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**Ministry of Higher Education and scientific research**  
**Abbes Laghrou University-Khenchela**  
**Faculty of Letters and Languages**  
**Department of English**



**Dissertation Submitted in partial Fulfillment of**  
**The requirements for Degree of**  
**Master**

**Option: Didactic**

**Title:**

**Improving learners performance Through The Use of**  
**21<sup>st</sup>Century Skills**

**Middle School Level 4**

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## **Dedication**

I dedicate this work to “My Dear and Loving Husband” Hezil Merouan and my beloved kids  
Hadil and the new born Taha

To my parents, sisters and brothers.

To my grand mother El-Haja Henia may Allah bless her.

To my best friends: Amina, Manel, Nadia, Asma, Sihem.

To my teachers and colleagues.

## **Acknowledgements**

I express my gratitude to:

My supervisor Dr S.Beghzou who made the realization of the present work possible.

Mrs. Kh. Bensaidi whose help was priceless.

My teachers and students in the department of English

My colleagues and pupils at the Chekhab Mammar for their kind cooperation.

I am also grateful to the teacher of information and technology M.Taibet for her precious help

## **Abstract**

Acquiring such highly recommended new and varied 21<sup>st</sup> century skills in order to live, succeed and compete in this ever changing world and to prepare today's learners to cope with unexpected challenges of this age of technology and to become conscious global citizens as well, are some of the needs of Chekhab Mammar middle school pupils of Khenchela. Actual classroom practices however reflect considerable understanding: communication, collaboration, critical thinking, digital literacy and citizenship in order to improve learners performances through experiment using classroom observations and pot-test and interview the obtained results have shown that applying 21<sup>st</sup> century skills during lesson as teaching method revealed to be very successful in terms of offering enjoyable and challenging atmosphere developing and refining learners competencies and talents. We hope enriches researchers in the fluid as well as helps both teachers and pupils to gain sufficient academic results.

## **List of abbreviation**

4 Cs: Communication, Collaboration, Critical thinking, Citizenship.

SOW: Schema Of Work

VAKT: Visual, Auditory, Kinesthetic, Tactile.

CBA: Competency Based Approach.

PBL: Project Based Learning.

TBA: Task Based Approach.

ICTs: Information Communication Technology.

CPD: Continuous Professional Development.

ZPD: Zone of Proximal Development.

PDP: Pre-Listening/Reading, During-Listening/Reading , Post-Listening/Reading

PPU: Presentation, Practice , Use

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## **General Introduction**

The 21st Century Skills to such a deeply considered as a revolution in the field of Education that its results extend to reflect on career life and business markets. « As the world changes, schools must evolve too, or risk learning every student behind » (Barell, 2010, xvi) In this sense learners need to develop some essential and vital skills in order to live in harmony in complex unexpected world and learn and thrive in the widely different 21st Century environment and to succeed in schools, collage and careers.

“ These new skills that differentiate leading from lagging organizations and nations” (Barell, 2010, p.xxii) with accordance, such skills go beyond the ordinary and routine skills for instances the reading, writing skills and basics of counting to undergird aspects of competitiveness and develop analytic reasoning , ethical understanding, artistic talents. These skills are from bottom Communication, collaboration, critical Thinking step by step toward creativity on the top of the pyramid of the first 4Cs and side by side with advanced data skills « digital Literacy » and life skills « Citizenship » and further career skills « Leadership » and « Productivity ».

Hence acquiring and mastering gradually such valuable skills, in the most adequate way becomes a necessity not a choice. However embracing and integrating these transferable skills in the learning process ant not just in English Language classes only, but in every school subject also shall empower the learner, individual and equip him with the most functional tools to meet successfully with the needs which are painting the modern life of the 21st Century with all its challenges and continuous development.

Since « These skills are essential for all students today not just an elite few » (Barell, 2010, p.xx) Basically this noble message relay heavily on scholars in field of Education then on teachers ‘shoulders to adapt these skills, integrate them within the lessons and creating a equal

opportunity for rich classroom practices, performance and free space for engaging the core values and international principles in various dimensions of 21st Century life to enable individual from achieving the ultimate goal which is conscious citizen, responsible future leader for the benefit of the next generation and progress of the whole community. [ ... ] in order to take the confident leap to go beyond what is known, and stretch in new and unexpected directions. (Barell, 2010,P. 17)

### **1-Statement of the Problem**

Since the current Educational system and assessment judge learners for their scores (marks) not just the skills they acquire and perform which strongly contradict with the real demands of job standards, that reveals a serious gap in the academic system which focuses on possessing only prior knowledge yet neglecting practices in real life stimulations so that life skills sound to be with no value.

As a teacher of English in Middle school and through my work in different schools, I constantly noticed that a large number of learners possess the required knowledge nevertheless they are of poor pedagogical equipment of particular skills to use this knowledge and how to invest this knowledge appropriately to enrich classroom performances, project works, post assignments, writing productions or even further communicative tasks as sort of social practices in a way that is similar to real life situations.

However, some learners spend a long time to accomplish an assigned task or to produce a piece of writing or act a dialogue, other learners use ordinary tools such as : dictionaries, books, papers and pens images, graphics in the same boring way each time whereas a few number of active learners tend to be shy or afraid to use school ICTs such as data projector, laptop, or even the internet arguing that to be such a waste of time and effort. We must bear in mind, the stereotype method of most teachers relay on guided lessons even with the recent

CBA principle: learner-centered, which narrows the scope of thinking and personal imagination capacity as well as limits the area of creative performance and investing the 4 receptive and productive skills: Listening, reading, speaking, writing to be the most important if not only skills to achieve better results on the short term learning.

I noticed the same problems in my classes. Hence I think that the wise use of 21st Century Skills would rise the learners curiosity and enthusiasm and enhance and encourage them to think critically out of box instead of taking every single information for granted, also to communicate in various ways and to value team work as collaboration skill as well as using ICTs in preparing their projects and embracing numeracy to present their final productions and dare to imagine and add personal touches and design as a chance to visualize 21st century life.

## **2-Background of the Study**

Today more than ever, many countries, international organizations and institutions and policymakers across the globe realized the significance of equipping learners with sufficient skills, digital knowledge which the traditional content-based learning fell short to do so upon the rigorous demands of our ever –changing world to navigate, live and thrive in knowledge Age and to overcome obstacles, boost productivity and innovation as well as to fulfill their economic potentials.

Typically, reforms are underway in their current educational systems with promising partnership with education practitioners and community advocates who desired to align all the efforts, brain-power and to reinvent this academic genre by integrating and refining the 21st Century Skills and retooling their curriculum, professional development and learning environment and developing assessments and these new procedures functioning as bridges toward this goal.

### **3- Aim and Objectives**

This study aims at showing the value of 21<sup>st</sup> century skills -through defining them, introducing their types and characteristics- and convincing teacher to adopt and apply them in their classroom lessons and will pave the path for educators, researchers, teachers and learners to consider and maintain further skills when planning their lessons, or even when applying for jobs to meet with the new expected standards and needed skills. However; our intent is to learn from the past as we prepare for the new future in educational system and assessment in a millennium where a new learning cycle grows from the data to place the learner on a continuous effective and dynamic learning that values data and career skills. To be in better shape as skillful positive and responsible citizen.

“21<sup>st</sup> century skills are the skills that students need to develop in order to live, learn and thrive in 21<sup>st</sup> century environment and to succeed in college and careers” Tony wagner’s Seven survival skills

#### **Whereas this study outlined the following objectives**

- 1- To explore what these 21<sup>st</sup> Century Skills are.
- 2- To discuss why these 21<sup>st</sup> Century Skills are highly important.
- 3- To consider how these 21<sup>st</sup> Century Skills can enhance and improve the learners academic performances.
- 4- To encourage our learners to identify, acquire and master these life skills in their learning journey as independent and autonomous learners for better performance.
- 5- To invite Algerian teachers of English to embrace this new method and to persuade them to follow the race of civilization and modernity and to adopt and integrate these 21<sup>st</sup> Century

Skills in their daily lessons and within classroom practices for improving quality of learners performances.

#### **4-Method**

**4-1-Choice of the Method:** In the field of education speculating about human issues is not an easy task that lends itself to the exactitude and explicitness required in science. As we attempt in our study to lay ground for the assumption that integrating the 21<sup>st</sup> century skills in lessons for example writing would improve pupils performance and since the researcher deals with investigating an experiment we opt for the Mixed method in gaining deeper information by collective numeric data (quantitative) through test result in combination with gathering data from observation and interview results (qualitative) therefore using both methods reinforce the study by deeper, realistic results.

#### **4-2-Participants**

The participants of this study are 32 pupils of middle school divided equally into 2 groups 16 participants in Control Group and 16 participants Experimental Group with male and female gender as participants of observation.

And There are 2 interviewees both are female teachers of English at the same middle school of the participants (pupils) for the purpose of the study. In addition to the Inspectrice of English District N1 at Khanchela for the purpose of gaining deeper information

#### **5- Research Questions**

Through this modest study we will answer the following questions

- 1-What are the 21<sup>st</sup> century skills? Characteristics component
- 2-Why are the 21<sup>st</sup> century skills important?

3-To what extent does the Algerian curriculum adopt the 21<sup>st</sup> century skills?

4-Do learners know about, acquire or master any of the 21<sup>st</sup> century skills?

5-How does mastery use the 21<sup>st</sup> century skills influence learner's performance?

**6-Research Hypothesis:** We hypothesize the following:

H1- students who use 21<sup>st</sup> century skills do better in classroom performances.

H2- students don't use acquire the 21<sup>st</sup> century skills have a low level of performance.

H3-learners use some skills but they don't master them in the most appropriate way.

### **7-Motivation of the Study**

Being a teacher of English at middle school where basically English is being taught for the first time, gains an opportunity to teach teenagers (beginner learner) a second foreign language in an enjoyable way (games, songs) with developed methods eg: (LARA, VALT..) to invest creative idea saving both time and effort.

In addition to my serious experiment in participating in improving the curriculum with the inspect rice of English "khadoudje Bensaidi" a member of "pedagogical cell of kenchela" which opens new vast horizon to adopt a new valid approach and apply it immediately with certain value life skills and design creative activities and handmade pedagogical aids for 3<sup>rd</sup> year students a year before which found warm approval from the committee in ministry of education.

Furthermore, my ambition for learning ongoing cycle and a necessary phase in the teaching process, within CPD "the Continuous Professional Development" for teachers which encourage me to go out of comfort zone to work in challenge zone then the risk zone as away to evolve learning, gain proficiency.

Moreover, I touched as a serious willing, desire and positive curiosity from the learner side to learn more and practice differently within the new method which meets the flexibility of the vital English language as widely spoken and the official language as a smooth communication mean extends worldwide not only as a were casually communication tool but also being used in business, tourism, entertainment and as a medium of instruction in the educational sectors, access the universe in the age of globalization.

## **CHAPTER ONE: THE THEORITICAL PART**

## **Introduction**

During the last decades, scholars and educational practitioners were and are still captured by the rigorous term of 21<sup>st</sup> century skills, there for they have made serious academic researches and pedagogical studies, putting theories and principles to bridge the new standards and to determine the nature of this concept indicating its components characteristics and establishing frame work within particular core subjects and themes whereas the realization of this common vision starts by focusing on those “key skills” during instructions to be reflected on learners performance that blends content and skill then by organizing the public around this rigor goal to communicate, collaborate and think critically and solve problems and feel free to imagine and create.

### **Section One: The 21<sup>st</sup> Century Skills**

**1-The Skill:** To begin with such reflection upon the universal wisdom emphasizing, claiming that “the survival for the fittest” that indicates much understanding of skills needed to survive, live basically.

Along with the impression that indicates that the human mind tends more to remember incidents and experiences with friend, during travels, guards it through rarer than scoring mark, gaining rewards in education or competition or even money in business, because the most likely to remain or skill in our memory have given us various skills and contributed in a way or another in shaping our personality traits, our supreme goal and the person we are today.

From there we turn to define the term skill according to Penner Ur Skills “ Some skills that people commonly learn through instruction are: driving a car, dancing, cooking, using a computer, playing a musical instrument, working a piece of electrical equipment or

machinery.” However in a course of instruction, the process learning a skill has been divided into three stages, the following figure briefly summarizes a Model



Figure1 Skill Learning (Ur,2009, p.20)

In brief; the word skill highlights the practical function, particular ability that you develop through training and experience and that is useful in a job as the ability to master hardly controlled actions.

## 2-Dynamic Learning

“Learning is a skill that we learn from birth to death, and it is a life-long process”

“Learning is the process of gaining knowledge and expertise” from The adult Learner by Malcolm Knowles

Since learning has no limits and doesn’t stop at a certain age, p or time. Likewise; it is on-going process an life-long experience whereas both knowledge and skills are needed and they are interdependent. Indeed, effective learning involves learners using skills to acquire knowledge.

This leads us to dig deeply for better consideration we may distribute the significant aspects of dynamic learning beyond such abstract belief that involves acknowledging an essential

dimension revealing that the first seeds of 21<sup>st</sup> century skills are the principles well-known as the dynamic learning.

The dynamic learning was introduced to “Move from Static class-room to Dynamic class-room” pushing the boundaries of the traditional learning and growing and evolving through unconventional means with the learner engaged and reflective participation in a life-creating process that build knowledge and changes the skills and competencies appropriately to the given personal, social and technical context of importance to demonstrate progress and mastery. This type of learning carries the concept of fearless implementation, facilitated with finesse, share with the world, the rest reflection, purposeful planning, focus on learning outcomes through new dimensions:

Beyond the Bell, Beyond the Due Date, Beyond the Tools, Beyond the Walls, Beyond the Grade and Subject

In other words, Dynamic Learning is characterized by constant change, activity, and progress where learning lives, grows, connects and is extended beyond the boundaries of the class day and physical location.

It is also a practice based upon the notion the notion that all information in the enterprise represents learning resources representing a Learner-centric, content-centric and Discovery-Centric perspective.

### **3-Bloom’s Taxonomy**

Considering the cognitive domain of Bloom Taxonomy of educational objectives, which comprises six levels: knowledge, comprehension, application, analysis, synthesis/creation, and evaluation, a relatively recent revision of the cognitive domain (Anderson and Krathwohl, 2001) presents the three lowest levels as ordered hierarchically, but the three higher levels as

parallel showing how many of the 21<sup>st</sup> Century skills can be captured by the taxonomy. The exceptions are communication, collaboration, and ICT literacy. While the latter skill could not have existed widely in 1956, communication and collaboration skills certainly did, but were conceptualised more implicitly, as necessary components of the successful usage of other cognitive abilities. ( Suto and Eccles,2014 ,p.4)

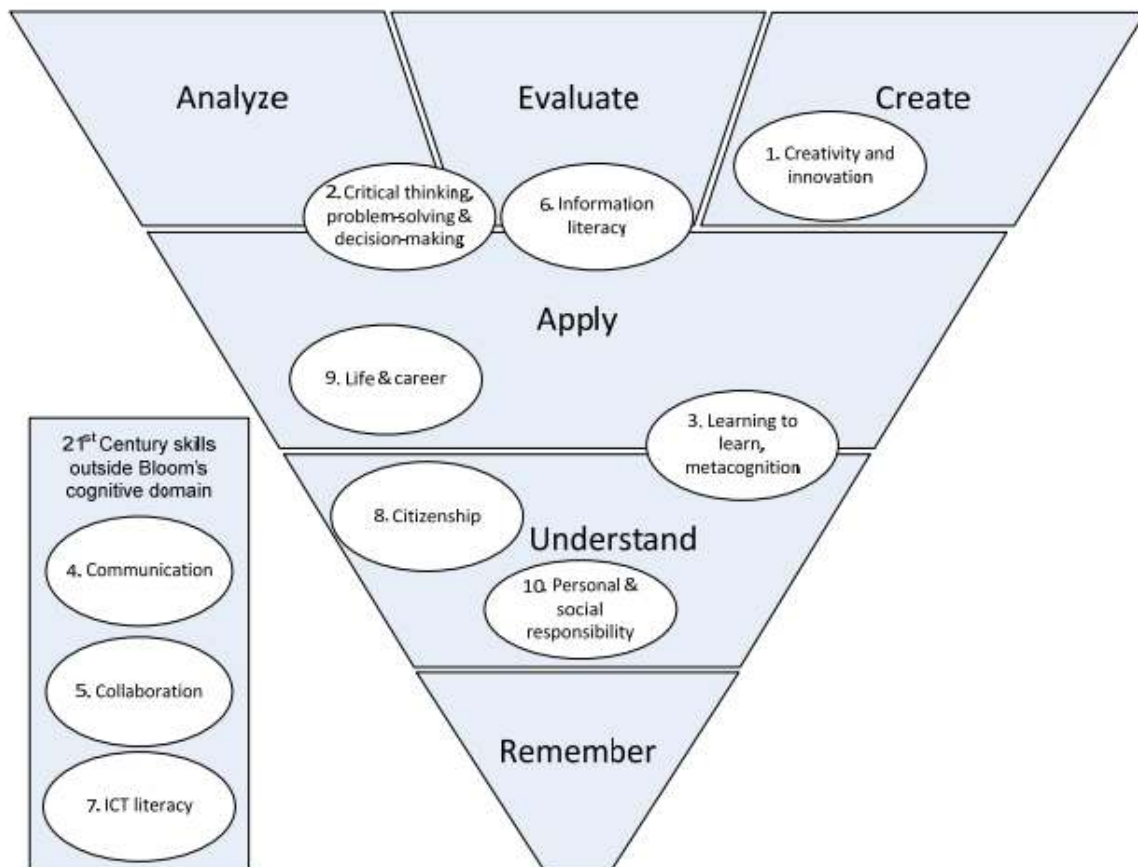


Figure 2: Approximate mapping of 21<sup>st</sup> Century skills (ATC21S conceptualisation) onto

Anderson and Krathwohl's (2001) revised hierarchy of Bloom's cognitive domain

In short, 21<sup>st</sup> Century Skills are implicitly integrated in Bloom's Taxonomy, Higher-order thinking skills are those which involve mental effort, which may take various forms (e.g. problem-solving, contrasting, applying, classifying, creating...). Lower-order thinking skills need little effort, and are mainly associated with recall or identification of 'surface' facts or forms.

#### **4-Previous Case Studies**

Obviously, we cannot cover all the international experiments that embraced these skills, this by no means exhausts the list, yet we will spot the light on the schools that adopted the skills we value the most in our Algerian context as the British council organized besides Australia, Uganda and Zambia, Scotland, Hong Kong, Switzerland and Canada .. etc.

##### **4-1-School 21 in England:**

**Main idea:** speaking is as much important as reading and writing and math. Speaking skills can be developed through specific as matter as the other subjects.

**Essential skills:** collaboration and communication for all levels

Through (ignite talks) each learner makes a seminar preferable topic, besides the show of end of the year where learners discuss and agree on and collaborate on writing formulating it and performing it in front of all teachers and students and parents.

With alliance with Cambridge university

##### **4-Essential skills:**

-Physical skills (voice and body)

-Language skills (dictionary

-Knowledge skills (content, clarification, summarizing)

-Social and emotional skills

#### 4-2-Singapore: critical thinking and problem solving p22

**The main Idea:** it can support critical thinking and problem solving through a number of subjects within secondary classes.

**The essential Skills:** critical thinking and problem solving and also citizenship and creativity and innovation. For primary and secondary schools

**subjects:** mathematics, science, language, literature, civics and history secondary.

Was classified among best performances for many years in 2012 is BISSA exams

In performance in math, science and reading, in math high performance 40% so they preceded their age by 2 years in math and one year in science and reading. The main goals are clear in the figure below

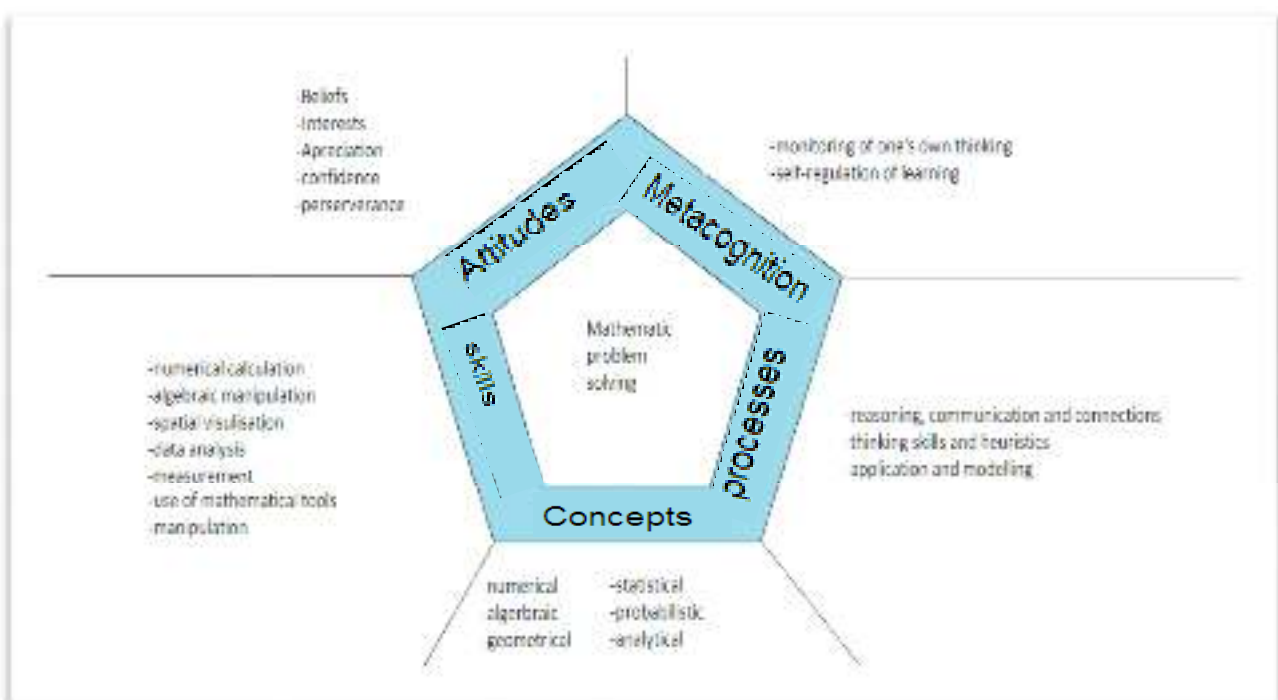


Figure 1: Sangafora curriculum based on 21<sup>st</sup> Century skills British Council Guide

Three domains: 1-knowledge, understanding, applying.

2-The skills and the operations.

3-Morals and behavior.

**4-3-Expenditionary Learning USA: citizenship, digital literacy p30**

**The main idea:** it can integrate reading and thinking and speaking and writing totally completely in the essential six skills

**The essential skills:** citizenship, leadership and personal development collaboration and communication, critical thinking and problem solving, digital literacy, creativity and innovation.

**Subjects'** : reading and writing and language and all subjects.

**Citizenship:** among the important principles, teaching based on projects, giving services and empathy on others summarized in words slogan “we are the crew not the passengers”

Arguing that giving services, strength T G L as they learn from others, as they read about .....citizenship and write about it (stories, poem...)

**4-Uklahoma at school –USA engaging curious hinds p35**

**The main idea:** developing students creativity and innovation of all age categories in all subjects not only arts.

**The essential skills:** creativity and innovation.

**Level: primary and Secondary levels**

**Subjects:** all subjects.

AK school help school to think and plan and work in more creative way beyond art and design classes.

Essential principles such as teaching art every day integrating subjects through engaging same topic in basic subjects using guidelines to support creativity, rich evaluation, organizing time, place, providing technology resources, respect for teacher, learners and valuing the process of creativity.

### **5-Definition of The 21<sup>st</sup> Century Skills:**

There is no single widely-accepted definition of ‘21<sup>st</sup> Century skills’. Arguably, this is to be expected, given the diversity to a broad range of attempts and frame-works held by different educationalists, policy makers, employers, teaching unions, and higher education institutions.

One of the most significant source The Glossary of Education which defines 21st Century Skills as follow: “The term 21<sup>st</sup> century skills refers to a broad set of knowledge, skills, work habits, and character traits that are believed—by educators, school reformers, college professors, employers, and others—to be critically important to success in today’s world.” 21<sup>st</sup> Century Skills Hand Book ,P14.) In this sense, educators and business owners outlined certain skills such deep thinking, applying knowledge ,to function in college, work-place and other aspects of life as keys for thriving in this challenging millennium.

Ken Kay one of the authors, stated in the book 21<sup>st</sup> Century Skills Rethinking How Students Learn that “Twenty-first century skills are the ticket to moving up the economic ladder. Without 21st century skills, people are relegated to low-wage, low-skill jobs. Proficiency in 21st century skills is the new civil right for our times. (Barell, etall,2010,P.xvii) In other terms, mastering the 21<sup>st</sup> Century Skills are regarded as the matter or life or death for

each individual in unpredictable world as vital means for economical prosperity that is impossible to achieve without these vital skills.

In her book, *The Essential Guide To Teaching*, Susan Davies stated that 21<sup>st</sup> Century skills to be “ Key skills are now vitally important part of the work done in primary and secondary schools. All subjects are expected to include these skills at certain appropriate points in the SOW scheme of work. Hard skills: Communication, Numeracy, Information Technology and Soft Skills: Work with others, Problem Solving and Improving one’s own learning with others.” (Davies,2006,p.28)

Another remarkable definition “Certain skills have been the center of attention for education institutions all around the world for over decades, such as language skills and critical thinking, while some other skills are more recently emergent, namely, digital literacies. Twenty-first century skills comprise three main knowledge domains: (1) innovative thinking; (2) information, media and ICT (information, communication, and technology) skills (collectively referred to as “digital literacies” ); and (3) life and career skills” (Trilling and Fadel2009). With accordance, in today world, more emphasis was given to few critical skills whereas the demand increased for creating others with such a value in terms of 3sets of reasoning, media and life.

In her systematic review of studies on 21st Century Skills, Chalkiadaki (2018, p.5) defines 21st Century Skills as encompassing a broad range of skill sets and professional attributes, including: creativity, divergent thinking, critical thinking, team working (especially in heterogeneous groups), work autonomy, developed cognitive and interpersonal skills, social and civic competences, responsible national and global citizenship, consciousness of interdependence, acceptance and understanding of diversity, recognition and development of personal attributes, interactive use of tools, communication in mother tongue and foreign

languages, mathematical and science competence, digital competence, sense of initiative and entrepreneurship, accountability, leadership, cultural awareness and expression, physical well-being.

Whereas, Scott (2015, p.8) defines ‘21st Century Skills’ as ‘the knowledge, skills and attitudes necessary to be competitive in the twenty-first century workforce, participate appropriately in an increasingly diverse society, use new technologies and cope with rapidly changing workplaces’. Meaning that 21<sup>st</sup> skills are new approaches that stress the abilities to use information, knowledge that extend beyond the ordinary use to succeed and compete in ever changing society and job market.

Finally, Voogt and Roblin (2010, 2012) define 21st Century Skills as ‘new competencies’ which society is increasingly demanding of the existing workforce and, in educational terms, of the youth who need to be trained today for future jobs and careers. In other words the scholars see that the 21<sup>st</sup> Century skills are mainly understandable when learners discover hidden abilities and use in school and adjust their skills to evolve and develop the proficiency in work.

In line with the definitions above, the term seems vague and confusing and it can be discussed from several angles including: non-cognitive skills, interpersonal ,applied skills and life, work force skills.

## **6-The Importance of the 21<sup>st</sup> Century Skills**

*“Today, because of rapid economic and social changes, schools have to prepare students for jobs that have not yet been created, technologies that have not yet been invented and problems that we don’t yet know will arise”*     Andreas Schleicher 2014 The Cambridge Approach to 21<sup>st</sup> Century skills

Once again, the 21<sup>st</sup> century skills are highly important for varied reasons:

- The main factor is economical as it is stated in “21<sup>st</sup> century skills are the tools, people need to move up the economic ladder” (Barell, etal, 2010,p xvii)

As the 21<sup>st</sup> century world witnesses radical changes and massive developments in every domain work, business, and job-market require further, multiple skills for the guarantee economical raise progress and quality of production in continuous competitions era seeking top places and catching the race of modernity.

Meeting the standards for future career an occupational skills desired by employers, industry owners need they young people to master the valuable skills that they in very case of the challenging revolutionary life of 21<sup>st</sup> century.

- Then The educational factor;However, success lies on being able to communicate, share, work in team, use information, solve complex problems as well as make decision, innovate in response to new demands and changing circumstances, unexpected situations and expanding knowledge and the wise use of the power of technology to create, the thing which the traditional educational systems lack, neglect. Instead they focused on possessing knowledge “the traditional systems of the 19<sup>th</sup> and 21<sup>st</sup> centuries prior and gaining diplomat without adequate raining or experience where as knowledge was once a passport to respectful profession or university place. These all facts seem to be insufficient in this advanced world.

Consequently; “Some employers and university tutors started complaining that the new recruits arrive ill-equipped, having been spoon-fed material at school or college (Tickle 2011)

In short, most of today students -as the essence of the learning process- are with limited capacities to reflect upon real life stimulations, find alternatives or think out of

the box or leadership spirit, Work in teams that learners must be engage in show acquire.

- Another essential factor: which is social, clear in these words “We are currently preparing students for jobs and technologies that don’t yet exist... in order to solve problems that we don’t even know are problems yet.” (Fadel,2008,p.9)

Today more than ever, education plays an integral part in preparing learners to become global and conscious citizens, and also to be ready for challenges associated with the highly mobilized and technology-dominated society (Berry2010; Castells2005

“There is now much more emphasis on what people can do with knowledge they can access”

The world becomes very multicultural and practical with emphasize of numeric information, knowledge services, international communication. Thus, such broad practices call for re-conception of key skills which incur both risks and benefits for building responsible conscious citizen who is aware of his role in the community.

**7-The 21<sup>st</sup> Century Skills Framework:**

A broad range of various frameworks were designed, developed proposing combinations of skills nevertheless, as discussion were heated over which skill should guide the learning , there was debates have been also conducted around fundamental core subjects and themes to derive these skills. Scholars suggest the following figure shows.

Book 21<sup>st</sup> century skills, education & competitiveness, a resource and policy guide

Core subjects	Themes
-English, reading or language arts -world language	-global awareness -financial, economic, business and

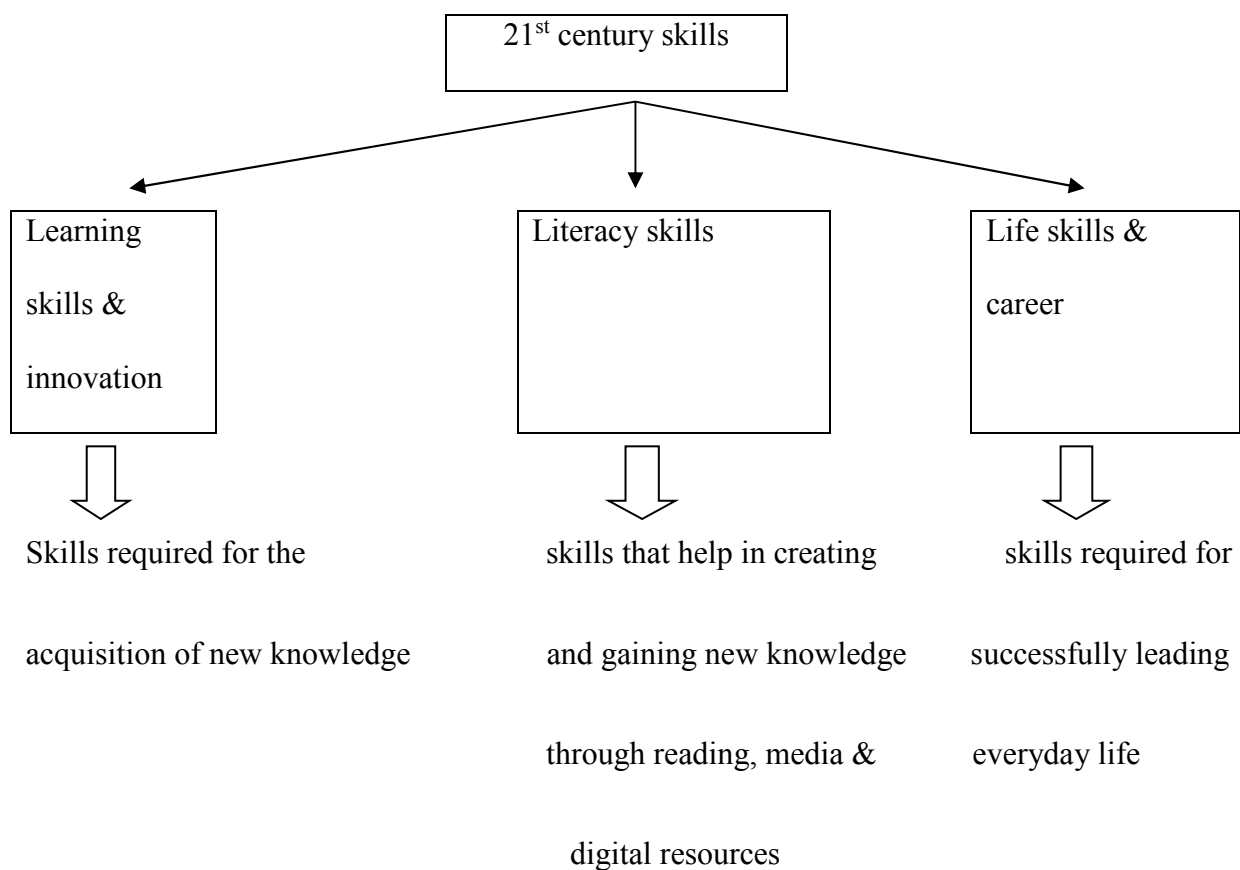
-Arts	entrepreneurial literacy
-Mathematics	-Civic literacy
-Economics	-Health literacy
-Science	
-Geography	
-History	
-Government & civics	

**Table 1:** The difference between the Core subjects and Themes of the 21<sup>st</sup> Century skills

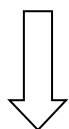
### **8-Component of 21st Century Skills :**

Overall the 21<sup>st</sup> century skills are regarded as the most crucial skills we need to focus on during modern instructions and education to deepen knowledge and broaden its application to multiple aspects of life and work for all learners not only an elite few in order to survive, live and navigate and succeed and stay competitive in our ever changing world. However discussions were heated to capture some highly valued skills among others consequently 21<sup>st</sup> century skills broadly consist of three main skills sets (3Is): learning skills and life skills to bridge these new standards for learning with enabling pedagogies and technologies to tackle life challenges and cope flexibly with 21<sup>st</sup> world unpredictable 12 skills and each skill of those contains some common and impactful sub-skills as they are clear in the figure below.

( Kendra,2020,p.18)

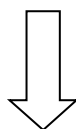


4Cs



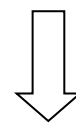
- \*Critical thinking & problem solving
- \*Creativity & innovation
- \*Collaboration
- \*Communication

IML



- \*information literacy
- \*media literacy
- \*technology literacy

FLIPS



- \*flexibility and adaptability
- adapt the change, be flexible
- \*leadership and responsibility
- guide and lead others
- be responsible to others
- \* Initiative and self-direction

- manage goals and time
- \*social and cross-cultural interactive
- interact effectively with other
- \*productivity & accountability
- manage projects
- produce results

Figure 4- The21<sup>st</sup> Century Skills Components

### **9-The Characteristics of the Six Target Skills:**

While all twelve of the 21<sup>st</sup> century skills are necessary to teach, the following six skills are essential and gained much attention in the Algerian Educational Project within the British Council partnership and trainings, for the sake of encouraging all learners to acquire and extend to basically use in tackling the 21<sup>st</sup> world challenges these skills are as the following:

#### **9-1-Communication**

“communication includes the ability to negotiate, persuade, articulate opinions transmit and interpret knowledge” ( Lippman etal, p.2018)“

Life became international, multicultural and inter-connected by means it is no longer living in isolation with the advanced technology and social media taking our society by storm whereas ang single detail or news is immediately spread among the teenagers before the adults. The thing that facilitates classroom communication and interaction among other abilities. Further homework discussions, post-assignments, sharing new information, exchanging experiences.

In this respect, communication is appropriately interacting with others, to connect meaning and gain understanding for multiple purposes settings and audiences including the digital environment. Among these purposes: sharing thoughts, questions, ideas, suggest solutions, build effective listening, engaging conversations and discussions, delivering or presentations and public speaking in diverse environment.

### **9-2-Collaboration:**

Generally, encouraging learners to take parts in project work and have specific effective roles as member will value the spirit of team work and with incorporation of technology in the modern 21<sup>st</sup> century classroom are largely advisable for success of learning process.

“Collaborative learning allows students to contribute different degrees of prior knowledge, abilities and aptitude”.

In this specific intense; collaboration basically appears in working interdependently, learning and flexibly contributing in accomplish particular tasks to reach a shared goal. Whereas putting talent, expertise and smarts to work in order to cooperate with other or even lead other to compromise in solving problems through constructive feedback are crucial sub-skills among others that play fundamental role in developing education wishing to orient it toward bright future.

Collaboration also seen as a helping process, sharing either learning or experiment for getting values through showing attitudes and acquiring certain skills.

### **9-3-Critical thinking:**

“The primary focus of learning is to teach students to use their minds well” Elena silva 2008

In today constantly changing world, critical thinking skills are incredibly important for the learning process, business health and company success or even for usual daily life aspects or further to fulfill self-improvement .

Therefore, critical thinking in the broadest sense can be defined as: “Critical thinking draws on other skills such as communication, information literacy and the ability to examine, analyze, interprets and evaluate evidence. It is presented as relevant within the field of formal education and also within business and responsible social citizenship” (NEA,2010, cited in scott, 2015) Heard etal p 12, 2020

Education embraces the notion that “critical thinking can be taught, practiced and mastered” (p21, 2007, Redecker etal, 2011, both cited in scott.2015) integrating basically lots and the thetd of bloom’s taxonomy lots: remembering, understanding, applying, analyzing , evaluating, creating as keys for higher order thinking skills which involve mental effort taking various forms starting by first establishing safe intellectually, risk free learning environment then proceeding to ask through full questions, and interpreting information beyond the questioning the credibility of resources surface learning moving to considering valid arguments and moving to intelligently applying solid, facts, rules and principles to finally discover the truth.

In business, job market, critical thinking skills are extremely valuable whether when applying for a job, one’s needs to recognize the given opportunities , risk and promising rewards will guide you in career options, or even when hiring the right talent, using judgment without any unconscious bias, will guarantee you selecting on top candidates.

Furthermore, when it comes to getting your next promotion, applying such skills as making good decisions will be obvious for the company owners in favor of business in contributing prosperity which will affect a quality of your life “After all no boss wants to

constantly handhold their employees because they are unable to make their own judgments about how best to proceed. (DEAKIN UNIVERSITY 4 examples of critical thinking that show its importance).

Concerning social changes and personal development, with such reflective attitudes, skills and abilities will guide our thoughts, beliefs to use evidence to support thinking, explore alternatives, consider multiple perspective and assessing consequences then making safe actions for selecting the best solution for the benefit of the whole society. Thus reasonable reflective thinking certainly will enable us from demonstrating deeper understanding of the world, however to achieve self-improvement one should people around us and our selves.

Examine diverse points of view and develop constructive criticism to judge the value of ideas and pick him up even after an apparent failure

#### **9-4-Creativity:**

“Creativity is contagious pass it on” Albert Einstein

“Creativity is an important in education as literacy and we should treat it with the same status” sir ken Robinson 2006

The present day generation is getting smarter day by day, and teaching such student is not an easy task, likewise learning must be challenging and inspiring in a way that fit the information age of today, taking these young learner higher levels of learning beyond the known from multiple perspectives “the challenge is to acquire enough discipline and sufficient synthesis early in life in order to take the confident leap to go beyond what is known, and stretch in new and unexpected directions” Barell.et.al,2010.p 17

To help them into creativity this is a wise combination of cognitive capacities, personality temperament and break away from routine and boredom. Thus when it comes to creativity the sky is the limit.

“Innovation is the fuel for today’s global knowledge based economy and for its recovery”

Brell et.al p 245

With some leaps of imagination and business, creative ideas will progress companion, will flourish progress and personal benefits will be achieved. Which is clear in the world of Ken Kay “these skills undergird every aspect of competitiveness: ingenuity, continuous improvement, the capacity to turn bold ideas into innovative products and services” Brell et.al

In the same vain; creativity can be seen as the generating and refining ideas and maintaining whereas the individual seeks autonomy by being open-minded and try new approaches to explore the new and to construct solutions and thinking outside the cubide, challenging assumptions and expressing one –self. With high self-esteem then dare to imagine in order to design and innovate high quality work and creative production.

“Creativity is defined in term of the capacity to generate new ideas and solution,(break new ground) invoke fresh ways of thinking, pose unfamiliar questions, and arrive at unexpected answers” Gardner 2008, Sternberg 2007, bothcited in scott 2015

#### Sub skills

- a- Curiosity: inquire, observe, research.
- b- Open-mindedness: listen, think differently, explore.
- c- Constructive reflection upon thoughts, actions and results.
- d- Imagination: have ideas, select from the best, invent

- e- Problem solving: identify, respond, present solutions.
- f- Giving free space for making choices.

Thus: creativity is as important in education

**9-5-Digital literacy:**

“Based on **Chalkiadaki**’s analysis, digital literacy in 21<sup>st</sup> century context indicates individual confidence in the use of media and ICT and proficiency in the use of digital tools plus interactive digital skills, critical use of digital tools (analysis, critical, evaluation, creation) and the ability to attend to ethical responsibilities required in participatory culture in technology”

To add to this, it’s necessary to engage ICT (information and communication technology) in the learning process along with investing the learning skills of 21<sup>st</sup> century. Fortunately, now days most of learners have an easy access to technological devices and applications: smart phones, tablet, net, wifi, computers, and laptops, as it is clear in the figure below

Component	Definition	Example
Information literacy (IL)	Ability to recognize when information is needed, and ability to locate, evaluate and use the information effectively and ethically	Searching for information via the Internet or other sources (e.g., books, newspapers, television, YouTube)
Information and communication technology (ICT) skills	Ability to use digital technology, communication tools and/or networks, to access, manage, integrate, evaluate and create information	Using MS Excel to produce charts or histograms from a set of data
Media literacy (ML)	Ability to decode, evaluate, analyze, and produce print and electronic media	Recording and editing a music file

Table 2: Operational Definition and components of digital literacies (Chu, etal, 2017 ,p.23)

Thus they feel more motivated when integrating the technology they love into their classroom experiences as much as it's possible.

“Technology too serves as both a driver and lever for the transformation” (Parvin,2020,p.1)

Due the advanced technology, research teams now can easily coordinate their activities beyond time and place boundaries, and it allows the different organizations members to receive instructions “it is technology that makes resources” In order to accomplish a joint task or even for social communication available to complete cooperative enterprises, also provides access multi attitudes of which enables family members from contacting and potential collaborations and shared space” (Barell, 2010 ,p211)

Through delicate sophisticated applications: face book, Skype ...in addition to interesting pleasure activities: online game, YouTube channels... all as mean of self expression and entertainment.

Ever though, we are still suffering from a lack of digital technology in our schools

Nevertheless, we must bear in mind that “what will distinguish our use of technology in our education system is preparing children to have a global work ethic. Technical skills are necessary, but they are not enough” p276

Furthermore, a good curriculum will engage the efficient use of ICTs which will impose better teaching technique, and strategies the thing that reasonably require better tests, and it will eventually reflect positively on students learning performance, and academic achievements and results.

Recently, the pandemic of 2020 covid-19 opens endless horizons to use platforms to discuss and work together, exchange information, attend lectures or even make tests and projects eg: electronic learning, blending learning, zoom, google classroom ...

## **9-6- Citizenship:**

“Citizenship as an educational objective is not new, and has been part of curricula, especially in social studies. However a central focus has been growing on knowledge about democratic processes” (Binkley, 2010, p 30)

Indeed, integrating “civic literacy” in education within particular lessons in every school subject: science: blood donation, history: plays for revolution day will provide with adequate knowledge about particular democratic themes such as: the national identity components, civil duties and rights and higher political issues like: voting, constitution reforms. In order to prepare today’s learner youth for future participations in real life domains beyond classroom boundaries whenever they reach the legal age for that.

In this way, citizenship can be seen as skills of smoothly building connections and impacting others and respectfully bridging cultural divides and showing tolerance to diversity of language, religion and race as well as valuating interactions and positivity engaging in collaborative works in favor of the individual and community with high consideration to ethics and value. For instance establishing charity organizations, voting, blood donation, cleaning campaign.

In addition to enabling deeper understanding of democratize value which reflects on such attitude of being opened to various types of involvement in civic life.

Evidently “School that modal democratic practice are most effective in promoting civic knowledge and engagement” (Binkley,2010,p 31).

To eventually, move learners up in the direction of shaping conscious, responsible citizens who voluntarily participate in community services, social organizations and willing to handle local and global issues.

Thus, to cope with the changing circumstances of 21<sup>st</sup> century life, networking era, new form of citizenship has emerged to fit the demands of generation and information age under the name of digital citizenship which enables individuals to use technology in safe and responsible ways. However being a good citizen on the internet is the same as being a good citizen within community. “Indeed people behavior online can define their identity in their online relationship” (Barell, 2020, p211).

### **10-Approaches dealing with the 21<sup>st</sup> century skills:**

“21<sup>st</sup> century skills are nothing new, but rather, newly important” (Silva, 2009, p630).

At the first glance the 21<sup>st</sup> century skills, seem markedly different from the old traditional previous and current approaches yet as a matter of fact the guiding principles of these 21<sup>st</sup> century skills lie in the very core of the previous approaches implicitly for decades deeply though with a single dominant difference which the shift from content-based: (emphasis on delivery of content) to based learning: (emphasis on effective learning).

So if we consider this kind of interference and bound to be an essential part in the vital continuous teaching-learning process, we will recognize that the ending point of approaches is the starting point of these crucial skills.

However in debating the suggested approach which emerged due to constantly observations of scholars that the obvious gap between what learners possess as knowledge and what they really need and lack in terms of developing this knowledge and transforming it and putting it into actual work and academic performances. Therefore, we find ourselves obliged to shed the light briefly on highly considered previous approaches as follows:

#### **10-1-CBA: Competency-Based Approach**

It's an approach aiming at establishing a link between the learning acquired at school and the context of use outside the classroom. This approach enables the learners to learn how: to learn, to share, to exchange and to cooperate with others. It holds key turns such as skill and competency." Emphasizing the competency is a skill performed to be specific standard under specific conditions" Bentayed p49

With unpreceded programmatic shift from teacher-centered to learner and from one-direction communication to multi-direction communication as it is emphasized in the words of "Thomas Carruthers" " A teacher is one who makes himself progressively unnecessary".

Among the fundamental principles in this current approach we mention some: the unit of progression is mastery of specific combination of attributes ( knowledge, skills and attitude) whereas according to Voogt and Roblin, 2012 "21<sup>st</sup> century skills need to be defined in terms of knowledge, skills, attitudes, values and ethics..." well as highlighting performance criteria- as competence is ferred from good performance-resulting diversity of competent performance.

The main objectives of CBA are:

- Learners will achieve competencies required in the performance of their jobs these competencies are identified through stimulating of real life situations, however little or no attention is given to identification of the essential job skills.

"Assessment of competency takes the participant's knowledge, attitudes into consideration but requires actual performers of these competencies" (Bentayeb,2007 p49).

## **10-2-THE SITUATION OF INTEGRATION:**

"The Situation of I ntegration" is a written expression where your learners use what they see in the previous lessons (PPUs peaking+ grammar /PDP read and listen + grammar) in this task .The teacher deals with the Knowledge- Skill- Attitude chart depending on the topic,

where learners elicit all what they have learnt in the sequence “ Group writing and in-class writing of the first draft are especially helpful for beginning students because the instructor is available for immediate consolation to make sure everyone is on the right track. Pair an group collaboration is appropriate for pre-writing and editing work” (Hogu, 2008,ix)

1-Brain storming: Using needed visual aids to invite learners to the topic meanwhile the teacher writes on the board the words, instruction examples to be used in the writing process.

2-Drafting: free writing learners gather information about the topic as they come to his mind

3-Editing: Learners add, omit, or change some ideas or words in the production

4-Revising: Learners correct spelling, grammatical errors, check coherence .

5-Publishing: learners publish their production by the end of the second or third session the teacher chooses a sentence from each learner’s piece of writing or choose the best production to be as a modal and to be written on white board then on learners copybooks

## **Section two: Learning Performance**

### **1- performance:**

If you were at all possible to capture the concept of performance as abstract as the learning process and educational perspective are, then it would the best be in the pedagogical and academic work, and learners achievements at classroom through guided lines and free space for personal expression and efforts autonomy or creativity. That’s summarized in communicative tasks, and writing productions, situation of integration as well as project works which are considered as most essential and valuable for simulating real world performances and advanced learning that fit the “I generation” in 21<sup>st</sup> century life.

The academic race is the knowledge gained which is assessed by mark, by a teacher and/or educational goals set by students and teachers achieve over a specific period of time.

Academic performance is the measurement of student achievement across various academic subjects. Which constantly improved by varied elements in both inside classroom walls and outside too. Hanson (2000) reported that: “Student performance is effected by different factors such as learning abilities, gender and race, and family” Simons, et al (2005) concluded that “Family income level, attending full time, receiving grant and completing advanced level classes in high school having statistically significant effects on college persistence” among others: (Simons, et al 2005 p255) their environment, study habits, motivation, rewards, learner intelligences...

## **2- The Relation Between Skill and Performance:**

A new learning cycle grows from the data to place the learner(s) on a continuous learning path, hence the intent of this continuous learning cycle is to deepen knowledge and broaden its application to multiple aspects of life and work for learners future survival and success as the ultimate goal.

That starts by developing learners competencies and acting the knowledge they process first at classroom where enthuses is spread and curiosity is being at this highest level and enjoyment is being integrated through dynamic learning and multiple intelligence in non-routine performance and the effective use of ICT prop along with embracing learning skills, media and life skills all put in the final phase of learners production with a fresh touch of creativity. In terms of the “exit profile” that highlights the target 21<sup>st</sup> century skills.

To be largely performance based “the crux of 21<sup>st</sup> century skills in the need to integrate, synthesize and creatively apply content knowledge to critical thinking, problem solving, and analytical tasks throughout their education, so that we can help them, have this ability and

come to understand that successful learning is as much about the process as it is about facts and figures in a word this approach is learning by doing. As Kane (1994) p148 emphasizes the functional bound between skill performance “to identify the knowledge, skills and judgments that are used in practice and that make a difference in practice, in the sense that the practitioners level of mastery of knowledge, skills and judgments has a substantial impact on the effectiveness of the practitioner’s performance “ (p148).

In simple terms mastering and applying the 21<sup>st</sup> century skills plays an integral part of reflective activities which the learners academically perform in terms of **knowledge , skills and attitudes** as the following table shows:

Knowledge	Skills	Attitude, values, ethics
<p>This category includes all references to specific knowledge or understanding requirements for each one of the skills.</p> <ul style="list-style-type: none"> <li>• Ways of working in communication :</li> </ul>	<p>This category includes the abilities, skills and process that curriculum frame works are designed to develop in students and which are a focus for learning.</p>	<p>This category refers to the behaviors and attitudes that students exhibit in relation to each of the 10 skills</p>
<p>Eg: understanding the main features of written language (formal, informal, scientific, journalist...)</p>	<p>Eg: ability to write different texts for various purposes to monitor the writing process (from drafting to proof-reading)</p>	<p>Eg: willingness to strive for aesthetic quality in expression beyond the technical correctness of a word/phrase</p>

Table 3- A Modal of Measuring of 21<sup>st</sup> Century main Areas (Binkley, etal, 2010,p.16)

### **3-Project-Based Learning Approach (PBL)**

“PBL is a model that organizes learning around projects” (Thomas, 2000, p1)

Primarily “PBL was widely implemented in science education “(Kalvu 2015) developing scientific research and medical experiments, however with the progress and development in the field of education and the advanced teaching-learning methods” PBL has also been incorporated into language education along with an increased interests in student-centered learning, autonomous learning and collaborative learning” (hedge 1993) to become flexibly integrated and extensively applied to enhance the teaching-learning process in accordance with engaging learners into the process and motivating them to initiate fresh ideas and retain information from a variety of resources in a “constructivist environment that tolerates errors making and encourages changes” (strivers, p4) resulting in authentic product and creative presentation as a “fruitful model” for the whole school reform” (strivers, 2010,p3) and it may extend to community sharing using internet, website as a new mode of “side by side “learning”. Thus unconsciously reflects on / teacher-learner satisfaction which strengthens learners self confidence and promote their achievement” and promote the quality of educational experience.

PBL is defined as “an in structural approach built upon learning activities and real tasks that have brought challenges for students to solve” (strivers, 2010, p2)

A dynamic integration of content and context created and facilitated by a discipline expert and pedagogically competent teacher (garrison and Anderson, 2003, p4)

The different definitions of PBL provide diversity and somehow enrich the process of learning in multiple perspectives which open the door for flexibilities and possibilities for further applications in education practice as well as to reach a higher goal that is extending to function like adults in the society.

### **3-1-Characteristics of PBL:**

Project-based learning: from theory to EFL classroom practice much research has done on determining the characteristics of PBL, in (j.strives,2017) indicated on (p329,330) 2 major studies of the following scholars.

1-stoller (2006) listed some key criteria for PBL, such as:

- Challenging questions, problems or topics of student interest.
- The use of effort in connecting ideas, requiring new skills.
- Hands on activities and the use of authentic resources and technology.

2-simpson (2011) assembled research on the common features of PBL, for instance:

- PBL must be both process-oriented and product-oriented.
- PBL must require students to be responsible for their own learning in the target language.
- PBL must encourage skill integration.

Other fundamental aspects of PBL:

Among the key features of PBL, we shed the light on some common.

- Generally done by groups of students working together toward a common goal it is effective for all grade levels and subjects.
- To function like adults in the society varied in use time devotion from extensive (few weeks), to occasional (a semester)
- Arise academic achievement and guarantees all learners engagement in learning process especially. Those of low achieving.

- Improve learners mastery of 21<sup>st</sup> century skills implicitly such as self-evaluation, time management, decision-making, reflecting upon their own ideas, leadership skills during the process project realization.
- At its best, PBL can spark the inspiration to engage the learning experience effectively into practice and to contribute in society.

Nevertheless, it's up to the teacher's proficiency to make ongoing process of project realization an exciting adventure towards self mastery as well as creativity. As "project based learning allows to many students to shine who might struggle on topical assessments" (strivers, 2010, p5).

### **3-2-The Project:**

Basically "the term "project" used in EFL context was proposed by Fried-booth arguing that it actually covers three stages: beginning in classroom, moving out into the world, and returning back to the classroom" ( 1986,p8) Cittedin (Thon, 2018, p.328).

In other words, at school level, the project works consists of three main phases launching the project, 3 checkups while preparation and presentation/evaluation of the project as it described in the Algerian teacher's guide.

Within the process of project (preparation) realization, and also presentation, the four language skills receptive: listening, reading and productive: speaking and writing are smoothly integrated and applied the thing which is clear in the words of Haines "recycle new language skills of in a relatively natural context" (1989, p1).

During designing and realizing any project, students will unconsciously develop skills of communication, collaboration and creativity, as an opportunity to socialize and discover inner-capacities and talents, "hidden competencies, some learners are good at collecting and

organizing data” some show multiple intelligences, whereas any sort of cultural diversity, personal disagreements and differentiations will melt and vanish with the spirit of team work and inescapable enjoyment.

“while working with group, the teacher will identify future leaders, collaborative learners, attentive learners and slow learners who can work better when they are in a task within a group” (Tamrabet, etal, 2019 p17).

Which leads us to our next point that is team-members, each team is divided into a number of members who play an integral role and participate effectively each one from his or her position to accomplish and assigned task “Time keeper, organizer, dictionary researcher, data-collector, speaker, and leader” (Tamrabet, etal, 2019,p18) in addition to designer and writer (secretary).

There for, the project gained its popular definition as:

“Complex tasks, based on challenging question or problems, involving students design, problem-solving, decision making, or investigative activities given students the opportunity to work relatively autonomously over extended periods of time, and culminating in realistic products or presentation”. (Than, 2018, p329)

The Algerian national road of curriculum design stated in the new official document “the teacher’s guide” some guiding and outlined lines for the project as follow:

“ The whole project can extend to more than two sequences of time span, the project should be coherent, expressive and meaningful, the topic should be researchable with a clear cut objective right from the beginning. As the project is a collaborative work, every individual learner can be valued individually to avoid dependency on one another”.(Tamrabet,etal,2019 p18).

Which prove the claim of Papandreou (1994) to be true “every project is the result of a series of activities are organized into a process” (Than, 2018, p331) which values the process more than the production itself, to be process-based rather than product-based.

#### **4-Task-Based Approach:**

In recent years a debate has developed over which approaches to structuring and planning lessons are more effective to reinforce learners performance in stimulation with real world, the following scholars investigated the nature of the approach and listed a collection of feature for a Pedagogical Task.

“A strongly felt pedagogic intuition, arising from experience generally but made concrete in the course of professional debate in India. This was that the development of competence in second language requires no systematisation of language inputs or maximization of planned practice, but rather the creation of conditions in which learners engage in an effort to cope with communication”. Prabhu (1987: 1) cited in (, p.41)

Prabhu stated explicitly that competence is to be understood as 'grammatical competence' ('the ability to conform automatically to grammatical norms') and communication as 'a matter of understanding or conveying meaning'. Communicative competence was to develop 'in the course of meaning-focused activity') cited in (S.Aquilino p.41)

The Task Based Approach (TBA) must be placed within this context, at the end of the 20th Century. It is not an isolated or 'unique' methodological event. TBA can only be fully understood if you contrast it with preceding methods and analyse it within mainstream communicative methodology.

-When performing a task in the real world, language is automatically limited: structures and words to be used will be restricted to the semantic field covered by the task. And so they are as well the logical steps underlying the fulfillment of the task.

Whereas Breen (1987a) concludes that the TBA is a result of

i) New views on language.

ii) New views on teaching methodology.

iii) New views on the contribution of the learners to the learning process.

iv) New views on how to plan teaching and learning.

In line to definitions above, Task-Based Approach (TBA) offers an alternative for language teachers concerning lessons the teacher doesn't determine what language will be studied, the lesson is based around the completion of a central task and in the other hand the learners may not produce the target language during free practice stage but they use the existing resources to complete the task.

#### **4-1-The Task:**

Nevertheless; theory and practice around TBA are far from being uniform and clear, yet task-based syllabuses are 'process-based'. Regarding that processes and goals both belong to the nature of tasks. However the concept of task implies more emphasis on the process of doing things than on the goal it aims at..

Tasks, in fact, have been defined in different ways. Prabhu proposes the following definition:

“An activity which required learners to arrive at an outcome from given information through some process of thought, and which allowed teachers to control and regulate that process, was regarded as a 'task'.” Prabhat (1987:21) cited in (, p47)

Candlin formulates his own definition from a 'pedagogic and operational' point of view:

“One of a set of differentiated, sequenceable, problem-posing activities involving learners and teachers in some joint selection from a range of varied cognitive and communicative procedures applied to existing and new knowledge in the collective exploration and pursuance of foreseen or emergent goals within a social milieu.” Candlin (1987: 10)

He specifies that a task involves a set of activities that they imply a problem which must be solved, that interaction of various kinds must be activated and that a goal will be pursued and can be achieved deploying cognitive and communicative procedures, either taking advantage of already existing knowledge or creating new knowledge if necessary to achieve the completion of the task. The task is to be performed within a 'social milieu'. Candlin's definition also clearly refers to tasks to be performed in the classroom, preferably of a communicative nature. Procedures and goals are mentioned as two of the ingredients of a task, although the nature of 'goals' has to be understood as a 'completion' of the task, which might be of a non-linguistic character (say, solving a mathematical problem).

On that basis it is to be assumed that the language used for carrying out the task has to be considered as instrumental. Learners will gain in their linguistic skills through the language practice needed to perform the task, reactivating their own linguistic resources or searching for new ones when the knowledge available is insufficient.

Nunan offers a definition focused more on the language classroom: A task is “A piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language; while their attention is principally focused on meaning rather than form.” Nunan (1989: 10)

Such a definition states that tasks are not necessarily 'goal-driven or goal-oriented'. In that case, his conception of tasks is hardly to be put alongside real world tasks, where pursuing a

goal is an essential feature whereas tasks in real life and pedagogical tasks in the classroom are not to be fully equated.

In brief, tasks performed in the real world are not necessarily transferable to the teaching situation among other things, because classrooms do not offer the same situational environment as the 'real world' does thus it seems necessary. Herefore, to identify the essential features of real and pedagogical tasks.

#### **4-2-Characteristics of the Pedagogical Task:**

Among the key criteria's of Pedagogical Task we mention some:

First, they must carry dual conceptual pair 'content-method' (what - how) emphasizing on the value of the content to be taught (syllabus) and the way it is brought into and taught such as methods and techniques are highly important. As well as the tasks should be broken into sequential steps but tightly connected among themselves. Another element is variety of materials and procedures which help learners to acquire will take place by practicing with those materials in activities that simulate real life situations and contexts. In addition tasks should embrace values since learners are naturally gifted with the necessary capability and abilities to learn by working with activities focused on valuable meaning. Not only this but the task should organized toward a specific goal to be reached or at most cases a problem to be solved. Furthermore, the task should require effective communication through language through engaging learners in the process. Moreover, Learners styles should reinforce the realization of task such as kinesthetic and tactile which require the involvement of the whole person mind and body, thought and action must be coordinated and work together for better stimulation of real world tasks and for granting efficiency in task performance.

And as pointed out above, it is obvious that not all real world tasks involve this social dimension 'real world relationship 'since the world becomes very multicultural and practical with emphasize of numeric information, knowledge services, international communication.

### **Conclusion:**

In a nutshell; this study grows out of a belief that all efforts must be aligned to realize the shared vision of how 21<sup>st</sup> Century learners would better look like through serious educational academic researches and pedagogical trainings each from his/her adequate position and within his/ role (teachers, Inspectors, curriculum designer...) all to invest in learners and encourage, guide them gradually to acquire these highlighted valuable and needed skills of the 21<sup>st</sup> Century From the 12 skills, we have analyzed the most recognizable six skills dealt with in Algerian Vision (Communication and Collaboration, Critical Thinking, Creativity, Digital Literacy, Citizenship) step by step and wisely refine their competencies and articulate these skills and stimulate their attitudes within the identified vigorous frameworks provide measureable descriptions of the skill, considering the Knowledge, Skills, and Attitudes, Values and Ethics aspects of each skill to be performed within the CBA Approach in varied social practices and actual work of Communicative Tasks, Projects as a way to stimulate real life situations to cope with the continuous development of the world and to handle the unexpected challenges, unpredictable problems of this millennium. With accordance of Silva's statement "An emphasis on what students can do with knowledge, rather than what units of knowledge they possess, is the essence of 21<sup>st</sup> century Skills" at its core, the 21<sup>st</sup> century skills are determined in the ability to bring value experiences that enrich and expand knowledge as "experimental learning" and commitment to social justice and not the amount of knowledge they possess when education no longer just imparting knowledge within classroom instructions yet genuinely shaping lives for the future. Whereas any attempt to prepare today's learners, it directly affects and contributes in a way or in another in shaping

and building tomorrow's citizen that is wished to be conscious, responsible and interculturally positive.

## **CHAPTER TWO: PRACTICAL PART**

## **Introduction :**

The current chapter presents the practical side of this study, it is divided into three sections. The first section, the researcher provides a detailed explanation of the appropriate methodology used in the study describing the research design, data gathering tools, the sample. In the second section, the researcher deals with the analysis of instruments addressed to the participants. In the third section, the researcher devoted the last section to cover both discussions and interpretations.

## **Section one:**

### **1- Research Methodology :**

**1-1-Research Design:** In this study the researcher opt for Experimental research design believing it to suit her research since it permits real and actual presence when the performance is occurring and a close examination of the effects that 21<sup>st</sup> Century Skills may have on learners' performance in developing their communicative skills and reasoning as well as improving their productive skill of writing which logically develops their receptive skill of reading too which helps in enhancing their academic achievement when tested as another important tool in this research for the purpose of gaining realistic results from the research whereas the academic performance clearly took place. It's up to the researcher to select the suitable design which helps her to gain a clear understanding of the topic.

**1-2-Sampling:** This study has dealt with:

**A-Students Profile:** The learners are two groups :Control group and experimental group the participants are pupils at Chakheb Mammam Middle school located in Moussa Raddeh Street-Khenchela. Total number of participants is 32, with equal number for both groups; control and experimental 16 learners, control group contain 7 male participants and 9 female

participants whereas experimental group male participants 8 and 10 female participants . They are around 15 and 17 years they are of 4Ms3 class group1 group 2. Due to the pandemic Covid-19 the number is little in each classroom for the whole school year, for safety measures. The purpose of investigating the validity of integrating the 21<sup>st</sup> Century skills within lessons and encourage learners to acquire the target skills which would be clearly observed through their classroom practices and performances. The selection of the participants was purposively as exam classes that possess basic skills and are willing to adept with new learning method as being the researcher students for 2 years in addition to the pandemic that make it so difficult to apply the research at other school and other students due to safety measures.

**B-Teachers Profile:** The interview was carried out with 2 teachers to shape the same description of semi-structured interview that has been conducted at staff-room at the same school. These teachers are of the researcher's same school, they are both female, one is 45 years old and the other is 31 years old, the first is with Master degree when the second is with baccalaureate degree, the first one is an experienced teacher as well as qualified trainer-teacher with a career over twenty years of experience in the field , whereas the other is somehow novice teacher with eight years work. Selecting these teachers because they are her colleagues at the same Middle School and the same district which make it easy for the researcher to build an interview during the pandemic, the interview consists of five questions to be addressed yes or no questions and wh word questions that serve the purpose of the study.

In addition to an interview with the Inspectrice of English Language Khanchela, district number 1: Mrs.Khadoudje Bensaidi a female participant with an age of 46 years old, working as an inspectrice since 2009 for the purpose of gathering exact information about the Algerian Experiment that adopted the project of integrating the 21<sup>st</sup> century skills in the curriculum

whereas she was an effective participant in the training which was held in Algiers about the same project. The meeting was occurred on the level of the inspectrice office at Middle School- E l-Hamma district- Khenchela during the holly month of Ramadhan after all the previous tools were done.

**1-3-Data Gathering Tools:** For the purpose of realizing this work the researcher opted for using three main tools: Class-room observation, Pre-test and Post-test and Interview.

**1-3-1- Classroom Observation:** The researcher has devoted 4 weeks to be 8sessions for teaching learners o experimental group within the new target method integrating the 21<sup>st</sup> century skills within lesson plans that highly appear in classroom instructions and class-room practices through tasks and performance through mini projects too for both individual and group work After a while from getting used on this method teacher teach at the same time observe learners practices according to newly check-list and developed lesson plans for both groups control and experimental, with variety of tasks and topic to be addressed within the same current curriculum just with extra efforts of the researcher to embrace LARA technique in designing the lessons.

**1-3-2 Interview:** The researcher used Semi-structured Interview where she could use the participant's responses to come up with new questions about the topic, come in case their responses arouse new aspects to be discussed , through which we can gain reliable and precise data. The interview consists of 6 questions to be answered. Started by a brief conversation in which the interviewer intended to extract general information about the interviewees such as age, number of previous schools the worked at and diplomats. Later on the interviewer asked both of them the same 2 first questions to know the first question was checking if they are familiar with these 21<sup>st</sup> Century skill. The second question was about do they participated in academic training for integrating and adopting the 21<sup>st</sup> skills in the Algerian Curriculum

whereas the third was whether they apply these skills in their teaching method and every day lessons. Depending on the answer of the participants the interviewer moved to ask follow up 3 questions to draw up more specific and deep information. These questions were different from one participant to another.

**1-4-Procedures:** At the beginning the researcher conducted classroom observation in a period of 4 weeks 8 sessions to integrate the new target 21<sup>st</sup> century skills while teaching lessons such as I Listen and do watching a video about Shakespeare writing a biography of William Shakespeare I practice dealing with voting and another lesson dealing with charity association, Situation of Integration, writing an email when learners practice and perform. After dealing with the observation session, the researcher assigned the same post test for both groups, in two communicative tasks and situation of integration in attempt to push learners to respond over some 21<sup>st</sup> century Skills such as: critical thinking, creativity, communication, Digital Literacy as an appropriate tool to assess individual achievements and performance of learners.

Finally the researcher used another tool to gather more information about the topic by building an interview with two teachers to see their knowledge about the topic and whether they apply all some or few skills within the classroom teaching as being the first source of information to learners. Another interview is conducted with the inspectrice of English of Khanchela for gaining information about the Algerian And British Council Partnership that she was an effective participant in it for more than 3 years and responsible over the English subject project asking about details and further information of when would it launched officially in all subjects an school levels as a valid trustful source of deep information given directly from the Ministry of Education.

## **Section Two:**

## **1-Data Analysis:**

**1-1 Classroom observation:** Whereas the results of the experimental group showed better results in terms of dealing with 21<sup>st</sup> Century skills, such as Critical thinking to discuss ideas and find solutions for given problem and also communication skills as a valid proof for acquiring the target skills, creativity and collaboration through emphasizing on effective team works that showed I creative communicative tasks and good quality of writing production taking in consideration ethics and values of contributing in community services.

The first lesson that observing learners reasoning and creativity, collaboration communication and digital literacy when writing a short biography of William Shakespeare. The experimental learners brilliantly used interacted with challenging lead in putting puzzle pieces together task 1 depending on watching a video as a primer source for the topic to fill in bibliographical note in enjoyable way. The acting dialogue out was refreshing stage. Finally, depending on previous tasks participants write within team work a short biography using all available materials papers to, and push talents to come out and imitate shapes of ‘face book, Instagram, email and movie record’ intelligently and beautifully to publish their final draft on it. Whereas observing the control group was within routine procedures no much energy and groups using previous tasks video, identity Card of the figure, they succeeded in producing coherent biography in logical order using some grammar rules correctly yet with some spelling errors. Yet ordinary papers with simple format of email the work was accomplished within teams also.

The second lesson, organizing charity associations within team-work Starting by engaging Critical Thinking through rubies messages inviting learners to decode them and find a complete word at the first task which was challenging but it captured the attention of experimental group whereas the control group matched images to their names .Task 3 invited

learners to design a charity association assigned for both groups, though only learners of Experim blood donation, money donation by using realia some material from the science laboratory like tubes of chemistry to use for blood types, microscope creatively made a box for gathering money and design a slogan and a third team prepare heals for Ramadhan by using available materials to make dates, bourak and symbols of the holly month as donation of food which are clear in the lesson plans in details and learners photos, for the benefit of the whole society which is a remarkable effort to build and prepare conscious future citizen.

The third lesson took place at the computer lab where learners wrote real emails about how to be a good citizen following given steps and some grammar rules, thinking critically and providing arguments and examples. Using school computers and laptops and tried to send them to the teacher at the same session.

Experimental group participants developed such important competencies and skills that were clear in their way of using materials and presenting their final production publishing on internet as well as at classroom walls. Whereas the control group have written emails with stages off drafting, editing, in groups then revising in pairs at last they have published on their copybooks individually then they have read their production with teacher monitoring and guiding them.

**1-2-Interviews:** with teachers the novice teacher answered yes has simple idea about some skills whereas the trainer teacher answered no because she has never heard of the term or faced such approach. Both teachers answered no for the second and third questions that are both teachers has never received an academic professional training to identify such skills and master the best ways of integrating them in the curriculum and organizing lessons built upon them. Furthermore in almost all lessons both teachers emphasis only on Communication and collaboration skills as group-work for specific tasks and few sub-skills of critical thinking

such: problem solving skill. As well as creativity but only when dealing with project works occasional use. In response to question 5 novice teacher answered that Digital literacy is most important skills, whereas the trainer-teacher sees that citizenship is the most important skills. In question 6 have never asked learners to use digital literacy or even prepare adequate environment for that she responded no not at class room but they rarely at home and they use face book accounts. And the trainer teacher was asked about using Citizenship skills as question number 6 a way to refer to how to develop the spirit of citizenship during lessons the teacher stated that within specific lessons as the last second Generation reforms emphasized on integrating core values in every lesson citizenship is one among other values. Whenever she meets it in the syllabus not all the lessons but with no efficient performance as in real life situations. Concerning the last question number 7, both teachers are willing to use this new approach of integrating the target skills in the curriculum as long as they contribute in developing learners academic achievements and evolve them in term of personality and way of thinking for the educational purpose first then for work and life aspects as becoming positive responsible citizens and also by moving up with the same wave of global development and use of numeric literacies as the real world obliged the 21<sup>st</sup> citizens to cope with ever-changing millennium. Bearing in mind that some necessary adjustments should occur to realize the new approach. So eventually both interviewee showed limited knowledge about the topic.

C-2 About the interview that was conducted with the inspectrice, she enriched the research with valuable and real information about the new approach as an Algerian Experiment which play a fundamental part in this research. However the interviewee responded to the first question as she attended and effectively participated in the training of The Algerian and British Council Partnership for three years 2019, 2020 and 2021 for Teachers Continuous Professional Development and for 21<sup>st</sup> Century Skills. The second question The interviewee

attended the training in Algiers and Biskra and Oud Souf about the 21<sup>st</sup> Century skills.

Recently due to the pandemic she attended and contributed through digital platform ZOOM ONLINE for more than a year for training a sample of teachers then inspectors of different school subject. In response to the third question about mentioning the target 21<sup>st</sup> century skills that Algerian Project highlighted, she answered: Communication and collaboration, critical thinking, creativity, citizenship, digital literacy. The fourth answer to the question of the importance of these skills was educators and researchers noticed through observation that people in the 21<sup>st</sup> century need more skills to live and succeed especially in business and economy and are necessary in all other aspects of life in order to prepare conscious responsible global citizen. As a response to the last question of is only English language concerned with this new tendencies of mastering such skill, the answer was no, all school subjects, levels primary, middle and secondary are concerned with this new approach to integrate in the learning process.

### **Section Three:**

#### **Discussion and interpretation:**

Though this study, depending on observation, we find that it is impossible to acquire and master these skills efficiently within different types of lessons (listening, practicing, writing) without deep understanding and daily exposing to through classroom practices and with no actual practice for such skills, the learners cannot use and apply these skills whenever they are needed. So without using 21<sup>st</sup> century skills the learners performance doesn't improve.

similar to real world situation in a format of an e-mail and attached clarifying item drawing, symbol, illustration and citizenship values. The main reason is there was no explicit integration of these skills during the lessons with no drills and extra-activities to acquire the

From these results the study proved to be successful when teaching learners adequately the target skills of 21<sup>st</sup> Century and reinforce their capacities and develop their competencies within well organized and varied classroom practices for a certain period, they can master them and apply them when needed even at test so: using the 21<sup>st</sup> century skills improves learners performance.

-In the case of The Interview with teachers: Both teachers has limited knowledge about the topic of 21<sup>st</sup> Century Skills, whereas the novice teacher has further information and use some skills occasionally.

The interview with the inspectrice was fruitful and enriched the project with valuable information that reinforce the importance of embracing 21<sup>st</sup> Century Skills that the ministry adopted and trained the inspectors and teachers for that purpose. That the 21<sup>st</sup> Century sSkills are the best tendencies for evolving Algerian learners toward global changes and future challenges in the new information age.

### **General Conclusion:**

Throughout this study, theoretical part and practical part, we successfully shed the light on the most important skills of the 21<sup>st</sup> Century that are highly regarded as vital necessary not optional skills for living and thriving in this ever-changing world as well as to cope with the challenges of this competitive age stated in the words of Paulo Freire “The power of literacy lies not only in the ability to read and write, but rather n an individual’s capacity to put those skills to work in shaping the course of his orher own life. With the insight that genuine literacy involves “ (More,2016,p10) That the Algerian Ministry of Education adopted with The British Council partnership, beginning with major literary review of topic then we pursue with different definitions and words of scholars and educators with detailed characteristic and components of target skills: Communication, Collaboration, Critical Thinking, Creativity,

Digital Literacy and Citizenship, as being a passport for profession and even for respectful life and a ticket for developing the individual and companies economical potential. Then we moved to outline a constricted work-frame, the researcher also dealt with the components of these skills one by one in an attempt to clarify any ambiguity taking in consideration approaches dealing with the 21<sup>st</sup> century skills such as CBA, etc... Because “there is now much more emphasis on what people can do with knowledge they can access” Elena Silva.2009 So within effective education and proficient teacher the learners can identify new skills and refine their competencies and develop their talents through simulating real life situation that prepare for dealing with real issues in future. We devoted a second chapter to investigate from learners’ performance when using the 21<sup>st</sup> century skills as a sort of modest experiment observing their performances during several sessions and analyzing their academic achievements through test. Finally; this study is concluded with some significant challenges suggestions to support the teaching-learning process along with adopting and applying the target skills in the Algerian curriculum for effective work from the teachers’ side and for the real improvement in performance of learners and satisfying results in order to prepare today’s learners be effective future leaders and conscious responsible citizens who can handle with unpredictable situations in education, job-market and building them to tackle unexpected challenges and thrive in this ever-changing life.

### **Limitation of the study**

In every work “research” adding valuable information and for the benefit of the field within such rich experience which cannot begin to happen without addressing some daunting pedagogical challenges.

The main feature; recently due to the covid19 pandemic, throwing up challenges for the research to accomplish the experiment of this study, in terms of time since the denoted on the

level of school. Nevertheless, time devoted to each session is 45 minutes which is not enough to monitor productions of all learners e.g. proof-reading, so I assigned which leave no other choice except to assign a homework so waiting till the next session to complete the lesson, as well as finding some difficulties concerning pair/group work, tasks, com Unless with a great deal of safety majors (1M distance, using sanitizes, masks, personal tools...)

Another feature; the lack of equipment, limited school tools, and environment, limited number of laptops, data projector which we are constantly needed, no printing-machine, no special classes for theatre of art laboratory, no which pot the researcher in front of problem of bringing his own tools, customs and carry them from class to class, no internet WIFI in most of classes even at data-lab to send e mail in the same session.

No less important element than facing unexpected problem during all the period of the experiment at school eg: the cut of electricity, while pupils were using print machine write email The store is closed, changes in timing schedules (Ramadhan month) less hours for each subject, some days off for national, religion celebration, or even borrowed sessions for students medical checkups, vaccination or for scout meeting, guidance consular meeting.

As well as, concerning the theme of 21<sup>st</sup> itself, it seemed difficult to corner all the proposed skills in a desirable way for unwillingness demanding efforts, different thinking and limitation of student's performance and taking in consideration poor features of assessment scoring rules for the creativity.

Besides being a university student; school teacher, mother that add more responsibilities that limit my time which brings me the final point that is pregnancy journey then giving birth as much as it was a blessing, however it was somehow a inescapable stage that delayed me on writing the final draft and thus delivering this modest research in the appointed time.

### **Suggestions and Recommendations:**

**Better curriculum:** Borrowing the words of Andreas Schleicher: "Strong Performers, successful Reformers" given that the current curriculum is already crowded, the education system is in need for Reforms in principle of "Teach Less, Learn More" though we are in our way to reform, it is just coming in smaller doses than anticipated, hoping to rise the emphasis on the target 21<sup>st</sup> Century Skills and the way that stimulates real world situations and for bridging the dangerous gap between the skills people learn and the skills people need for living and thriving in the ever-changing world on terms of social justice, work standards, economical potential.

**Better Teachers:** The teachers as being the delegated intellect, they must evolve as well through the CPD 'Continuous Professional Development' during academic trainings so they must move out from the Comfort Zone to Risk Zone then Learning Zone to finally reach the Growth Zone and adopting such techniques such as Vygotsky's ZPD 'Zone of Proximal Development' and use of Howard Jardner's Multiple Intelligences Theory (Logical, Intra-personal, Musical, verbal...) as well as the Learning styles (VAKT): Visual, Auditory, kinesthetic, Tactile. As ways for processing information. Thus teachers should pursue professional development to sharpen their teaching skills and maintain the quality of profession. Professional teacher captures the learners attention inside the classroom and maintain the learning process even out-side class-room walls by assigning extra-curriculum activities that some learners may extend and enrich previously learnt academic skills through competitions and by applying them to real world simulations.

**Better Environment:** The "I Generation" is inquisitive and intelligent; therefore the biggest change we demand to happen is the incorporation of technology in the classroom and the smooth use and flexible access to digital Literacy such as platforms for discussions as a new horizon for both teachers and learners. The wide range of sophisticated and available

materials would allow the fluency of learning in a healthy environment that encourages, collaboration and creativity saving both time and effort taking learners to higher levels of learning and joy with modern view to deal with learning. As well as putting knowledge into practice and actual work of independent projects and post-assignments, experiments.

Changing the static way of teaching by organizing a session at the school-library, information- lab, theater room, school yard, canteen for further practices like: recipe making, showing directions,.. etc. Parents also should participate in evolving learners by restricting their children and providing the healthy atmosphere and encouragement in addition to their contribution and help whenever needed.

**Better Assessment:** “Designing assessments that measure newly important skills presents challenges, but that should not be an excuse for failing to evaluate what students know and are able to do”(Silva, 2009,p.630)However, the suggested test used by Oxford University Thinking Skills Assessment TSA a multiple choice test giving 1 mark per question, whereas used it alongside a levels and structured interview. Also Continuity captures the principle that assessment at all levels is conceived as part of a continuous stream of evidence that tracks the progress of both individual students and educational programs over time. Another sort is a comprehensive assessment system uses a range of assessment methods to ensure adequate measurement of intended constructs and measures of different grain size to serve decision-making needs at different levels of the education system. Also some tasks may cause bias when evaluated individually such as contribution to project work, yet it’s hard to measure creativity with no guiding lines. Yet it is important to transform the assessment to be largely performance-based by creatively integrating and applying content knowledge to critical thinking and problem solving throughout the education process. In brief, we expect that Educators consider the previous points when designing a complete adequate assessment and make adaptations with the great shift from paper-based Assessment to Technology-Rich

Assessment to fit the common goal and highlighted skills for our own schools and pupils and to make our pupils thinking visible to establish their strengths and weaknesses and help them shaping their future learning choices.

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## **Appendices**

**APPENDIX1 1-Lesson plans:**

**Level:** 4 MS **Teacher:** Mrs.Bendjeddou Hanane **Duration** 2Sessions 45Min+ 45Min  
**Project1:**Design a brochure of Algerian **Sequence 1:**Me, Universal Landmarks And  
 Famous Landmarks and Figures **Outstanding Figures in History, Literature and arts**  
**Lesson Focus :** PDP **Lesson: I Listen and Do Title: Shakespeare’s Biography**  
**Learning Objective :** By the end of the lesson , my learners will be able write a short biography of  
 William Shakespeare  
**Target Structure:**simple past verbs, passive form, superlative form of adjectives,  
**Target Competencies :** Interact / Interpret / produce .

**Cross-curricular Competencies :**

- 1-Intellectual Competency :** Ls can understand and interpret verbal and non-verbal messages.
- 2-Methodological Competency :** Ls can work in pairs or in teams
- 3-Communicative Competency :** Ls can use information and communication Technology
- 4-Personal and Social Competency :** Ls can socialize through oral and

**Core -Values :**

A- Openess to the world

**Procedure**

21st Century Skills

Material

VAKT

Time

Stage

5 Min

Warm up Pre-listenind

15Min

DuringListening

T greets her learners  
 -T pins pieces of a puzzle and asked learners to put them together , then guess what do they represent  
 William Shakespeare



-T displays a video and invites learners to watch Task  
 watch the video and fill in the Bibliographical Note



**First Name:** William **Surname:**Shakespeare**Date of Birth:**Apri23th, 1564  
**Place of Birth:** Stratford-Avon Upon London UK  
**Nationality:**English**Occupations:**poet, playwright  
**Title of Famous books:** Macbeth, Hamlet, Romeo and Juliet, King Lear **Date of Death:** 1616  
**Place of Death:** Stratford-Avon Upon London UK

Critical Thinki

Images

Visual Audio-visual

Communication

Vernal

Visual + Kinesthetic + Tactile

Work sheet

images + Flipcharts

Communication

Collaboration + Creativity + Digital Literacy

During-Listening

Post-Listening

15 Min

10 Min

8 Min

30Min

7Min

Learner answer individual on their copybooks then correct on white board

**Task2:** I listen and answer the questions:

-Shakespeare was born in April 23<sup>rd</sup>, 1564

2-What was the name of his theatre?

-It was the Glob Theatre

3-Did he marry?

-Yes, he did

4-Where did he die?

-He died in Stratford-Upon Avon London - UK

Learners answer in pairs, teacher monitor the Ls correct on White board

Teacher invite Ls to act out the conversation

**Task3:** I use the information above to write a short biography of Shakespeare in group work.

**Drafting:** Learner put their first thoughts together in groups

**Editing:** Learner change add omit ideas

**Revising:** Learners correct spelling, grammatical errors

**Publishing:** Learners worked in teams and used the information above to write a short biography in a creative way.

**Proof-reading:** Ls read out loud, teacher monitor then together correct on W.B

### The Biography of Shakespeare

One of the most famous figures in literature in the world is Willam Shakespeare.

Shakespeare was born on April 23<sup>rd</sup>, 1564 in Stratford-Upon Avon London – UK.

He was a great English poet, play-write and dramatist, he built the globe theatre in which his plays were performed. He wrote wonderful master-pieces such as: Hamlet, Romeo and Juliet, King Lear, Macbeth etc..

Shakespeare was considered as the most brilliant play-write of all ages and his play are still widely read until now.

Unfortunately; died in 1616 in Stratford-Upon Avon London – UK.

What worked :

What hindered :

Action points :



**Level:** 4 MS **Teacher:** Mrs. Bendjeddou Hanane **Duration** 2 Sessions 45Min+ 45Min

**Project1:** Orgaizing A School Charity Project **Sequence 3:** Me, My Community And Citizenship

**Lesson Focus :** PPU **Lesson:** I **Practice Title:** Charitable Works

**Learning Objective :** By the end of the lesson , my learners will be able to express and defend opinions about contributing in charitable works

**Target Structure:** simple present, strong Adjectives, opinion's expressions

**Target Competencies :** Interact / Interpret / produce .

**Domain :** Oral / **Written** / Both

**Cross-curricular Competencies :**

**1-Intellectual Competency :** Ls can understand and interpret verbal and non-verbal messages.

**2-Methodological Competency :** Ls can work in pairs or in teams

**3-Communicative Competency :** Ls can use information and communication Technology

**4-Personal and Social Competency :** Ls can socialize through oral and

**Core -Values :**

A- Valuating charitable works

**Procedure**

**Time**

**Stage**

21st Century skills

**Material**

**VAKT**

5 Min

**Warm up**

Critical Thinking

Images

Visual

10 Min

**Presentation**

T greets her learners

-T displays a images using Data projector and invites learners to look and guess what do they represent

- match with its charity work with its name

- For :**
- Orphans
  - Poor
  - Sick
  - Homeless
  - Elders



-Ls interact and name each cnarity kind

**Task 1 : Examine these rebus messages then decode them**

<p><b>C U</b></p> <p>1 .....</p>	<p> (-S)</p> <p>2 .....</p>
<p> </p> <p>3 .....</p>	<p> work</p>

10

Ls think individually and try to decode the messages

Critical Thinking

Workshets + images

visual - logical

Vernal

Visual + Kinesthetic + Tactile

Kinesthetic + Tactile

Work sheet

images + Flipcharts

papers + paints



Collaboration + Creativity + Digital Literacy

Collaboration + Creativity + Digital Literacy

Creativity + digital Literacy

Practice Practice

Produce

- 1-see you
- 2- I believe
- 3- face book
- 4- charitable work

Learners enjoy while doing the task

**Task 2: Rank the following expressions to defend your opinion**

For	Against
1-I'm absolutely convinced	1-I'm afraid I don't agree
2-I'm of the same opinion	2-I strongly disagree
3-In my point of view	3-I don't think that's good idea
4-From my perspective, I see	4-What I object to is

Ls do the task in pairs

**Task 3:Design creative visualization (drawing, modeling, symbolizing..) to express your opinion about the following behaviors**



1-I believe that disrespecting traffic lights is an obligation, speed is deadly



2-I strongly disagree on taking a bribe.



**Task4:Create your own charity association among those you have seen and defend your opinion about its importance in a short paragraph**

**Blood Charity Association**

« One blood drop can save a life »

Donating blood is very noble behavior because it can save other person's life, so if you are healthy and don't smoke come to our association center and make test before you donate blood.



Ls publish their writing and realia work

15 Min

20 Min

40Min

What worked :

What hindered :

Action points :

**Photos of Experimental Group**



**Level:** 4 MS **Teacher:** Mrs. Bendjeddou Hanane  
**Project1:** Orgaizing A School Charity Project

**Duration** 2 Sessions 45Min+ 45Min  
**Sequence 3:** Me, My Community And Citizenship

**Lesson:** I Learn to Integrate

**Title:** How To Be A Good Citizen?

**Learning Objective :** By the end of the lesson , my learners will be able write an email in which they make recommendations about being and acting as a good citizen.

**Target Structure:** simple present, strong Adjectives,

**Target Competencies :** Interact / Interpret / produce .

**Domain :** Oral / **Written** / Both .

**Cross-curricular Competencies :**

**1-Intellectual Competency :** Ls can understand and interpret verbal and non-verbal messages.

**2-Methodological Competency :** Ls can work in pairs or in teams

**3-Communicative Competency :** Ls can use information and communication Technology

**4-Personal and Social Competency :** Ls can socialize through oral and written exchanges.

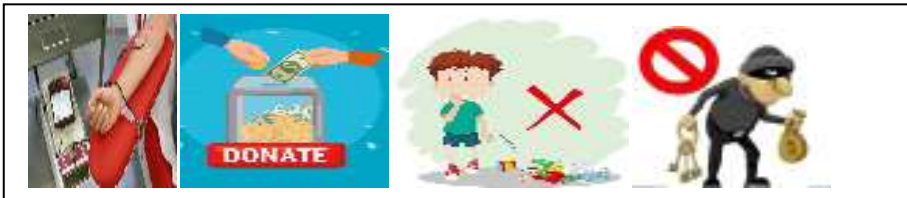
**Core -Values :**

A- Being responsible citizen

**Procedure**

-T displays a pictures using data-projector and invites learners

**Task1:** I look and guess then put the example under its aspect



Blood Donation	Money Donation	no for throwing garbage at street	no for stealing
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**Task2:** Survey your classmates: I find someone who

Call ambulance at emergency: .....	Throw garbage at street: .....
Donate money:.....	Has fake name on face-book

21st Century Skills

**VAKT**

Material

Images

Visual

Critical Thinking

Worksheets

verbal + tactile

Communication

**Time**

5 Min

**Stage**

Warm up

Pre-listening

15Min

During Listening

15 Min

10 Min 8 Min 30Min

7Min

10 Ls move while making survey they socialize, interact enjoy

**Situation of integration :** In an email write a short essay to express your opinion about being a good citizenship and give instructions to contribute in developing the society then give a piece of advice to your friend to be positive citizen.

- Use the hints:**
- 1-Whose responsibility is citizenship
  - 2-Time Sequencers ( First, Next, Then, After that, Finally )
  - 3-Imperative Verbs (Positive do, Negative don't )
  - 4-Responsible Acts in our daily life.
  - 5-Strengthen your topic with examples
  - 6-Give advice ( should .....)

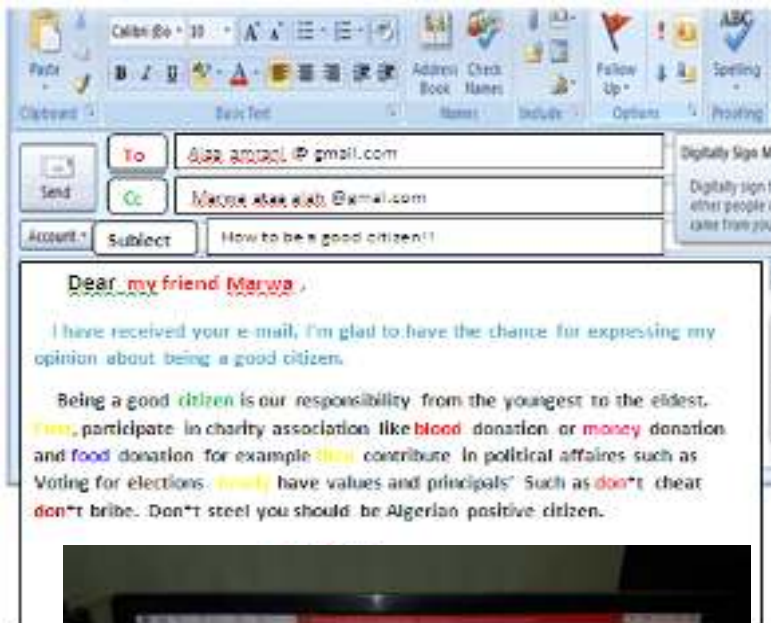
**Drafting:** Learner put their first thoughts together in groups

**Editing:** Learner change add omit ideas

**Revising:** Learners correct spelling, grammatical errors

**Publishing:** Learners worked individually and used the information above to write the email in a creative way (using computers).

**Proof-reading:** Ls read out loud, teacher monitor then together correct on W.B



Critical thinking

Work sheet

computer

Communication + Creativity + Digital Literacy

Verval

Visual + Kinesthetic

## **Appendix 2 The Interview:**

**A-With Teachers:** Question 1: Are you familiar with 21<sup>st</sup> Century Skills?

Question 2: Did you receive any academic training about the 21<sup>st</sup> Century skills?

Question 3: Do you use these skills in your teaching method and lesson plans?

Question 4: If yes when do you use them?

Question 5: What are the most important skills that must be integrated within your lessons among Communication Collaboration critical thinking creativity, digital literacy and citizenship?

Question 6: For novice teacher : have you provide learners with tools to use digital information for classroom practices such as internet or allowed them to communicate via email or face book among each other for extra-activities?

Question 6: For Trainer Teacher: How to integrate citizenship skill within the lessons?

Question 7: If no do you wish to have an academic training concerning these skills?

**B-With the Inspector:** The interview was thrilling concerning the current practices and applications of the target skills by a large number of teachers with supervising of inspectors. The interviewee enriched the topic with given documents and a book about the topic.

-The first question: When was the first time the Algerian-British Partnership Project started?

-The second question: How did the Algerian Ministry of Education adopted these skills?

-The third question: What are these 21<sup>st</sup> Century Skills adopted in the Algerian Project?

-The fourth question: Why these skills are so important?

-The fifth question: Is only Middle School English subject concerned with teaching within these 21<sup>st</sup> Century Skills.

## ملخص

تبحث هذه المذكرة موضوع فوائد اكتساب مهارات القرن الواحد والعشرون الموصى بها عالميا من أجل العيش و النجاح والمنافسة في هذا العالم المتغير باستمرار والتماشي مع التحديات غير المتوقعة في عصر التكنولوجيا التي تعتبر ضمن احتياجات تلاميذ متوسطة شخاب معمر لولاية خنشلة.

التطبيقات الفعلية لممارسات القسم تعكس فهم معتبر لكيفية اكتساب وتطبيق هذه المهارات المستهدفة: التواصل، التعاون، التفكير النقدي، المعلوماتية والمواطنة من أجل تحسين أداء المتعلمين من خلال التجربة باستعمال الملاحظة وإجراء فحص بعد التجربة، إضافة إلى الاستجابات التي أعطت نتائج أظهرت أن تطبيق مهارات القرن الواحد والعشرين من خلال الدروس كطريقة تعليمية أثبتت نجاحا كبيرا من حيث تقييم محيط يبرز فيه التحدي والمتعة يطور ويحسن كفاءات ومواهب المتعلمين.

نأمل من خلال هذه الدراسة أن نثري البحوث في نفس الميدان وكذلك نأمل أن يساعد كلا من الأساتذة والتلاميذ لتحصيل نتائج أكاديمية مرضية.