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ของทักษะในศตวรรษที่ 21 กับการเรียนการสอนภาษาอังกฤษ
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The Investigation of Bhutanese Teachers' Awareness and
Perspectives towards Integration of 4Cs of 21st Century
Skills in Grade 7 English Language Teaching

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การศึกษาการบูรณาการทักษะโฟร์ซีซึ่งประกอบไปด้วยทักษะการคิดวิเคราะห์และการแก้ไข
ปัญหา ทักษะการคิดเชิงสร้างสรรค์และนวัตกรรม ทักษะการสื่อสาร และทักษะการทำงานเป็นทีม
กับการเรียนการสอนภาษาอังกฤษอย่างแพร่หลาย เนื่องด้วยทักษะโฟร์ซีได้รับการยอมรับว่าเป็นทักษะ
ที่มีความจำเป็นต่อการเรียนรู้ในศตวรรษที่ 21 อย่างไรก็ตาม การศึกษาในหัวข้อการบูรณาการทักษะ
โฟร์ซีในการเรียนการสอนในประเทศภูฏาน ยังมีข้อจำกัดทั้งด้านจำนวนงานวิจัยและหัวข้อที่ได้รับ
การศึกษา ดังนั้น งานวิจัยนี้จึงมีจุดมุ่งหมายเพื่อที่จะศึกษาการตระหนักรู้และการรับรู้ต่อการบูรณาการ
ทักษะโฟร์ซีกับการเรียนการสอนภาษาอังกฤษในภูฏาน ประชากรที่ศึกษาประกอบด้วย ครูผู้สอน
ภาษาอังกฤษในชั้นมัธยมศึกษาปีที่ 1 ในอำเภอมอนการ์ ประเทศภูฏาน จำนวน 16 คน เครื่องมือที่ใช้
ในการวิจัยประกอบด้วยแบบสอบถามและแบบสัมภาษณ์แบบกึ่งโครงสร้าง ครูผู้สอนทั้ง 16 คนได้ตอบ
แบบสอบถาม และมี 6 คนเข้าร่วมรับการสัมภาษณ์ ผลวิจัยพบว่า ครูชาวภูฏานมีระดับการตระหนักรู้
เกี่ยวกับทักษะ 4Cs ในระดับที่สูง ($\mu = 4.32$) และผลวิจัยพบว่า ครูผู้สอนมีการบูรณาการทักษะโฟร์ซี
กับการเรียนการสอนภาษาอังกฤษผ่านการเรียนการสอนแบบมีปฏิสัมพันธ์ เช่น การโต้วาที และการ
แสดงบทบาทสมมติ

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Abstract

Studies about the integration of 4C skills, namely critical thinking and problem-solving, creativity and innovation skills, communication, and collaboration in the English language teaching have been conducted worldwide as they are highly accepted as necessary skills for learning in the 21st century. However, in Bhutan such studies are limited in terms of both the number of studies and the topics investigated. Therefore, the present study aims to investigate Bhutanese teachers' awareness and perspectives on how they can integrate 4Cs in teaching English. The participants were 16 teachers teaching grade 7 English in Mongar district, Bhutan. Data were collected through questionnaire and semi-structured interviews for a duration of 6 weeks. Among these participants, 16 teachers completed the questionnaires and 6 of them took part in the semi-structured interviews. Findings revealed that Bhutanese teachers were highly aware of 4Cs ($\mu = 4.32$). The result of the study revealed that 4Cs have been integrated through interactive teaching and learning process such as such as debates and role-plays.

Keywords: 4Cs, Awareness, Perspectives, English language teaching

Introduction

Today's job market demands competencies such as critical thinking and problem solving, creativity, the ability to use technology, being media literate, dynamic leadership, effective communication, and collaboration skills (Chiruguru, 2020). These competencies are vital learning outcomes of education in this 21st century to prepare learners to work and sustain in the competitive world (Bedir, 2019). They are collectively called 4Cs of 21st century learning comprising critical thinking and problem-solving, creativity and innovation skills, communication, and collaboration (Kivunja, 2014). 4Cs are regarded as a route to success in a more demanding, social, and complex life since it places a high value on higher-order thinking skills (Trilling & Fadel, 2009). Therefore, these 4Cs should be integrated to teaching and learning at all levels and across subjects especially English to provide learners with necessary skills to acquire high degree of language proficiency (Ojo, 2019; Pardede, 2020; Tran, 2021).

Considering such important roles of 4Cs, in December 2002, Bhutan's Centre for Educational Research and Development (CERD) launched the Silken Knot: Standards for English in Schools which requires these 4Cs to be integrated with teaching and learning. However, the lack of 4Cs is still reported by official organizations such as World Bank (2009) and Bhutan Council for School Examination and Assessment [BCSEA], (2019).

For example, based on the PISA-D test evaluation (BCSEA, 2019), students' performance of 4Cs such as analytical and logical reasoning in reading comprehension, and subjects like mathematics and science were not satisfied. Similarly, studies (e.g., Nima & Chalermnirundorn, 2018; Phuntsho & Wangdi, 2019; Yangdon, 2019) revealed that Bhutanese students have low critical thinking ability, lacked creative and meaningful innovative ideas, and limited communicative competence. The main cause of Bhutanese students' lack of 4Cs might be because of the overemphasizes of the rote learning and memorization in teaching and learning context (Chopel & Norbu, 2021). Additionally, another potential challenge that has most likely hindered the development of 4Cs among the students is the teachers' unawareness or misperception of 4Cs. For instance, Yangdon (2019) observed that Bhutanese teachers were aware of critical thinking skills but unable to state effective classroom practices in improving students' critical thinking abilities. Moreover, the study focused only on one specific skill of 4Cs and did not portray Bhutanese teachers' awareness of 4Cs in all dimensions.

Therefore, the present study aims to explore Bhutanese teachers' awareness of 4Cs and their perspectives on how to integrate 4Cs in grade 7 English language teaching. Accordingly, this study provides an in-depth understanding on strengths and challenges of the integration of 4Cs in the English language teaching in Bhutan and serves as an important step for designing an appropriate English curriculum and classroom activities for the enhancement of both English and 4Cs skills in Bhutan.

Research Objectives

The study is undertaken to fulfill the following two research objectives:

1. To explore Bhutanese ESL teachers' awareness of the concepts of 4Cs.
2. To investigate the perspectives of Bhutanese teachers on how 4Cs can be integrated in grade 7 English language teaching.

Researchable Questions

1. To what extent are Bhutanese teachers aware of the concepts of 4Cs?
2. Based on Bhutanese teachers' perspectives, how 4Cs can be integrated in grade 7 English language teaching?

Literature review

Critical thinking and problem-solving skills

Critical thinking and problem-solving skills enable learners to spot misconceptions and underlying problems as well as find new opportunities in practice (Noonan, 2013). Critical thinking and problem-solving skills involve giving effective and appropriate reasons according to contexts, analyzing and reflecting, making effective judgments and decisions, and solving problems (Trilling & Fadel, 2009). According to Greenstein (2012), Halvorsen (2018) and Li (2016), classroom activities such as role-plays, debates, brainstorming and asking open-ended questions encourage students to make effective judgments that facilitate skills such as identifying problem, evaluating evidence and making inferences. Thus, critical thinking and problem-solving engage students in rational thinking, reasoning, developing knowledge, and applying their intelligences and reflections.

Creativity and innovation skills

Creativity is defined as a cluster of skills that are needed to produce ideas that are both original and valuable (Sternberg & Lubart, 1999). It can be nurtured over time in an environment that supports failures, promotes inquiry-based learning, and fosters patience and accept innovative ideas (Trilling & Fadel, 2009). According to these studies (e.g: Kivunja, 2014; Erdogan, 2019; Pardede, 2020), creative thinking strategies and activities such as brainstorming, mind-mapping, group projects, writing an essay or poem develop creativity. These activities encourage students to reinforce, deepen and consolidate learning to acquire better comprehension to gain wider perspectives. Therefore, students should be engaged in activities that facilitates development of original ideas, invent solutions or evaluate new perspectives to develop creativity.

Communication

Communication has many meanings depending upon the context it is utilized but most common are exchanging ideas, transforming intentions, listening for details and responding (Jacobson-Lundeberg 2016). Additionally, Trilling and Fadel (2009) state that communication entails articulating thoughts and ideas effectively to express clearly in a variety of forms and contexts. According to Ojo (2019), an update on the reading or opposing perspectives on the reading tasks can lead to numbers of communication activities in teaching English. Reading renowned literature helps students to gain multiple worldwide perspectives that can enable effective communication. As a result,

communication skills should facilitate learners to become sensitive to others' cultural background and adhere to conventions of speech to show respect and sensitivity.

Collaboration

Collaboration skills build good teams by uniting the participants' skills, knowledge and attitudes (Foster-Fishman et al., 2001) and encourage them to collaborate with diverse teams, exercise willingness to achieve a common goal (Trilling & Fadel, 2009). Teachers must use learner-centered collaborative writing projects to enable collaboration among students either in person or on online platforms (Warschauer, 2007). Additionally, peer reviewing of written works such as essays involve students in peer evaluation and working towards attaining their shared goals of becoming effective collaborators (Pardede, 2020). Thus, collaboration facilitates individual accountability as a contributing factor for successful accomplishment of the tasks.

Integrating 4Cs in English Language Teaching

4Cs are transversal skills as they enable students to employ knowledge from one task to another task (Trilling & Fadel, 2009). According to Li (2016), integrating 4Cs in reading and writing tasks, such as writing an ending of a story encourages students to treat their works in an analytical style. It allows students to reflect on different perspectives, articulate their ideas and gather new perspectives. Activities such as brainstorming, peer reviewing of written works, group assignments, debates and role-plays are found to be effective in integrating 4Cs in English classrooms (Kivunja, 2014; Halvorsen, 2018; Pardede, 2020). Hence, engaging students in these activities provide opportunities to involve in higher-order thinking levels to become effective communicators and collaborators.

Teachers' Awareness

To be aware is to realize or be interested in learning something to gain deeper insights so that understanding can be converted into knowledge. It is the state or quality of being aware of something (Gafoor, 2012). According to Orak (2019), the awareness about language learning influences classroom activities more than any other teaching methodology, thus it is essential to investigate their awareness about teaching 4Cs and actual classroom practices. In this study, the Bhutanese teachers' awareness of 4Cs are explored through their ability to recognize these skills and possess knowledge about them.

Conceptual framework

The conceptual framework (See Figure 1) was developed based on P21's 4Cs concepts and grade 7 of Bhutan's Key stage III of English Curriculum

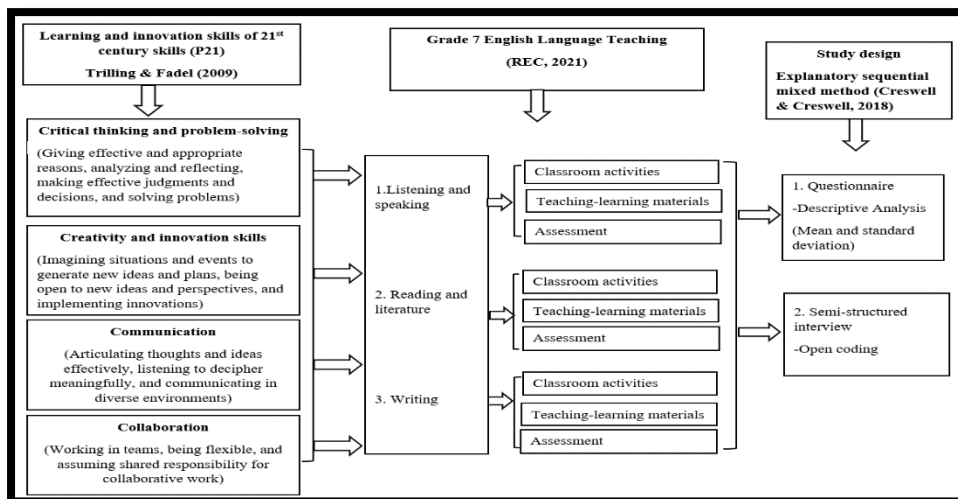


Figure 1 Conceptual framework

The learning and innovation skills of 21st century which are called 4Cs refer to the following skills: critical thinking and problem solving, creativity and innovation skills, communication, and collaboration. They are considered important skills because they prepare students to meet the demands of complicated professional, personal, and public lives (Kivunja, 2014; Trilling & Fadel, 2009). Therefore, the present study investigated grade 7 Bhutanese teachers' awareness of 4Cs and their perspectives on how 4Cs should be integrated in English language teaching through classroom activities, teaching-learning materials and assessments. Explanatory sequential mixed-method research design was employed to collect quantitative and qualitative data respectively.

Methodology

Population

This study used total population sampling (TPS) because the number of participants is relatively small and it eradicates marginal error unlike other sampling techniques. The participants were 16 teachers teaching grade 7 English in 11 schools in Mongar district. Initially, all the participants were expected to sit for the semi-structured interviews but only 6 volunteered. Moreover, the study employed grade 7

because the learning expected standards for this grade focused more on engaging students in higher-order thinking levels through various classroom tasks and activities. Grade 7 is a vital transition for Bhutanese students as they progress into secondary education that requires vigorous learning and development of necessary skills.

Data collection instruments

The study employed two data collection instruments i) Questionnaire and ii) Semi-structured interview. A self-developed questionnaire based on a literature review on 4Cs comprised three sections. Section A reviewed the participants' demographic information, section B explored Bhutanese teachers' awareness (i.e. knowledge and recognition) of 4Cs, and section C investigated teachers' perspectives on the integration of 4Cs in grade 7 English language teaching. The second data collection instrument was semi-structured interview which was conducted online.

Validity and Reliability of Research Instruments

Three experts evaluated the validity of questionnaire under the Index of Item Objective Congruence (IOC) with the mean score of 1.0 while the reliability was then confirmed at 0.98 using Cronbach's Alpha value. To conform the credibility of the semi-structured interview, the member-checking strategy was employed. The transcribed responses were coded and emailed back to participants to validate their responses and add further comments and feedback.

Data analysis and interpretation

The data collected from the questionnaire was analyzed using descriptive statistical analysis of mean scores and standard deviation. The data collected from the semi-structured interview responses were analyzed using open coding. The interpretation of data from each data collection instrument is deliberated in the following section.

Research results

Findings are reported in two parts based on the two research objectives. The first part reports teachers' awareness of 4Cs, and the second part reports teachers' perspectives on how they integrate 4Cs into teaching English.

1. Bhutanese teachers' awareness of 4Cs

This part addresses the first research objective to explore Bhutanese teachers' awareness of the concepts of 4Cs. The awareness is based upon teachers' ability to

recognize and possess knowledge about 4Cs. Findings are based on both the questionnaire and the semi-structured interview.

1.1 Bhutanese teachers' awareness of 4Cs

Based on the questionnaire, the mean scores of teachers' awareness of 4Cs were at high and very high levels as demonstrated in Table 1.

Table 1: Descriptive statistics of teachers' awareness of 4Cs

Knowledge and Recognition of 4Cs	N	Mean score	Std. Deviation	Interpretation
Critical thinking and problem-solving	16	4.45	.47	Very High
Creativity and innovation skills	16	4.14	.39	High
Communication	16	4.37	.54	Very High
Collaboration	16	4.31	.33	Very High
Overall	16	4.32	.34	Very High

Based on Table 1, the overall mean score of teachers' awareness of 4Cs was 4.32. According to the 5-point Likert scale description by Haupt et al. (2022) and Urdan (2001), the overall mean score indicated that teachers were very highly aware of 4Cs. Among 4Cs, the highest mean scores were obtained in critical thinking and problem-solving ($\mu = 4.45$), communication ($\mu = 4.37$) and collaboration ($\mu = 4.31$) respectively.

According to semi-structured interviews, the participants displayed their awareness in terms of their abilities to recognize and possess knowledge about 4Cs. The following excerpts represent their awareness of 4Cs.

Participant 2: *"Critical thinking is analyzing and reflecting while creativity is thinking something new and innovative. (...) communication and collaboration are skills that encourage students to work together in teams, take up roles and responsibilities for their own learning."*

Participant 3: *"4Cs talks about collaboration, critical thinking, creativity, and communication. These days it has become quite important for our teaching learning culture, and especially this pertains to the active learning strategies."*

Participant 4: *"A critical thinking mean diving deeper and analyzing and thinking deeper. On the other hand, creative thinking is, it is thinking out of box. Being able to express, articulate positively with the people while collaborating."*

To sum up, both questionnaire and semi-structured interview reported that Bhutanese teachers were very highly aware of concepts of 4Cs as they were able to recognize and possess knowledge about these skills.

2. Bhutanese teachers' perspectives towards integration of 4Cs in grade 7 English language teaching

This part addresses the second research objective to investigate the perspectives of Bhutanese teachers on how 4Cs should be integrated in grade 7 English language teaching. Findings are based on both the questionnaire and the semi-structured interview. The findings are categorized into 4 parts as per the skills of 4Cs.

2.1 Bhutanese teachers' perspectives towards integration of critical thinking and problem-solving in grade 7 English language teaching

Table 2 summarizes the mean score of integration of critical thinking and problem-solving in English language teaching.

Table 2 Mean score of critical thinking and problem-solving

4Cs	Language skills	Mean	Std. Deviation	Interpretation
Critical thinking and problem-solving	Listening & speaking	4.11	.48	High
	Reading	4.25	.52	Very high
	Writing	4.35	.45	Very high
	Overall	4.23	.46	Very high

As seen in Table 2, Bhutanese teachers integrate critical thinking and problem-solving mostly in reading ($\mu = 4.25$) and writing ($\mu = 4.35$) strands. Based on questionnaire, the mean score of teachers' perspectives towards integration of critical thinking and problem-solving are demonstrated at very high level.

Additionally, the interview responses also revealed that majority of the participants use classroom activities such brainstorming techniques before any reading or writing activity, debates, dramatization, poem recitation and inventing stories or ending of the stories to encourage the students to reflect on the information and analyze their ideas and thoughts. Participant (T3) mentioned about asking questions as per students' learning needs to facilitate critical thinking and problem-solving skills in their own capacities. Thus, the findings from both questionnaire and semi-structured interview revealed that teachers integrate critical thinking and problem-solving in their daily teaching in varieties of activities and teaching-learning materials.

2.2 Bhutanese teachers' perspectives towards integration of creativity and innovation skills in grade 7 English language teaching

Table 3 displays the perspectives of teachers on how they integrate creativity and innovation skills in English language teaching.

Table 3 Mean score of creativity and innovation skills

4Cs	Language skills	Mean	Std. Deviation	Interpretation
Creativity and Innovation skills	Listening & speaking	4.18	.51	High
	Reading	4.21	.47	Very high
	Writing	4.24	.54	Very high
	Overall	4.18	.51	High

According to the data illustrated in Table 3, Bhutanese teachers integrate creativity and innovation skills mostly in writing strand ($\mu = 4.60$) and the least integration of the skill can be seen in listening and speaking strand ($\mu = 4.18$). Referring to the findings from the questionnaire, the overall mean score illustrated that perspectives of teachers on the integration of creativity and innovation skills was high.

Based on the responses, the majority of the participants reported that they involve students in project work and encourage them to compose poem, write or illustrate their stories and use teaching-learning materials such as audio and video clips to provide opportunities to gain more ideas to be creative and innovative. Hence, both the findings reported that engaging students in above-mentioned activities and using varieties of teaching-learning materials develop their creativity and innovation skills.

2.3 Bhutanese teachers' perspectives towards integration of communication skills in grade 7 English language teaching

Table 4 summarizes their perspectives on the integration of communication skills in teaching English.

Table 4 Mean score of communication skills

4Cs	Language skills	Mean	Std. Deviation	Interpretation
Communication	Listening & speaking	4.27	.44	Very high
	Reading	4.29	.52	Very high
	Writing	4.18	.60	High
	Overall	4.25	.50	Very high

Based on Table 4, the highest integration of communication skills was obtained in reading and literature ($\mu = 4.29$) and the least integration was obtained in writing ($\mu = 4.18$). Considering the overall mean score, the integration of communication skills in English language teaching was demonstrated at very high level.

According to semi-structured interview, the participants mentioned that engaging the students in class debate, extempore speech, discussion in groups or in pairs, presentations, screening native speakers' talk shows, report writing or writing summary of stories and poems integrate communication skills in their daily teaching. Additionally, majority of the respondents reported that they involve students in group work to initiate communication. As a result, both the findings revealed that teachers integrate communication skills in teaching English through different activities.

2.4 Bhutanese teachers' perspectives towards integration of collaboration skills in grade 7 English language teaching

Table 5 illustrates the perspectives of teachers on how they integrate collaboration skills in English language teaching.

Table 5 Mean score of collaboration skills

4Cs	Language skills	Mean	Std. Deviation	Interpretation
Collaboration	Listening & speaking	4.32	.50	Very high
	Reading	4.19	.43	High
	Writing	4.21	.70	Very high
	Overall	4.24	.51	Very high

Based on the findings, the highest integration of collaboration skills was obtained in listening and speaking strand ($\mu = 4.32$) and it is significantly higher than reading and writing strands. Referring to the overall mean score ($\mu = 4.24$), it was demonstrated that the integration of collaboration skills in teaching English was at very high level.

Additionally, the majority of the participants mentioned activities such as group reading, discussions and group performance, role-play or shared writing to integrate collaboration skills while teaching English. The participants highlighted that these activities facilitate students to shoulder responsibilities in the teams to achieve common goals of learning and strengthen effective communication amongst themselves. Thus, the findings from both questionnaire and semi-structured interview indicated that integration of collaboration skills in three strands of language skills are delivered through various classroom activities.

Discussion of results

The discussion of the study is based on the findings of data collected for two research questions through explanatory sequential mixed-method research design.

1. Discussion of Bhutanese teachers' awareness 4Cs

In general, the findings from both questionnaire and semi-structured interview revealed that grade 7 Bhutanese teachers in Mongar district are very highly aware of 4Cs. They can recognize the aspects of 4Cs and integrate these skills in their daily teaching-learning of English. These findings are in consistent with the study conducted by Tran (2021) where the teachers' perceptions towards significance of 4Cs and awareness of important role of 4Cs in teaching and learning English were demonstrated at high level.

In order to explore their awareness, statement such as creativity is an innate quality possessed by gifted people like artists and writers was asked. Based on the mean score obtained clearly indicated that participants are highly aware that creativity can be nurtured over a time with consistent motivation and support (Orak, 2019). Thus, having awareness of 4Cs help teachers develop their instructional approaches to deliver a meaningful and interactive lesson (Bedir, 2019; Tran, 2021).

2. Discussion of Bhutanese teachers' perspectives on how 4Cs can be integrated in grade 7 English language teaching

The second research question asked about teachers' perspectives on how can they integrate 4Cs in teaching English. The discussion of this result is further divided into four parts according to skills in 4Cs.

2.1 Integrating critical thinking and problem-solving skills in teaching English

The findings from questionnaire and semi-structured interviews revealed that the classroom activities such as debates, discussing open-ended questions, writing different endings to the stories and teaching-learning materials such as good sample for speech delivery were used in teaching to integrate critical thinking to train students in higher order thinking level. This result of the study is in line with previous studies which state that activities such as debates and open-ended discussions represent the actual use of language in real-world situations (Halvorsen, 2018). According to Huber and Snider (2006), debate fosters critical reasoning and thinking skills as it is a process of inquiry and advocacy that leads to a reasonable decision on a proposition. However, assessing critical thinking and problem-solving in English language teaching have been challenged with creating assessment rubrics. A similar finding was yielded in the study of Yangdon (2019) where her participants stated that it was difficult to assess critical thinking and problem-solving. Nevertheless, it is evident that teachers integrate critical thinking and problem-solving in teaching English.

2.2 Integrating creativity and innovation skills in teaching English

The findings revealed that teachers are integrating creativity and innovation skills in teaching English. The participants perceived creativity as creating something new as well as an act of rearranging already existing knowledge. Majority of the participants asserted that activities catering to developing critical thinking also fosters creativity as both the skills facilitate higher order thinking skills. This is consistent with previous studies, which states that critical thinking and creativity are the elements of Bloom's taxonomy that engages in higher order thinking levels (Anderson & Krathwohl, 2001). The activities such as brainstorming, composing poems, writing different endings of the stories and project works using teaching-learning materials like YouTube videos and good literary texts have potential to encourage students to think creatively (Erdogan, 2019; Pardede, 2020). Although, none of the participants mentioned about assessment practices in interview, the quantitative result informed that various types of assessments are practiced. Thus, it can be seen that Bhutanese teachers integrate creativity and innovation skills through different activities, teaching-learning materials and assessments.

2.3 Integrating communication skills in teaching English

The findings reported that integrating communication skills in the lesson involve integrating collaboration skills as well. This finding is consistent with previous studies, which state that communication and collaboration are intrinsically intertwined and as a

result, the activities for integrating first skill are interlaced with the latter (Halvorsen, 2018; Pardede, 2020; Ojo, 2019). The results indicated that teachers involve students in various project works, role-plays, extempore speech and open-ended discussions to engage them in communicative and collaborative tasks. This result of the study is in line with previous study, which states that English teachers engage students in peer works and group assignments to encourage in effective communication (Halvorsen, 2018). The participants also reported that they involve students in peer assessment to assess speech delivery, group presentations and writings. This finding is in line with previous study, which states that peer assessment encourages students to seek clarification, foster communication and involve in active listening (Greenstein, 2012). Thus, integration of communication skills in teaching English to Bhutanese students are ensured.

2.4 Integrating collaboration skills in teaching English

Classroom activities such as group reading, discussions and group performance, role-play or collaborative writing were mentioned in the semi-structured interview to integrate collaboration skills. The results of this study correspond with previous studies by Kivunja (2014) and Orak (2019). They stated that aforementioned classroom activities integrate collaboration skills. According to Orak (2019), when students are involved in interactions, it facilitates analytical thinking that encourages them to exercise willingness in accepting new perspectives from their team members. The result of the study also revealed that teachers assess students on their abilities to work in teams, assuming shared responsibilities for collaborative tasks and coming to common consensus for the success of the team. This finding is in line with previous studies, which state that teachers must create learning opportunities for students to work in groups and pairs to become a contributing member of the team (Orak, 2019). Thus, it is evident that Bhutanese teachers train students in developing collaboration skills through varieties of activities and tasks.

Conclusion and Suggestions

The findings revealed that Bhutanese teachers are aware of 4Cs and having this awareness has encouraged them to plan activities and devise teaching-learning materials and assessments that will develop the necessary skills to develop language proficiency. Furthermore, the results also provided a positive view of teachers' for 4Cs as they mentioned that integrating these skills in teaching English enable students to apply 4Cs in different subjects to become more critical, creative and collaborate meaningfully

to articulate their ideas effectively while carrying out the task. Considering the number of participants for this study, future research is recommended with different grades, larger samples and with students. An experimental study to find out the effectiveness of integrating 4Cs in teaching English and investigating the perspectives of students to find out the benefits of these skills are also recommended. The extent to which teachers and their students are achieving the standards for 21st century learning could also be examined in this follow-up study. Future study may also include how to design a 4C-integrated curriculum or 4C-intergrated design of teaching and learning of 4Cs in a subject.

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