21st Century Skills: A Win-win Approach to Syllabus and Curriculum Design for ESP Students
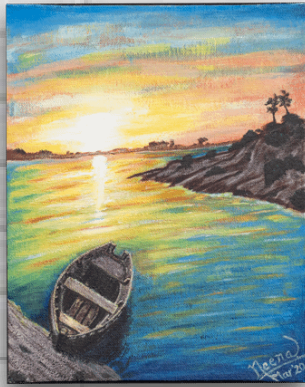
Temur Shamsutdinov, Kimyo International University in Tashkent

8th **Future of English Language Teaching Conference**

Organised by

TRINITY COLLEGE LONDON

REGENT'S UNIVERSITY LONDON

Presentation Objectives:

By the end of this presentation, participants will:

- understand the importance of involving stakeholders in the process of designing curriculum;

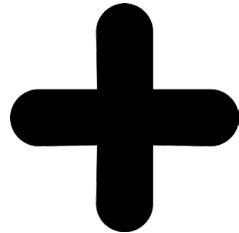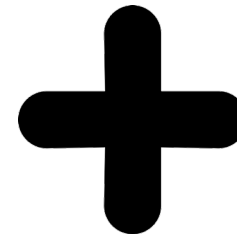- Identify the stages of the ADDIE model;

The 21ˢᵗ Century Skills Framework

Information, Media and Technology Literacy

+

Life Skills

Study Skills

+

4Cs:
Communication
Collaboration
Critical Thinking
Creativity

The ADDIE framework

A
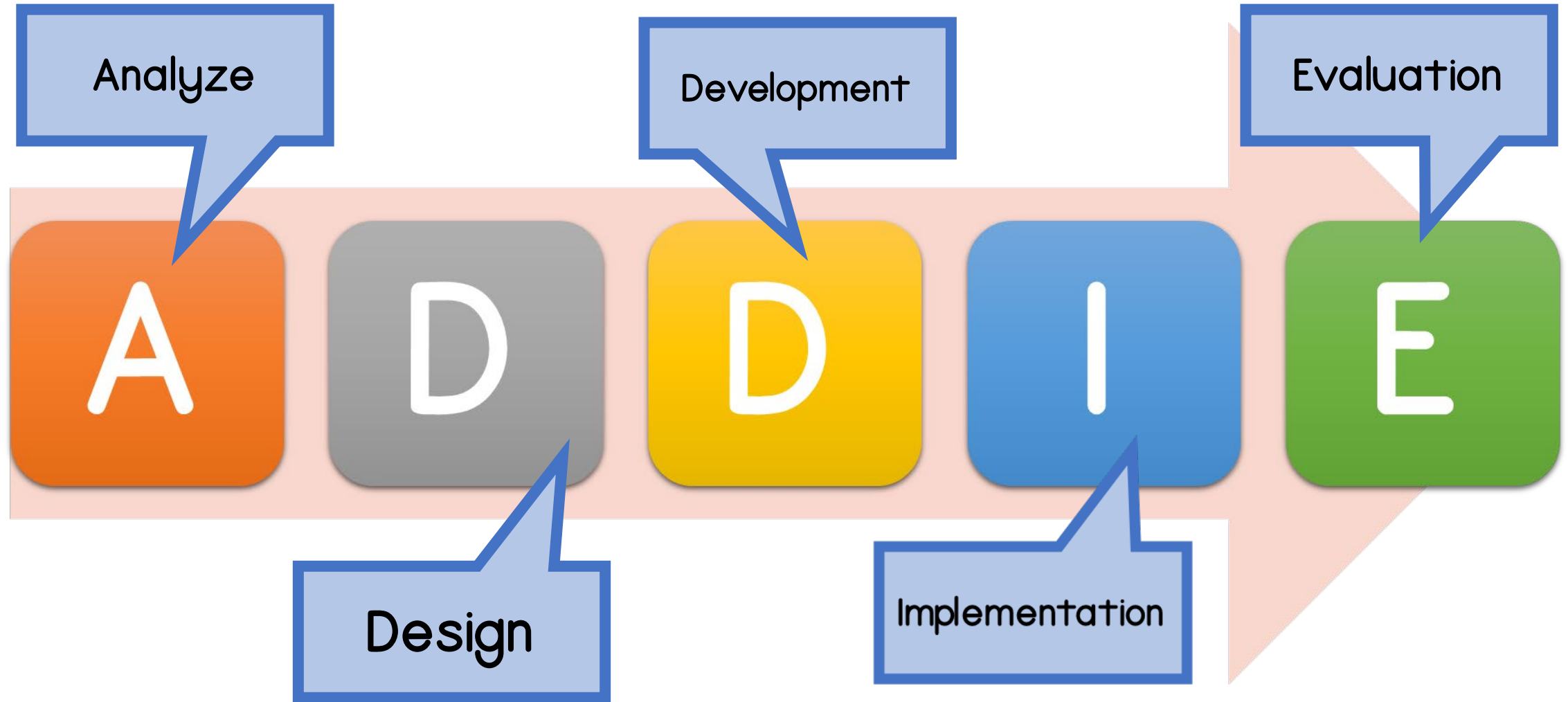
Stakeholders

in-service teachers

employer
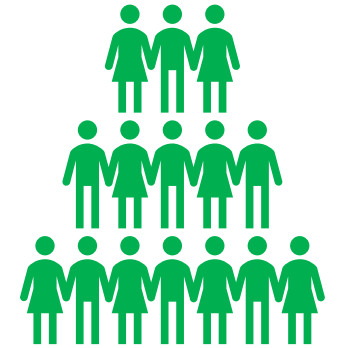
pre-service teachers

faculty staff

university

+

The 21st Century Skills Framework

Information, Media and Technology Literacy

+

Life Skills

Study Skills

+
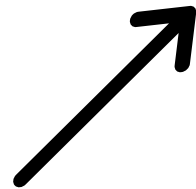
4Cs:
Communication
Collaboration
Critical Thinking
Creativity

=
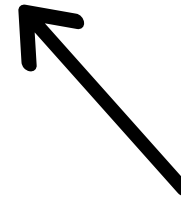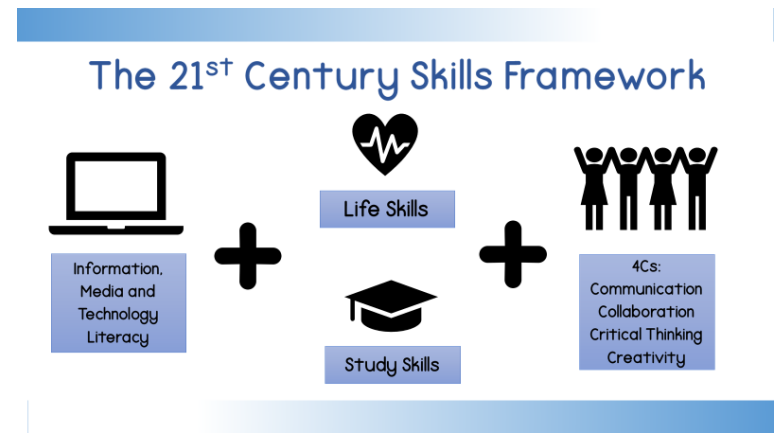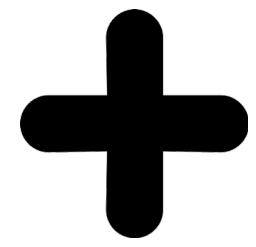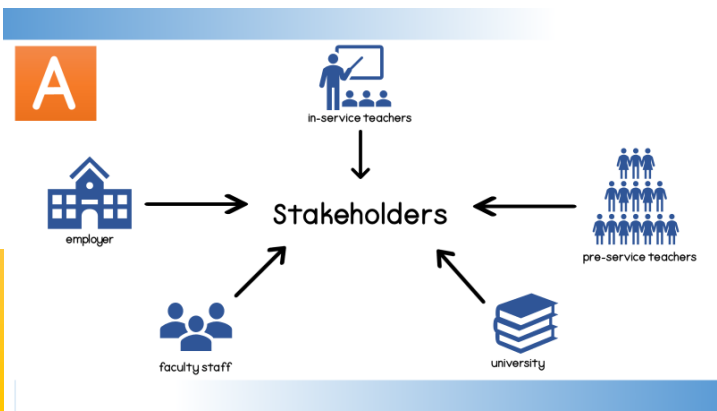
MODEL SYLLABUS ON «XXI CENTURY SKILLS»

Baccalaureate direction code:	ENG
Form of education:	Full-time education; evening classes
Semester:	1
Number of credits:	3

my Reflection Journal

NAME: _____
GROUP: _____

Assessment Profile

Continuous assessment	Participation/Attendance	60p.
	Interactive Presentation	
	MOOC Course Completion Certificate	
	Reflection Journal (15 Entries)	
Final assessment	Google Sites E-Portfolio	40p.
	Multimodality Presentation	

21st CENTURY SKILLS

End-course Feedback Form (XXI Century Skills) Mr. Timur Shamsutdinov

Dear participant, the aim of the feedback form is to receive data about the course content, level, speed, assessment as well as the teachers. Please provide real answers, they will not influence your scores at the end of the semester.
A questions 1-7 deal with the course;
B questions 8-15 deal with the instructor;
C questions 16-20 are additional questions.

I started work with laptops with PowerPoint and Word

Honestly I learned pool of new things

We worked very hard we did our best

We did not attend for only makr ,we attended for ourselves in order to learn more than before that's why we are studying for learning something.

I really wait for this lesson, that's why I like everything about this course

I will continue writing reflections, learning more about the world and improving my skills in general. This course helped me a lot, both as a studend and a person.

I would love if this project was taught everywhere. It is such a project that everyone can learn a lot from. I'll apply the knowledge I got from this course in my hometown, Khorezm, where topics like these are not always taken into consideration.

This course helped me to be organised. Also helped me to make effective presentations and find courses.

Useful Resources:

- https://www.twinkl.com/ an international online educational publishing house, producing teaching and educational materials;

- https://learndigital.withgoogle.com/digitalgarage/courses Online courses provided by Google Digital Garage;

- https://applieddigitalskills.withgoogle.com/s/en/home Teach and learn practical digital skills needed for the jobs of today and tomorrow with our video lessons that are free of charge

- https://www.openenglishprograms.org/MOOC Current Massive Open Online Courses (MOOCs) provided by U.S. embassy

- Cottrell, S. (2013). The Study Skills Handbook. Basingstoke: Palgrave. Macmillan.

- Downing, s. (2008). On Course: Strategies for Creating Success In College and In Life. Boston, Houghton Mifflin Co.

Case Study 1: Retail Industry

Case: A retail company is expanding its business to an English speaking country. They are planning to open a new store in a popular shopping district. The company wants to ensure that their employees are able to communicate effectively with their customers.

Question 1: What language demands and communication needs do the employees of the retail company have in the new market?

Question 2: What level of language proficiency is required for each job role in the retail company?

Guiding questions:

- What are the typical interactions between employees and customers in a retail store?

- What are the common phrases or expressions used in the retail industry?

- Are there any cultural differences that need to be considered when communicating with customers?

- What language skills are required for tasks such as handling transactions, providing customer service, and assisting with product recommendations?

# Case Study 2: Integrating 21ˢᵗ Century Skills into Your Syllabus

Case: Imagine you were given the opportunity to design your own syllabus for a course that will focus on integrating 21st century skills into your learning. You want to ensure that you are prepared for the demands of the modern workforce and can effectively navigate the digital age.

Question 1: What 21st century skills do you need to develop in order to be successful in the modern workforce?

Question 2: How can you integrate these skills into your learning and apply them in real-world situations?

Guiding questions:

- What are the key 21st century skills that employers are looking for?

- How can you develop skills such as critical thinking, creativity, collaboration, communication, and digital literacy?

- What are some real-world scenarios where you can apply these skills?

- How can you use technology to enhance your learning and develop digital literacy?

- How can you assess your progress in developing these skills throughout the course?
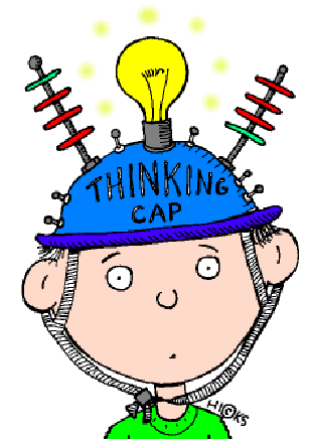
Interpersonal vs. Intrapersonal Skills

Question 1: What is the difference between interpersonal and intrapersonal skills?

Question 2: Why are both types of skills important for success in the modern workforce?

Question 3: How can you develop students' interpersonal skills, such as teamwork and communication, in a classroom setting?

Question 4: How can you develop students' intrapersonal skills, such as self-awareness and self-management, in a classroom setting?

Question 5: What are some real-world scenarios where both interpersonal and intrapersonal skills are necessary for success?

LIFE SKILLS ICT LITERACY

WRITING A BLOG

LIFE SKILLS
Writing a blog
A blog can help you:
- improve your computer skills
- organise your ideas
- share opinions and views with other people.

1 Look at the sentences and answer the questions.

> Great minds think alike.

> We can learn a lot sharing our ideas, opinions and views.

> There's a blog for everyone.

1 What do you think the sentences mean?
2 Do you agree with the sentences? Why? / Why not?
3 Do you have a blog? Do you know any bloggers?

2 Look at the topics for blogs. Choose two topics you think are interesting. Share your ideas with a partner.

> activities animals fashion food
> life experiences music
> special days and holidays sports travel

3 Read the text quickly. Complete the article with the headings in the box. Is it easy to start a blog?

A Stay safe!
B Think about your readers
C Have one day for writing

4 Answer the questions.
1 What do you need to choose first?
2 Who do you need to think about?
3 What do platforms give you?
4 Before you put a blog post online, who looks at it?
5 Do you need to write posts every day?
6 What are some things we should not post online?

5 Complete the sentences with the highlighted words from the text. There are some letters to help you.

1 I __ o __ __ o __ a blog about sports.
2 Choose a topic you like and you find i __ __ e __ e __ __ __ i __ __ .
3 To start a blog, you need to choose a p __ a __ __ o __ __ .
4 It is a good idea to write a __ o __ __ once a week.
5 You need to decide on your topic and __ e __ i __ __ __ and think about your readers.
6 You need to be careful online. It is not safe to post p __ __ s __ __ a __ __ e __ __ i __ __ like your address or phone number.

TALKING POINTS
Do you think it's a good idea to start a blog? Why? / Why not?
Do you prefer reading a blog or reading a book?

6 Listen to Katie and David talking about blogs. Choose the correct answers to complete the sentences.

1 They are at
a Katie's house.
b David's house.
c school.

2 Katie's blog is on
a dogs.
b cats.
c music.

7 Listen again. Are the sentences right (✓) or wrong (✗)?
1 Katie's mum is at home.
2 Katie is in the living room.
3 Katie is studying for an exam.
4 Katie thinks starting a blog is difficult.
5 Katie likes music.
6 Katie wants to write a post about David's pets.

8 Match the two halves of the sentences.

USEFUL LANGUAGE
1 You're good at …
2 It isn't safe to …
3 Is your blog …
4 Ask people …
5 Do you want a lot of people …

a about music?
b to follow your blog?
c before you put photos of them online.
d put personal information online.
e using computers.

76 LIFE SKILLS

Taken from J.Kosta & M. Williams (2019) Prepare. Grade 8. Student's Book. Cambridge University Press. https://idum.uz/ru/archives/17760

Activities to integrate 21ˢᵗ Century skills:

- https://www.berkeleywellbeing.com/interpersonal-skills.html
- https://positivepsychology.com/psychology-procrastination/
- https://eslbrains.com/rethinking-your-mindset/
- https://positivepsychology.com/positive-psychology-exercises/
- https://www.commonsense.org/education/articles/3-great-lesson-plans-on-copyright
- https://www.learningforjustice.org/digital-literacy-lessons
- https://www.teachingexpertise.com/classroom-ideas/digital-literacy-activities-for-middle-school-students/
- https://www.onestopenglish.com/professional-communication-skills/professional-communication-skills-leading-discussions/1000400.article

Q/A Session

References:

❀ Archer-Rosenthal, D. (2022). *Promising Practices in Funding for Non-Credit Programs. In Funding Non-Degree Workforce Programs at Community Colleges: Lessons Learned from New America's New Models for Career Preparation Project* (pp. 19–23). New America. http://www.jstor.org/stable/resrep39721.6

❀ Branch, R. M. (2009). *Instructional design: The ADDIE approach* (Vol. 722). New York: Springer.

❀ Ghani, M. T. A., & Daud, W. A. A. W. (2018). *Adaptation of ADDIE instructional model in developing educational website for language learning.* Global Journal Al-Thaqafah, 8(2), 7-16.

❀ Griffin, P., & Care, E. (Eds.). (2014). *Assessment and teaching of 21st century skills: Methods and approaches.* Springer.

❀ Hutchinson, T., & Waters, A. (1987). English for Specific Purposes: A Learner-Centered Approach. Cambridge: Cambridge University Press.

❀ Morrison, G. R., Ross, S. J., Morrison, J. R., & Kemp, J. E. (2019). *Designing Effective Instruction.* John Wiley & Sons, Inc.

❀ Nadiyah, R. S., & Faaizah, S. (2015). *The development of online project based collaborative learning using ADDIE model.* Procedia-Social and Behavioral Sciences, 195, 1803-1812.

Thank you for your attention!

timurshamsutdinov96@gmail.com

tshamsutdinov@webster.edu