

Enhancing 21st Century Skills in the EFL Classroom: Exploring Teachers' Implementation of Group Activities and Assignments

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ABSTRACT

This qualitative study was carried out to investigate how English teachers integrated 4C skills (communication, creativity, critical thinking, and collaboration) into EFL classrooms. This study involved two English teachers from an English study program in one university in Pekanbaru, Riau, as the research participants. The qualitative data was collected by using interview, observation, and documentation. The researchers analyzed the interview transcripts, observational fieldnotes, and screenshot documents following the steps of qualitative data analysis by coding, grouping, synthesizing, and making themes and descriptions to answer the research questions. The study reveals that the English teachers integrated the 4C skills into students' learning group activities/assignments via making videos for English learning, making PowerPoint for class presentation, making class projects to produce learning products, and having asynchronous online classroom discussions via Google classroom platform. These four major class activities/assignments given by the English teachers were intentionally aimed at developing students' communication skill, creativity, critical thinking, and collaboration. This study concludes that the four students' typical learning group activities/assignments instructed by teachers can be used as templates to integrate and develop students' 4C skills in ELT classes. Future research directions in developing 21st-century skills can be multifaceted, addressing various gaps and limitations in assessment methods, technology integration, cultural contexts, equity and access, and teacher training and professional development.

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1. INTRODUCTION

The Partnership for 21st Century Skills, a non-profit organization in the United States, first recognized the 4Cs (communication, creativity, critical thinking, and collaboration) in 2002 (Plucker, Kaufman, & Beghetto, 2016). Students must be fluent in 4C skills, as well as information and technical

literacy, in order to cope with the issues that communities face in the twenty-first century. The Partnership for 21st Century Skills (2007) outlines explicit integration of learning and innovation skills, information, media, and digital literacy skills, and life and career skills in this regard. Today's students are expected to handle and solve monetary crises, global warming, immigration concerns, and pandemic diseases. This era has also resulted in a significant surge in employment requiring nonroutine, analytic, and interactive communication skills. Critical thinking skills and the capacity to deal with people from various linguistic and cultural backgrounds (cultural competency) are required in today's employment environment. Furthermore, Stehle and Peters-Burton (2019) argue that students should begin preparing for STEM (science, technology, engineering, and math)-based jobs in high school.

Beetham and Sharpe (2013) define 21st-century learning as an education reform that strives to provide every student with the necessary abilities to confront 21st-century problems. Teachers must modify their educational approaches to fit the different needs of their students and relate students' experiences to curriculum goals (Kereluik, Mishra, Fahnoe, & Terry, 2013). However, some teachers have failed to fully grasp this concept and have chosen to continue teaching using outdated methods that are detrimental to children. As a result, this researcher seized the opportunity to include components of the four C's, which are prevalent in 21st-century teaching, into interventions to boost students' enthusiasm in English skills. Students can boost their confidence in English classrooms by utilizing the four main qualities of teamwork, communication, creativity, and critical thinking. This is due to the fact that students can improve their English skills. Effective classroom management practices in English class can help teachers effectively promote 21st-century learning in their classrooms. Effective classroom management benefits both instructional efficiency and students' overall growth (Xu, Zhu & Liu, 2023).

To promote the 4C skill of "collaboration" Elola and Oskoz (2010) propose collaborative learning activities in which students create their ideas rather than studying alone. Students were given the opportunity to share their thoughts and opinions with their peers, and via this exchange of ideas, students could be inspired to participate in English classes. Collaboration also allows students in a group to assess their accuracy in capitalization, spelling, grammar, and punctuation in the sentences they construct. Communication with their peers helps weaker students develop their English skills through discussions with more competent students since they are more comfortable with their friends, whereas some students may feel hesitant or embarrassed to seek their teachers for help during class (Jones, 2007)

Lin (2011) says that the 4C's creative aspect during teaching and learning should be executed in stages to help students to think creatively. In this framework, pupils first improved their English skills on their own. Based on the keywords listed during the first set of interventions, the second set of interventions was created. During the second set of interventions, proficient students in each group asked questions to encourage weaker students to share their own experiences. To stimulate other members of the group, the more accomplished students presented questions and predicted potential results based on the topic. Shabani, Khatib, and Ebadi (2010) discovered in their study that students who engaged in intervention activities based on Vygotsky's Zone of Proximal Development theory were able to generate more challenging works with the assistance of more successful peers. As a matter of fact, Vygotsky's ZPD theory emphasizes the importance of social interaction and scaffolding in learning. According to Vygotsky, learning occurs most effectively within the ZPD, which is the range of tasks that a learner can perform with the help and guidance of others but cannot yet perform independently.

Integrating Vygotsky's Zone of Proximal Development (ZPD) theory and other theoretical perspectives into the research on 21st-century skills can provide a deeper understanding of how these skills develop and how educational practices can be designed to support this development. Thus, researchers have developed some strategies to develop 4C skills in schools (Suhirman, Prayogi, & Asy'ari, 2021; Srikongchan, Kaewkuekool, & Mejaleurn, 2020; Kim, Raza, & Seidman, 2019).

Srikongchan, Kaewkuekool, and Mejaleurn (2020) employ a lateral thinking strategy to encourage students' creative thinking, in which students must ponder, participate, and interact with multiple points of view based on either internal or external stimulus. Suhirman, Prayogi, and Asy'ari (2021) employ problem-based learning with character-emphasis and naturalist intelligence to assess students' critical thinking and curiosity. Kim, Raza, and Seidman (2019) argue that it is necessary to measure teacher practices and classroom processes in a contextualized manner using the Teacher Instructional Practices and Processes System (TIPPS), which then provides feedback, reflective practice, and continuous improvement geared toward improving 21st-century teaching skills.

Scholars concerned with 21st Century/4C skills have conducted quantitative investigations in the setting of higher education learning (Suryanti & Nurhuda, 2021; Warsah, Morganna, Uyun, Hamengkubuwono, & Afandi, 2021; Supena, Darmuki, & Hariyadi, 2021). Suryanti and Nurhuda (2021) conducted a quasi-experimental study on the effect of problem-based learning with an analytical rubric on the development of students' critical thinking skills, which shows that the PBL model can improve students' learning outcomes and critical thinking skills. Warsah, Morganna, Uyun, Hamengkubuwono, & Afandi (2021) explore the impact of collaborative learning on learners' critical thinking skills, which may promote emotional awareness, learning motivation, cognitive development, and broad-mindedness. Furthermore, Supena, Darmuki, and Hariyadi (2021) investigate the impact of the 4C (Constructive, Critical, Creativity, Collaborative) learning model on students' learning outcomes in a quasi experimental study and recommend implementing the 4C learning model because it would influence students' psychomotor and affective learning outcomes.

There have been many great ideas and methods in the field of English foreign language development of 21st-century skills/4Cs (Erdogan, 2019; Yu, Ruzanna, & Mohammad, 2019; Czerkowski & Berti, 2020; Handayani, 2017; Fandino-Parra, 2013). The 21st century/4C talents have a great authority in educational disciplines such as English language teaching. Erdogan (2019) draws attention to the 4C links with English language instruction and their incorporation into the four language skills (reading, writing, listening, and speaking), and offers activities for teachers to strengthen these skills in EFL classes. Similarly, Yu & Mohammad (2019) include the 4C skills of collaboration, communication, creativity, and critical thinking into interventions to increase students' English writing ability. In terms of 4C advocacy in the English language classroom, Handayani (2017) contends that effective English instructors must be skilled and knowledgeable in order to meet the needs of the twenty-first century skills. Fandino-Parra (2013) motivates Columbian EFL teachers and promotes the incorporation of 4C skills into meaningful alternatives so that students benefit from learning English and, more importantly, understanding diverse perspectives, utilizing multiple media and technologies, and working creatively and collaboratively with others.

Valtonen, Hoang, Sointu, Naykki, Virtanen, Tarhonen, Hkkinen, Jrvell, Mkitalo, & Kukkonen, (2021) highlight how pre-service teachers perceive their 21st-century skills and dispositions because today's students are expected to possess for successful future careers; thus, the ways students perceive these skills or what kind of dispositions they have in this regard are significant during teacher education. We think that whatever students' 21st-century abilities and attitudes are, the challenge must be undertaken within their educational practices. Furthermore, instructors must have teaching abilities while developing critical thinking in their students' learning; they must be reflective of that process through professional development in both ongoing and continuous learning (Han & Brown, 2013).

Therefore, we planned to undertake research to investigate how do EFL teachers have integrated the 4C skills into EFL classroom at an English study program, in a university in Riau province. We specifically focused on the English teachers' teaching instructions/activities in some English courses in relation to students' learning activities/assignments that integrated 4C skills along with the explanation how students develop the 4C skills in their learning activities or during completing the given assignments. Hopefully, the actions depicted in the analyses of students' activities/assignment instructed by the English teachers reflect the 21st-century teachers' teaching skills and can nurture 21st-century students' learning.

This qualitative research aims to answer research questions that reflect the actual situation at the time of research. Therefore the research questions were formulated: How do the English teachers integrate the 4C skills (communication, creativity, critical thinking, and collaboration) into EFL classroom? And what are students' learning activities and assignments that dominate the integration of 4C skills in EFL classroom?

2. METHODS

The research had been approached from a predominantly qualitative and interpretative perspective in the field work activities. The rationale for such an approach was that the research focus and methodology needed to be kept flexible and open to new areas of investigation as they possibly emerged from the data collection, analysis and interpretation. This research was conducted in 3 months and involved two English teachers from an English study program in one university in Pekanbaru, Riau as the research participants. Regarding timeline for a- 3 months research; in month 1, the research activities covered planning, searching literature review, selecting participants, and conducting initial interviews. In month 2: the researchers continued interviews, began observations, started document analysis, and managed data. In month 3, the researchers completed remaining data collection, engaged in preliminary data analysis, refined and validated findings, ensured data organization and backup. The two English teachers were selected based on the pilot study results in terms of their teaching activities that frequently integrated 4C skills by grouping the EFL students in any classroom activities.

The qualitative data was collected by using interview (focused on the reasons of employing activities and assignments that potentially developed 4C skills), observation (collected information of group activities and assignments that enhanced 4C skills development), and documentation (recorded all required data pertaining to students' group activities and assignments devoted to 4C skills' integration). The researchers analyzed the interview transcripts, observational fieldnotes, and screenshot documents following the steps of qualitative data analysis by: (1) coding (begun by reading through the data (transcripts, field notes, documents) and highlighting short phrases or labels that summarize the essence of the data; (2) grouping was done after initial coding, group related codes together to form broader categories by involving linking codes to each other to understand the relationships and hierarchies among them; (3) synthesizing - combining and integrating the grouped codes to form a comprehensive understanding and also comparing and contrasting different categories and subcategories to identify commonalities and differences; and (4) developing themes-identifying overarching concepts that encapsulate the grouped codes and categories and descriptions to answer the research questions. In terms of triangulation of this study, there had been the process of corroborating evidence from different individuals (between English teachers) and types of data (observational field notes, and interviews with the subjects) pertaining to this research focus.

3. FINDINGS AND DISCUSSION

3.1 *The English teachers instructed the learning activities and assignments in groups containing 4C skills in four assignment types*

The communication, creativity, critical thinking, and collaboration (or 4C) skills that are integrated into learning activities and assignments in EFL classes have been the focus of this qualitative research. Data that were analyzed derived from interview transcripts, observational fieldnotes, and screenshot documents. The researchers observed four English courses taught by the two selected English teachers: Applied Linguistics, Intensive Course, Speaking for Formal Setting, and Intercultural Communicative Competence. According to the results of this study, there were four major types of assignments assigned by the two English teachers that included the 4C skills in the learning activities: (1) making

videos for English learning, (2) making PowerPoint presentations, (3) making class projects, and (4) conducting asynchronous online discussions

3.1.1 4C skills (Communication, Creativity, Critical Thinking, and Collaboration) were integrated and developed in the assignment of making videos for English learning in groups

According to this study, students' 4Cs skills might be positively integrated and developed through the assignment "making video" for English learning. The guidelines presented in excerpt 1 provides an analysis of how this type of project could incorporate 4C skills in ELT lessons.

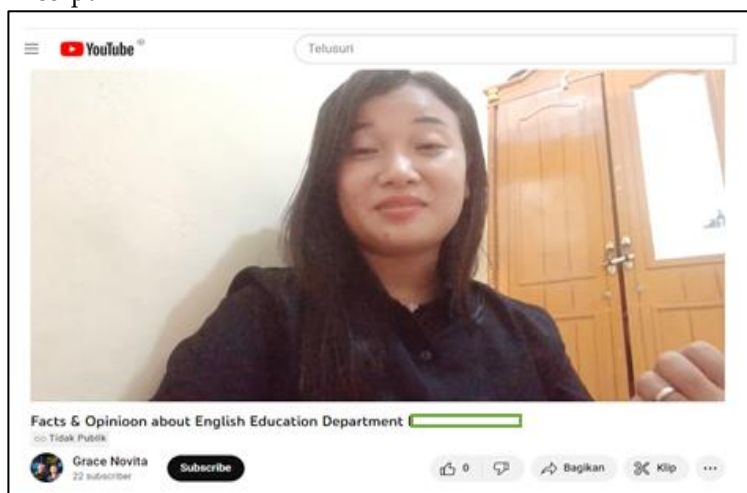
Excerpt 1

The screenshot shows a Google Classroom assignment page. At the top, there are tabs for 'Petunjuk' and 'Tugas siswa'. The main title of the assignment is 'Stating of "facts" & "opinions" about English Education Department FKIP UNILAK', dated '21 Mar'. A deadline is set for 'Tenggat: 27 Mar 23.59'. Below the title, there is a section for 'Instructions:' followed by a numbered list of six tasks. The instructions are: 1. Please think aloud and make statements of 'fact' in relation to English Education Department in Faculty of Education and Teachers Training Universitas Lancang Kuning. 2. Please think aloud and make statements of 'opinion' about English Education Department in Faculty of Education and Teachers Training Universitas Lancang Kuning. 3. Be sure to distinguish between facts and opinions (please see the given materials). 4. Please write your assignment and post it to google class as usual in pdf format. 5. Then, record the video of stating facts and opinions based on your own script and upload it to your YouTube channel. 6. Send the video link to google classroom as usual. The page ends with 'Thank you' and three smiley face emojis.

Excerpt 1 shows a given assignment in "Speaking for Formal Setting" class. The assignment that must be completed by the students was "making a video" with the topic "Stating of facts & opinions about English Education Department". The students were instructed to think aloud and make statements of "fact" and statements of "opinion". They were instructed to make sure to distinguish between facts and opinions, to write their assignment and post it to Google class as usual in pdf format, to record the video of stating facts and opinions based on students' own script and upload it to their YouTube channel, and to send the video link to Google classroom.

According to English Teacher 1 "I think by giving the students an assignment of making videos in groups, it can develop their communication skills, creativity, critical thinking, and collaboration since they have to get together, have group discussions, create the best videos, collect and synthesize many ideas, and collaborate or build teamwork in completing the videos". In short, the students were guided by the English teachers well in terms of learning content and also how to develop the 4C skills in their learning activities or assignments". It can be summed up that video projects actively engage students in the learning process. They become creators of content, which can enhance their interest and motivation compared to passive consumption of information.

Excerpt 2



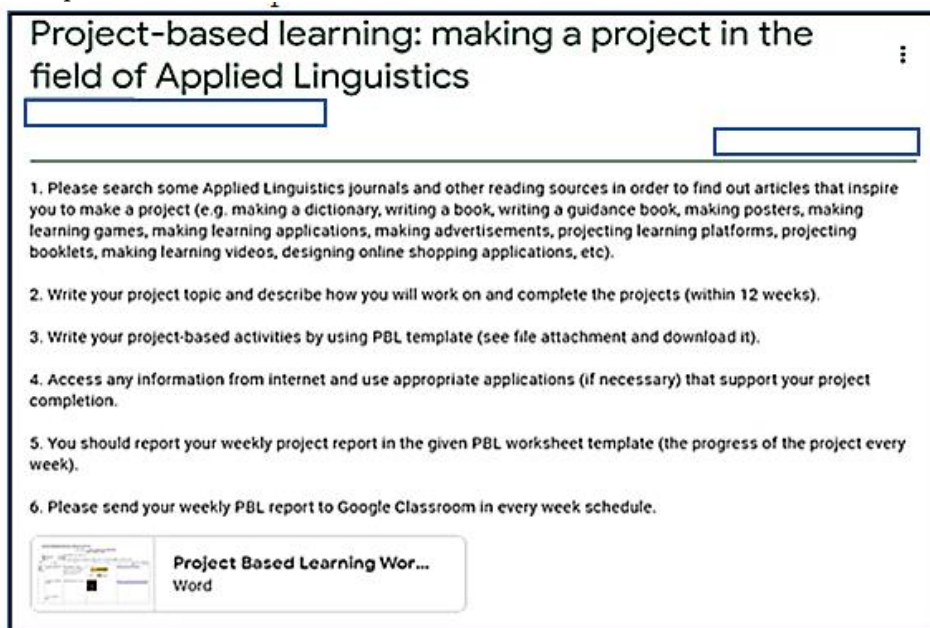
Excerpt 2 is a YouTube video sample named "Facts and Opinions about English Education Department" created by an English student. This video was created using the instructions provided in the "Speaking for Formal Setting" course instructed by the English teachers on Google Classroom. The sequential steps of the instructions began with "thinking aloud" about "facts and opinions" about the English Education Department, followed by "distinguishing between "facts and opinions," writing and posting the assignment to Google Classroom, recording the video and uploading it to the students' YouTube Channel, and finally the activities containing 4Cs skills. Students can improve their "communication," "creativity," "critical thinking," and "collaboration" skills by completing video assignments. In terms of developing "Communication" abilities, filming videos could help students communicate well, communicate through presentation, convey new ideas, listen well, speak/listen on time, communicate with technology, and communicate through textual forms.

Furthermore, as what was mentioned by the English Teacher 1 that generating videos had the ability to build "Creativity" skills because students had to produce ideas, investigate ideas, reflect on ideas, offer originality while making movies, apply ideas, work by self-direction, and innovate. In terms of developing "Critical Thinking/Problem Solving" skills, making videos required reasoning skills, the use of information, asking questions to understand project ideas, the use of multiple techniques, the use of feedback, learning from previous experience, mistakes and success, and the seeking of solutions while facing problems in the project of making videos. Making videos also required and trained "Collaboration" skills since the students must engage actively and respectfully with partners in making videos, respect other ideas, listen well, share and support each other with the team, open to compromise, participate, balance all views, and understand culture and the larger community. In sum, English teachers could develop students' 4Cs skills by assigning them making learning videos in English classroom activities.

3.1.2 4C skills (Communication, Creativity, Critical Thinking, and Collaboration) were integrated and developed in the assignment of "making class projects/PBL in groups"

This study found that the assignment of "making class projects" designed by the English teachers in a project-based learning (PBL) can positively integrate and develop students' 4Cs skills.

Excerpt 3



Project-based learning: making a project in the field of Applied Linguistics



1. Please search some Applied Linguistics journals and other reading sources in order to find out articles that inspire you to make a project (e.g. making a dictionary, writing a book, writing a guidance book, making posters, making learning games, making learning applications, making advertisements, projecting learning platforms, projecting booklets, making learning videos, designing online shopping applications, etc).
2. Write your project topic and describe how you will work on and complete the projects (within 12 weeks).
3. Write your project-based activities by using PBL template (see file attachment and download it).
4. Access any information from internet and use appropriate applications (if necessary) that support your project completion.
5. You should report your weekly project report in the given PBL worksheet template (the progress of the project every week).
6. Please send your weekly PBL report to Google Classroom in every week schedule.

Project Based Learning Wor...
Word

Excerpt 3 displays an assignment in “Applied Linguistics” class. The assignment was about “project-based learning: making a project in the field of Applied Linguistics”. The students were instructed to search some Applied Linguistics journals and other reading sources in order to find out articles that inspire them to make a project (e.g. making a dictionary, writing a book, writing a guidance book, making posters, making learning games, making learning applications, making advertisements, projecting learning platforms, projecting booklets, making learning videos, designing online shopping applications, etc), write the project topic and describe how students will work on and complete the projects (within 12 weeks), write project-based activities by using PBL template (see file attachment and download it), access any information from internet and use appropriate applications (if necessary) that support the project completion, report weekly project in the given PBL worksheet template (the progress of the project every week), and send the weekly PBL report to Google Classroom.

English teacher 2 explains that “*I think project-based learning in EFL classroom setting offers several benefits for EFL students like fostering a more engaging and effective learning experience in terms of real-world application and critical thinking skills since PBL promotes higher-order thinking skills as students navigate through the complexities of a project, make decisions, and address challenges. PBL also promote collaboration and teamwork that allow students to develop interpersonal skills, teamwork, and effective communication. I think PBL can also develop students’ creativity and innovation because students have to think creatively and innovatively to solve problems*”. The explanation given by English teacher 2 is in line with the given PBL in her class, as presented in excerpt 4.

Excerpt 4

Project Based Learning Worksheet of Working on the Applied Linguistics Project				
Project : (Making Nias Verbs Dictionary) Time Allocation : 12 weeks Purpose : Provide the particular verbs in English and Nias language for local people and tourists in learning Nias language and making friends to facilitate friendship and connection effortlessly.				
Week	Day & Date	Activities	Evidence (photos of activities)	References (books, Websites/links, Youtube links, etc)
Week 6	1. Thursday, October 27, 2022	Searching Applied Linguistic Journals and select an article/some articles that contain information about making project (making Nias Verbs Dictionary)		https://journals.equinoxpub.com/IAL/index
	2. Friday, October 28, 2022	Searching Nias Dictionary in Google		https://www.google.com/url?sa=&url=https%3A%2F%2Fshoppe.co.id%2FKamus-Bahasa-Nias-Indonesia-242331566-8864696497&pg=ADvVaw1z801aFqNzhXVRRq4ma&ust=1668144089323000&source=images&act=y&ved=0CBEQhvgEwoTCJrcJLvsrCFQAAAAAqAAAAABAT

Excerpt 4 is EFL students’ PBL worksheet with a project of “Making Nias Verbs Dictionary” sourced from an observational fieldnote in the English teacher’s class and her Google classroom. The students were free to select a project topic. This project making was done based on the English teacher’s instructions in Applied Linguistics course posted in Google Classroom. The instructions served as a guide for the students, beginning with searching some Applied Linguistics journals and other reading sources for articles that inspired students to create a project, writing the project topic and describing how students work on and complete the projects, writing project-based activities using the PBL template, accessing any information from the internet, and using appropriate applications (if necessary) that support the project completion, reporting weekly project in the given PBL worksheet template.

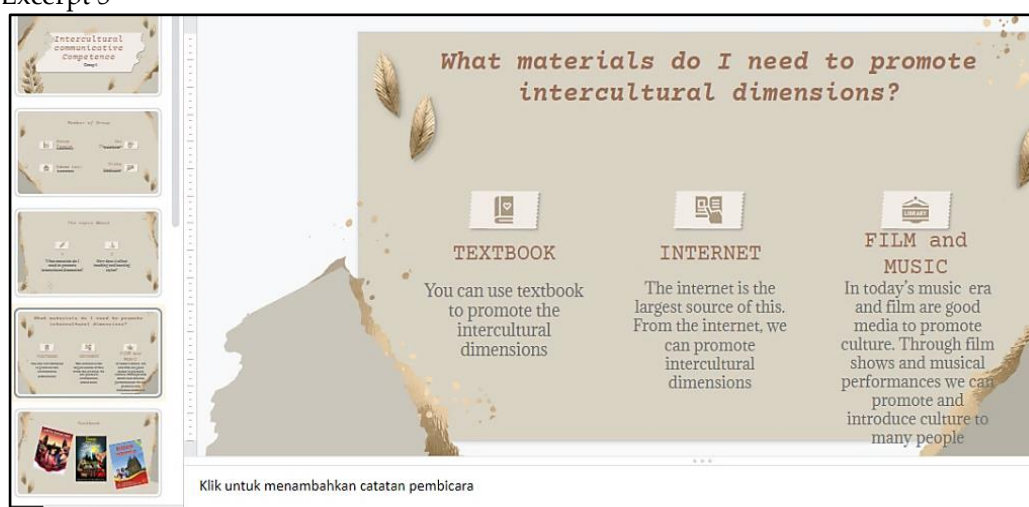
In terms of 4C skill integration as analyzed from the assignment instructed by the English teachers "making class projects," the first C "Communication" skill was developed concurrently. Students were instructed to communicate well, communicate through presentation, express new ideas, listen well, speak/listen on time, communicate with technology, and communicate through written formats when creating and reporting a project to class. constructing projects also potentially enhanced "Creativity" skills since kids must be able to produce ideas, study ideas, reflect on ideas, offer originality while constructing their projects, apply ideas, work by self-direction, and innovate.

In developing "Critical Thinking/Problem Solving" skills, making projects required reasoning skills, using information, asking questions to understand project ideas, using multiple techniques, using feedback, learning from previous experience, mistakes and successes, and seeking solutions while facing problems in making selected projects of Applied Linguistics class. Making projects also required and trained students' "collaboration" skills, as students were required to engage actively and respectfully with partners/team, respect other ideas, listen well, share and support each other with the team, be open to compromise, participate, balance all views, and understand culture and the larger community. Students can improve their "communication," "creativity," "critical thinking," and "collaboration" skills by working on the project. As a result, teachers can simultaneously develop students' 4Cs skills by assigning them projects in the English classroom.

3.1.3 4C skills (Communication, Creativity, Critical Thinking, and Collaboration) were integrated and developed in the assignment of "making PowerPoint presentation in groups"

The screenshot documents of students' power point presentations were evaluated in this study, and it was discovered that this assignment had potentially developed students' 4C skills. 4C abilities were automatically merged while creating and presenting the ppt. The English Teacher 1 mentions "I think PowerPoint presentations in groups offer several benefits for EFL students because this activity or assignment can facilitate communication development since they can present their ideas, research findings, or projects to the class in a structured and visually appealing manner. Also, ppt presentations can be a collaborative effort, that allow students to work together on ppt projects. This promotes teamwork, communication, and the sharing of ideas among students". In summary, PowerPoint presentations offer a versatile and effective tool for students, promoting visual learning, communication skills, technology proficiency, and preparation for future academic and professional endeavors.

Excerpt 5



Excerpt 5 is a powerpoint presentation retrieved from Google Classroom by one of the EFL students (observational fieldnote data). This presentation was created as a group project in the "Intercultural Communicative Competence in ELT" lesson. Students in the class were assigned intercultural subjects for PowerPoint presentations. Students used their 4C skills as they talked and collaborated to complete the PowerPoint creation. The students definitely expressed such fresh ideas while preparing and/or presenting the PowerPoint, listened effectively, spoke/listened on time, communicated with technology, and communicated through writing forms because they had to present the ppt of the assigned intercultural theme. Furthermore, making a good ppt presentation positively influenced "Creativity" skills because students needed to create ideas, research ideas, reflect on ideas, propose originality while making their ppt, apply ideas, work by self-direction, and make innovation.

Making a PowerPoint presentation in groups also trained students' Critical Thinking/Problem Solving skills, as this assignment required reasoning skills, using information from any related sources, asking to understand about the given intercultural topic, using multiple techniques to arrange the ideas, using feedback, learning from previous experience, mistakes and successes, and seeking solutions when faced with problems during presentation activities. Students also learned "collaboration" skills because they had to engage actively and respectfully with group members, respect other members' ideas, listen well, share and support each other with the group, be open to compromise, participate, balance all points of view, and understand culture and the larger community. Naturally, a ppt presentation assignment in an Intercultural Communicative Competence class could facilitate in the integration and development of 4C skills.

3.1.4 4C skills (Communication, Creativity, Critical Thinking, and Collaboration) were integrated and developed in the assignment of “conducting asynchronous classroom discussion

This study examined the screenshot documents of “Classroom Discussion on the Topic Success” and identified that this assignment was very useful to foster students’ 4C skills. Since the classroom discussion topic was posted by the English teachers in Google class, the students conducted their online classroom discussion asynchronously.

According to English Teacher 1 “Asynchronous class discussions can benefit the EFL students to participate in discussions at different times rather than in real-time. They have flexibility that allow students to participate at their own pace, accommodating different schedules and time zones. Students have more time to think critically about the discussion prompts and formulate thoughtful responses. Students can also improved their responses because they can review and revise their responses before posting”. The English teacher’s 1 statements is also supported by the English teacher 2 as she mentions “I think asynchronous class discussions can facilitate EFL students to access additional resources and reduce students’ anxiety because students can carefully consider their contributions without the pressure of immediate responses. Also, asynchronous discussions provide a documented record of EFL students’ interactions. This documentation can be valuable for both students and instructors as a reference for reviewing content, tracking progress, and assessing participation”. The two English teachers’ statements about the benefits of asynchronous discussions can be obviously seen in the assignment given by the English teacher to the students in excerpt 6.

Excerpt 6

Petunjuk Tugas siswa

Classroom Discussion on the Topic "Success"

Please define the meaning of "success" based on your critical thoughts! How would you describe your success? Do you think you have reached some criteria of your successful life? If so, please mention! Or you have been in your successful life now. As to enrich your knowledge about the topic, you may firstly search any information (by googling) of the people who have great achievements or successful life. Then, please join the discussion of the given topic by posting your comments!

25 komentar kelas

Hera Rahim 20 Des 2021
 Success in my opinion is when I can become a useful person for my environment, especially for my parents, the happiness of parents and family is my main priority. When I can carve a smile on my mother's face, when my mother is comfortable in my shade, that is the most important success that I want to achieve. And I want to be useful to society, when I am able to help everyone even though I am not rich, but my existence gives goodness to everyone, that is success with a broad meaning in my opinion. Because many people are rich, but disobedient to their parents, many people are rich but do not want to protect their families, many people are rich but do not benefit others.

That's success in the world in my opinion, namely success that we can reap the results in the hereafter.

Neni Kustina sari 20 Des 2021
 Success for me is to achieve all the goals and desires with a good result. The success I have achieved so far, I have finished school in midwife with a good result and make my parents proud. I also have a good mother wife.

Excerpt 6 (observational fieldnote data) shows an asynchronous classroom discussion posted in Google class. The students were instructed to join the discussion and posted their comments/critical thoughts based on the given topic “Success”. There were 25 comments posted by students as shown in excerpt 6. This indicates that students had actively joined or participated in the discussion forum, and communicated via written forms. The English teacher posted instructions and questions in order to lead the classroom discussion to be in a critical mode since she asked the students to firstly define the meaning of “success” based on students’ critical thoughts! Then, she addressed questions “how would you describe your success?” “do you think you have reached some criteria of your successful life?” if so, please mention!” “Or you have been in your successful life now”. As to enrich students’ knowledge about the topic, they were asked to search any information (by Google searching) of the people who

have great achievements or successful life. Then, the teacher asked the students to join the discussion of the given topic by posting their insightful comments. The sequential steps of the instructions in this asynchronous discussion class have positively triggered students' participation in the discussion forum. As a matter of fact, 4C skills could be integrated in this type of assignment.

In fact, "Asynchronous classroom discussion" as students' learning activities and assignments could also integrate the students' 4C skills into simultaneous processes. Before joining and posting comments in the classroom discussion, students were asked to prepare themselves with supporting knowledge about the given topic "Success". In terms of Communication skill, this assignment trained students' communication through written form. However, the students' comments must be communicated well. The aspect of "Creativity" skills could be developed since the students needed to create ideas, research ideas, reflect on ideas, and apply ideas. In terms of "Critical Thinking/Problem Solving" skills' development, an asynchronous classroom discussion also required reasoning skills, using information, asking to understand about the given discussion topic, sometimes using feedback, learning from the past experience, mistakes and success and seeking solution while facing problems in discussion forum. The skills of "Collaboration" also can be trained from an asynchronous classroom discussion when the students must engage actively and respectfully, respect other ideas, share and support each other, open to compromise, participate, balance all views, and understand culture and the larger community. Thus, an asynchronous classroom discussion could develop students' 4Cs skills.

3.2 Students' learning activities and assignments that dominated the integration of 4C Skills

This study identified 4 common types of students' learning activities/assignments that dominated the integration of 4C skills analyzed from learning documents/assignments in the EFL classroom. The 4 assignments frequently employed were making learning videos, making class projects, making power point presentation, and conducting asynchronous classroom discussion. The researchers tabulate the students' learning activities/assignments that dominate the integration of 4C skills. In this case, the researchers present the total number of all given assignments (based on classroom assignment instructions) from 4 English courses (Applied Linguistics, Intensive Course, Speaking for Formal Setting, and Intercultural Communicative Competence in ELT) as shown in table 1

Table 1. Documented Assignment types that dominated the integration of 21st century skills/ 4C skills

No	Assignment Types	Total Number of Classroom Assignments	Percentage
1	Making Learning Videos	11	15.50%
2	Making Class Projects	20	28.17%
3	Making PowerPoint Presentation	24	33.80%
4	Conducting Asynchronous Classroom Discussion	16	22.53%
Total		71	100%

Table 1 displays the data of documented assignments from 4 English courses (Applied Linguistics, Intensive Course, Speaking for Formal Setting, and Intercultural Communicative Competence in ELT) that dominated the integration of 4C skills. The most recurring assignment type employed and posted in Google classroom was "making powerpoint presentation" that made up 33.80%. The second dominant assignment type was "making class projects" that reached 28.17%. The assignment of "asynchronous classroom discussion" was employed in frequent that made almost 22.53%. The last type of assignment was "making learning videos" which made up about 15.50 %. Moreover, this qualitative research also provides the data of documented assignments based on the 4 analyzed English courses, as can be seen in Table 2

Table 2. Documented Assignment types from 4 English courses posted in Google Classroom

Assignment Types	Intensive Course	Applied Linguistics	Speaking for Formal Setting	IC in ELT	Total
Making Learning Videos	3	-	8	-	11
Making Class Projects	-	11	1	8	20
Making Power Point Presentation	-	-	-	24	24
Asynchronous Classroom Discussion	7	6	1	2	16
Total Percentage	10 (14.1%)	17 (23.94%)	10 (14.1%)	34 (47.86%)	71 (100%)

Table 2 presents the data of documented assignment types from 4 English courses with 4C skills' integration based on teachers' instructions posted in Google Classroom. The most recurring English course that employed 3 assignment types (making class projects, making powerpoint presentation, and asynchronous classroom) occurred in "ICC in ELT" that made up 47.86%. Applied Linguistics course used 2 assignment types (making class projects and asynchronous classroom discussion) that made up 23.94%. The English course "Speaking for Formal Setting" used 3 assignment types (making learning video, making class projects and asynchronous classroom discussion) that made up 14.1%. The last course "Intensive Course" had 2 assignment types (making learning video and having asynchronous classroom discussion) that reached 14.1%.

According to the analysis of assignment documents in terms of the dominant assignment types used in the four English courses that integrated 4C skills, the four assignment types can be promoted to be used more frequently if English teachers have the right intentions to integrate and develop 21 century skills/4C skills in ELT classrooms. This research also demonstrates that the 4C skills have been appropriately integrated in the four English courses. As a result, the analyzed assignment documents derived from classroom assignment instructed by the English teachers can be utilized as model samples for generating students' learning activities/assignments incorporating 4C skills in other English courses.

Discussion

The English teachers instructed the learning activities and assignments in groups containing 4C skills

The 21st century/4C skills have a strong authority in the fields of education including English language teaching. In the field of English foreign language domain, there have been a lot of best ideas and practices undertaking the development of 21st-century skills/4Cs (Erdogan, 2019; Yu, Ruzanna & Mohammad, 2019; Czerkawski & Berti, 2020; Handayani, 2017; Fandiño-Parra, 2013). This qualitative research has analyzed and found 4C skills (Communication, Creativity, Critical Thinking, and Collaboration) integrated into learning activities/assignments instructed by the English teachers in EFL classes in a university in Riau. This study demonstrates how 4C skills can be effectively integrated into students' learning activities/assignments in groups via four assignment types: making videos for English learning, making powerpoint presentations, creating class projects (project-based learning), and conducting asynchronous online classroom discussion. Of course, the current study findings have expanded on ideas and activities previously proposed by Erdogan (2019), who suggests that the 4C skills have connections with English language teaching and their integration into the four language skills (reading, writing, listening, and speaking), and he suggests activities for teachers to improve these

skills in EFL classes. In fact, the current study has identified four beneficial learning activities/assignments for integrating 4C abilities in the EFL classroom.

Furthermore, this study discovered that English teachers can increase students' 4C skills by assigning them to create learning videos in English classroom activities, because this assignment type employs "Communication", "Creativity", "Critical Thinking", and "Collaboration" indicators or actions. Students must communicate well, communicate with technology, create-research-reflect ideas, propose originality, work by self-direction, make innovation, use information, ask questions to understand project ideas, engage actively and respectfully with partners, respect other ideas, share and support each other, be open to compromise, participate, balance all views, and understand culture and the larger community when creating videos. What this study reveals is similar to Martnez-Cerdá, Caprino, and Torrent-Sellens' (2015) study, which demonstrates the importance and relevance of employing media in schools as a means of working and acquiring the necessary abilities for 21st-century citizens. Several topics are briefly suggested and proposed in this manner: awareness of 21st century skills; social innovation techniques; knowledge management among teachers; creative classrooms made possible by media devices; the efficiency and sustainability of media education initiatives; and open educational contexts that help to expand the current roles of teachers in schools.

Fandino-Parra (2013) motivates Columbian EFL teachers and promotes the incorporation of 4C skills into meaningful alternatives so that students benefit from learning English and, more importantly, understanding diverse perspectives, utilizing multiple media and technologies, and working creatively and collaboratively with others. In response to the previous research highlights, this current study demonstrates that students can develop their "Communication", "Creativity", "Critical Thinking", and "Collaboration" skills through making class projects developed in a project-based learning in an English subject "Applied Linguistics". As a result, teachers can simultaneously develop students' 4Cs skills by assigning them projects in ELT sessions is the most important part of the entire contents of scientific articles. The objectives of the discussion are: answering research problems, interpreting findings, integrating findings from research into existing sets of knowledge and composing new theories or modifying existing theories. Yu, Ruzanna, and Mohammad (2019) incorporate the 4C aspects, which are cooperation, communication, creativity, and critical thinking to increase students' English writing competence in a similar context of integrating 4C skills in ELT subject.

This study investigated and discovered that assigning powerpoint presentations in ELT classrooms has favorably helped the integration and development of 4C abilities. Students used their 4C skills as they talked and collaborated to complete the ppt assignment. To complete the assignments, students used communication skills, creativity skills, critical thinking skills, and teamwork abilities. According to Halvorsen (2018), the language skills can be easily activated by investigating a topic, discussing or debating it with peers, and writing about what students discover, and this activity does not require high levels of English competence in order to develop 4C skills. As a result, a PowerPoint presentation in class can be used as an acceptable template for combining 4C abilities in English learning. Supena, Darmuki, and Hariyadi (2021) have assessed the influence of the 4C (Constructive, Critical, Creativity, Collaborative) learning model on students' learning outcomes. The results show the 4C skills influence of academic ability on students' learning outcomes revealed significant values in cognitive, psychomotor, and affective domains.

Furthermore, this research conclusion demonstrates that "an asynchronous online classroom discussion" functioned as students' learning activities as well as an assignment, allowing it to combine the students' 4C skills in parallel processes. Because students must publish their insightful and critical ideas/thoughts in response to the specified discussion topic, this exercise primarily demands communication and critical thinking skills. A well-instructed asynchronous classroom discussion topic could potentially trigger students' critical thinking. Warsah, Morganna, Uyun, Hamengkubuwono, and Afandi (2021) studied the impact of collaborative learning (CL) on critical thinking skills in the field of Islamic education by highlighting Islamic radicalism as well as their critical thinking retention in a different way and learning context than what this study has revealed regarding critical thinking

development in ELT classroom. According to the findings, CL has aided in the retention of students' critical thinking skills. As a result, the students regarded CL to be beneficial to their emotional awareness, learning motivation, cognitive development, and broad-mindedness.

Students' learning activities and assignments that dominated the integration of 4C Skills

This study discovered that learning activities/assignments instructed by English teachers with a grasp of 4C skills could influence students' learning processes and outcomes related to 4C skills development. In terms of 4C advocacy in the English language classroom, Handayani (2017) contends that effective English instructors must be skilled and knowledgeable in order to meet the needs of the twenty-first century. According to the assignment instructions provided by the teachers, the majority of students' work in ELT classes adequately incorporated 4C skills. Making a class project is, in fact, the most common assignment type created by English teachers. The other three assignments, which included making instructional video, making a power point presentation, and participating in an asynchronous online classroom discussion, were also used frequently.

Here, the teacher's position is very powerful in driving the learning goals to what the globalizing world today demands. Srikongchan, Kaewkuekool, and Mejaleurn (2020) demonstrated that backward instructional design based learning activities may develop students' creative thinking with lateral thinking approach. This study addresses the issue by offering an instructional strategy that combines the benefits of backward instructional design and lateral thinking to encourage students' creative thinking. The findings of students' creative thinking from TTCT-Figural (Form A) demonstrated that after learning using the proposed learning activities, all students greatly improved their creative thinking.

This study discovered that four recorded activities/assignments instructed by the English teachers clearly mirrored 21st century teachers' teaching skills, as successful achievement of 21st-century teaching skills can nurture 21st-century students' learning. Valtonen et al. (2021) highlight how pre-service teachers perceive their 21st-century skills and dispositions, which are expected of today's students for successful future careers; thus, how students perceive these skills or what kind of dispositions they have in this regard are important during teacher education. Furthermore, according to Fandino-Parra (2013), EFL classrooms should be filled with meaningful and intellectually stimulating activities, practices, and processes that allow students to not only effectively articulate thoughts and ideas using spoken, written, and nonverbal communication, but also to understand complex perspectives, make judgments and decisions, and collaborate creatively with others. Sun (2016) claims that to grow English speakers into fully skilled language users, critical thinkers, and constructive agents of social change; the purpose of ELT has evolved from just improving language abilities and imitating fluent English speakers to instilling in pupils a feeling of social responsibility.

This study highlights the importance of instructors critically analyzing what the twenty-first century has to offer in order to improve their pedagogical processes and learning practices, particularly in well-organized learning activities/assignments with 4C skills integration in EFL classes. In addition, Ananiadou & Claro (2009) demonstrate that ICT applications can reinforce and increase communication activities as well as the development of coordination and collaboration abilities among colleagues in various paths of 4C skill development. Collaboration, according to Lai (2011), entails participants working together on the same task rather than in parallel on separate sections of the assignment and can have a significant impact on student learning, particularly for low-achieving students.

Furthermore, according to Palmer (2015), collaborative activities must go beyond simply sharing papers via email or generating PowerPoint presentations; co-creating digital resources, presentations, and projects with other students will make classroom activities more realistic. Maley & Bolitho (2015) assert that when the correct conditions are met, everyone is capable of being creative, particularly in language since language allows pupils to form new associations, exciting combinations, and new

meanings. Klynhout (2018) advises that English teachers develop critical thinking and problem solving abilities in their classes by not asking questions that have only one correct answer or that can be replied with "Yes" or "No." Instead, we can inquire, "How did you know...", "What does that tell you...", and "Why..." Instead of delivering one-word replies seen in dialogue or text, these questions allow students to demonstrate their understanding. Such inquiries can improve higher-order analytical and interpretive thinking skills more than mere memory and reporting.

4. CONCLUSION

This qualitative research study concludes that students' learning activities/assignments in the courses, such as making learning videos, making class projects, making power point presentations, and conducting asynchronous classroom discussions, can be used as templates to integrate and develop 4C skills (Communication, Creativity, Critical Thinking, and Collaboration) in ELT classrooms. According to the analysis of activities/assignments in terms of the dominant assignment types used in the four English courses that integrated 4C skills, the four assignment types can be promoted to be used more frequently if English teachers have the right intentions to integrate and develop 21 century skills/4C skills in ELT classrooms. This research also demonstrates that the 4C skills have been appropriately integrated in the four English courses. As a result, this research findings can be used as model samples for developing students' learning activities/assignments incorporating 4C skills in other English courses. This study suggests that future researchers find more influential and effective learning activities/assignment types in ELT classrooms and uncover more acceptable paths for fostering 4C skills in students' education. As a result, the potential step toward achieving this goal must begin with the notion that 21st century instructors' teaching abilities are very important and determining, because the achievement of 21st-century teaching skills can nurture 21st-century students' learning. Future research on students' 21st-century skills development in EFL classrooms can take many different forms, addressing different gaps and constraints particularly in technology integration, cultural contexts, equity and access, teacher preparation, and professional development, among other areas.

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