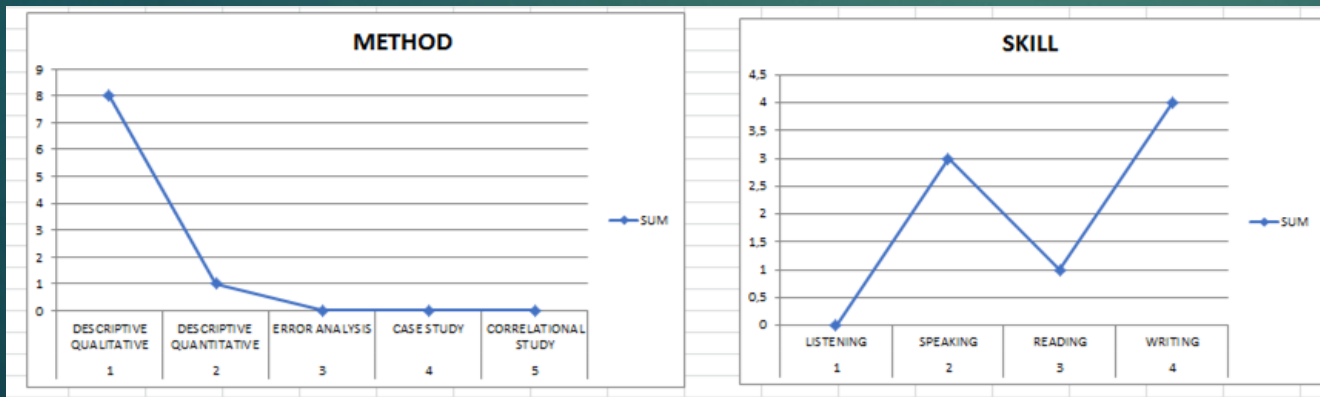
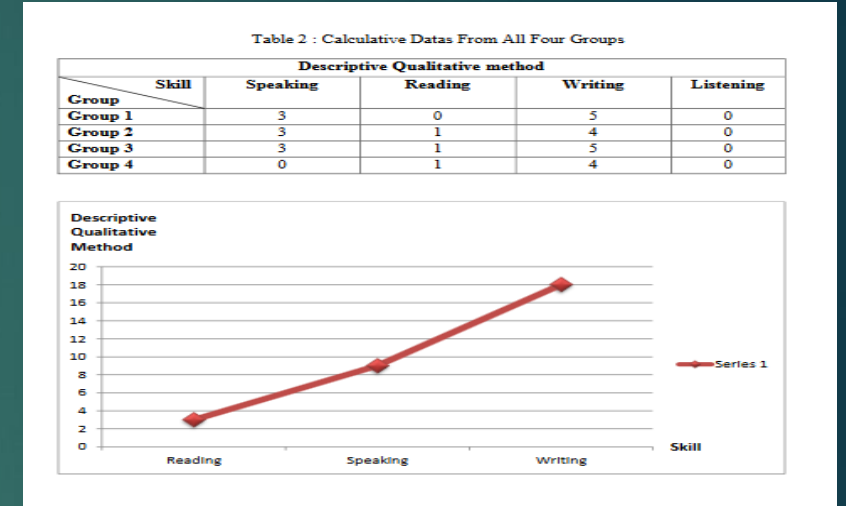
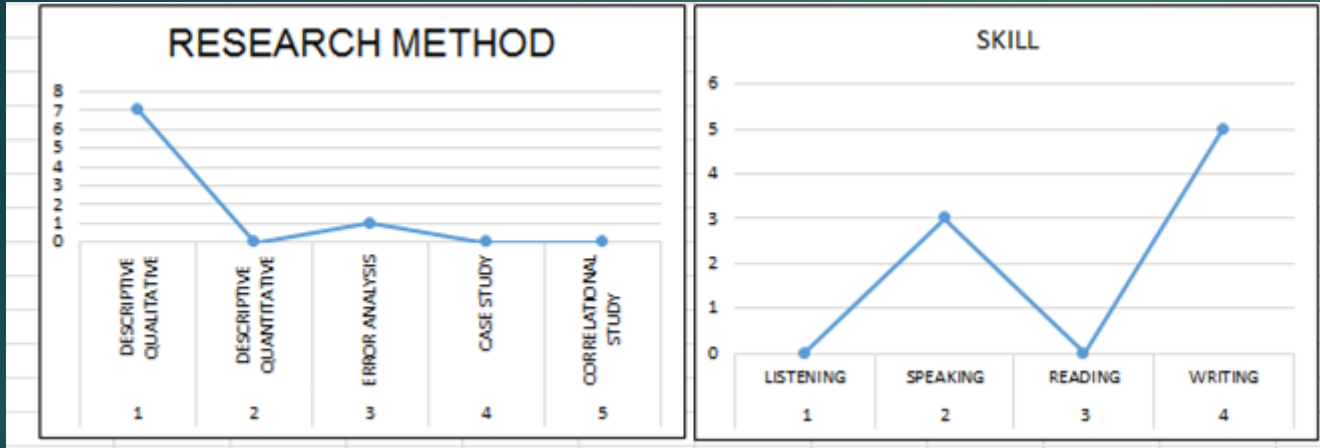
NO	SKILL	NAME							
		IVAN	YULIANA	YOSIFYA	LETICIA	IFRAN	RARA	DEWI U	WAHYU
1	LISTENING								
2	SPEAKING		√	√			√		
3	READING								
4	WRITING	√			√	√		√	√

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			√	√	√	√			

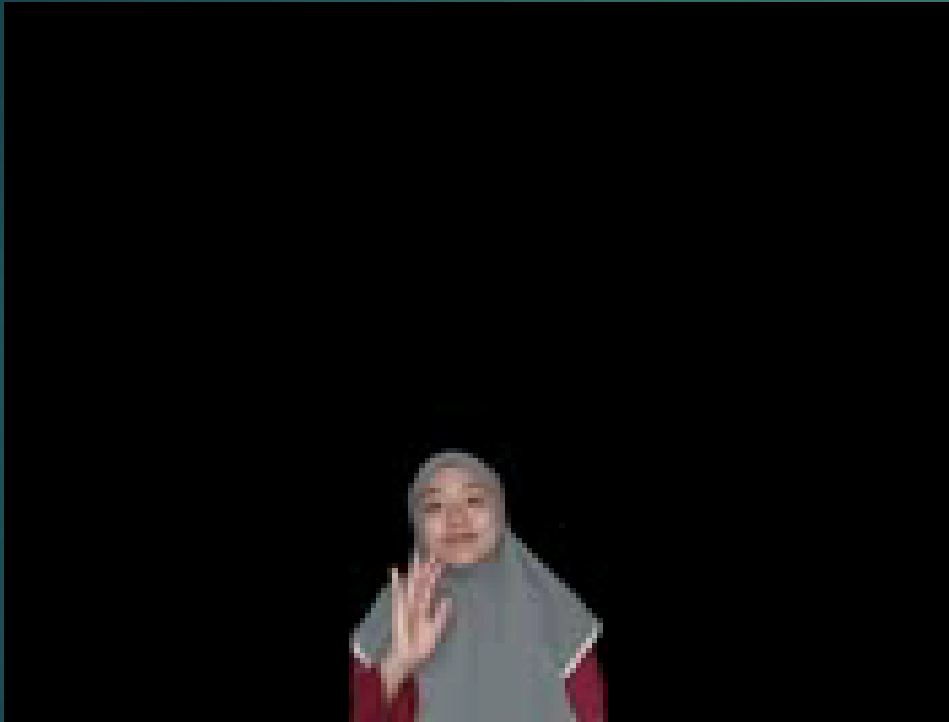
**Communication:** After the survey finished, learners use the information to create a graph to communicate the results and determine which type of research methods are the favorite.



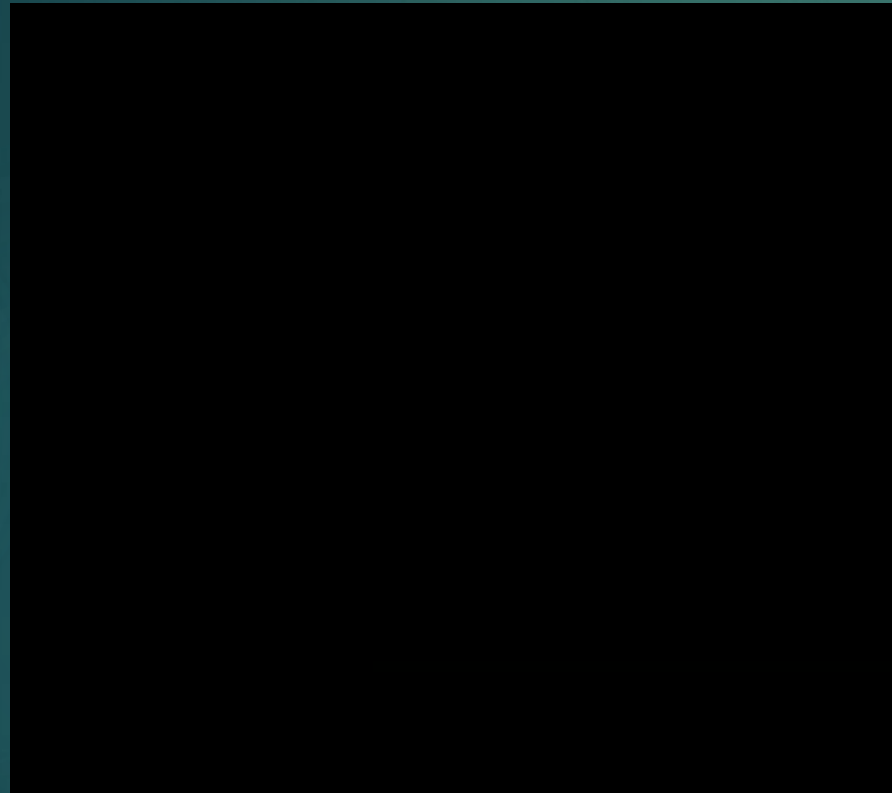
**Critical thinking:** The learners must compare their answers with answers from others groups. How many differences are there in the reporting? Have students compare their results with other teams. Then ask the groups to create a short writing or spoken piece to explain how their results differed from others



**Creativity:** Using the information collected from the class, and after analysing data from other students, have groups work together 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.



# “Digital Advertisemnet Campaign”



# Conclusion

Integrating 4Cs skills in English language teaching in Seminar class was successfully 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 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 inviting 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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GLOBAL CHANGES  
GLOBAL EDUCATION  
GLOBAL LANGUAGE

*Be a critical thinker, a good collaborator, an  
effective communicator and Great Creator  
As Outstanding Agent of Change in 21st Century*

THANK YOU