

Dirassat & Abhath
The Arabic Journal of Human
and Social Sciences



مجلة دراسات وأبحاث
المجلة العربية في العلوم الإنسانية
والاجتماعية

EISSN: 2253-0363
ISSN : 1112-9751

Teaching Literature through a 21st Century Pedagogical Framework
تدريس الأدب من خلال الإطار التربوي للقرن الحادي والعشرين

Dr. Oueld Ahmed Fatima

Abbes Laghrour University of khenchela

د. ولد أحمد فاطمة

جامعة عباس لغرور خنشلة، كلية الآداب واللغات، قسم اللغة الانجليزية

ouedlahmed.fatima@univ-khenchela.dz

Abstract:

Technology, nowadays, is omnipresent and indispensable in educational contexts. The presence of technological aids in foreign language classrooms affects largely English language teaching and learning. Due to the ubiquitous nature of technology, the objectives and the pedagogy of teaching English have undergone a great change. Teaching English in the 21st century is no more related to traditional classrooms that are teacher-based. In the 21st century, students must be taught the skills that prepare them for a successful learning, life and work. The focus shifts from learning a foreign language to developing the skills that fulfill the students' needs in the digital era. The current study is an attempt to concretize the integration of the 4Cs in relation to literary texts as a fundamental subject in FLC. We tried to suggest a set of activities that aim to develop the 4Cs on the part of our students.

Keywords: Pedagogy, Skills, The 21st century, Literature, Integration.

الملخص باللغة العربية:

التكنولوجيا، في الوقت الحاضر، موجودة في كل مكان ولا غنى عنها في السياقات التعليمية. حيث يؤثر وجود الوسائل التكنولوجية في فصول اللغة الأجنبية إلى حد كبير على تدريس اللغة الإنجليزية وتعلمها. نظرًا لطبيعة التكنولوجيا المنتشرة في كل مكان، فقد شهدت أهداف تدريس اللغة الإنجليزية وطريقة تدريسها تغييرًا كبيرًا. ولم يعد تدريس اللغة الإنجليزية في القرن الحادي والعشرين مرتبطًا بالفصول الدراسية التقليدية التي تعتمد على المعلم. في القرن الحادي والعشرين، يجب تعليم الطلاب المهارات التي تؤهلهم للتعلم ولحياة وعمل ناجحين. ويتحول التركيز من تعلم لغة أجنبية إلى تطوير المهارات التي تلبى احتياجات الطلاب في العصر الرقمي. الدراسة الحالية هي محاولة لتحقيق التكامل بين العناصر الأربعة فيما يتعلق بالنصوص الأدبية كموضوع أساسي في FLC. حاولنا اقتراح مجموعة من الأنشطة التي تهدف إلى تنمية التواصل والتعاون والإبداع والتفكير النقدي لدى طلابنا.

الكلمات المفتاحية: التربية، المهارات، القرن الحادي والعشرين، الأدب، التكامل.

1. INTRODUCTION

Actually, the term ‘21st century skills’ is a little bit misnomer. In speaking about the 21st century skills and foreign language classrooms, most individuals misunderstand the relationship that ties both concepts. They are prone to relate the term 21st century skills to highly technological designed classrooms. The 21st century skills of learning can be summarized by the 4 C’s: communication, critical thinking, creativity and collaboration. The question that we as English language teachers may ask here is how can we make our classrooms’ goals and objectives fit the 21st century skills framework?

Boosting the 21st century skills in educational contexts no doubt causes a great challenge for educational stakeholders, teachers and researchers. This study aims to design and implement a task based approach in teaching literary texts with a view to develop the 21st century skills of learning namely: critical thinking, creativity, communication and collaboration.

To illustrate how can literary texts serve teachers in enhancing the 4Cs, we take as an example the fictional literary work *The Old Man and the Sea* by Ernest Hemingway that is widely adopted as a part of the curriculum taught at universities. Students need to be provided with the 21st century skills to be able to cope with the digital era and task based approach can be one of the best approaches to reach that. Students learn better by doing and via experiential learning as it is denoted in the following Chinese proverb: ‘Tell me and I forget, show me and I remember, involve me and I understand’.

2. REVIEW OF LITERATURE

2.1. The 21st Century Skills in Education

They represent a set of skills that are deemed as having a crucial value in preparing learners to face the rapidly changing requirement of the information age. The 21st century skills are defined as « ... a range of competencies, including critical thinking, problem solving, creativity, meta-cognition, communication, digital and technological literacy, civic responsibility, and global awareness. » (Kim, Raza, & Seidman, 2019, p. 100). The 21st century skills are grouped into three types: life career skills, learning skills ‘the 4Cs’ (critical thinking, communication, creativity and collaboration), and information media and technology skills (P21, p. 2). The different types of skills are displayed via the following figure:

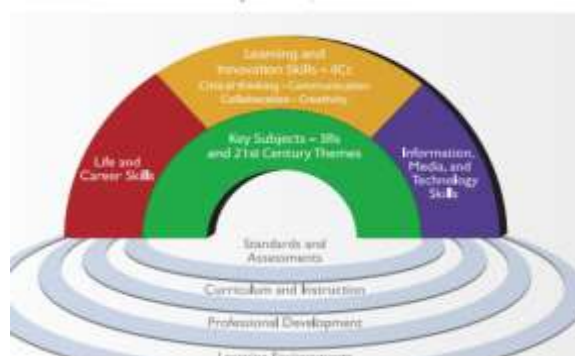


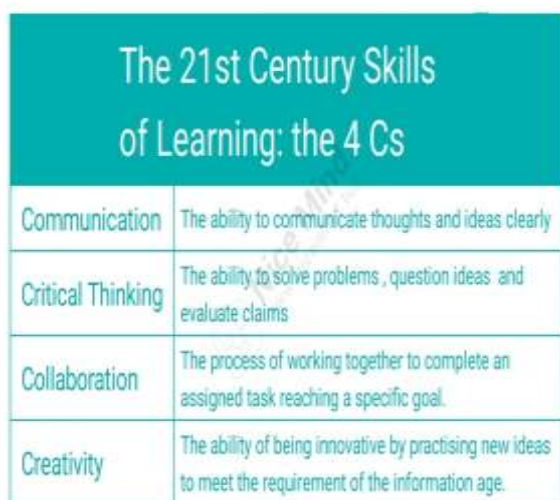
Figure1 : The framework of 21st-century knowledge adapted by P21

(Source: <http://www.p21.org/our-work/p21-framework>)

Learning and innovation skills include critical, innovative thinking, problem solving, communication and collaborative. In the P21 framework, the learning and innovation skills are defined as those skills that seek to prepare independent individuals for participation in work environments. (P21, p. 3) Creativity and innovation

underscore the ability of thinking creatively, working creatively with others and implementing innovation. Critical thinking and problem solving denotes the ability of individuals to reason effectively, use systems thinking, make judgments and solve problems. Communication and collaboration refer to both the ability to work effectively with diverse teams and to communicate thoughts and ideas clearly. (P21, pp. 3-4)

The current study critically examines the nature and the way of integrating the 21st century skills of learning in foreign language classrooms: collaboration, communication, critical thinking, and creativity. The figure attached below provides a brief definition for each skill:



The 21st Century Skills of Learning: the 4 Cs	
Communication	The ability to communicate thoughts and ideas clearly
Critical Thinking	The ability to solve problems, question ideas and evaluate claims
Collaboration	The process of working together to complete an assigned task reaching a specific goal.
Creativity	The ability of being innovative by practising new ideas to meet the requirement of the information age.

Figure2 : The 21st Century Skills of Learning

To live in the 21st century and to be able to meet the requirements of the rapidly changing environment, individuals need to master the necessary competences relevant to information, media and technology skills. In that context, they need to acquire

information literacy, media literacy and ICT literacy. Information literacy stands for the skills through which individuals master the different ways of accessing to information effectively and managing the flow of information from a wide range of resources. Media literacy implies the ability of not only understanding media processes but also utilizing the different media tools. ICT literacy is related to the effective use of digital resources taking into account ethical and legal issues. (P21, p. 5)

The life and career skills are intended to prepare students for the future. It denotes:

- a- Flexibility and adaptability: being adaptive and flexible.
- b- Self-direction: being able to manage work and time effectively, work independently and be self-directed learners.
- c- Social and cross cultural skills entail communicating and working effectively with diverse teams.
- d- Leadership and responsibility is intended to develop responsible individuals who master the competence of guiding and leading others. (P21, p. 8)

2.2. The Integration of 21st Century skills in Educational contexts

With the global changes that dominate our age ' the information age' , scholars in educational contexts recommend the integration of the 21st century skills in schools and classrooms to prepare students living in and keeping up with the needs of the 21st century skills. In an entitled article '*The Integration of 21st century skills into Education : an Evaluation based on an activity example*' , Onur AĞAOĞLU and Murat DEMİR (2020) urge to make the 21st

century skills as the main objective in designing the curriculum :

...in this era it is a requirement for not only individuals but also schools to carry out preparations and studies about 21st Century Skills. Trainings in schools are dependent on a curriculum. Today, changes that need to be made in educational environments should be based on this curriculum which includes trainings in schools... Skills should be provided along with information offered in every course. (AĞAOĞLU1 & DEMİR, 2020, p. 107)

3. STATEMENT OF THE PROBLEM

Although scholars and stakeholders strongly agree about the nature and the content of the 21st century skills in educational settings, there is still a large dispute over the appropriate approaches and the feasible strategies of making such skills a part of literary reading. Accordingly, it is highly recommended to spot the light on the interrelationship between the 21st century skills and literary reading .

4. RESEARCH QUESTIONS

- What does the concept of 21st century skills entail in the context of literary reading?
- How should we teach literary texts towards providing foreign language students with the 21st century skills of learning ?

5. IMPLEMENTATION

Before sharing the teaching model in this study, it is necessary to focus on the mentioned question of « how should we design a task-based teaching model of literary texts towards providing students with the 4Cs ? It will prove productive that every activity prepared to provide the

students with the skills which are mentioned in this study as 21st Century Skills is interdisciplinary and addresses more than one achievement. The functional course is designed to be implemented with first year university students. The course aimed at the students achieving these:

- Encouraging creativity in the sense that students be creative by trying to draw a mind map presenting the author's life/ performing a play that expresses the main themes of the text/Rewriting the end of the story.
- Learning how to work in collaboration by completing a set of assigned tasks.
- Developing the communication skills via training them to express their personal experiences while reading the text or sharing their emotional reactions.
- Being exposed to critical incidents in the text and listening to each others' viewpoints , learners will eventually acquire critical lens of thinking.

6. THE 21ST CENTURY PEDAGOGICAL MODEL OF TEACHING LITERARY TEXTS

As a case study , we opted for Ernest Hemingway's short novella *The Old Man and The Sea* (1952) that is widely adopted as a part of the program at university level. The novella is written by the famous American writer Ernest Hemingway. The text tells the story of an aged Cuban man who struggles with his bad luck to catch a fish. The story tackles many themes like courage, patience, and determination. The following set activities is an example of how we can incorporate teaching literary

texts along with the integration of the innovation and learning skills.

- **Activity One :** *Ernest Hemingway's Biography*
- **Objective:** In collaboration and under the teacher's guidance, learners read, relate, think , analyze and develop an understanding of Hemingway's biography. Such type of activities enhances students to participate proactively to accomplish an assigned task. The main objective of this activity is to enhance collaboration and creativity. In class, students are exposed to a mind map that recaps the main biographical information about the author.
- **Question :** After studying the mind mapping that illustrates Ernest Hemingway's life, write a short biography of the writer



- **Activity two :Vocabulary Tracer**
- **Objective :** This activity seeks to develop communication skills on the part of students.

- **Question :** Discuss what the words on your list mean in the context of the story. You can use your dictionaries to help you. When you have finished explain the meaning of the words to the students in the other group. (Check the right pronunciation of the words).

Word List1	Word list 2	Word list 3	Word list 4
Harpoon	Hawk	Harbour	Hook
Skiff	Bait	Ineffectually	Warbler
ToJerk	Marlin	Porpoise	Benevelont
Salao	Beer	Lurch	Gaff
Shark	Tuna	Havana	Norther

- **Activity Three :** Literary Lumination
- **Objective :** with a view to make students think with critical eyes, we provide them to discuss some quotes taken from the text. The activity is intended both to develop critical thinking and communication skills as students are asked to discuss with the other students the meaning of each quote. With a view to make of students critical thinkers, the activity train them to analyze information for the sake of solving problems and finding solutions. Shedding the light on the surprisingly important role of such tasks in teaching literary texts , Hild Elisabeth Hoff (2022) posits « Opening up for dialogue in the classroom may be important where the latter issue is concerned, as this alone will prompt pupils to engage with, and develop a stance towards, a variety of opinions and ideas. » (Hoff, 2022, p. 168)

- **Question:** The following sayings represent the main themes of the novella. Discuss them in relation to the experience of the central character Santiago.
- « *But a man is not made for defeat . A Man can be defeated but never destroyed* ». Ernest Hemingway.
- « *Courage is resistance to fear, mastery of fear, not absence of fear* » Mark Twain.
- « *A dream doesn't become reality through magic, it takes sweat, determination and hard work* ».
- **Activity four :** The Plot Events
- **Objective :** Via completing this activity , students will be able to work in collaboration to communicate the main events of the plot.
- **Question :** Complete the following chart by identifying the main events that form the plot of the novella



- **Activity Five :** Snowball summary of events, themes and setting

- **Objective :** Such activities train students to communicate their overall understanding of the main elements of the text.

Question : Identify the main events of the story in accordance with their themes and characters' reactions

Day/ Team	Events	Themes	Character's reactions
1/A			
2/B			
3/C			
4/D			

- **Activity Six :** Personal Response
- **Objective :** By urging students to speak about their emotional reactions to the text and pointing out their personal experience , we pave the way for them to read behind the words and to acquire critical lens of reading
- **Question :** In the space Below Write about one of the Following :
 - Write about your favourite character. Why do you like him/her?
 - What do you like about the book? Be specific.
 - How does the book relate to your own life/experience? Explain.
- **Activity seven : Creative Mind Maps**
- **Question :** Draw a map summing up the main events of the story.
- **Objective :** This activity enhances creativity and communication as students are trained to be creative by communicating the main events of the story via mind mapping. The activity's main goal is to train learners to connect between ideas using their imagination.

7. RESULTS AND DISCUSSION

The 21st century skills sound as of essential value to develop new ways of thinking, learning and living in the digitalized world that is changed completely via the information and the communication technologies. To fit the requirement of the age, scholars, researchers and teachers need to revise their curriculum and syllabus components in the light of the 21st century requirements. The practical guide's main objective is a concretize the way through which foreign language classrooms be used as a context of framing, developing , and integrating the 21st century skills of learning along with pedagogical objectives. Similar frameworks can be designed in relation to different fields of study to prepare individuals participating in social networks and workplaces.

Recommendation

- Being the leaders of their classrooms, teachers need to endorse their teaching material with activities that enhance the acquisition of the 21st century skills of learning namely, creativity, communication, critical thinking and collaboration.
- Teachers need to have training education on the topic 21st century skills.
- Educators , scholars and and policymakers of education in Algeria are required to provide teachers with a comprehensive guide of how to implement 21st century educational programs at schools and universities.

8. CONCLUSION

Illuminating the role of the 21st century skills in foreign language classrooms, one can say that the education system should be

revised in the light of the integration of the 21st century skills. Educational contexts must provide hands- on learning experience to prepare student living in the real world. Teachers need to concretize the knowledge content via the incorporation of the 21st century framework in their classrooms.

9. Bibliography List :

AĞAOĞLU1, O., & DEMİR, M. (2020). The Integration of 21st Century Skills into Education: an evaluation based on an activity example. *Journal of Gifted Education and Creativity* , 105-114.

Hoff, H. E. (2022). Promoting 21st Century skills through Classroom Encounters with English language Literature in Norway: Theoretical and Practical Considerations. In M. Dypedahl, *Moving English language teaching forward*. Cappelen Damm Akademisk.

Kim, S., Raza, M., & Seidman, E. (2019). Improving 21st-century Teaching Skills: The Key to Effective 21st century learners. *Research in Comparative &* , 99-117.

P21. *PARTNERSHIP FOR 21ST CENTURY SKILLS : CORE CONTENT INTEGRATION*. Ohio Department of Education.

;