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Integrating 21st Century 4C Skills in an Armenian EFL Classroom

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Master of Arts in Teaching English as a Foreign Language

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DEDICATION

I dedicate this thesis to my parents, who taught me to work hard for the things that I aspire to achieve.

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Abstract

The 4C skills of the 21st Learning and Innovation skills have long been recognized for their undeniably significant advantages for learners' future success in perceiving knowledge and information needed in this century. There have been several studies on the 4C skills worldwide, but no study has been done in Armenia. This research adopted an explorative intervention approach to investigate the extent to which the 4Cs are used in Armenian EFL classroom and how the implementation of these skills affect students' attitudes towards their language learning experiences. The participants in this study were 7th grade 19 students and the English teacher of that class in one of the public schools of Yerevan, Armenia. The data collected from the pre and post-study interviews with the teacher, lesson observations, content analysis, and pre and post-study surveys with the students were analyzed qualitatively and quantitatively. The study results showed that mainly collaboration and communication were used in that classroom. According to the students' perceptions due to the intervention, they become more active and engaged in their English classes and confident in speaking. Additionally, their communication, collaboration, creativity, and critical thinking skills were also developed.

Key Words: Armenia, 21st-century skills, 4C Skills, students' attitudes, explorative intervention approach.

CHAPTER ONE: INTRODUCTION

The 21st century differs from other centuries with the number of the population and in other areas have gone over changes too. It is a new world in almost every field, such as economics, politics, technology, environment, and education (Shin & Crandall, 2014). Education plays a significant role in the 21st century, prioritizing equipping students with skills necessary to learn and maintaining learning that meets students' needs. Education must also strive to educate a generation of students who will be able to acquire the information and skills necessary to make use of digital technology (Trilling & Fadel, 2009). Academics in education have realized that education systems must be modified or rebuilt to acquire the essential knowledge, skills, and attitudes to meet the needs of 21st-century learners.

P21 has identified various core subjects in 21st-century education to support successful students the 21st century, such as mathematics, art, English, science, and history. English is one of the essential core subjects for students in the 21st century as it is an international language, and its use will help students face the challenges arising in this century. Besides the core subjects, there are three other groups within the P21 framework such as 1) life and career skills, (2) learning and innovation skills, and (3) information, media, and technology skills other (Partnership for the 21st Century, 2007b).

As advocated by the Partnership for the 21st Century (2007b), learning and innovation skills are increasingly being acknowledged as distinguishing features between students who are prepared for complicated life and work contexts in the twenty-first century and those who are not. To prepare students for the future life, an emphasis on 4Cs, namely creativity, critical thinking, communication, and collaboration, is required (Erdoğan, 2019).

In our global and digital world, communication and collaboration skills enable students to connect competently and respectfully with others, particularly across cultures in varied and international business settings and communities (P21, 2009). Whereas creativity allows students to think out of the box, imagine different scenarios, and produce high-quality everything they are doing (P21, 2009). Critical thinking skills help students evaluate the information they encounter daily, whether from the Internet, the media, their homes, or their workplaces. It equips students with the skills to assess the quality and usefulness of information, analyze and evaluate data, make informed decisions, and take action (Bedir, 2019).

Many studies have been conducted to understand the teachers' attitudes toward using 21st-century skills in EFL teaching. They highlighted that these skills should be definitely taught and have a positive attitude. However, they mentioned that the teacher should be provided with theoretical and practical training to ensure an effective teaching process (Baran-Łucarz & Klimas, 2020; Tran, 2021). However, the students' attitude towards using 4C skills in the EFL context has not been examined so well so far.

To equip students with the 4C skills they will need in the future, these skills must be integrated into classrooms, schools, and language centers as it will result in citizens and employees who are appropriately competent for the 21st Century.

1.1 Problem Statement

Many studies have been done on the importance of integrating the 4C skills in EFL classes and students' perceptions of whether the 21st-century skills of collaboration, communication, critical thinking, and creativity are addressed in their classrooms. The insights helped me understand whether the content of English classes met the demands and challenges of the 21st century. Additionally, student perceptions of the relevance of current teaching and

learning patterns in the classroom are essential in determining what is relevant for fulfilling the requirements of a global economy and a twenty-first-century world. However, the research has not addressed the question to what extent and how the 4C skills are implemented in such developing countries as Armenia.

1.2 Significance of the Study

The importance of implementing 4C skills is that these skills will 1) allow students to communicate in real-life situations easily, 2) be more open to collaboration and teamwork, 3) make judgments and find appropriate solutions, 4) be more creative both in their language usage and life. This study will contribute to improving 4C skills in Armenian EFL learners.

1.3 Purpose Statement

This study aims at understanding to what extent the 4C skills are used in the Armenian EFL classroom of the 7th grade in a public school and implement them to see what changes will happen in students' attitudes toward their English learning experiences.

The current research study seeks to answer the following research questions:

RQ1. To what extent are the 4C skills used in the Armenian EFL classroom in a public school?

RQ2. How does the implementation of 4C skills influence EFL students' attitudes towards their language learning experiences?

CHAPTER TWO: LITERATURE REVIEW

The world is changing rapidly, requiring each individual to be ready for new challenges. The massive use of technology and globalization changed people's perception and lives of how they communicate, solve problems or work together. The educational system has a crucial role in this change process, as it helps students find better ways to adjust to these changes and create a successful career later in life. Given the changes in our world, people of ages should learn and relearn what they need to know, as what they learned today might be out of date tomorrow (Shin & Crandall, 2014).

To respond to the changes in our world, a concept of 21st-century skills was introduced. This concept can be interpreted as ...a set of knowledge, skills, or traits necessary to function effectively in today's world (Baran-Łucarz & Klimas, 2020, p. 24). The Partnership for 21st Century Learning's (2009) framework was founded, which contained three categories of skills: (1) life and career skills, (2) learning and innovation skills, and (3) information, media, and technology skills, all of which are essential for 21st-century learning.

In this chapter, I outline the theoretical framework for my study, then talk about the 4C skills separately, their underlying aspects, and the relevant evidence of their implementation in EFL classrooms. Then I examine the main teaching methods suggested in the literature to develop the 4C skills. Finally, I explore the existing research done in the Armenian EFL context to see to what extent 4Cs are used in Armenian EFL classrooms.

2.1 21st Century Skills

21st-century skills mix content knowledge, particular skills, expertise, and literacies required to have a successful work and life (Ledward & Hirata, 2011). According to Ledward & Hirata (2011), these skills are more than technological literacy; they incorporate proficiency in

problem-solving, critical thinking, teamwork, and communication. These skills allow individuals to a) obtain, synthesize, and transmit information; b) collaborate across differences to solve complicated challenges; and c) produce new knowledge with the help of innovative use of numerous technologies (Ledward & Hirata, 2011).

The framework used in this study is Partnership for 21st-century learning (P21). It is a national organization founded in 2001, based in Washington, D.C., which serves as a 21st-century education movement aiming at working with businesses, students, parents, educators, and the government to make sure that students are equipped with content knowledge and curricula which they will need for their college and career. This movement established the “Framework for 21st Century Learning” and put forward 18 skills considered necessary for students’ success in their lives and careers. Later, these skills were considered too complicated and too many, so Roekel (2017) simplified them into four skills: communication, critical thinking, collaboration, and creativity, and as all these skills start with the letter “C” hereafter, they have been defined as 4C skills.

Quieng et al. (2015) argued that the essence of 21-century skills is equipping the individuals in the future to confront the problems of real-life positions to maintain the advancement of the world and convert it into an improved situation to be alive. They also added that the purpose of educating and acquiring in the 21 century is to make students competent in “content knowledge, specific abilities, literacy, numeracy, and technology uses” (p. 72).

The Partnership for 21st Century Skills (2007b) states that although current schools reflect the impact of industrial and information age models, the modern 21st-century school must focus on cognitive skills and combine content and real-world relevance. The Partnership has developed a framework consisting of fundamental subjects such as English, Reading, Language

Arts, World Languages, Arts, Mathematics, Economics, Science, Geography, History, and Government and Civics, as well as interdisciplinary themes such as global awareness, financial, economic, business, civil literacy, health literacy, and environmental literacy. These subjects and themes are categorized into three fundamental skills: a) Information, Media, and Technology Skills, b) Life and Career Skills, and c) Learning and Innovation Skills.

Information, Media, and Technology skills include information literacy, media literacy, and Information and Communication Technology (ICT) literacy to access and use information, create and analyze media products, and apply technology effectively (Trilling & Fadel, 2009). The Life and Career skills category includes skills such as flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility. The Learning and Innovation skills category stresses that 21st-century learners should have creativity, collaboration, critical thinking, and communication skills, also known as 4Cs, to prepare them for the requirements of the global world in terms of both work and life (Lai & Viering, 2012).

Several studies have been conducted to explore the effectiveness of using 21st-century skills in the EFL classroom. One study was done to determine their effects on listening and speaking skills. The study was experimental, therefore, control and treatment groups were created based on 55 participants studying in the second grade of high school. Students in both groups had the same English proficiency level. The results showed that the treatment group, students taught employing 21st-century skills, had better performance in listening and reading skills. Thus, the study concluded that 21st-century skills significantly impacted listening and speaking skills (Hamid et al., 2017). Besides the speaking and listening skills, the use of 21st-

century skills can also positively impact students reading comprehension skills, which were proved by the study conducted by Farhady & Motallebzadeh (2014).

Another study has been done on the importance of using 4C skills during English classes. In their majority, these studies conclude that equipping students with 4C skills is essential because it will help them get quickly oriented in their future profession and be involved in a positive environment at university. These soft skills are taken into account by the employers hiring fresh university graduates, as the existence of these four skills testify that a person is a good team member and will be able to quickly solve any issues that emerge in their job (Dung, 2020, as cited in Tran, 2021).

As discussed previously, the 4C skills are communication, collaboration, critical thinking, and creativity which will be discussed below.

2.1.1 Communication

According to the Partnership for 21st Century (2009), communication proposes the articulation of thoughts and ideating using verbal, non-verbal, and written forms in various contexts and forms. The purposes of communication can be different, such as informing, instructing, motivating, and persuading. Additionally, Huang (2010) states that communication generally implies the exchange of thoughts and ideas to convey information.

Effective communication has always been considered valuable in public and professional life. Still, newer media and communication technology solutions necessarily require an even stronger focus on overcoming communication issues, and that is why students should be equipped with appropriate skills that enable them to communicate successfully for a variety of purposes and in a range of situations and settings, including multilingual contexts. This variety of contexts involves interactions with various people, which will help students understand how

successful relationships are constructed and maintained (Baran-Łucarz & Klimas, 2020). Good communication skills can regularly reduce misunderstandings, errors, frustrations, and conflicts (Huang, 2010).

According to Trilling & Fadel (2019), today's students in the English classroom should listen effectively and express their thoughts and ideas using verbal, written, and nonverbal communication skills in different contexts and forms. Non-verbal communication deals with conveying information, whereas verbal communication is concerned with the content or content of the information transmitted. Therefore, communication skill does not just rely on the grammar and vocabulary of the language, but it also entails the ability to communicate effectively according to the context, interlocutors, topic, time, and location.

Some external factors may hinder students from developing their communication skills in EFL classrooms. As Fajriah & Septiyant's study (2021) discussed, one of those hindering external factors is the lack of vocabulary knowledge. If the students are not well aware of the discussed topics and concepts, they will fail to express their ideas successfully. Another issue, again stated in the same study, maybe the students' feeling of fear of making mistakes during the communication. The proper method adopted by the teacher will help the students reduce the level of fear and encourage them to express themselves even with the wrong vocabulary. Also, appropriate activities such as role-plays, group discussions, and storytelling will enable students to speak (Fajriah & Septiyanti, 2021).

To develop students' communication skills in English, Trilling, and Fadel (2019) suggested that teachers have to implement several techniques and strategies to help students effectively build communication skills needed for the 21st century. First, teachers need to teach students how to articulate their ideas in diverse environments so others can understand them and

create effective communication. Providing students with opportunities to listen to native and non-native speakers of English will help them concentrate not only on their language but also take into account the interlocutor's cultural background, values, and attitudes. Finally, as communication skill is used with other skills, teachers need to equip students to analyze, evaluate and synthesize information in communication (Fajriah and Septiyanti, 2021).

2.1.2 Collaboration

According to the P21, collaboration is the ability to work effectively in a diverse team, the flexibility and willingness to be helpful in a team to achieve one common goal, and simultaneously valuing the individual contribution to the achievement of that goal (Partnership for 21st Century, 2007b). While according to Roschelle & Teasley (1995), collaboration can be defined as building and effectively using relationships and informal networks to attain a common goal.

A study was conducted with 8 English teachers and 154 Grade 8 students from 4 junior high schools to find out how teachers are planning and implementing group activities and what students' and teachers' perception of 21st century collaboration skill is. The results showed that the group activities were primarily unplanned and did not include any set of rules. The teachers justified this because they had limited class time to use any grouping strategy. Groups were formed by asking students to make a group with peers sitting next to them and did not have any grouping strategy. Regarding the students' perception of using group work in their English classes, most of the students mentioned that such activities positively impact their learning (Artini & Padmadewi, 2018).

According to Fajriah & Septiyanti (2021), collaboration skills in the EFL classroom include:

- a. Giving and receiving feedback from team members to do the same task in English.
- b. Sharing roles and ideas with others in English.
- c. Recognizing the skills, experiences, creativity, and contributions of others.
- d. Listening and acknowledging the feelings, worries, and opinions of others.
- e. Developing on the ideas of a colleague or team member.
- f. Expanding on a colleague's or teammate's ideas.
- g. Using the English language intelligently to express personal viewpoints.
- h. Carefully listening to others in conflict situations.
- i. Identifying English language issues in a non-threatening manner.
- j. Sharing and keeping up with the group's decisions.

Regarding the importance of collaboration in the 21st century, it enables learners to become more challenged both socially and emotionally as they share and listen to each other's ideas and knowledge, resulting in innovations (Roschelle & Teasley, 1995). Moreover, collaboration among communication skills helps students connect competently and respectfully with others, particularly across cultures, in various international businesses and communities (Erdoğan, 2019). It is also believed, that collaboration can foster learning and productivity (Huang, 2010).

2.1.3 Critical Thinking

The Partnership for the 21st Century Learning defined critical thinking as the ability to think clearly, and rationally and understand the logical connection between ideas (Partnership for 21st Century, 2007b). In addition, the Foundation For Critical Thinking defined critical thinking as "...intellectually disciplined process of actively and skillfully conceptualizing, applying,

analyzing, synthesizing and evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action” (Glaser, 2022). At the same time, prominent educator Hughes tried to conceptualize the term critical thinking in education and argues that it is a “growing picture” as more and more people are trying to define it. In the end, it results in various definitions (Hughes, 2014, p 10).

Some leading experts highlight the interconnection of critical thinking to creativity, and philosophers Richard Paul and Linda Elder prove it by mentioning that “. . . thinking requires both imagination and intellectual standards” (Richard and Alder, 2006, p 12, as cited in Gut & Wan, 2011). High-quality thinking supposes that people act both critically and creatively – “we produce and assess, generate and make judgments about our thoughts and ideas” (Gut & Wan, 2011, p 12).

A study was conducted to determine whether critical thinking-based EFL lessons stimulate students’ language learning and their reactions towards such English classes. The participants were 37 first-year university students. The study revealed that the critical thinking approach in EFL classes enhanced students’ engagement in the learning process as the students were interested in activities and focused on completing the given tasks. It was also discovered that critical thinking helped students have better language learning experiences (Jantrasakul, 2012). Another study was done by Tuzlukova et al. (2018) aimed at finding teachers’ perception of using critical thinking skills in EFL classroom and showed that teachers think that this skill should be included in English classes as it is beneficial for the learners.

Klynhout (2018) suggests that if the teacher wants to include critical thinking in a lesson, he/she should avoid using such questions which suppose yes/no responses, instead use such questions as “ How do you know...? What tells you...? Why...?” which will make the student

think thoroughly and give appropriate answers. Such questions will promote students' higher-order skills of making analyses, recalling, or reporting. Including such activities as debates, group projects, and criticizing a book or a poster will assist students in thinking about possible solutions to real-life problems. Other skills besides critical thinking skills can be developed as well, depending on the teacher's purpose. For example, in a debate, the teacher can ask a student to do research and elicitations, take notes, listen to others and bring arguments to stand for his/her ideas. Thus, various activities can be incorporated into lessons to develop students' high-level thinking skills, specifically critical thinking.

2.1.4 Creativity

The Partnership for the 21st Century Learning defined creativity as the ability to create ideas by elaborating, refining, and evaluating them (Partnership for 21st Century, 2007b). While according to Hana & Hacène (2017), creativity is correlated with several elements such as imagination, divergence, intellectuality, lack of conventionality, originality, and flexibility. This definition proposes that students have original and unusual thoughts, problem-solving skills, and the ability to make connections and use imagination to produce new ideas and findings. As Bialik & Fadel specify (2015), creativity is not limited to creating works of art or music but is an integral part of such fields as scientific thinking, entrepreneurship, design thinking, or mathematics. As for English language teaching, "... the process leading to creative learning through implementing new methods, tools, and content stimulates learners' creative potential" (Hana & Hacène, 2017, p. 355).

Creativity manifests itself as a part of freedom and diversity to be filled with new ideas and perspectives, whereas innovation keeps that creativity and becomes useful for others in a broader sense (Gut & Wan, 2011). On this point, a well-known educator in the development of

creativity and innovation, Sir Ken Robinson, during one of his Ted talks, “Do schools kill creativity” said, “We don't grow into creativity, we grow out of it. Or rather, we get educated out of it” (Robinson, 2006). Robinson (2006) talks about the traditional education that the teachers and parents used to give to their children. They always try to bring up children with their own rules and criteria, thus depriving them of such skills as creativity and innovation. Day by day, they get rid of their imagination and wait for others to give some hints about what to do next.

There has been research on the correlation between foreign language learning and creativity, and it revealed that language learning increases creativity among students. The vice versa is that creativity promotes effective language learning. The same study showed that advanced EFL learners have higher results in creative thinking than monolinguals. The researchers explain that this can be connected to the fact that the language learning process includes learning a language and its culture, customs, and beliefs, making the student more sophisticated (Ghonsooly & Showqi, 2012).

Several studies have been done to find out teachers' perceptions of incorporating creativity skills in EFL classrooms. It revealed that teachers have positive attitudes and think that creative thinking improves teachers' teaching skills and enables students to become better thinkers and active learners. Additionally, they believe that “...creative thinking could be used to achieve better learning outcomes and promote students' language skills” (Hana & Hacène, 2017, p. 360). However, they highlighted that they do not have enough competencies to teach creativity in the EFL classrooms, and appropriate training sessions should be created to equip teachers with such skills (Saleem Masadeh, 2021; Hana & Hacène, 2017).

2.2 EFL Teachers' Perception of 4C Skills

Many studies were conducted on the attitudes of English teachers towards 21st-century skills. One such study was done by Bedir (2019) among Turkish English teachers and revealed they were moderately familiar with 21st-century skills. Additionally, Tsourapa (2018) investigated Greek EFL teachers' attitudes towards 21st-century skills and found that they have a positive attitude and implement different technological tools to make students' classes more innovative and creative.

Tran (2021) researched EFL teachers' perceptions of 4C skills, and the results showed that they are highly aware that these skills are significant for the students' future success. Teachers of this study think these soft skills play a crucial role in students' lives while finding a job or moving to a new company. From the academic perspective, they mention that implementing the 4C skills makes their classes more active as students communicate and share ideas. Teachers noted that the communication between students during classes could reduce their boredom and encourage them to learn the language with more enthusiasm; thus, the teacher-centered lessons will be student-centered (Tran, 2021). Additionally, some teachers noted more growth in their students' 4C abilities in student-centered classrooms rather than in teacher-centered (Harshbarger, 2016).

Talking about the teachers' difficulties in implementing 4C skills in an EFL context, some teachers of the same study by Tran (2021) point out that using all these four skills is challenging. The first argument presented by the teachers is the lack of time and difficulty of using the textbook and simultaneously integrating the 4C skills into the lesson. Another argument is the inability to use these 4C skills during one class; therefore, teachers prefer using one or two skills during one class. The choice of skills to be taught belongs to the teacher, who

should consider such factors as students' proficiency and competencies. Tran highlights that the teachers of his study mostly had difficulties with creativity and critical thinking, as these are mainly for bright students. In contrast, communication and collaboration are for mediocre students (Tran, 2021).

Another study showed that EFL teachers trying to incorporate the 4Cs into the classes had difficulties developing students' self-confidence in expressing themselves. The difficulty was evident while teaching students creativity (Fajriah & Septiyanti, 2021) and collaboration skills. Regarding communication skills, a study done by Fajriah & Septiyanti (2021) in Indonesia with four language teachers from public and private schools showed that students mostly had issues with speaking as they were afraid of making mistakes because of poor vocabulary or wrong pronunciation. Here, the teacher's role was to motivate students to speak freely without any barriers. The same study showed that using critical thinking is mainly challenging for the teachers rather than students. Teachers found it difficult to elaborate appropriate lesson plans and techniques to teach critical thinking skills, while the students had a hard time understanding what critical thinking meant and how to make use of it (Fajriah & Septiyanti, 2021).

2.3 Students' Attitudes towards 21st Century Skills

According to Wagner (2008), schools should catch up with the world, as the need for 21st-century skills will undeniably affect the students' future. When the world changes but the schools do not do the same, education will fail to provide students with such skills, which will make them globally competitive (Wagner, 2008). Thus, students must be flexible, adaptable, curious, and good critical thinkers and problem solvers (Hillman, 2012).

A study conducted by Landon (2019), who aimed to determine the students' perception of the 21st Learning and Innovation skills (also known as 4C skills), revealed that students had

positive perceptions of the importance of 4Cs in their classes. The age of students was 18 and higher. The study's findings on the importance of using 4C skills among students were communication (94.2%), collaboration (84.9%), critical thinking (79.9%), and creativity (89.3%). The surveyed students in the study stated that in the 21st century, it is essential to know how to share thoughts and ideas with others (communication), be able to use imagination to adopt new approaches when producing work (creativity), work with others to reach one common goal (collaboration) and look at problems in new ways (critical thinking). However, students' experiences of the usage of 4C skills during their classes showed that students' classes included collaboration (67.6%), communication (54.1%), creativity (40.9%), and critical thinking (39.2%) respectively. The study concluded that students' expectations did not match the classroom practices (Landon, 2019).

There seems to be not much research on students' attitudes towards 4C skills in the EFL context. A study was conducted with the students of the English Education Department at one of the Private Universities in Indonesia to understand the students' perceptions of 21st-century skills, and the results showed students had satisfactory development of the 21st-century skills. In addition, the study found out that students gave high importance specifically to critical thinking skills and collaboration skills (Fatmawati, 2018).

Another study was conducted to determine the students' perceptions of the implementation of 4C skills in learning English. The questionnaire was used for each skill and the results showed that students had a highly positive perception of the implementation of critical thinking skills, then communication, collaboration, and creativity, respectively. The study also showed that students thought that implementation of 4C in EFL classrooms plays a significant

role in building success in their lives. It also helps them learn English effectively and easily (Amaliah, 2020).

2.4 Classroom Teaching Methods for the Implementation of 4C skills

Teachers' role in helping students improve their 4C skills is significant by using appropriate teaching methods and approaches. To foster the 4C skills of the 21st century, teachers should employ innovative techniques and approaches that will help combine cognitive and social skills with content knowledge and improve students' engagement in the learning environment (Alismail & McGuire, 2015).

2.4.1 Project-based Learning

There are several teaching methods that teachers can use to enhance the 4C skills. Project-based learning is one of the methods which allows students to be in the roles of communicator, critical thinker, creative problem solver, and collaborator. According to Harun (2006), Project-based Learning (PBL) is a model for classroom learning, which differs from the traditional teaching methods where classes are usually teacher-centered and isolated. Additionally, "...projects are complex tasks, based on challenging questions or problems, involving students in design, problem-solving, decision making, or investigative activities" (Thomas, 2000, p.1). Projects are interdisciplinary in their sense, and they require the students' knowledge from various aspects to complete their tasks.

Regarding the role of students, it is claimed that the project is "...student-driven to some significant degree" (Thomas, 2000, p.4). It allows students to work collaboratively with their peers on the same project and simultaneously keeps their individuality and independence.

In one of the studies with 30 EFL students, Wongdaeng & Hajihama (2018) assigned them projects including 21st-century skills, and study findings confirmed that students'

communication and collaboration skills improved along with noticeable positive changes in their motivation and attitudes. Additionally, the surveyed students mentioned that projects allowed them to have an active role in the classroom and noted that the successful results of their projects raised their self-esteem as they had contributed to manifesting a good attitude toward their peers.

Teachers' role in project-based methods is to avoid one-way lecturing in which the teacher is speaking during the whole lesson, and the students rarely interrupt (Takeda, 2021). This type of teaching usually makes students easily bored and not interested in the course. Thus, most of the time, students should express their ideas, actively participate in the class, cooperate, and help each other. Meanwhile, teachers are expected to design the course, set curriculum goals and objectives, coordinate the course schedule, facilitate students' discussions and help them develop their language skills (Milošević, 2016). At the same time, the goals of PBL presented by Milošević (2016) include assisting students in developing flexible knowledge, effective problem-solving skills, self-directed learning skills, effective collaboration skills, and intrinsic motivation.

2.4.2 Communicative Language Teaching

Communicative Language Teaching (CLT) is an approach that provides adequate conditions for the implementation of 4C skills. CLT is the approach that most contemporary teachers would subscribe to, despite being widely misunderstood and misapplied. CLT is based on the belief that learners will learn best if they participate in meaningful communication (Brandl, 2008).

Communication in an EFL classroom requires more than linguistic competence; it also requires communicative competence (Freeman, 2018). It means that linguistic competence is not enough for successful communication; other factors, such as the context and society, impact the conversation. The learner may be fluent in vocabulary and grammar but fail to use that

knowledge in a certain situation under certain circumstances. Thus, this approach establishes communicative competence among the learners that will stimulate their communicative skills in further situations.

Communicative competence assumes a set of abilities, which include being able to use appropriate language in certain social situations (sociolinguistic competence), using correct structures and vocabulary (linguistic competence), and being able to interact efficiently to avoid problems caused by communication malfunctions (Brandl, 2008). Richards includes the following aspects of language knowledge in the term “communicative competence”:

- Knowing how to use language for a range of different purposes and functions
- Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication)
- Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations)
- Knowing how to maintain communication despite having limitations in one’s language knowledge (Richards, 2005).

Nowadays, many teachers try to make their classes as communicative as possible.

Freeman suggests several techniques such as language games, jigsaws, and information gap activities that can be used in the CLT approach (Freeman, 2018).

2.4.3 Collaborative Language Learning

According to research, collaborative learning has been found to enhance the students’ learning experience, content knowledge engagement, self-esteem, and diversity inclusion. Many various teaching strategies use collaborative learning, and they have been proven to be more

effective than individualistic or competitive learning in creating academic accomplishment in a meta-analysis. When students learn cooperatively, they are more optimistic about school, the subject's content, teachers, and their peers (Bialik, 2015). Additionally, collaborative learning also promotes the growth of metacognition, the development of concept formulation, and discussion or debate at higher levels of thinking. It allows students to practice monitoring one another, detecting errors, and learning how to check their errors. Students can expand their knowledge and build 21st-century skills such as the capacity to work in groups, solve problems, and apply their knowledge to new contexts (Barron et.al, 2008, as cited in Fajriah & Septiyanti, 2021).

2.5 The English Language Classroom in Armenia

The role of education in Armenia is becoming a matter of priority each time. Armenia is a country that is always in ongoing attempts to become strong and independent. Its education system is subject to changes all the time. The classes at schools under the Soviet Union were teacher-centered, and the teacher was an all-knowing figure in the classroom (Terzian, 2010). Teachers and books could never be questioned as they were considered the primary sources of students' knowledge (Cirocki & Farrelly, 2016).

In 2004, a committee made up of policymakers and local educational professionals, selected administrators of Armenian secondary schools, and university professors drafted the Armenian National Curriculum (the Curriculum) and the State Standard for Secondary Education (SSSE). The Curriculum and the SSSE were designed to address issues raised by the Armenian education system's post-Soviet transition by providing a regulatory framework for elementary, middle, and high school levels (also known as secondary schools).

Although these efforts were made to change teachers' practices and methods at schools, this program served as a tool to affect the country's political and economic systems (Terzian, 2010).

A study was done by Khachatryan, Petrosyan, and Terzian (2013) to examine two components of general education reforms in Armenia – teacher professional development and general education content. According to the surveyed teachers, the authors inferred that there was no solid proof that the educational system progressed toward a well-defined objective. No priorities were identified that might lead to system improvement. According to the report, the state standards, textbooks, and assessment methodologies were not yet integrated into the general education system. The authors inferred that the state standards seem to have modern learning outcomes such as independent, critical/creative thinking, and cooperative work style. However, in practice, the knowledge that the teachers equip students, on the other hand, is more textbook-driven, which contains academic mainly content on the subject, including factual, theoretical, and foundational knowledge. Moreover, students' learning is tested based on measurable knowledge rather than critical knowledge.

Learning gaps are a severe problem that affects countries' educational systems and people's well-being and productivity across their lifetimes. According to the World Bank in Armenia (2021), teaching practices, instructional resources, and textbooks are outdated, and curricula are not created to be consistent with modern labor market needs. Students are not equipped with fundamental skills, which usually results in difficulties in finding a job appropriate for them.

The poor quality of education, particularly practical skills, and current knowledge has surfaced as a significant issue. Young Armenian learners lack general skills such as problem-

solving, critical and creative thinking, collaboration, languages, leadership, and technical abilities, which hinder them from building their successful careers (World Bank, 2021).

As for the students in the EFL classroom, Hovhannisyan did research to find out the attitudes of Armenian students towards English and found out that most of them are educated (postgraduate degree) and have positive attitudes towards English. The purposes of learning English are different, but most of them want to learn English to study or work abroad; other responses are that they seek to have successful careers and participate in international conferences and seminars (Hovhannisyan, 2016).

Regarding the implementation of 4C skills in the Armenian EFL context, there seems to be no literature done in the field. Therefore, this study aims at finding out to what extent the 4C skills are used in a public school and how the implementation of those skills can influence students' language learning experiences.

CHAPTER THREE: METHODOLOGY

This study employs exploratory intervention research aiming to find out the extent to which 4C skills (communication, collaboration, critical thinking, and creativity) of the 21st century are used in an Armenian EFL classroom, develop these skills through intervention and explore what kinds of changes it causes among students' attitudes.

The main aim of exploratory research is investigating topics or areas that have not previously been studied in-depth (Singh, 2007).

The following chapters describe the educational setting of the study, the participants, the data collection instruments, and the procedures of data collection and analysis.

The sampling method of the study is non-probability purposive as a specific school and classroom were selected to do the research. Purposive or judgmental sampling is a strategy where a particular setting, participants, or events are chosen to gain data that cannot be acquired from other sources (Maxwell, 1996). The research employed a concurrent mixed methods approach, including equal qualitative and quantitative strands. Data triangulation was implemented to ensure the study's validity and reliability in collecting data on the same question from different perspectives. In exploratory research, triangulation refers to more than one data-gathering instrument, for example, observations followed by interviews, surveys supplemented by observations and focus groups, or comparisons between multiple forms of data (Paltridge & Phakiti, 2019).

3.1 Restatement of the Research Questions

Based on the purpose of the study and the gaps in the literature review, the following research questions guide the study.

RQ1. To what extent are the 4C skills used in the Armenian EFL classroom in a public school setting?

RQ2. How does the implementation of 4C skills influence EFL students' attitudes towards their language learning experiences?

To answer the research questions at the beginning of the study, observations were done by the researcher in the target classroom. The teacher was interviewed, and the students were given a pre-study survey. The second part of data collection included a post-study survey with the students and a post-study interview with the teacher.

3.2 Educational Context, Participants, and Materials

The research was conducted at one of the public schools in Yerevan. The participants were 19 students from one class and an EFL teacher. One of the students did not participate in completing surveys as it seemed she had a hard time with her classmates. All the students were native speakers of Armenian aged from 11 to 13. The English proficiency level of students ranged from elementary to high elementary. The English teacher has had teaching experience for almost 28 years. The regular English classes in the target classroom took place twice a week for 45 minutes per. The lessons were based on the textbook for seventh-graders, English 7 (Gasparyan et al., 2014) designed for low intermediate levels of language proficiency.

3.3 Ethical Considerations

Ethical considerations have been interwoven with all the study phases throughout the whole research process. An IRB (Institutional Review Board) certification in the “Human Participants Protection” course enabled the research to conform to ethics principles and protect the participants' rights.

Before conducting the study, approval was received from the school's headmaster. Afterward, the English teacher gave oral consent to participate in the research, while the parents of the students gave their written consent so that their children could participate in the study

The data collection process was done anonymously. During the semi-structured interview of the teacher, she agreed to be recorded, considering that it should be confidential and that upon the completion of the study, all the recordings and responses will be deleted. The teacher's time and workload were taken into account during the implementation of the research not to disturb her with extra work.

The surveys of the students were anonymous, protecting the participants' privacy and encouraging them to be honest in their responses. They were not asked to write their names on the paper. The name of the school and the participants are confidential, and the data are used merely for educational purposes.

3.4 Instruments

Both qualitative and quantitative data were collected for the study.

The quantitative data were collected through:

- Pre-study survey with the students
- Post-study survey with the students

The qualitative data were collected through:

- Pre-study interview with the teacher
- Post-study interview with the teacher
- Textbook analysis
- Lesson observations
- Researcher journal

Before administering the instruments, the surveys and interviews were revised in consultation with the thesis supervisor. All the necessary changes were made.

3.4.1 Pre-study and Post-study surveys

Pre and post-study surveys were implemented among the selected students in an EFL classroom to answer the two research questions under this study (see Appendices F, G). The goal of the pre-survey was to find out the extent to which students are using the 4C skills in their lessons. While the post-survey aimed at discovering what kind of changes happened after implementing activities that promote the development of 4C skills. Both surveys included can-do statements that were the same as pre and post-study surveys and additional open-ended questions to identify what difficulties or development students had after the intervention. The collected data from both surveys were triangulated with the help of researcher observations, teacher interviews, and researcher journals.

The surveys were Likert-scale questionnaires which are used with a much larger group of students to examine the question from a quantitative perspective. This type of item usually includes a statement and has four or five response options, typically including strongly agree, agree, neutral, disagree, and strongly disagree. Besides, the surveys were created using the can-do statement's criteria, asking learners to assess what they can do. Can-do statements are used to measure the students' performance changes over time, and it also encourages learners to set goals to develop their performances (ACTFL, 2011).

3.4.2 Pre and Post-study Interviews

The teacher was interviewed before starting the study to learn more about the teacher's background, teaching methods, students' experiences, and awareness of 4C skills. As a qualitative data collection method, the interview was semi-structured. It combined a

predetermined set of open questions to foster conversation with the interviewer's freedom to delve further into specific themes or responses (Cho, et al., 2018). It included such questions as “What methods do you use in your teaching? Do you use any specific activities which you think are very influential among your students? (see Appendix B). Overall, the interview lasted for 30 minutes.

The post-study interview with the teacher was designed to elicit the teacher's reflections on the changes that the intervention stimulated. It was intended to determine the teacher's perceptions of the efficiency of implementing 4C skills or changes in the students' learning experiences. The post-study interview included questions like “Do you think your student's attitudes changed after implementing 4C skills? Have you noticed any challenges that your students experienced during the implementation?” (see Appendix C). Both pre and post-study interviews were transcribed for further analysis.

3.4.3. Textbook Analysis

The textbook was analyzed qualitatively in terms of the incorporation of activities and tasks which develop the 4C skills. The main criterion was whether the tasks and exercises created opportunities for being creative, collaborative, communicative, and critical thinkers. For the textbook analysis, two units of the textbook were taken because of time constraints, then a checklist was formed consisting of 26 indicators. Each indicator represented one of the 4C skills; for example, indicators from 1 to 8 were for creativity. Categorizing the indicators would help make conclusions based on a specific skill. For the evaluation of the indicators, a scale from 0 to 4 was determined where 0 was for “little or no evidence”, while 4 was for “full evidence”. Also, there was a place for notes for the researcher (see Appendix E).

Schools and their teachers in Armenia are subject to creating curricula based on particular standards elaborated by the Ministry of Education, Science, Culture, and Sport of the Republic of Armenia. The standards analysis aimed to determine whether these standards touch upon the 4C skills. Additionally, the analysis helped understand how much freedom these standards gave the teacher during their English classes.

3.4.4 Lesson Observations

Before starting the study, the researcher observed two classes in the target 7th-grade class to approve the data triangulation of the first research question. The teacher was informed about the observations in advance. The purpose of the classroom observations was to determine the extent to which the 4C skills were used and how they were used. The research in observations was done deductively, as a checklist with specific criteria driven by the principles of 4Cs was elaborated before starting the observations (see Appendix D). The checklist included 12 indicators that were related to the 4C skills. There was a place for the notes which were taken in detail to consider during the analysis of the data.

After having a pre-study interview with the teacher, two further observations were done with another class in 7th grade with the same teacher. Still, the teacher was not informed when exactly the observation would happen in this case. The primary purpose was to verify the collected data as the teacher's responses to the interview questions were mismatched with the first observation.

All the observations were analyzed based on a deductive approach, which supposes that specific criteria or rubrics are elaborated on in the literature review before starting the observations. Then the researcher tries to find instances in the observations to match those

criteria. Besides that, the researcher's journal was used to triangulate the data gained from the observation checklist.

3.4.5. Researcher Journal

A researcher journal or diary is a self-reflective tool to reflect on the practices, thoughts, and feelings that the researcher had during the whole study process. It can include mindmaps, drawings, sketches, and various notes. This tool is used to gain records of the researchers' insights to gain more actual data (Burns, 2009, as cited in Paltridge & Phakiti, 2015). After each intervention class, the researcher wrote a summary of the lesson's process. It included the successful and unsuccessful activities, tasks, or any issues encountered by the students.

3.4.6 Intervention Procedure

As mentioned above, exploratory intervention research is being implemented to understand whether the intervention makes changes in students' attitudes. For the intervention purposes, the researcher took the role of both the researcher and the teacher. It means the intervention procedure of implementing 4C skills took place by the researcher. The intervention procedure lasted for four weeks, and English classes took place twice a week; overall, eight classes were included in that procedure. After two weeks of teaching, students had a spring break for a week. The actual teacher of that class was present during all intervention classes. The researcher-teacher was responsible for creating lesson plans (see Appendices H, I). The tasks and activities used in the intervention part of the study were selected mainly from the 7th-grade textbook and redesigned to develop students' 4C skills. This was done not to cause any changes in their English classes program scheduling. Those redesigned tasks concentrated on reading, writing, speaking, and listening skills.

3.5 Researcher Positionality

For this study, I acted as both a researcher and a teacher in my case. I taught English students and created lesson plans to develop their 4C skills (see Appendices H, I). Although, there was a collaboration between the teacher and me, which helped me gain more insights into the students of that particular classroom.

3.6 Data Collection Process

The data collection process started with the observations, teacher interviews, and student surveys at school in a face-to-face setting. The whole interviewing process was recorded with the consent of the teacher. Principles of privacy and confidentiality were observed during the interview process.

The observations happened with the written consent of the students' parents and the oral consent of the teacher and headmaster. Observations took place twice a week; the headmaster, teacher, and students were informed about them in advance. Each class lasted for 45 minutes. After the observations, the students were asked to write a pre-study survey during one of their classes to prove the validity and reliability of the results; it lasted for twenty minutes. The survey was both in Armenian and English to ensure the students did not have any issues with understanding the questions.

The other two observations took place in another 7th-grade classroom; the same checklist was used in the first observations. Detailed notes were also taken to ensure that all the necessary information was written down to answer the first research question. The students and the teacher did not know when the observation would take place precisely.

Then, after the intervention, the students were asked to write a post-study survey, which again happened during one of their regular classes and lasted for 25 minutes. The post-study interview occurred after the intervention stage of the study.

3.7 Data Analysis

The data analysis was done with the use of mixed methods.

The quantitative data obtained from the tests and surveys were analyzed via statistical analysis for social sciences (SPSS software, version 26) and Excel, while the qualitative data from the interviews, observations, textbook and standards were analyzed descriptively.

The data provided by the pre-test and post-test were analyzed with the help percentages aiming to see the differences and changes within the same group of students. As the sampling size was small reliability test was not done.

The qualitative data gained from the pre and post-study interviews with the teacher, observations, researcher journal, textbook, and standards analysis, were analyzed descriptively.

CHAPTER FOUR: RESULTS

The current study was conducted to determine the extent to which the 4C skills are used in the Armenian EFL context and how the implementation of 4C skills can affect students' attitudes towards their English learning experiences. The following chapter will seek to answer the research questions put forward in this study.

4.1 Research Question 1

To what extent are the 4C skills used in the Armenian EFL classroom in a public school setting?

Classroom observations and pre-study interviews were used as research instruments to answer the first research question pre-study survey with the students. As for the content analysis, textbook and standards evaluation were done to see whether they provide teachers enough opportunities to teach the 4C skills.

The pre-study survey with the students included 11 can-do statements based on 5 points Likert-type scale: strongly agree, agree, neither agree nor disagree, disagree and strongly disagree. The option “strongly disagree” was not chosen for all the statements. Each statement stood for the particular skills of 4Cs that helped understand which skills are developed and which are not among students. Table 1 below shows that according to the students' perception, they have good communication and collaboration skills, as the number of strongly agree or disagree choices is the lowest for the statements of communication. Specifically, for the communication skill, 61% of the surveyed students could express different ideas and listen to what others say, while for the collaboration, 83% of the students could work in groups with their classmates, and 78% could do their part during team works. In comparison, the results for the creativity and critical thinking skills showed that for the creativity skill, 83% of students could quickly learn

and remember new things, while the other statements proved that 44% of the students were bad at creating new stories and improvising (33%). Whereas for the critical thinking skills, 50% of the students could freely ask questions to the teacher, and 44% could not be in different roles and provide arguments for their opinions.

Overall, the pre-survey showed that students are good at communication and collaboration skills, whereas their critical thinking and creativity skills are not well developed.

Table 1

Pre-study Survey Analysis with Percentages

		Proportion of students		
4C skill	Statements	Strongly agree or Agree	Neither agree or disagree	Strongly disagree or Disagree
creativity	I can do the tasks that ask me to improvise.	22%	44%	33%
	I can create new stories during our English classes at school.	28%	28%	44%
	I can express creative ideas based on prior knowledge.	33%	39%	28%
	I can easily learn and remember new things during our classes.	83%	17%	0%
critical	I freely ask questions to my teacher	50%	33%	17%

thinking	during our English classes.			
	I can be in different roles and act in different situations during role-plays of English classes.	17%	39%	44%
	I can provide arguments for my opinion during the English classes.	22%	33%	44%
communication	I can attentively listen to what my teacher or classmates say during our classes.	33%	44%	22%
	I can express and listen to different opinions during discussions of English classes	61%	39%	0%
collaboration	I can participate in group works and work with my classmates during English classes.	83%	17%	0%
	I can do my part when I work in a group during our English classes.	78%	22%	0%

The results of the observations, which were gathered based on a specific checklist, showed that the English classes in that classroom included communication and collaboration

skills. At the same time, there were not enough opportunities for creativity and critical thinking skills. Each checklist statement stood for a particular 4C skill (see Appendix D).

The statements for the collaboration skill were primarily relevant to the practical classes. The observed classes included group work activities related to grammar, where students had to open the brackets and form an “if clause sentence.” Within their groups, students decided on their roles, who would write the answers, and who would present them to other groups, which corresponded to the statement *“lesson incorporates group activities where students are assigned into the specific roles”*. The groups were formed with the students' initiative as they formed them based on their previous lessons. When one group presented the activity, other groups were supposed to listen carefully to give feedback on whether they were right or wrong, which covered the statement from the checklist *“lesson incorporates group feedback in assessment of writing tasks”*.

Communication skills existed in observed classes as well, as, within their groups, students were communicating and expressing their thoughts on the activity. However, the language for communication was Armenian and not English. During one of the interviews, the teacher mentioned, *“students do not have a rich vocabulary to articulate their ideas and express themselves”*. Therefore, the teacher allowed students to use Armenian and asked students to try to say the same thing in English. Except for within-group communication, there was no such overall during the class as students were not doing any pair work. Although there was enough Q&A between the teacher and students, as the teacher was always trying to include students in the presentation of a new topic by asking, *“students, can you tell me how do we form the first conditional?”* and eliciting answers from the students which stimulated the integration of students to the whole lesson.

There was little integration of critical thinking, but one thing that the teacher always included in her teaching was to start the class by writing the goals of that lesson on the blackboard. She presented the goals of the lesson to students, and at the end of the class, she asked whether they achieved those goals or not. This technique was meant to stimulate students' analytical skills by thinking about what they did and what results they had. There was not any implementation of creativity, and the lessons did not meet the statements included in the checklist, such as *"lesson incorporates role plays and improvisations, art and crafts"*.

The observations' results were validated with the help of a pre-study interview with the teacher, which was semi-structured. The interview showed that the teacher had a lot of experience in the teaching field, and she taught grades four, five, seven, and eight as she mentioned, she used different methods with each class; for example, she pointed out, *"I use games on the fourth and fifth classes, I think that they are children, they need games. But seven and eight, I think they are grown-ups, although it doesn't mean that their activities should be serious and boring"*. Regarding the language skills that she was teaching, she highlighted that she tries to use four main language skills (speaking, listening, reading, and writing). She mainly used two of them during one class, as the academic time does not allow teachers to use all the four language skills in one class. She also highlighted that those skills are interconnected, and it is impossible to teach them separately.

Regarding the 4C skills, she mentioned that she was familiar with them as the newly elected headmaster of the school organized various seminars and training for the English teachers and there, she learned about 4Cs. To the question *"do you use 4C skills during English classes?"* she answered, *"I do my best and try to use them as much as possible but mostly I am using communication and collaboration skills"*. Talking about the importance of these skills, she

said *“The 4C skills are very important because they develop students’ skills to communicate, express their minds, and ideas. And not just to say “I know English, I know grammar and that’s all. So, no, they are really and very important for thinking. I think creative thinking is the most important thing for all subjects. Yes, we should teach our students how to think and how to think creatively”*”.

During the interview, the teacher mentioned that she was using various activities to develop those 4C skills like creating dialogues, retelling the text and various group works. She highlighted that the textbook does not provide enough range of activities. Thus, she tried to use other supplementary materials in the lesson, like maps, charts, posters, and listening tasks. Overall, the results of the pre-study interview with the teacher showed that she was using mainly collaboration and communication skills, which were consistent with the results of the observation and students’ pre-study survey analysis.

To see whether the public school textbooks provide enough opportunities for the teachers to teach and for the students to learn 4C skills, content analysis was done on the standards and the textbook of the 7th grade. The Ministry of Education, Science, Culture, and Sports in Armenia developed specific educational standards for each subject at school. Public schools in Armenia should follow the standards of that subject to ensure the students' academic performance. The aim of teaching foreign languages, as it is mentioned in the standards, is to equip students with abilities to communicate in a multilingual world. The standards are classified according to the school (basic, middle and high school) and such categories as oral and written communication, reading, and listening. Each category consists of several subcategories, and what refers to 4C skills, the standards touch upon communication and critical thinking skills.

The standards for oral communication skills showed that students in the middle school should be able to read/listen and understand different authentic materials, describe an imaginary or real event by explaining their thoughts, and communicate through emails by expressing their attitudes towards social and cultural events. It is clear that according to the standards students should have communication skills.

Besides the communication, the standards touched upon the critical thinking skills, which showed that students should be able to “generate their new ideas; analyze their own decisions; do comparisons of the given information”. Nothing was mentioned in the standards about collaboration and creativity skills. Overall, it is clear that the standards allow teachers to teach only communication and critical thinking of 4C skills through English. However, as the teacher mentioned during the pre-study interview, “*standards are well created but what about the textbook that they give to us? It is old and does not correspond to today’s reality*”.

For the textbook analysis, a checklist was created to measure to what extent the textbook allows teachers to teach the 4Cs (see Appendix E). First, regarding the book's organization, it consisted of two parts for the 1st and 2nd semesters. Each part of the book had 4 units, and each unit had three sections: A (speaking and writing), B (focus on reading), and C (focus on grammar). Interestingly, there was not any section for listening, and overall, the textbook did not include any listening activity, although the standards had a section for developing listening skills. This means that listening activities should be incorporated into EFL classes with an initiative of the teacher’s supplementary materials, which include activities on handouts and equipment for playing the audio. The teacher mentioned the school does not provide such technologies to the teacher. So, it may mean that if the teachers want to include listening activities in their classes, they have to provide all the needed materials themselves.

Secondly, referring to incorporating 4C skills in the textbook, the checklist included 26 statements, and each statement represented one of the 4C skills. To measure the content scale from 0 to 4 was used. The analysis showed that some activities would develop students' communication skills. The statement "*textbook includes activities that allow students to articulate their ideas through oral and written communication*" was the most evident. Some activities supposed that students would have pre-reading or short talking points speaking or writing a short story based on the unit's topic. And there was partial evidence of the statement "*textbook encourages peer feedback for the speaking*" as during one of the activities students had to make a list of their favorite hobbies and then compare the results with their peers. Meanwhile, there were no activities where students could provide peer feedback for the listening, reading, or writing tasks.

The results for the collaboration skill revealed that the textbook did not provide any group work where students would achieve one common goal, distribute functional roles within their groups, provide each other feedback on their peers' collaboration skills or stimulate interaction between group members. Thus, the indicators for the mentioned activities were marked as 0 (little or no evidence). Only the indicator "*textbook stimulates interaction of students as pairs*" was marked as partially evident. The chosen units included activities where students had to interview the pair or make a list of their pair's answers to specific questions. Overall, there were few opportunities for the development of collaboration skills.

The creativity skill was not highlighted in the textbook at all. The checklist consisted of such indicators as "*textbook incorporates activities that ask students to improvise; includes tasks that ask students to use digital tools to create videos, ppt; teaches students the stages of idea*

generation” which were not evident in the textbook. So, the textbook could not stimulate the development of students’ creativity skills.

As for the critical thinking skill, some indicators were partially evident in the textbook, such as *“textbook incorporates group discussion activities”* as students had to write a story, read it out loud in the classroom, and discuss it. However, it was not clear what it meant to discuss it in the class, as there were not any specific instructions on what students had to do. Also, it was noted one situational activity that was more or less connected to our reality. The students had to complete the “if clauses” with their response to the situation e.g *“Tell the class what will happen if you wake up late tomorrow morning?”*. There was also partial evidence of activities of looking at pictures and making interpretations. Overall there was some evidence of critical thinking skills, although the standards again highlighted more than the textbook.

To summarize, as reported above, the pre-study survey with the students showed that they had basic competencies of communication and collaboration skills, and creativity and critical thinking skills were almost missing in them. Nearly the same result was gained from the pre-study interview with the teacher, who highlighted she had been mainly using communication and collaboration skills. Whereas the results from the content analysis revealed that standards touch upon communication and critical thinking skills, and the textbook did meet those standards partially, as there was mostly evidence of communication skills.

4.2 Research Question 2

How does the implementation of 4C skills influence EFL students’ attitudes towards their language learning experiences?

To answer the second research question of this study, a post-study survey with the students was done by analyzing the percentage of each statement. The same can-do statements

were used both for pre and post-study surveys. The survey was based on 5-point Likert Scale, where 1-strongly agree, 2-Agree, 3-Neither agree or disagree, 4- Disagree, 5-Strongly disagree.

The results are illustrated in Table 2, which shows that according to the analysis of the percentages of each statement, there is a significant difference in pre and post results for the creativity skill, and students can easily do the tasks which ask them to create new stories during English classes. For this statement, 67% of the students chose strongly agree or agree; however, in comparison to the pre-study survey, in the post-study survey nobody chose to disagree.

For the critical thinking skill, a significant change took place in the statement “I freely ask questions to my teacher during our English classes,” as 83% of students in the post-study survey chose the options strongly agree or agree. In comparison, in the pre-study survey, only 50% of the students chose that option. There has also been a significant change in the statement “I can provide arguments for my opinion during English classes”, as 44% of students chose strongly agree or agree, while less people chose disagree option (17%).

There have not been major changes in the communication skill, but for collaboration skill, the statement “I can participate in group works and work with my classmates during English classes” changed compared to the pre-study survey, as 92% of the students chose the strongly agree or agree options.

Overall, the results showed that implementation of 4C skills caused a lot of changes and all of them were positive, and there was an improvement in the students' skills.

Table 2

Percentage Analysis of pre and post-study surveys with the students.

		Test	Proportion of students		
			Strongly agree or Agree	Neither agree or disagree	Strongly disagree or Disagree
4C skill	Statements				
creativity	I can do the tasks that ask me to improvise.	Pre test	22%	44%	33%
		Post test	50%	33%	17%
	I can create new stories during our English classes at school.	Pre test	28%	28%	44%
		Post test	67%	33%	0%
	I can express creative ideas based on prior knowledge.	Pre test	33%	39%	28%
		Post test	50%	39%	11%

	I can easily learn and remember new things during our classes.	Pre test	83%	17%	0%
		Post test	94%	6%	0%
critical thinkin g	I freely ask questions to my teacher during our English classes.	Pre test	50%	33%	17%
		Post test	83%	17%	0%
	I can be in different roles and act in different situations during role plays of English classes.	Pre test	17%	39%	44%
		Post test	39%	33%	28%
	I can provide arguments for my opinion during the English classes.	Pre test	22%	33%	44%
		Post test	44%	39%	17%
commu	I can attentively listen to what	Pre test	33%	44%	22%

communication	my teacher or classmates say during our classes.	Post test	56%	39%	5%
	I can express and listen to different opinions during discussions of English classes	Pre test	61%	39%	0%
		Post test	83%	17%	0%
collaboration	I can participate in group works and work with my classmates during English classes.	Pre test	83%	17%	0%
		Post test	92%	8%	0%
	I can do my part when I work in a group during our English classes.	Pre test	78%	22%	0%
		Post test	89%	11%	0%

Besides the can-do statement, the post-survey of the students included other questions as well to find out the changes in their attitudes towards their learning experience and their opinions about the new format of English classes. Firstly, to find out what they liked about the new format, the following question was analyzed in Figure 1. Students could choose more than one option and the results showed that students mostly liked group works, listening activities,

writing a composition and doing a crossword. One of the students added a comment to that question and mentioned that she/he liked that additional worksheets were provided for the homework. The same question, for triangulation purposes, was asked to the teacher during the post-study interview from her perspective and she mentioned that *“they liked crosswords because. So to tell the truth, during my lessons, I didn't give them crosswords. And listening as well, because during my lessons, I give them less opportunity to listen, to have listening”*.

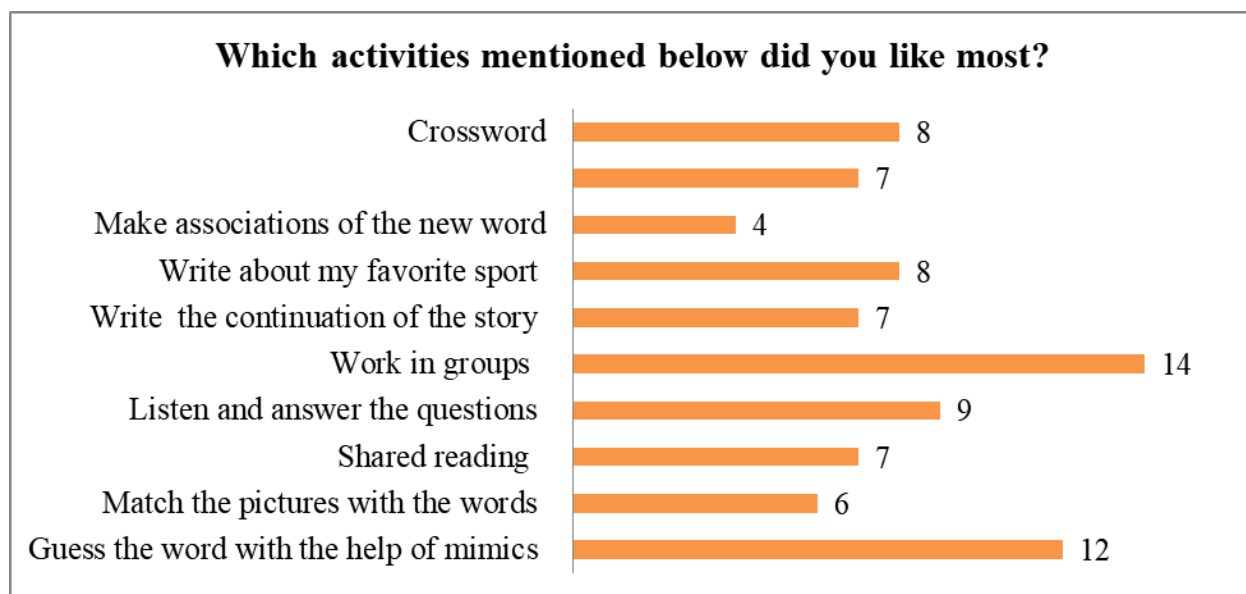


Figure 1: Post-study survey results on activities that students liked most

Moreover, the researcher's journal revealed that students were motivated and excited to do activities different from their regular classes, excitedly waiting for new activities. However, there were some cases where students did not do their homework and justified themselves for various reasons. Specifically, with the help of researcher journal, it was discovered that students liked explaining new words with gestures or mimics. However, some students were not so confident in their gestures and were feeling embarrassed. It was found out that they liked the crossword as well, as they discussed the results together before starting the lesson.

To find out the improvements of the students' learning experiences, statements were provided, and the students had to choose one or more options relevant to their experiences. And the majority of the students have chosen that the new format helped them be more confident, and classes were more interactive and exciting than before (see Figure 2). The teacher proved it, and she mentioned during the interview that students became more active and encouraged “as they wanted to do their best to show and *prove it*”.

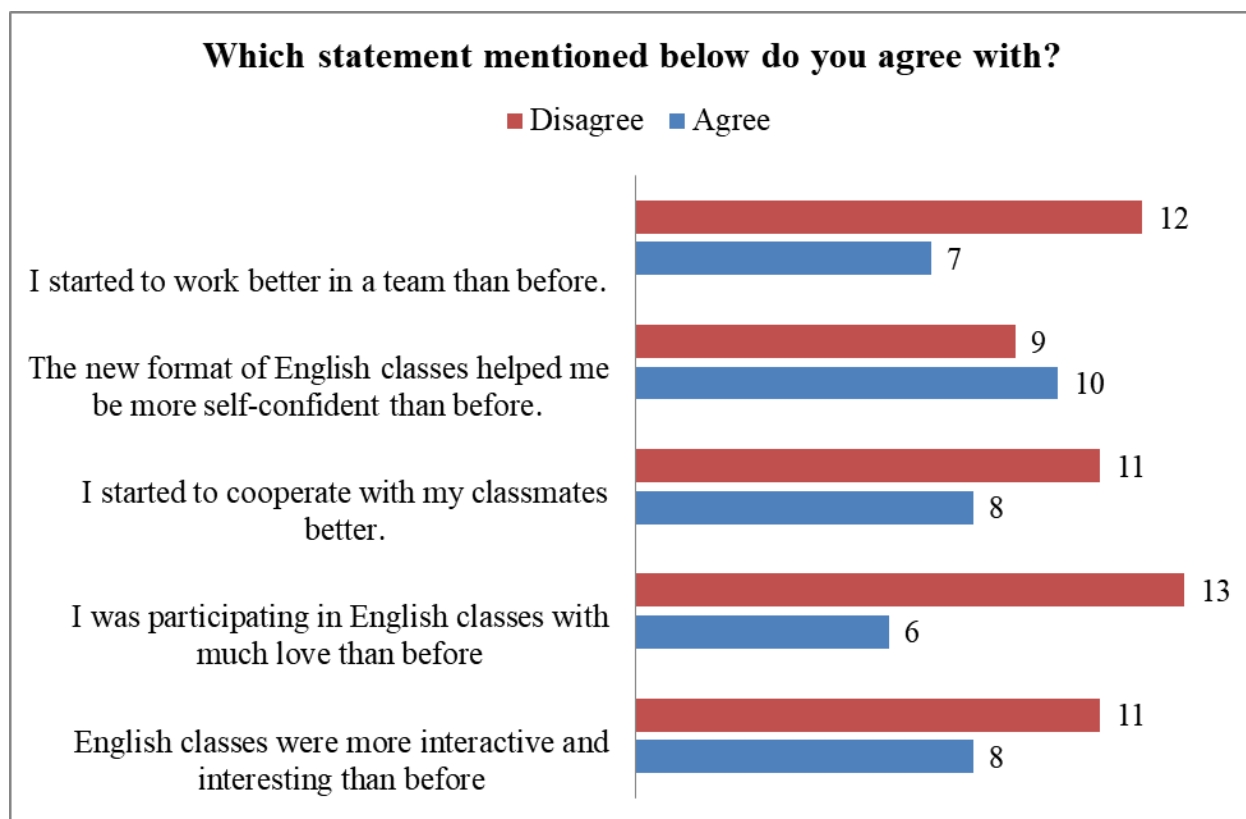


Figure 2: Post-study survey results on changes in students' attitudes

Regarding the difficulties of the new format of English classes, 10 students mentioned that they were not so difficult, for 6 students they were considered easy, for 2 students they were very easy. And to follow up the difficulties they had, the following results highlighted that most of the students could understand the teacher but had hard times expressing themselves (See Figure 3). Whereas the results from the teacher's post-study interview and researcher's journal

showed that students also had difficulties doing some activities (shared reading, writing a story, or creating a continuation of a story), as they were new to them.

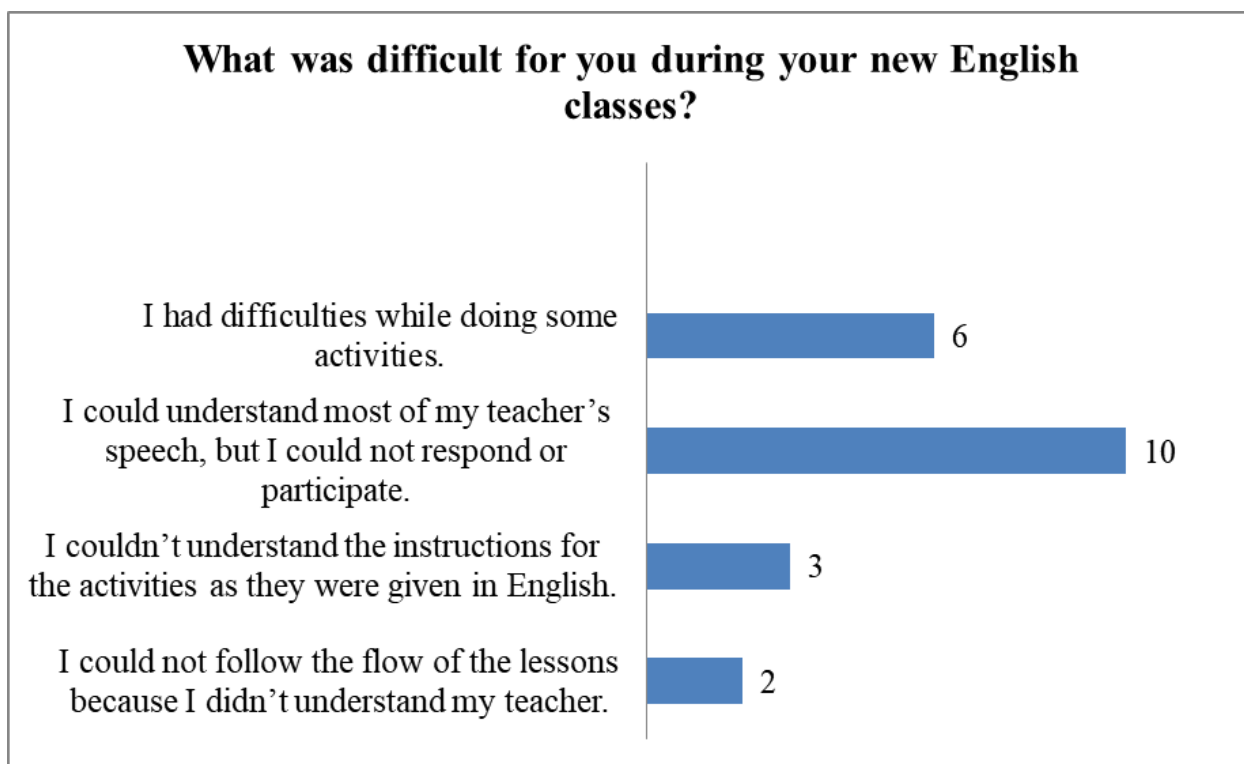


Figure 3: Post-study survey results on student's difficulties

In the survey, students had to evaluate their skills to see what changes caused the implementation of 4C skills. The results are illustrated in Figure 4. To measure the overall average amount of each skill, the mean was calculated accordingly. According to students' perception, the results showed that their collaboration skills were developed a lot, then communication and creativity in sequential order.

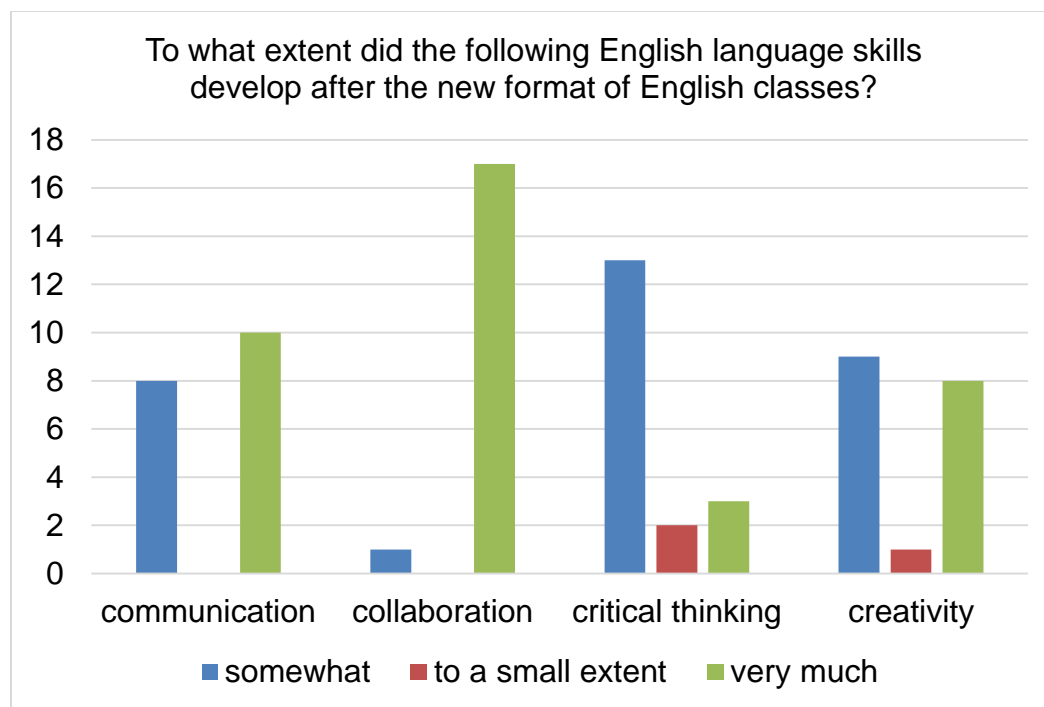


Figure 4: Post-study survey results on the development of 4C skills on students' attitudes

From the teacher's perspective, firstly, she highlighted the collaboration skill as there were a lot of group work included in the new format of English classes. Then comes the communication skill as *"because they could speak with more confidence. They spoke what they wanted to say"*. Then critical thinking *"because they, they could analyze and after it express their own ideas. Why? How? Yes, they could give answers to these questions"* and creativity especially creative writing as they were supposed to write a composition or continue it. While the researcher's journal revealed mostly communication and collaboration were developed.

To sum up, to answer the second research question, it can be concluded that the integration of 4C skills in the EFL classroom had positive effects on students' attitudes and there was also improvement on their learning experiences. Most of the students mentioned that they would instead continue with the new format of English classes rather than the regular ones. They were highly optimistic about the activities used during that 4 weeks, and they thought those

activities could develop their 4C skills. While the teacher mentioned that overall, the intervention was effective and valuable for the students, and she would try to use the 4C skills much more often than before.

CHAPTER FIVE: DISCUSSION AND CONCLUSION

5.1 Discussion

The current study aimed to find the extent to which the 4C skills were used in the Armenian EFL classroom and how the implementation of 4Cs would affect EFL students' attitudes towards their learning experiences. The following chapter discusses the research findings in relation to the literature discussed in previous chapters. Additionally, this section expands on the significance and applicability of the reported findings.

The first research question, which sought to find to what extent the 4C skills are used in an Armenian EFL classroom, results gained from the lesson observations, teacher's pre-study interview, and pre-study survey with the students, revealed that mostly the communication and collaboration skills are used in the 7th-grade classroom while there was little usage of the creativity and critical thinking skills. The reason for such results could be stated by the findings of the study by Tran (2021), where the teachers mentioned that "*creativity and critical thinking are reserved for bright students whereas the communication and collaboration are for the mediocre students*" (Tran 2021, p.150).

Additionally, it became clear that the standards touch upon all the 4C skills for middle school students. However, the textbook did not provide any opportunities to develop the 4C skills. The textbook mainly included activities for communication skills and some for critical thinking; however, there was no evidence of creativity and collaboration skills. The teacher mentioned that the textbook affects teaching significantly, and it does not include appropriate content and activities to teach 4C skills. Similar findings were reported in the study done by Tran (2021), where teachers mentioned that textbooks are not well structured in terms of 4Cs and have to adapt the content to teach those skills to the students.

In response to the second research question about the influence of implementing 4C skills in that classroom, the results indicated positive changes in students' attitudes toward their English learning experiences. Many students mentioned that they would choose the new format of their classes over the previous one as the classes were more interesting and interactive. And according to the teacher, the new format of English classes helped students be more active and open to sharing their ideas, and in this sense, this finding is similar to the study done by Tran (2021).

5.2 Pedagogical Implications

Based on the study's findings, several pedagogical implications were gained to foster the use of 4C skills in Armenian EFL classrooms.

The first recommendation is that the textbooks provided by the government of Armenia should be changed and redeveloped so they will be consistent with the created standards. New standards are being experimented in Tavush region, and these new standards touch upon all the 4C skills of the 21st century. The textbook is the main and first material that serves as a guide for EFL teachers, so it should be well organized and relevant content that would prepare students for their future lives.

The second recommendation is for the teachers to use many supplementary materials to help develop students 4C skills as much as possible. They can be based on the textbook but adapt their activities to be more relevant to real life and creative in their representations. Even changing the color of the handout's paper will encourage the student to be more engaged in the lesson and motivated to learn the language. Or the activity from the textbook done after reading questions can be adapted and made so that students can work together in groups and compete with each other so that their collaboration skills will develop.

Thirdly, the teachers are encouraged to equip themselves with a lot of professional knowledge to meet the needs of 21st-century students. They are highly recommended to participate in professional development schemes to enhance their experience and adopt new techniques and activities to make their classes more engaging and productive for the students. Besides, the collaboration of teachers during such training or seminars would help them find out what today's student needs are so that he/she can make the best use of the English classes.

Finally, as the teachers are free in their choice of teaching methods and approaches, they are advised to use the communicative, project-based, and collaborative learning approaches. It does not necessarily mean that the teachers should stick to one specific approach or method, they can mix them and create their own method. However, the mentioned approaches would help them make their classes mainly student-centered and develop students' abilities to communicate and collaborate with their classmates to achieve one common goal.

5.3 Limitations and Delimitations

Several limitations and delimitations can be detected in this study which is discussed in this section. The first limitation of this study is the time constraints, as for exploratory intervention research, much time would be needed to show significant changes in students' attitudes, in that case, the results would be more reliable. Another limitation can be the possibly biased answers of both students and the teacher, although it was mentioned that all the used instruments would be analyzed anonymously. And as the whole data were analyzed by the researcher only, the subjectivity can be considered as a limitation as well

The age and grade of the participants and setting can be considered delimitations of this study.

5.4 Recommendations for Further Research

First, in terms of findings and discussions, further research can be done with the same research questions in different settings to generalize the results in Armenia. Another suggestion is to find out what changes the implementation of 4C skills will have on specific language skills such as writing or speaking.

Also, for further research, an experimental study of implementing 4C skills can be done in a particular setting where the same teacher would teach in both control and treatment groups.

Finally, another research can be done on a large sample size of teachers to determine their attitudes and beliefs about 4C skills in an Armenian EFL classroom.

5.5 Conclusion

The results of the study revealed that the 4C skills are used to some extent in Armenian EFL classrooms, specifically, collaboration and communication skills are well developed. It also revealed that the teacher was aware of 4C skills and had a positive perception of them, additionally, she highly recommended other EFL teachers to use those skills.

The study also revealed that the students think positively of 4C skills, and integration of 4C skills will help students be more active, engaged, self-confident, and proficient in English. The results also showed that the intervention was not difficult for the students, and they would prefer to use the new format of English classes.

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Appendices

Appendix A

Parental Consent form

Հայաստանի Ամերիկյան Համալսարան

Հումանիտար և հասարակական գիտությունների ֆակուլտետ

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Ծնողների Համաձայնություն

21-րդ դարի չորս ժամանակակից հմտությունների կիրառումը անգլերեն լեզվի ուսուցման մեջ

Integrating the 4C Skills of the 21st Century into an Armenian EFL classroom

Ուսումնասիրության անվանումը և նպատակը՝

Ձեր երեխան հրավիրվում է մասնակցելու «4 ժամանակակից հմտությունների (հաղորդակցվելու, համագործակցելու, ստեղծագործելու և վերլուծելու) կիրառումը անգլերենի դասերի ընթացքում» ուսումնասիրությանը, որի նպատակն է պարզել որքանով են օգտագործվում նշված 4 հմտությունները և ի՞նչ ազդեցություն կունենան դրանք անգլերենի գարգազման վրա:

Ուսումնասիրությունն իրականացնողը՝

Տվյալ ուսումնասիրությունն իրագործվում է Հայաստանի Ամերիկյան Համալսարանի Անգլերենը որպես օտար լեզվի դասավանդում բաժնի ուսանողուհի Դիանա Բարսեղյանի կողմից՝ մագիստրոսական թեզի շրջանակներում:

Ո՞րն է ուսումնասիրության բնույթը

Այս ուսումնասիրության ընթացքում հետազոտվելու է ձեր երեխայի անգլերենի դասերի ընթացքը, նպատակադրվելով պարզել, թե որքան են նշված հմտությունները կիրառվում դասապրոցեսում: Հաջորդ փուլի ընթացքում, ուսումնասիրությունն իրականացնողը դասավանդելու է անգլերեն ձեր երեխայի դասարանին կիրառելով 4 ժամանակակից լեզվական հմտությունները տարբեր առաջադրանքների միջոցով: Արդյունքները ցույց կտան՝ ինչպիսի ազդեցություն ունեն դրանք:

Արդյոք որևէ ձայնագրություն կամ տեսանկարահանում լինելու՞ է

Այս հետազոտության համար ոչ մի ձայնագրություն կամ տեսանկարահանում չի լինելու:

Կարո՞ղ ենք անհրաժեշտության դեպքում, երեխայի մասնակցությունը դադարեցնել

Այս ուսումնասիրության մասնակցելը ոչ մի վտանգ չի ներկայացնում ձեր երեխայի համար: Մասնակցությունը կամավոր հիմունքներով է, և դուք կարող եք նրա մասնակցությունը դադարեցնել ցանկացած պահի:

Մասնակցի կողմից համաձայնություն

Կարդացել եմ և ծանոթ եմ այս համաձայնագրի պարունակությանը: Ինձ տրվել է հնարավորություն այս նախագծի մասին հարցեր տալ, և վերջիններիս տրվել են ինձ գոհացնող պատասխաններ: Ես չափահաս եմ և տալիս եմ համաձայնությունս, որպեսզի երեխաս մասնակցի այս հետազոտությանը: Ես ծանոթ եմ նախագծի պայմաններին և ստացել եմ համաձայնագրի հայերեն տարբերակը:

Ծնողի անուն

Ծնողի ստորագրություն

Ուսումնասիրություն անցկացնողի

ստորագրություն

Անսաթիվ

Appendix B

Pre-study interview with the teacher

1. What is your educational background in teaching?
2. How much teaching experience do you have? And in this school?
3. What grades do you teach?
4. Do you like teaching English? Why? What specifically do you like in teaching?
5. Do you use 4 main language skills: listening, speaking, reading, or writing? Which skill do you prioritize?
6. What methods do you use in your teaching?
7. Do you use any specific activities which you think are very effective among your students?
8. What materials do you use during your English classes?
9. Do you like the textbook you are currently using for your English classes?
10. Do you use any supplementary materials during your classes?
11. Are you familiar with the “4C skills” (critical thinking, communication, collaboration, and creativity)? If yes, how?
12. Do you use 4C skills during your English classes?
13. If you are not familiar with 4C skills, would you like to be trained to get acquainted with them?
14. Do you think the students must be equipped with the 4C skills, and how? (Are they essential for students? Will these skills help students have a better future in their life?)

Appendix C

Post-study interview with the teacher

1. What do you think, what kind of changes the implementation of 4C skills caused among the students' attitudes towards their English language learning experiences?
2. What did the students feel about the implementation of these 4C skills?
3. Did the students like the new format of English classes?
How did you notice that?
4. What activities did your students like the most?
5. What kind of difficulties did the students face during this process?
6. Was the new format of English classes difficult or easy for the students?
7. Which skills were mainly developed among the students during the implementation of 4C skills?

(Reading, listening, speaking, writing, vocabulary, grammar, communication, creativity, critical thinking, and collaboration)
8. Which skill of the 4Cs was mainly developed among the students? How could you understand it?
9. Will you use any of the activities from the new format of English classes or not?
If yes, which activities and why?
10. What challenges did the researcher/teacher face while implementing the 4C skills?
11. Would you recommend other teachers to use 4C skills?

Appendix D

Checklist for the lesson observations

Date _____		Class _____				
No	Indicators	Lessons				Observer's notes
		1	2	3	4	
1	Incorporates activities in which students work collaboratively.					
2	Students know how to work in a team to achieve one common goal.					
3	Incorporates group activities where students are assigned into specific functional roles.					
4	Incorporates peer feedback in the teaching and/or assessment of speaking, reading, and/or writing.					
5	Incorporates activities which require students to speak and write in pairs or groups.					

6	Incorporates group discussions and debates.					
7	Includes activities which require students to find a solution to a given situation.					
8	Implements Q&A tasks which develop students thinking skills to answer the questions.					
9	Incorporates art and craft activities requiring students to make something new.					
10	Incorporates activities, which require students to use their ICT skills.					
11	Incorporates role-play or improvisation tasks.					
12	Topics are relevant to our reality and open-ended.					

Appendix E

Checklist for textbook analysis

communication	Indicator	4	3	2	1	0	Notes
		fully eviden t	mostly eviden t	eviden t	partiall y evident	little or no evidenc e	
	1. Includes activities that allow students to articulate their ideas through oral communication						
	2. Includes activities that allow students to articulate their ideas through written communication						
	3. Includes activities that allow students to articulate their ideas through non-verbal communication						
4. Includes such							

	activities which ask students to use communication for a range of purposes (e.g., to inform, instruct, motivate and persuade)						
	5. Encourages peer feedback for the speaking						
	6. Encourages peer feedback for reading						
	7. Encourages peer feedback for listening						
	8. Encourages peer feedback for writing						
collaboration	9. Incorporates group work which supposes that students will achieve one common goal						
	10. Incorporates group						

	activities where students are assigned to specific functional roles						
	11. Provides opportunities for peer evaluation of other's collaboration skills						
	12. Stimulates interaction of students within their groups						
	13. Stimulates interaction of students as pairs						
	14. Includes direct instructions on collaboration skills, including strategies for interacting productively with others, resolving conflicts						
	15. Incorporates activities that ask students to						

	improvise						
	16. Includes tasks that ask students to use digital tools to create videos, ppt						
	17. Teaches students the stages of idea generation						
	18. Incorporates activities outside of the classroom						
	19. Incorporates activities asking students to generate their ideas and thoughts						
Critical thinking	20. Incorporates group discussion activities						
	21. Incorporates debate activities						
	22. Includes direct instruction of critical thinking skills						

23. Incorporates activities asking students to interpret the information and make conclusions						
24. Incorporates activities asking students to find solutions to real-life problems						
25. Incorporates activities asking students to make judgments and decisions based on certain contexts						
26. Incorporates activities that ask students to think and give answers.						

Appendix F

Pre-study survey with the students

This survey aims to learn about yourself and your English language skills to improve the practice further. Please, answer the questions sincerely as the survey is anonymous, and nobody will know about your responses.

Այս հարցման նպատակն է պարզել ձեր և ձեր անգլերենի լեզվական հմտությունները հետագա բարելավումների նպատակով: Խնդրում եմ, ազնիվ եղեք ձեր պատասխաններում, քանի-որ հարցումը անանուն է և ոչ ոքի հայտնի չեն լինի ձեր պատասխանները:

1. Select your gender

Ընտրեք ձեր սեռը:

- Male (արական)
- Female (իգական)
- Prefer not to say (նախընտրում եմ չասել)

2. Do you enjoy your English classes?

Միտո՞ւ ե՞ք ձեր անգլերենի դասերը

- Yes (այո)
- No (ոչ)

Why?

Ինչու՞

3. What kind of activities do you like to do during your English classes?

Ինչպիսի՞ առաջադրանքներ եք սիրում կատարել անգլերենի դասերի ընթացքում:

4. What English language skills do you prefer most?

Նշվածներից ո՞րն եք ավելի նախընտրում.

1. Reading (կարդալ)
2. Speaking (խոսել)
3. Listening (լսել)
4. Writing (գրել)
5. Vocabulary (բառապաշար)
6. Grammar (քերականություն)

5. Read the statements and evaluate your skills by choosing the best option for you.

Կարդա պնդումները ու գնահատիր քո ունակությունները ընտրելով ճիշտ տարբերակը.

a) I can do the tasks that ask me to improvise.

Ես կարող եմ կատարել այն առաջադրանքները, որոնք ինձ պահանջում են իմպրովիզացիա անել:

- Strongly agree/Լիովին համաձայն եմ
- Agree/Համաձայն եմ

- Neither agree nor disagree/Չեզոք
- Disagree/Համաձայն չեմ
- Strongly disagree/Բացարձակ համաձայն չեմ

b) I can create new stories during our English classes at school.

Ես կարող եմ նոր պատմություններ ստեղծել դպրոցում մեր անգլերենի դասերի ժամանակ:

- Strongly agree/Լիովին համաձայն եմ
- Agree/Համաձայն եմ
- Neither agree nor disagree/Չեզոք
- Disagree/Համաձայն չեմ
- Strongly disagree/Բացարձակ համաձայն չեմ

c) I can express creative ideas based on prior knowledge.

Ես կարող եմ նախնական գիտելիքների հիման վրա ստեղծագործական մտքեր արտահայտել:

- Strongly agree/Լիովին համաձայն եմ
- Agree/Համաձայն եմ
- Neither agree nor disagree/Չեզոք
- Disagree/Համաձայն չեմ
- Strongly disagree/Բացարձակ համաձայն չեմ

d) I can easily learn and remember new things during our classes.

Ես հեշտությամբ կարողանում եմ նոր բաներ սովորել մեր դասերի ժամանակ և հիշել դրանք:

- Strongly agree/Լիովին համաձայն եմ

- Agree/Համաձայն եմ
- Neither agree nor disagree/Չեզոք
- Disagree/Համաձայն չեմ
- Strongly disagree/Բացարձակ համաձայն չեմ

e) I freely ask questions to my teacher during our English classes.

Հարցերի դեպքում, ես առանց երկմտելու դիմում եմ ուսուցչին

- Strongly agree/Լիովին համաձայն եմ
- Agree/Համաձայն եմ
- Neither agree nor disagree/Չեզոք
- Disagree/Համաձայն չեմ
- Strongly disagree/Բացարձակ համաձայն չեմ

f) I can be in different roles and act in different situations during role-plays in English classes.

Ես կարողանում եմ տարբեր դերեր ստանձնել և վարվել իրավիճակին

համապատասխան՝ դերային խաղերի ժամանակ անգլերենի դասի ընթացքում:

- Strongly agree/Լիովին համաձայն եմ
- Agree/Համաձայն եմ
- Neither agree nor disagree/Չեզոք
- Disagree/Համաձայն չեմ
- Strongly disagree/Բացարձակ համաձայն չեմ

g) I can provide arguments for my opinion during the English classes.

Ես կարողանում եմ արտահայտել իմ կարծիքը անգլերենի դասերի ժամանակ և բացատրել թե ինչու եմ այդպես կարծում:

- Strongly agree/Լիովին համաձայն եմ
- Agree/Համաձայն եմ
- Neither agree nor disagree/Չեզոք
- Disagree/Համաձայն չեմ
- Strongly disagree/Բացարձակ համաձայն չեմ

h) I can listen to what my teacher or classmates say and respond them during our classes.

Ես կարողանում եմ դասերի ժամանակ ուշադրությամբ լսել ուսուցչիս և դասընկերներիս և համապատասխանաբար պատասխանել նրանց:

- Strongly agree/Լիովին համաձայն եմ
- Agree/Համաձայն եմ
- Neither agree nor disagree/Չեզոք
- Disagree/Համաձայն չեմ
- Strongly disagree/Բացարձակ համաձայն չեմ

i) I can express and listen to different opinions during discussions of English classes.

Ես կարողանում եմ քնարկումների ժամանակ արտահայտել իմ կարծիքը և լսել ուրիշների կարծիքները անգլերենի դասի ընթացքում:

- Strongly agree/Լիովին համաձայն եմ
- Agree/Համաձայն եմ
- Neither agree nor disagree/Չեզոք
- Disagree/Համաձայն չեմ
- Strongly disagree/Բացարձակ համաձայն չեմ

j) I can participate in group works and work with my classmates during English classes.

Ես կարողանում եմ մասնակցել խմբային առաջադրանքներին և համագործակցել դասընկերներին հետ անգլերենի դասերի ընթացքում:

- Strongly agree/Լիովին համաձայն եմ
- Agree/Համաձայն եմ
- Neither agree nor disagree/Չեզոք
- Disagree/Համաձայն չեմ
- Strongly disagree/Բացարձակ համաձայն չեմ

k) I can do my part when I work in a group during our English classes.

Ես կարողանում եմ իմ աշխատանքի մասը կատարել անգլերենի խմբային առաջադրանքների ժամանակ:

- Strongly agree/Լիովին համաձայն եմ
- Agree/Համաձայն եմ
- Neither agree nor disagree/Չեզոք
- Disagree/Համաձայն չեմ
- Strongly disagree/Բացարձակ համաձայն չեմ

Appendix G

Post-study survey with the students

The survey aims to find out your opinion and attitude towards the new format of your English classes. The survey is anonymous; no one can see your answer besides the researcher. Please, allocate 5 minutes and give honest answers to each question. Your opinion matters. Thank you so much for your attention and participation.

Այս հարցման նպատակն է իմանալ ձեր կարծիքը եւ վերաբերմունքը նոր ձեւաչափով անցկերեն դասերի վերաբերյալ: Խնդրում ենք տրամադրել 5րոպե եւ հարցերին տալ անկեղծ պատասխաններ: Հարցումը անանուն է և հետազոտողից բացի, այլ մարդ չի կարող տեսնել քո պատասխանները: Զո կարծիքը շատ կարեւոր է: Կանխավ շնորհակալություն:

Part I

1. Read the statements and evaluate your skills by choosing the best option for you.

Կարդա պնդումները ու գնահատիր քո ունակությունները ընտրելով ճիշտ տարբերակը.

a) I can do the tasks that ask me to improvise.

Ես կարող եմ կատարել այն առաջադրանքները, որոնք ինձ պահանջում են իմպրովիզացիա անել:

- Strongly agree/Լիովին համաձայն եմ
- Agree/Համաձայն եմ
- Neither agree nor disagree/Չեզոք
- Disagree/Համաձայն չեմ
- Strongly disagree/Բացարձակ համաձայն չեմ

b) I can create new stories during our English classes at school.

Ես կարող եմ նոր պատմություններ ստեղծել դպրոցում մեր անգլերենի դասերի

ժամանակ:

- Strongly agree/Լիովին համաձայն եմ
- Agree/Համաձայն եմ
- Neither agree nor disagree/Չեզոք
- Disagree/Համաձայն չեմ
- Strongly disagree/Բացարձակ համաձայն չեմ

c) I can express creative ideas based on prior knowledge.

Ես կարող եմ նախնական գիտելիքների հիման վրա ստեղծագործական մտքեր

արտահայտել:

- Strongly agree/Լիովին համաձայն եմ
- Agree/Համաձայն եմ
- Neither agree nor disagree/Չեզոք
- Disagree/Համաձայն չեմ
- Strongly disagree/Բացարձակ համաձայն չեմ

c) I can easily learn and remember new things during our classes.

Ես հեշտությամբ կարողանում եմ նոր բաներ սովորել մեր դասերի ժամանակ և հիշել

դրանք:

- Strongly agree/Լիովին համաձայն եմ
- Agree/Համաձայն եմ
- Neither agree nor disagree/Չեզոք

- Disagree/Համաձայն չեմ
- Strongly disagree/Բացարձակ համաձայն չեմ

d) I freely ask questions to my teacher during our English classes.

Հարցերի դեպքում, ես առանց երկմտելու դիմում եմ ուսուցչին

- Strongly agree/Լիովին համաձայն եմ
- Agree/Համաձայն եմ
- Neither agree nor disagree/Չեզոք
- Disagree/Համաձայն չեմ
- Strongly disagree/Բացարձակ համաձայն չեմ

e) I can be in different roles and act in different situations during role-plays in English classes.

Ես կարողանում եմ տարբեր դերեր ստանձնել և վարվել իրավիճակին

համապատասխան դերային խաղերի ժամանակ անգլերենի դասի ընթացքում:

- Strongly agree/Լիովին համաձայն եմ
- Agree/Համաձայն եմ
- Neither agree nor disagree/Չեզոք
- Disagree/Համաձայն չեմ
- Strongly disagree/Բացարձակ համաձայն չեմ

f) I can provide arguments for my opinion during the English classes.

Ես կարողանում եմ արտահայտել իմ կարծիքը անգլերենի դասերի ժամանակ և բացատրել թե ինչու եմ այդպես կարծում:

- Strongly agree/Լիովին համաձայն եմ
- Agree/Համաձայն եմ

- Neither agree nor disagree/Չեզոք
- Disagree/Համաձայն չեմ
- Strongly disagree/Բացարձակ համաձայն չեմ

g) I can listen to what my teacher or classmates say and respond them during our classes.

Ես կարողանում եմ դասերի ժամանակ ուշադրությամբ լսել ուսուցչիս և

դասընկերներիս և համապատասխանաբար պատասխանել նրանց:

- Strongly agree/Լիովին համաձայն եմ
- Agree/Համաձայն եմ
- Neither agree nor disagree/Չեզոք
- Disagree/Համաձայն չեմ
- Strongly disagree/Բացարձակ համաձայն չեմ

h) I can express and listen to different opinions during discussions of English classes.

Ես կարողանում եմ քնարկումների ժամանակ արտահայտել իմ կարծիքը և լսել

ուրիշների կարծիքները անզլերենի դասի ընթացքում:

- Strongly agree/Լիովին համաձայն եմ
- Agree/Համաձայն եմ
- Neither agree nor disagree/Չեզոք
- Disagree/Համաձայն չեմ
- Strongly disagree/Բացարձակ համաձայն չեմ

i) I can participate in group works and work with my classmates during English classes.

Ես կարողանում եմ մասնակցել խմբային առաջադրանքներին և համագործակցել

դասընկերներիս հետ անզլերենի դասերի ընթացքում:

- Strongly agree/Լիովին համաձայն եմ

- Agree/Համաձայն եմ
- Neither agree nor disagree/Չեզոք
- Disagree/Համաձայն չեմ
- Strongly disagree/Բացարձակ համաձայն չեմ

j) I can do my part when I work in a group during our English classes.

Ես կարողանում եմ իմ աշխատանքի մասը կատարել անգլերենի խմբային

առաջադրանքների ժամանակ:

- Strongly agree/Լիովին համաձայն եմ
- Agree/Համաձայն եմ
- Neither agree nor disagree/Չեզոք
- Disagree/Համաձայն չեմ
- Strongly disagree/Բացարձակ համաձայն չեմ

Part II

1. Did you like the new format of your English classes?

Հավանեցի՞ր քո անգլերեն դասերի նոր ձևաչաձը:

- . Չափազանց շատ / To a great extent
- a. Շատ / Very much
- b. Այո / Yes
- c. Որոշ չափով / Somewhat
- d. Ես ոչ մի տարբերություն չտեսա / I saw no difference

2. Կատարված առաջադրանքներից ո՞րը ամենից շատ հավանեցիր այս

ընթացքում: Կարող ես նշել մեկ կամ մի քանի տարբերակ:

Which activities mentioned below did you like most? You can choose one or more options.

- . Guess the word with the help of mimics (կռահել բառը միմիկաների միջոցով)
- a. Matching pictures with the words (նկարները համապատասխանեցնել բառերին)
- b. Shared reading (բաշխված ընթերցանություն խմբերում)
- c. Listen and answer the questions (լսել և պատասխանել հարցերին)
- d. Working in groups (խմբային աշխատանք)
- e. Writing the continuation of the story (գրել պատմվածքի շարունակությունը)
- f. Writing about my favorite sport (գրել շարադրություն իմ սիրելի սպորտաձևի մասին)
- g. Making associations of the new word(ասոցիացիաների ստեղծել նոր բառի շուրջ)
- h. Categorizing the names of the sports into body parts (դասակարգել սպորտաձևերը ըստ մարմնի մասերի)
- i. Crossword (խաչբառ)
- j. Other այլ

1. Անգլերեն դասերի այս նոր ձևաչափից հետո նշվածներից ո՞րի հետ ես

համաձայն: Կարող ես նշել մեկ կամ մի քանի տարբերակ:

What did you not like the most about your new English classes? You can choose one or more options.

- a) Անգլերենի դասերը ավելի ինտերակտիվ և հետաքրքիր էին քան նախկինում:

English classes were more interactive and interesting than before

- b) Ես ավելի սիրով էի մասնակցում անգլերենի դասապրոցեսին քան նախկինում:

I was participating in English classes with much love than before

- c. Ես ավելի լավ սկսեցի համագործակցել դասընկերներիս հետ:

I started to cooperate with my classmates better.

- d. Անգլերենի դասերի այս նոր ձևաչափը օգնեց ինձ ավելի ինքնավստահ լինել անգլերեն խոսելիս:

The new format of English classes helped me be more self-confident than before.

- e. Ես ավելի լավ սկսեցի թիմում աշխատել քան նախկինում:

I started to work better in a team than before.

2. Որքա՞ն դժվար էին նոր ձևաչափով անգլերենի դասերը:

How difficult were your English classes with the new format?

- a) Շատ դժվար / Very difficult
 b) Դժվար / Difficult
 c) Ոչ այնքան դժվար / Not so difficult
 d) Հեշտ / Easy
 e) Շատ հեշտ / Very easy

3. Նոր ձևաչափով անգլերեն դասերից ի՞նչն էր դժվար քեզ համար: Կարող ես նշել մեկ կամ մի քանի տարրերակ:

What was difficult for you during your new English classes? You can choose more than one option.

- a) Ես չէի կարողանում հետևել դասին, քանի-որ չէի հասկանում ուսուցչիս:
I could not follow the flow of the lessons because I didn't understand my teacher.
- b) Ես չէի կարողանում հասկանալ անգլերենով առաջադրանքների պահանջները:
I couldn't understand the instructions for the activities as they were given in English.
- c) Ես հասկանում էի ուսուցչիս ասածների մեծ մասը, բայց չէի կարողանում անգլերենով պատասխանել (մասնակցել):
I could understand the majority of my teacher's speech, but I could not respond or participate.
- d) Ես դժվարանում էի որոշ առաջադրանքներ կատարելիս:
I had difficulties while doing some activities.

Այլ տարբերակ: Կարող ես գրել և՛ լատինատառ, և՛ հայատառ) / Other. You can write both with Latin letters and in Armenian)

4. Եթե կարողանայիր ընտրել, անգլերեն դասերի ո՞ր տարբերակը կնախընտրեիր:

If you had the chance, which of the formats of English classes would you choose?

- a) My regular classes (Մեր սովորական դասերը ինչպես նախկինում)
- b) The new format of the classes (Դասերի նոր ձևաչափը)

5. Քո կարծիքով այս նոր ձևաչափը բարելավե՞ց քո անգլերենի իմացության մակարդակը:

In your opinion, did the new format improve your level of English proficiency?

- a) Այո / Yes
 b) Որոշ չափով / Somewhat
 c) Ոչ / No

6. Անգլերեն լեզվի նշված հմտություններից որը քեզ մոտ ինչքանով ավելի զարգացավ այս նոր ձևաչափից հետո:

To what extent do the following English language skills develop after the new format?

Հմտություններ Skills	Շատ Very much	Որոշ չափով Somewhat	Շատ քիչ To a small extent	Բոլորովին ոչ Not at all
Խոսել Speaking				
Կարդալ Reading				
Գրել Writing				
Լսել Listening				

Քառապաշար Vocabulary				
Քերականություն Grammar				
Հաղորդակցություն Communication				
Թիմային աշխատանք Collaboration				
Վերլուծական մտածողություն Critical thinking				
Ստեղծագործական մտածողություն Creativity				

Appendix H

Lesson Plan

Diana Barseghyan

11/03/2022

Topic/Theme: Sports

Duration of Lesson: 45minutes

Learners' ages: 12-13

of students: 19

Target language proficiency level: High elementary

Native language: Armenian

Prior learning related to this lesson: The Ss know the sports-related vocabulary and can express their ideas on that topic.

Learning Objectives:

By the end of the class, students will be able to (SWBAT):

LO1	<ul style="list-style-type: none"> ● Explain their opinion by bringing relevant arguments
LO2	<ul style="list-style-type: none"> ● Make connections of pictures and their equivalent words
LO3	<ul style="list-style-type: none"> ● Recall the information from the text to answer the questions

Materials: English 7 part 2, paper, pencil, chalk, worksheets.

References:

Anticipated Problems: Students may have difficulties presenting the text to their classmates, as the allocated time may not be enough.

Procedures:

1. Warm-up “Guess the owner of the essay” □ LO#1

2. Practice: “Match the pictures to the words” □ LO#2
3. Reading: “Read the text and present it to others” □ LO#3
4. Wrap-up ” □ LO#1, 2, 3

Procedures:

1. **Warm-up:** “Guess the owner of the essay” □ LO#1 (10 minutes)

Mode: whole classroom

Steps:

- i. Greet the Ss.
- ii. Start the class by revising the previous class. Ask them what the main topic of the previous class was?
- iii. Remind them that they were supposed to write a short essay about their favorite sport (see Appendix 1).
- iv. Tell them they are going to play a guessing game based on their homework. First, collect all the students’ worksheets and then ask one student to come, take one worksheet, and read the essay. The student should not mention the name of the student who wrote that essay.
- v. Then the others should guess whose essay it is and explain why they think so. The student from the classroom who makes the right guess will come, pick another worksheet and read the essay. Read 5-6 essays.

Assessment techniques: Ss sharing responses, guessing the owner of the essay.

4C skills:	critical thinking and communication
This activity will help develop students’ critical thinking and communication	

skills, as essay writing is considered a technique to develop creative writing.

2. **“Match the pictures”** □ LO#2 (10 minutes)

Mode: pairs

Steps:

- i. Tell the Ss that they are going to do a matching activity with the help of the newly learned words (See Appendix 2).
 - ii. Tell them they are going to work individually and compare their answers with their pairs.
 - iii. Ask them to open their textbook on page 83 and match the pictures with the words. Give them 5minutes to complete the task.
 - iv. When they are done, ask them to compare the answers with their pairs.
- When they are done, ask a volunteer to read out loud all the answers. Ask other students whether they have the same answer or not, if no, ask their version and ask them to explain why they think so.

Assessment techniques: Ss sharing response, T-S feedback.

4C skills:	critical thinking, communication, and collaboration skills.
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3. **“Reading”** □ LO#3 (25 minutes)

Mode: groups

Steps:

- i. Tell the Ss that they are going to do a reading activity in groups. Divide the class into 3 groups; each row of the classroom will make one group. There will be 6-7 people in a group.
- ii. Explain to them that they will read about 3 different people who talk about their favorite sports. Each group will read the short text, highlight the words related to the sports and then collaboratively answer the questions from the text.
- iii. In the end, each group will come and present their text to the classroom, then they will read the questions out loud and ask their peers to respond. When one student answers the given question, ask the question reader whether the answer is right or wrong. If it is wrong, ask other Ss to answer.
- iv. Ask the Ss to get into their groups, give the handouts to each group, make sure each student will have their own handout (See Appendix 3).
- v. Start the activity, and act as a facilitator by following students' progress by asking them whether they need your help or not.

Assessment techniques: Ss sharing response, S-S feedback.

4C skills:	collaboration and communication
<p>This activity will promote the development of collaboration and communication skills as Ss will read the text within the group, discuss the unfamiliar words and answer the given questions. Here they will also learn to distribute roles within a group, as one student can read the text out loud while others follow, another student can highlight the sports-related words, and others present the text to other groups. It will also develop Ss's low-order thinking skills through memorization and recall of the relevant information to answer the questions.</p>	

Appendix 2

Matching Activity

Look at the pictures and match them to the words below.



a



b



c



d



e



f



g



h



i

boxing _____

horse-riding _____

cycling _____

golf _____

running _____

racing driving _____

ice-skating _____

gymnastics _____

dancing _____

Keys

Boxing- b

Horse riding- e

Cycling- f

Golf- i

Running- a

Racing driving-g

Ice-skating-c

Gymnastics-h

Dancing-d

Appendix 3

Worksheets for reading and retelling the texts

Group 1

Read a short text about David and highlight the words related to sports.

My name is David, and I'm 11 years old. I'm Italian, and my favorite sport is football. I play football twice a week at school, and in the afternoon, I have football training on Monday, Wednesday, and Friday. On Saturday afternoons, I usually have a match with my team, we are very good at football, and we often win. Of course, I'm in the school team too. I have a lot of friends, and on Sunday afternoon, we play football in the park. My favorite team is Milan, and I dream of being a champion like Paolo Maldini.



Answer the questions based on your text.

1. How old is David, and where is he from?

2. What is his favorite sport?

3. When does he go to football classes?

4. What is his favorite football team?

5. Where do David and his friends play football on Sundays?

6. Is Paolo Maldini a champion?

7. What is David's dream?

Answers to the questions

1. David is 11 years old. He is from Italy.

2. His favorite sport is football.
3. He has football classes on Monday, Wednesday, and Friday.
4. His favorite football team is Milan.
5. He plays football with his friends on Sundays in the park.
6. Yes, Paolo Maldini is a champion.
7. David dreams of being a champion like Paolo Maldini.

Group 2

Read a short text about John and highlight the words related to sports.



Hello, my name is John, and I'm American. I'm 12 years old, and I like basketball. Here in the USA, it is one of the national sports. Every family has a basket in the garden, and you can see lots of boys and girls playing in the parks. I play basketball every afternoon with my friends and on Sunday mornings. I play in the garden with my father and my brother. I'm in the school team, and every month we have a match against other teams. We have won 4 matches out of 6. My favorite player is Michael Jordan.

Answer the questions based on your text.

1. Where is John from?

2. What is his favorite sport?

3. Where does he play basketball with his father?

4. Who is his favorite player?

5. Is basketball one of the national sports of the USA?

6. How many matches has John's team won?

Answers to the questions

1. John is from America.
2. His favorite sport is basketball
3. He plays basketball with his father in the garden
4. His favorite basketball player is Michael Jordan.
5. Yes, basketball is one of the national sports of the USA.
6. John's team has won 4 matches out of 6.

Group 3

Read a short text about Simon and highlight the words related to sports.



I'm Simon, and I live in England. I'm 15 years old, and I practice cycling. I like this sport because I can practice it in the parks. In summer, I go cycling every day for three hours, usually in the morning. In winter, it's difficult to go cycling because it often rains. I always wear a helmet (protective hat) to protect my head and drink a lot of water. My parents like cycling, so we often go on holiday by bike. Last year we went to Scotland by bicycle, it was fantastic!

Answer the questions based on your text.

1. How old is Simon, and where does he live?

2. Which sport is he practicing?

3. Why does he like cycling?

4. Where did he go by bike last year?

5. Why does Simon not go cycling in winter?

6. What does Simon wear to protect his head?

Answers to the questions

1. Simon lives in England and he is 15years old.
2. He is practicing cycling.
3. He likes cycling, because he can practice it in the parks.
4. Last year, he went to Scotland with his family by bicycle.
5. He does not go cycling in winter, because it rains a lot.
6. Simon wears a helmet to protect his head.

Appendix I

Lesson Plan

Diana Barseghyan

30/03/2022

Topic/Theme: The young border guard (part II)

Duration of Lesson: 45minutes

Learners' ages: 12-13

of students: 19

Target language proficiency level: High elementary

Native language: Armenian

Prior learning related to this lesson: The Ss were assigned to do a jigsaw reading, the first part of the text was read and discussed in the classroom as a whole group. Then Ss were distributed into 3 groups, and had to read their part, write out the unfamiliar words and prepare for retelling to other groups.

Learning Objectives:

By the end of the class, students will be able to (SWBAT):

LO1	<ul style="list-style-type: none"> ● restatethe text using the target vocabulary
LO2	<ul style="list-style-type: none"> ● reproduce the text by answering the questions given by peers
LO3	<ul style="list-style-type: none"> ● solve a crossword using the given clues

Materials: English 7 part 2, paper, pencil, chalk.

References:

Anticipated Problems: lack of participation.

Procedures:

1. Warm-up “Crossword” □ LO#3
2. Practice: “Jigsaw reading” □ LO#1.2
3. Discussion “Q&A session” □ LO#2
4. Wrap up □ LO#1, 2, 3

Procedures:

1. **Warm up:** “Crossword” □ LO#3 (10 minutes)

Mode: pairs

Steps:

- i. Greet the Ss.
- ii. Start the class by revising the previous class. Ask them what the main topic of the previous class was?
- iii. Remind them that they were learning the vocabulary from the story and this time they are going to do a crossword activity in pairs (See Appendix 1).
- iv. Explain them that each student will be given a handout, and they have to read the definition, find the right word and write it in the crossword under the given number.
- v. Tell them to discuss together with their pairs and complete the task.
- vi. Allocate them 7-10minutes.
- vii. Check the answers together as a whole group, ask one volunteer each time to read one definition and the right word for it. Ask others *“Do you have the same answer or not? If no, what have you written? Why?”*.

4C skills:	critical thinking, collaboration
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This activity will help Ss develop students’ critical thinking and collaboration skills as they should find the target word based on the given definition in pairs thus completing the puzzle.

Assessment techniques: Ss sharing responses, S-S feedback.

2. **Practice:** “Jigsaw reading” □ LO#1, 2 (15 minutes)

Mode: groups

Steps:

- i. Remind Ss that last time they did a jigsaw reading but did not manage to present it to others. Each group had their part of the text to learn retell and create questions based on it (see Appendix 2).

- ii. Tell them that today, each group will come and present their parts to others and then read the questions out loud for other group members to answer them.
- iii. Remind them the first part of the text, ask them what happened in the beginning of the story.
- iv. Then give them 5 min to revise their task before presenting it.
- v. Ask the first group to come and retell their part. When they are done, ask a volunteer from the other groups, to summarize what the group told.
- vi. Then ask the presenting group to read the questions they prepared for other students. Ask one student to read the first question and when another student will answer that question, ask the presenting group whether the response was correct or not. If no, ask another student from the classroom to give the right answer.
- vii. Do the same with other presenting groups.

4C skills:	communication, collaboration
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Assessment techniques: Ss sharing responses, S-S feedback.

3. Discussion “Q&A session” □ LO#2 (15 minutes)

Mode: groups

Steps:

- i. Tell the Ss that they are going to do a group activity.
- ii. To form a group, prepare in advance colorful 19 pieces of paper. There should be 6 yellow papers, 6 red and 7 blue. One side of the paper should be white, another side yellow, red and blue accordingly, so the others cannot see the color of the paper. Distribute the pieces of paper randomly to the students, and when everyone has paper, ask them to flip the card and reveal the color. There will be 3 groups: 1 group: yellows, two reds, three blues.
- iii. Ask students to form their groups silently and decide names for their groups. Write the group names on the blackboard.
- iv. Then tell them that they will play a Q&A game, where the teacher will read a question from the story “The young border guard” part II, and the first member of the group will raise a hand and answer the question gets one point. If the first

student does not answer correctly, give a chance to other groups (See Appendix 3).

- v. In advance, write the questions on sticky paper, and when one group answers the question correctly, stick the paper on the blackboard. In the end, count the number of sticky paper for each group, and the group with the most paper will win.

4C skills:	collaboration
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Assessment techniques: Ss answering the questions.

4. Wrap up (5 min)

Mode: whole class

Steps:

- i. Sum up the class by asking whether they like the story or not.
- ii. Tell Ss that they are going to write an alternate ending of the story. Distribute the worksheets to the Ss (See Appendix 4).
- iii. Finish the class.

The activity assigned for the homework is to develop the creative skills of the students, as they will try to think about different endings of the story and write the one that they liked most.

Appendix 1

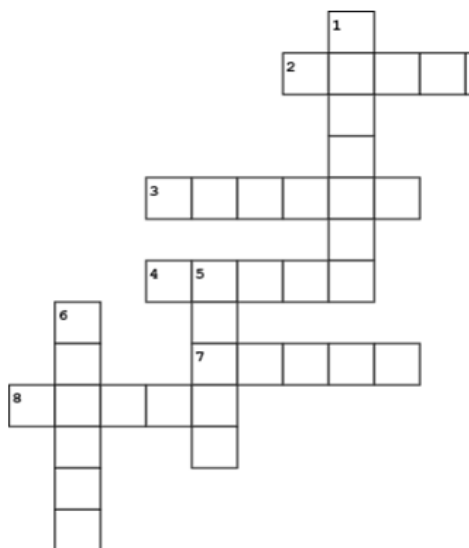
Crossword puzzle

Read the definitions, find the right words and put them in the crossword.

Student's Name: _____

Crossword

(The Young Border-Guards)



Across

2. bush
3. a person who is afraid of everything.
4. showing courage
7. a battle or struggle
8. to move very slowly

Down

1. a large area of land where there is a lot of grass.
5. a gun
6. to follow

Keys

- | | |
|------------|-----------|
| 1. Prairie | 5. Rifle |
| 2. Brush | 6. Pursue |
| 3. Coward | 7. Fight |
| 4. Brave | 8. Crawl |

Appendix 2

Jigsaw Reading

Read and discuss the first part of the text in the classroom as a whole group

THE YOUNG BORDER-GUARD

After O. Henry

PART II

For two months the border was quiet. And then – bringing joy to the border-guards – there came news that Sebastiano, a famous gang leader, had crossed the Rio Grande together with his gang. For many days the border-guards tried to catch Sebastiano and his gang.

One evening, after a long ride they stopped for supper. Their horses were not far, with saddles on. The men were frying bacon and preparing coffee. Suddenly, out of the brush, Sebastiano and his gang attacked them firing from pistols. It was a great surprise. The border-guards began firing

from their rifles. The gangsters stopped and rode away, shouting. The border-guards mounted the horses and began pursuing the gang but the horses were so tired that soon Lieutenant Manning ordered to stop the pursuit and go back to the camp.

Group 1

Then it was discovered that Jimmy Hayes was missing. Some had seen him running for his horse when the attack began. Morning came, but Jimmy was still missing. The border-guards looked for him everywhere, because they thought that he had been killed or wounded, but without success. Then they followed Sebastiano's gang, but could find it neither.



And now the border-guards believed that Jimmy Hayes had turned coward. He had run away from his first fight and would not come back. Never before in the history of the service had such a thing happened. It was the first time there was a coward among the border-guards.

Group 2

In a year, Lieutenant Manning, with almost the same company of men, was sent to the point where Sebastiano's attack had taken place. One afternoon, while they were riding through a wood, they came upon an open prairie. There they saw the scene of an unwritten tragedy.

In the grass there lay the skeletons of three men. The largest of the skeletons had been Sebastiano's. His great, expensive sombrero, heavy with gold ornamentation – a hat famous along the Rio Grande – lay there pierced by three bullets. The rifles of the men were all pointed in the same direction.

Group 3

The border-guards rode in that direction for fifty yards. There, with his rifle still pointed upon the three, lay another skeleton. Who that man was nobody knew, because his dress was like that of any cowboy.

"Some cowboy," said Manning, "that they caught out alone. Good boy! So that's why we didn't hear from Sebastiano any more!"

And then, from beneath the rags of the dead men, a frog crawled, and sat upon the shoulder of the skeleton. The border-guards looked at the frog, and round its neck they saw a faded silk ribbon. Muriel remained true to her dead master Jimmy Hayes.

Appendix 3

Questions on text

Write each question on one sticky paper and read it out loud for the students.

1) For how long was the border quiet?

2) Who was Muriel?

3) When did Lieutenant Manning find the skeletons of

4) Who was missing?

5) Who was Sebastiano?

6) Whom did the border-guards find at the distance of

7) Was Jimmy Hayes dead?

8) What river did Sebastiano cross together with this gang?

9) Who did attack the border guards by firing from the

10) What were the border guards doing when Sebastiano and his gang opened fire?

Keys

1. The border was quiet for two months.
2. Muriel was Jimmy Hayes's frog.
3. In a year, Lieutenant Manning found the skeletons of Sebastiano.
4. Jimmy Hayes was missing.
5. Sebastiano was a famous gang leader.
6. At the distance of 50 yards, the border guards found the skeleton of Jimmy Hayes.
7. Yes, he was dead.
8. Sebastiano crossed the Rio Grande with his gang.
9. Sebastiano and his gang attacked the border guards by opening fire from their pistols.
10. They were frying bacon and preparing coffee when Sebastiano with his gang opened fire

Appendix 4

Alternative continuation of the story

Student's name _____

THE YOUNG BORDER-GUARD

After O. Henry

PART II

For two months, the border was quiet. And then - bringing joy to the border guards - there came news that Sebastiano, a famous gang leader, had crossed the Rio Grande together with his gang. For many days, the border guards tried to catch Sebastiano and his gang. One evening, after a long ride they stopped for supper. Their horses were not far, with saddles on. The men were frying bacon and preparing coffee. Suddenly, out of the brush, Sebastiano and his

