PREPARING 21ST CENTURY STUDENTS:

WORLD LITERATURE+PROJECT-BASED LEARNING+

ICT USE IN CLASS

IDA ROSMALINA

Language and Arts Education Department

Sriwijaya University

idaroz@yahoo.co.id

Abstract

The 21st Century Skils are a set of abilities that students need to develop in order to succeed in this information age. Partnership for 21st Century Skills lists three different areas of skills to be developed; learning skills, literacy skills, and life skills. This paper aims at describing how World Literature (WL), Project-Based Learning (PBL), and Information and Communication Technology (ICT) could be integratedly   implemented in English Language Teaching (ELT) to help students improve their English mastery in general and ultimately prepare them to become 21st century students. This teaching approach refers to an extensive reading assignment given to students in groups of 3 to 5 within a limited time after their formal reading class. There are at least three major uses of this approach: to increase students' learning skills (critical thinking, creative thinking, collaboration), to enahnce their literacy skills knowledge (exploring the world literature online), and to improve their life skills (productive English language skills). In this appproach the students are required to present a summary of their group work either in writing or in speaking. At the same time they also have to connect any related materials to their story; a song, another similar story from a different country, a film, or else to show their understanding of the materials and how broad their knowledge of the world in relation to the content of the literature.

Key Words: *21st century skills, world literature, connecting, project-based learning, ict use in ELT*

Introduction

In recent years, the role of literature as a basic component and source of authentic texts of the language curriculum rather than an ultimate aim of English instruction has been gaining momentum. Among language educators, there has been a hot debate as to how, when, where, and why literature should be incorporated in ESL / EFL curriculum. Vigorous discussion of how literature and ESL / EFL instruction can work together and interact for the benefit of students and teachers has lead to the flourishment of interesting ideas, learning, and improved instruction for all. Many teachers consider the use of literature in language teaching as an interesting and worthy concern (Sage 1987:1 in Rosmalina, 2005). In this paper, why a language teacher should use literary texts in the language classroom, what sort of literature language teachers should use with language learners, literature and the teaching of language skills, and benefits of different genres of literature to language teaching will be taken into account. Thus, the place of literature as a tool rather than an end in teaching English as a second or foreign language will be unearthed (Hismanoglu, 2005).

As it is widely known, English in Indonesia is taught as a foreign language. Unlike ESL learners who need to use the target language (TL) in everyday life for surviving in the target culture, EFL learners generally do not have adequate access to the TL outside of the classrooms and practice what they have learned in the classroom. Learners normally return to the real world speaking their mother tongue as soon as they leave the classroom (Campbell, 2004 as cited in Chen, 2005). In classrooms, although teachers now have gradually adopted approaches that focus on meaning and language use, due to the linier mode of face-to-face interaction, the learning outcome is still not efficient enough. EFL teachers now urgently need a solution to increase exposure and use of the target knowledge both inside and outside of the classroom.

On Becoming 21st Century Students

P21's **Framework for 21st Century Learning** (P21, 2007) was developed with input from teachers, education experts, and business leaders to define and illustrate the skills and knowledge students need to succeed in work, life and citizenship, as well as the support systems necessary for 21st century learning outcomes. It has been used by thousands of educators and hundreds of schools in the U.S. and abroad to put 21st century skills at the center of learning.

The P21 Framework represents both 21st century **student outcomes** (as represented by the arches of the rainbow) and **support systems** (as represented by the pools at the bottom).
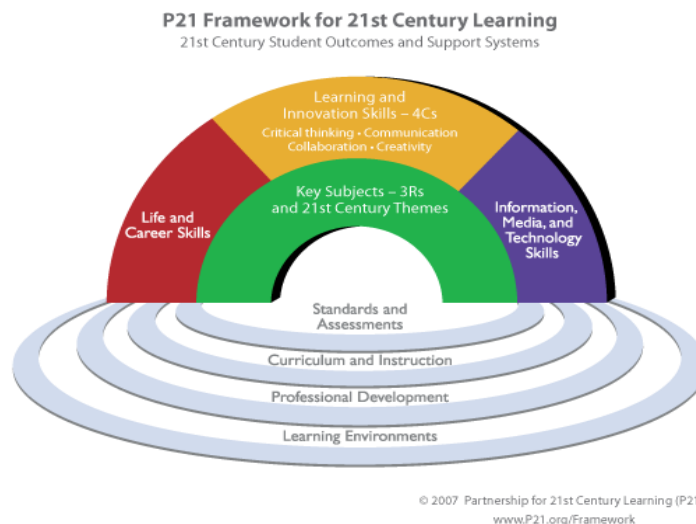
It is stated that to help practitioners integrate skills into the teaching of key academic subjects, the Partnership has developed a unified, collective vision for learning known as the Framework for 21st Century Learning. This Framework describes the skills, knowledge and expertise students must master to succeed in work and life; it is a blend of content knowledge, specific skills, expertise and literacies. Every 21st century skills implementation requires the development of key academic subject knowledge and understanding among all students. Those

who can think critically and communicate effectively must build on a base of key academic subject knowledge.

Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration.

Using Word Literature (Wl): What And Why

Literature and the arts exist in the curriculum as a means for students to learn to express their emotions, their thoughts, and their imaginations as they enter into the experiences of the works they read and transliterate those experiences into film, talk, silence, writing, drama, picture, or the like (Purves, 1990 in Rosmalina, 2005).

Tarigan (1995:16) states that by being skillful in language and literature, students could be skillful in terms of thinking, personalization, and socialization. Additionally, in order to reach optimum skills, the quality of teaching literature at schools should be increased (Damono, 2002in Rosmalina, 2005).

The use of literature as a technique for teaching both basic language skills (i.e. reading, writing, listening and speaking) and language areas (i.e. vocabulary, grammar and pronunciation) is very popular within the field of foreign language learning and teaching nowadays.

Reasons for using literary texts in foreign language classroom and main criteria for selecting suitable literary texts in foreign language classes are stressed so as to make the students familiar with the underlying reasons and criteria for language teachers' using and selecting literary texts. Moreover, world literature and the teaching of language skills, benefits of different genres of literature (i.e. poetry, short fiction, drama and novel) to language teaching and some problems encountered by language teachers within the area of teaching English through literature (i.e. lack of preparation in the area of literature teaching in TESL / TEFL programs, absence of clear-cut objectives defining the role of literature in ESL / EFL, language teachers' not having the background and trainingin literature, lack

of pedagogically-designed appropriate materials that can be used by language teachers in a classroom context) are taken into account.

According to Collie and Slater (1990:3 as cited in Hismanoglu, 2005), there are four main reasons which lead alanguage teacher to use literature in the classroom. These are valuable authentic material, cultural enrichment, language enrichment and personal involvement. In addition to these four main reasons, universality, non-triviality, personal relevance, variety, interest, economy and suggestive power and ambiguity are some other factors requiring the use of literature as a powerful resource in the classroom context.

1. Valuable Authentic Material

Literature is authentic material. Most works of literature are not created for the primary purpose of teaching a language. Many authentic samples of language in real-life contexts (i.e. travel timetables, city plans, forms, pamplets, cartoons, advertisements, newspaper or magazine articles) are included within recently developed course materials. Thus, in a classroom context, learners are exposed to actual language samples of real life /real life like settings. Literature can act as a beneficial complement to such materials, particularly when the first "survival" level has been passed. In reading literary texts, because students have also to cope with language intended for native speakers, they become familiar with many different linguistic forms, communicative functions and meanings.

2. Cultural Enrichment

For many language learners, the ideal way to increase their understanding of verbal / nonverbal aspects of communication in the country within which that language is spoken - a visit or an extended stay - is just not probable. For such learners, literary works, such as novels, plays, short stories,etc. facilitate understanding how communication takes place in that country. Though the world of a novel, play, or short story is an imaginary one, it presents a full and colorful setting in which characters from many social / regional backgrounds can be described. A reader can discover the way the characters in such literary

works see the world outside (i.e. their thoughts, feelings, customs, traditions, possessions; what they buy, believe in, fear, enjoy; how they speak and behave in different settings. This colorful created world can quickly help the foreign learner to feel for the codes and preoccupations that shape a real society through visual literacy of semiotics. Literature is perhaps best regarded as a complement to other materials used to develop the foreign learner's understanding into the country whose language is being learned. Also, literature adds a lot to the cultural grammar of the learners.

3. Language Enrichment

Literature provides learners with a wide range of individual lexical or syntactic items. Students become familiar with many features of the written language, reading a substantial and contextualized body of text. They learn about the syntax and discourse functions of sentences, the variety of possible structures, the different ways of connecting ideas, which develop and enrich their own writing skills. Students also become more productive and adventurous when they begin to perceive the richness and diversity of the language they are trying to learn and begin to make use of some of that potential themselves. Thus, they improve their communicative and cultural competence in the authentic richness, naturalness of the authentic texts.

4. Personal Involvement

Literature can be useful in the language learning process owing to the personal involvement it fosters in the reader.Once the student reads a literary text, he begins to inhabit the text. He is drawn into the text. Understanding the meanings of lexical items or phrases becomes less significant than pursuing the development of the story. The student becomes enthusiastic to find out what happens as events unfold via the climax; he feels close to certain characters and shares their emotional responses. This can have beneficial effects upon the whole language learning process. At this juncture, the prominence of the selection of a literary text in relation to the needs, expectations, and interests, language level of

the students is evident. In this process, he can remove the identity crisis and develop into an extrovert.

When selecting the literary texts to be used in language classes, Collie and Slater (1990:6-7 as cited in Hismanoglu, 2005) suggest that the language teacher should take into account needs, motivation, interests, cultural background and language level of the students. However, one major factor to take into account is whether a particular work is able to reveal the kind of personal involvement by arousing the learners' interest and eliciting strong, positive reactions from them. Reading a literary text is more likely to have a long-term and valuable effect upon the learners' linguistic and extralinguistic knowledge when it is meaningful and amusing. Choosing books relevant to the real-life experiences, emotions, or dreams of the learner is of great importance. Language difficulty has to be considered as well. If the language of the literary work is simple, this may facilitate the comprehensibility of the literary text but is not in itself the most crucial criterion. Interest, appeal, and relevance are also prominent. Enjoyment; a fresh insight into issues felt to be related to the heart of people's concerns; the pleasure of encountering one's own thoughts or situations exemplified clearly in a work of art; the other, equal pleasure of noticing those same thoughts, feelings, emotions, or situations presented by a completely new perspective: all these are motives helping learners to cope with the linguistic obstacles that might be considered too great in less involving material.

Responding to Literature

Teachers who ask their students to read literature independently or listen to them read may benefit from the ideas of Halpern (1986, in Johns and Davis, 1990 as cited in Rosmalina, 2005) and the Alberta Department of Education (1987, in Rosmalina, 2005). Halpern suggests that instead of the typical lesson where students read and teachers ask questions, students write about the books they have read in a response journal. She suggests that students would learn more about literature if they personally respond to the books in writing. Some of the topics

Halpern encourages students to write about include whether the students were attracted or repelled by the main character, an incident that made the student angry or happy, something the student did not understand, and a prediction of what could possibly happen next.

The Alberta Department of Education (1987, cited in Johns and Davis, 1990 cited in Rosmalina, 2005) recommends a similar idea for teachers who read books to their classes. They suggest that students be directed to write in a listening log. The teacher need only stop at a pre-arranged point in the story and the students then write their responses to any number of questions. Among the questions students could respond to are: what they are thinking of, if they have had a similar experience, what they are picturing in their heads, what feelings they have about the characters, and what questions they have about the story.

Success in integrating literature into middle school reading classrooms has been achieved by the systematic study of different genres of literature (e.g., folktales, drama, poetry). Through a variety of activities, students can be engaged in comparisons, contrasts, and other higher-level thinking skills. Response journals in which students react to their reading by writing, provide another avenue to promote reflection about the literature being read. Such journals have the potential to actively involve students in linking their ideas to those posed by the author, teacher, or other students.

On a more general level, to develop student interest in reading literature, teachers might try the following techniques: suggest books that match student interest; read literature aloud to their classes; give students time to read in class; and make a great number of books available to students.

The following are the examples of how to respond to literary works.

Response Strategies Using Writing

Writing helps students reflect on what they have read and make their thinking explicit. Writing helps to clarify their ideas, organize thoughts, and develop insights. Teachers are using a variety of strategies to encourage students to reflect, react, and respond to literature through writing. Some of the writing is informal; for example writing in logs or journals. Some more formal writing activities flow from the past, as in traditional book reports. Some involve having students writing in different genres; for example, writing a new ending for a poem, turning a story into a poem, or writing a letter from one character to another. All require the students to enter into the world of the book and frame their own unique responses.

Responding to literature through writing can take different forms. This section provides strategies on three common forms of writing:

- Response Logs and Journals
- Beyond Book Reports
- Genre-to-Genre Writing

Response Strategies Using Arts & Crafts

Response Strategies Using Multimedia

- Media surrounds today's adolescents.
- Presentation Tools
- Student-Constructed Web Pages
- WebQuests

Response Strategies Using Discussion

- Literature Circles
- Online Book Clubs
- Whole-Class Discussions

  There are four key types of questions:

- "Right there" questions (text explicit). These are literal questions where the answer is in the text itself.
- "Think and search" questions (text implicit). The answer is implicit in the text but the student must synthesize, infer, or summarize to find the answer. Think and search questions tend to be more open-ended without set answers.
- "Reader and author" questions (text implicit or experience-based). The answer needs the reader to combine his or her own experiences with what the text states, i.e., the knowledge presented by the author.
- "On my own" questions (text implicit or experience-based). The reader needs to generate the answer from his or her prior knowledge. The reader may not need to read the text to answer, but the answer would certainly be shaped differently after reading the text.

Responding to Literature Using Drama

Working in drama can foster students' creativity, originality, and sensitivity. Through drama, young adolescents can explore moral issues while developing communication skills and an appreciation of literature. They can try out different roles or ways of seeing themselves in the safety of the classroom, and learn what it means to be empathetic.

Project Based-Learning (PBLl) and 21ˢᵗ Century Competencies

PBL is not really a new way of teaching. Educators have long been using it in their teaching and learning activities. The application of PBL in class is considered beneficial to students in that it can improve their learning outcomes, prepare for the real world, promote critical thinking, memory, and creativity. Besides, it is also good for teachers

In this paper, collaborative is referred as the sharing of duties among the group members in order to prepare and present their group work as assigned by the lecturer on a certain topic.

PBL is an instructional strategy in which students work cooperatively over time to create a product, presentation or performance. Two essential components are (1) an engaging and motivating question and (2) a product that meaningfully addresses that question. In this paper, PBL refers to an activity in which 2 or 3 students presnt their group task as assigned by the lecturer. The are assigned to read a world literary text and respond to it by making connections to it then reporting and preparing a powerpoint presentation and run a question and answer sessions as the following activity.

Project Based Learning has been shown to yield a number of benefits for students, ranging from per learning of academic content to stronger motivation to learn. Looking specifically at how PBL supports 21st century learning goals, Buck Institute for Education (2013) state several promising areas, including:

Academic achievement:

Goals for 21st century learning emphasize mastery of significant academic content, which also is the foundation of any well-designed project. Comparisons of learning outcomes in PBL versus more traditional, textbook-and-lecture driven instruction show that:

- Students learning through PBL retain content longer and have a deeper understanding of what they are learning. (Penuel & Means, 2000; Stepien, Gallagher & Workman, 1993)
- In specific content areas, PBL has been shown to be more effective than traditional methods for teaching math, economics, language, science, and other disciplines. (Beckett & Miller, 2006; Boaler, 2002; Finkelstein et al., 2010; Greier et al., 2008; Mergendoller, Maxwell, & Bellisimo, 2006)
- On high-stakes tests, PBL students perform as well or better than traditionally taught students. (Parker et al., 2011)

21st century competencies:

PBL helps students master the key competencies identified as essential for college and

career readiness. Research has shown:

- Students demonstrate better problem-solving skills in PBL than in more traditional classes and are able to apply what they learn to real-life situations. (Finkelstein et al., 2010)

- When teachers are trained in PBL methods, they devote more class time to teaching 21st century skills; their students perform at least as well on standardized tests as students engaged in traditional instruction. (Hixson, Ravitz, & Whisman, 2012)

- PBL students also show improved critical thinking. (Beckett & Miller, 2006; Horan, Lavaroni, & Beldon, 1996; Mergendoller, Maxwell, & Bellisimo, 2006; Tretten & Zachariou, 1995)

- Through PBL experiences, students improve their ability to work collaboratively and resolve conflicts. (Beckett & Miller; ChanLin, 2008)

- Opportunities for collaborative learning provide benefits to students across grade levels, academic subjects, and achievement levels. (Johnson & Johnson, 2009; Slavin, 1996)

Equity:

- PBL shows promise as a strategy for closing the achievement gap by engaging lower-achieving students. (Boaler, 2002; Penuel & Means, 2000)

- PBL can work in different types of schools, serving diverse learners. (Hixson, Ravitz, & Whisman, 2012)

- PBL also can provide an effective model for whole-school reform. (National Clearinghouse for Comprehensive School Reform, 2004; Newmann & Wehlage, 1995; Ravitz, 2008)

Motivation:

In PBL classrooms, students demonstrate improved attitudes toward learning. They exhibit more engagement, are more self-reliant, and have better attendance than in more traditional settings. (Thomas, 2000; Walker & Leary, 2009)

Teacher satisfaction:

Teachers may need time and professional development to become familiar with PBL methods, but those who make this shift in classroom practice report increased job satisfaction. (Hixson, Ravitz, & Whisman, 2012; Strobel & van Barneveld, 2009)

Collaborative Learning

Collaborative learning (CL) is a personal philosophy, not just a classroom technique. In all situations where people come together in groups, it suggests a way of dealing with people which respects and highlights individual group members' abilities and contributions. There is a sharing of authority and acceptance of responsibility among group members for the group actions. The underlying premise of collaborative learning is based upon consensus building through cooperation by group members, in contrast to competition in which individuals best other group members. CL practitioners apply this philosophy in the classroom, at committee meetings, with community groups, within their families and generally as a way of living with and dealing with other people.

Collaborative ties into the social constructivist movement, asserting that both knowledge and authority of knowledge have changed dramatically in the last century. "The result has been a transition from "foundational (cognitive) understanding of knowledge", to a non foundational ground where "we understand knowledge to be a social construct and learning a social process" (Brufee, 1993 as cited in Panitz, 1996). Rockwood (in Panitz, 1996 in Rosmalina, 2005) states:

> "In the ideal collaborative environment, the authority for testing and determining the appropriateness of the group product rests with, first, the small group, second, the plenary group (the whole class) and finally (but always understood to be subject to challenge and revision) the requisite knowledge community (i.e. the discipline: geography, history, biology etc.) The concept of non-foundational knowledge challenges not only the product acquired, but also the process employed in the acquisition of foundational knowledge."

Collaborative learning is one which activates students to carry out an assignment together in a group or team (Johnson & Smith, 1998 in Rosmalina, 2005). In collaborative learning, all the members are responsible for both their own learning and other's learning. Therefore, the success of a certain student helps others to succeed too. Additionally, Gerlach (1994, in Rosmalina, 2005) pinpointed that collaborative learning is based upon the belief that learning is natural social process by which students exchange points of views, and through exchanging views the learning occurs.

Using ICT in the Classroom

People in the 21st century live in a technology and media-driven environment, marked by various characteristics, including: 1) access to an abundance of information, 2) rapid changes in technology tools, and 3) the ability to collaborate and make individual contributions on an unprecedented scale. Effective citizens and workers of the 21st century must be able to exhibit a range of functional and critical thinking skills related to information, media and technology.

Significant benefits of using the computer in the classroom were highlighted in a study of eight thousand educators (Becker, 1987 as cited in King and Vockell, 1991:11). According to the teachers and principals surveyed, the benefits of using the computer for instruction were:

- Student motivation

- Student cooperation and independence
- Opportunities for high ability students to engage in programming activities and in other   higher-order thinking skills
- Opportunities for low-ability students to master mathematics and language arts skills.

The Application of Wl+PBL+ICT in ELT Class

In this paper, the writer proposes that the students are engaged to group task presenting their certain assigned topics using computer and an lcd to report a story based on the reading text they are assigned. This activity is referred to as collaborative digital PBL since digital tools are used and the students are to present their story in small groups of 2 to 3 students.

As an illustration, the class is divided into several small groups containing 2-3 students. Each group is assigned to read a world literature together, make connections to any stories, films, songs, legends, or anything related or have similar message (moral lessons) conveyed through the story. Then they discuss things together in the group and if time is limeted they can continue preparing their work outside the classroom. During the process of completing the task, the students in the groups have to go through many stages: finding and selecting any other works closely related to the topic, dividing the tasks among members, drafting the monologue or dialogue for the report, preparing answers for questions from the floor if any, preparing the slides for the presentation, selecting and providing the background sound when the presentation is run.

By applying this technique of teaching, the students will have equal share of work in the group to prepare their presentation. They will also have the chance to do it on their own in that they will pour out their speaking ability especially and the other three language skills in general, and creativity to deliver their presentation as they like. Something done as one likes it is surely something pleasant to do, thus, encourages the presenter to do the best they can. It is

believed that this mode of teaching and learning process will advocate the students ability and self confidence as well as motivation in listening, reading, speaking, and writing. Hopefully, as the result, collaborative digital storytelling could really improve the students' language skills, thus foster their willingness to do things together with their peers, be more self-confident, be responsible, be more tolerant, and build their leadership. By visiting historical places or interesting places to see, the students have the opportunity to see the greatness of God which ultimately will lead them to love nature and finally God. In short, the elements of character formation could be built more effectively and logically.

Conclusions

There is a lot to do in order to develop quality teaching especially in integrating the language arts and ICT to helping students becoming 21st Century students. One of the ways is by reading and connecting to world literature in teaching and learning. By responding to literary works through various ways as discussed in the previous part of this paper, the writer believes that students could express their ability to the optimal level, developing and acquiring higher level of thinking, experimenting things unseen and evaluate the moral messages in the literary works in order to adapt them in their real world. Finally, becoming 21st Century students with specific skills as learning skills (critical thinking, creative thinking, collaboration), enhanced ICT literacy skills knowledge (exploring the world literature online, preparing the presentation), and improved life skills (productive English language skills) could be achieved.

References

Buck Institute for Education. 2013. Research Summary: PBL and 21st Century Competencies. http://www.bie.org/object/document/research_summary_on_the_benefits_of _pbl# accessed on September 23, 2016

Hişmanoğlu, Murat. 2005. Teaching English Through Literature. *Journal of Language and Linguistic Studies* Vol.1, No.1, April 2005

King, Rebecca E. and Edward L. Vockell. 1991. *The Computer in the Language Arts Curriculum.* New York, NY: McGraw-Hill Publishing Company

Partnership for 21st Century Learning (P21). 2007. www.P21.org.Framework aceessed on September 23, 2016

Rosmalina, Ida. 2005. Developing Reading Comprehension and Writing Skills of the University Students through Literature-Based Instruction. Unpublished Graduate Thesis. Palembang: Graduate Program. University of Sriwijaya.