OPEN ACCESS

European Journal of Teaching and Education
ISSN 2669-0667

Teaching Strategies of the 21st Century Skills Adapted to the Local Needs

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ARTICLE INFO

Keywords:
21st century skills, citizenship, intended learning outcomes, knowledge-based teaching/learning, skills-based teaching/learning, skill-based activities

ABSTRACT

Evident is that fact that ICTs are at the core of fast-changing economy. However, ICTs in themselves do not create a knowledge-based economy. Innovation starts with people, making human capital within the workforce decisive. Current workplaces require highly skilled workers who not only need excellent technical preparation but also sufficient skills to adapt to the changing requirements. According to Kozma, a concern about developing future workforces endowed with the "21st century" skills resulted in a goal for school reform that was centered on information communication and technology. Yet, in recent years, the global discourse has evolved to include broader concerns about global citizenship and global competence, resulting in a number of frameworks, which define the 21st century skills. Each framework approaches the skills from a variety of perspectives. The research subject is unveiled through a survey investigation, accompanied by a subcategory known as a descriptive case study. The foundational approach of the provided article is rooted in the quantitative research methodology. Ultimately, the outcomes of the executed analysis will function as a novel methodological instrument for the educators within the Department of Foreign Languages at Y University. This article seeks to conduct a comprehensive evaluation of the theories pertaining to 21st century skills, along with existing definitions and methodologies associated with instructing one specific 21st century skill—citizenship. By utilizing the Republic of Armenia as a contextual case study, the article substantiates the notion that the responsibility for integrating the teaching of this skill lies not only with primary and secondary schools, but also extends to tertiary education establishments. The article underscores the argument that the incorporation of certain, if not all, 21st century skills can be accomplished without necessitating extensive curriculum overhauls or substantial transformations. Instead, minor adjustments introduced within the pedagogical process are deemed sufficient for the successful infusion of these skills into the educational discourse. Additionally, the article comprises two comprehensive lesson plans delineating potential pathways for the progression of the "Engaged Citizen/Citizenship" skill within the curriculum.

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Cite this article as:
Soghomonyan, Z., & Karapetyan, A. (2023). Teaching Strategies of the 21st Century Skills Adapted to the Local Needs. *European Journal of Teaching and Education, 5*(3): 48-69. https://doi.org/10.33422/ejte.v5i3.1097

1. Introduction

Undoubtedly, it is evident that higher education institutions no longer need to prioritize knowledge as their primary intended learning outcome (ILO). The prevailing paradigm of teaching and learning centered around knowledge has faced considerable challenges due to the imperative of equipping graduates with applicable skills and competences applicable in diverse contexts of their lives: during employment, continuous professional growth, civic participation, parenthood, and more.

Although discussions concerning skills and competences have persisted for over three decades, tertiary level institutions (TLIs) continue to encounter difficulties in effectively instructing, training, and evaluating these attributes. This is corroborated by the examination of expert panel evaluations from various countries' quality assurance agencies. This situation is also observed in Armenia. Virtually all expert panel assessments emphasize the insufficient attention devoted to cultivating the essential skills and competences needed for nurturing individuals equipped with what is commonly referred to as 21st-century skills (Battelle for Kids, n.d.; Care et al., 2018; Trilling et al., 2009; Nir et al., 2016).

Our firm conviction is that in the majority of cases we-the teachers, do not even know what is meant by saying teaching/training the 21st century skills. Sometimes we think that we need to allocate some hours of instruction in order to make sure our students have "mastered" critical thinking or problem solving skills, and we constantly complain that our curricula do not allocate enough hours for doing so. In reality, every single task that our students perform can be suited for gradual training of what is termed as the 21st century skills.

This article aims to provide a critical review of the theories on the 21st century skills and existing definitions and approaches to teaching one of them – citizenship. Taking one of the Armenian TLIs (hereinafter referred to as Y University) as a case study, the article demonstrates that not only schools but TLIs need to multiply their endeavours in incorporating the teaching of the said skill both in their academic programmes and individual courses and for doing so, they need to implement effective training and workshops in order to teach university professors the very essence of the 21st century skills and the ways those can be taught without having to change course books and spending hours on designing an activity that would contribute to the acquisition of the skills. Our starting point is that irrespective of the number of articles published on the importance of skills, the number of extremely theoretical conferences and workshops dedicated to teaching those skills, a significant number of tutors/professors still find some or all of the skills quite vague a notion.

2. Theoretical and Methodological Bases

Before we initiate any discussion on frameworks and skills, we would like to clarify that for the sake of unanimity the term "skills" and not "competences" will be used throughout this article when naming separate skills. Notwithstanding the fact that some organizations and scholars have been using the term "competency" (Sevilla-Pavón, 2009; Caen et al., 2019; Voogt, 2012; Tzortzoglou et al., 2023; OECD, 2004; 2005; The Glossary of Education Reform, 2016; UNESCO, 2003; 2012) and though there is no standardized term coined for the sets of knowledge and skills induced by the twenty-first century (Ananiadou, 2009), we are inclined to believe that the term "skill" is better perceived by people and is more neutral in terms of connotations. We do accept the definition of competence provided by Rychen & Salganik (Rychen et al., 2003), "A competence is more than just knowledge or skills. It involves the ability to meet complex demands, by drawing on and mobilising psychosocial resources (including skills and attitudes) in a particular context. For example, the ability to communicate

effectively is a competence that may draw on an individual's knowledge of language, practical IT skills and attitudes towards those with whom he or she is communicating". Moreover, our choice of the term is also preconditioned by the fact that in post-soviet counties the word "competent" implies having enough education, experience, knowledge and skills to undertake this or that job. Hence, in the scenario when our prime aim is to discuss and analyse the "skills" that are indispensable for the 21st century, the usage of the word "competency" might impede comprehension.

As Samuel Kai Wah Chu et al. highlight in their book called "21st Century Skills Development Through Inquiry-Based Learning from Theory to Practice", all nations around the globe face a growing set of shared problems that will require innovative thinking, resourcefulness, and resilience among the worlds' populations. These challenges include climate change, natural resource shortages (e.g., energy, water), injustices involving race and gender, and socio-economic inequalities and human rights abuses, to name but a few. Addressing these challenges will require cultivating a population that is awake to the problems and impacts, and that is adaptable and focused on identifying creative solutions for change (Chu et al., 2017).

Today, in the light of exponential changes and rapid developments in the field of technology, more than ever, education plays an integral part in preparing learners to become global and conscious citizens, and also to be ready for challenges associated with the highly mobilized and technology-dominated society (Berry, 2010; Castells, 2005**).** Scholars in the field of education have thus advocated the need for modifications to be made to the education system to support the development of the requisite skills and literacies (Castells, 2005; Dunning, 2000; Levy et al., 2012; Kozma, 2008; Pigozzi, 2006; UNESCO, 2003).

In order to acclimate to this evolving milieu, educational institutions such as schools and universities have endeavored to revise their course descriptions, curricular frameworks, and syllabi to ensure their alignment with contemporary advancements. However, the rapidity of transformations within industries, production landscapes, and technological domains surpasses the capacity of educational systems to react in a commensurate manner. Consequently, a disjunction persists between the requisites of the labor market and the educational provisions offered by institutions. It is noteworthy that this disparity does not invariably denote an unfavorable circumstance. If TLIs and vocational education and training entities (VETs) were to instantaneously respond to every external development, the educational infrastructure would be susceptible to collapse due to incessant alterations in curricula. Such incessant modifications would disrupt educational continuity and undermine the attainability and measurability of ILOs. Moreover, no TLI, except for some top institutions, can really afford to instantly react to all changes in the industry given the exorbitant amount of investment they will have to make in order to form working expert groups, groups comprised of internal and external stakeholders, training for the staff and the faculty, etc.

Notwithstanding all the aforesaid challenges, it is more than evident for all parties involved in the process that educational institutions cannot isolate themselves from these processes and pretend as if nothing is happening around them. And hence, a range of international, national and more localized technology and information literacy frameworks targeting skills, at times even competences, have emerged to provide outcome benchmarks for the needed curricular reforms.

Although the term "21st century skills" might sound modern, some of these skills are "not new, just newly important" (Sylva, 2009). Vital and omnipresent skills like critical thinking and problem solving have always been essential. Critical management science, for instance, emerged as a distinctive tendency in the 1970s. Inevitably, the first steps in its evolution consisted of radical attacks upon other forms of management science. Traditional management

science, already under fire from the soft systems thinkers, came under further attack from Marxist-inclined scholars such as Hales (1974). A reasonable starting point in history is (Checkland, 1978; 1981) critique of the pretensions of hard systems thinking. In summary, he argued that the assumptions made by the hard approach severely limited its domain of effective application. According to him, the world is seen as made up of systems which can be studied "objectively" and which have clearly identifiable purposes. Thus, decision-makers can be presented with the means to regulate better the systems under their command. The problem for the hard approach, Checkland argued (1978; 1981), is that very few real-world problem situations present themselves in terms of systems with clearly defined goals and objectives. At best, therefore, hard systems thinking will prove ineffective in the great majority of problem situations.

As it is truly highlighted by some authors, nowadays, because of the emergent demands of knowledge-based economies (Ester et al., 2020), some skills have gained increasing importance (Levy et al., 2012; Rotherham, 2009). Obviously, enough, some skills are more specific to the information era we are now living in. For instance, OECD (2004) and Pedró (2006) opine that due to the exponential growth of information, any content may become obsolete in a few years' time; continual updating is the only way to meet the demands of the 21st century. It is expedient that everybody needs to be prepared for and convinced of the need to be lifelong learners to keep pace with the evolution of technology (Chu et al., 2017; Medel-Añonuevo et al., 2001).

Putting an accent on continuous education, UNESCO recommends that education be built upon four key pillars: learning to know, learning to do, learning to live together and learning to be. While this framework presented by UNESCO's Delors Report was the first of its kind that puts forward the central education functions in the 21st century (Chu et al., 2017; Delors 1996), many other frameworks have afterwards been elaborated to indicate how education should be adapted to meet the newly arisen needs induced by fast-paced technological progress in a knowledge-based economy (Enright, 2000). Here again, as has been mentioned above, we are of the standpoint, that education can never and should never immediately reflect the changes that are happening in economy and/or technology, as otherwise we are risking of losing continuity, integrity and the trace of the things we are doing.

As is truly underlined by Chu et al. (2017), UNESCO's Delors (1996) Report has been followed by an array of other frameworks that have been suggested both at national and international levels. Overall, there are four well-known international frameworks that have served as a foundation for numerous other frameworks. Those are:

- Framework based on Organization for Ec31
- Organization of Economic Cooperation and Development [OECD] countries (Ananiadou, 2009)
- Assessment and Teaching of twenty-first Century Skills [ATCS]
- Partnership for twenty-first Century Skills [P21] (2003)
- British Council core skills and competences which is in line with, the FCDO position paper *Improving learning, expanding opportunities* published in 2013 (Scribbr, 2013).

Below we have tried comparing the aforesaid frameworks with the aim of revealing similarities and differences as far as the skill of citizenship is concerned:

Table 1.
Comparison of frameworks

OECD (Ananiadou, 2009; OECD, 2004)		**ATCS** (Care et al., 2018)			**P21**	**BC Core skills**
ETHICS & SOCIAL IMPACT		**LIVING IN THE WORLD**			**LIFE & CAREER SKILLS**	x
2 sub-dimensions		**3 sub-dimensions**			**5 skills**	x
Social responsibility	Social impact	Citizenship-Local and Global	Life and Career	Personal and Social responsibility – including cultural awareness and competence	• Flexibility & Adaptability • Initiative & Self-Direction • Social & Cross-Cultural Skills • Productivity & Accountability • Leadership & Responsibility	• Citizenship • Student leadership and personal development

As can be seen, the frameworks offer different headings for "citizenship" and though some are wider than others, overall "(social) responsibility", "citizenship" are the terms that can be traced in all 4 frameworks.

A comprehensive examination of existing literature indicates that the pursuit of education for democratic citizenship has been conceptualized within the framework of critical thinking (OECD, 2004). The underlying premise revolves around the notion that the capacity to engage in critical thinking is an indispensable facet that equips individuals for active involvement within a pluralistic and democratic society. Pedagogical approaches focused on cultivating critical thinking must concurrently target the cultivation of skills essential for effective citizenship. It appears evident that educational institutions bear the responsibility of preparing students for multifaceted civic participation. However, contemporary societal citizenship necessitates a distinct set of proficiencies compared to the past. This involves the ability to make informed decisions while comprehending the rationale behind these choices, displaying regard for others' choices and viewpoints, engaging in dialogues on these matters, thereby shaping one's own perspective, and articulating it effectively (Dam, 2007).

We concur with the perspective put forth by Dam and Volman, emphasizing that democratic citizenship necessitates more than just the acquisition of critical and political thinking skills; it also entails fostering a compassionate demeanor, cultivating empathy, and nurturing dedication. To effectively equip students with these attributes, instructional frameworks are imperative. These frameworks should not merely rely on the application of persuasive techniques or the cognitive exercise of dissecting power dynamics. Instead, they should actively contribute to students' capacity and willingness to autonomously engage in meaningful and critical manners within concrete social practices and activities. Acknowledging the critique aimed at the underpinning concept of rationality inherent in critical thinking, it becomes imperative to give due consideration to the "ethic of care" within a curriculum centered around critical thinking (Dam, 2007).

A significant number of national and international policy documents on citizenship education have included critical thinking as an aim for citizenship education. Nevertheless, and despite the formal pronouncements regarding the importance of critical thinking, these documents often present internal inconsistencies or even contradict wider policies that frame them.

The Recommendation of the Council of Europe on Teaching and Learning about Human Rights in Schools (Committee of Ministers, 1985) enlists a number of skills that are associated with the understanding of human rights through teaching and learning processes. In this list no explicit reference is made to critical thinking as a concept or a skill. However, the latter emerges as a requisite for the processes of teaching and learning for human rights. Critical thinking is presumed an essential element for the achievement of human rights learning and the tackling of racism, since it is directly related to the principles of rationality and reason (i.e. pupils' abilities: "to listen and discuss and to defend one's opinions, to collect materials from various sources, including the mass media and the ability to analyse it and to arrive at fair and balanced conclusions, to take responsibility, to participate in decisions, to understand the use of the mechanisms for the protection of human rights at local, regional, European and world levels" p. 2). These principles underpin all of the skills included in the list, also reflecting what was previously defined as *the ideal of citizenship* (Scribbr, n.d.).

3. Main Results

The research methodology employed in this study encompassed a comprehensive analysis of both qualitative and quantitative data, aimed at garnering multifaceted insights into the intricate dimensions of 21st century skill development, specifically focusing on citizenship, within the context of Y University. Qualitative data, derived from open-ended survey responses, were subjected to thematic analysis, facilitating the identification and categorization of recurring patterns, perspectives, and viewpoints. This qualitative exploration delved into the nuanced interpretations of citizenship and the instructional strategies perceived by educators.

Complementing the qualitative inquiry, quantitative data garnered from structured survey responses were subjected to statistical analysis. This entailed the utilization of descriptive statistics to quantify trends, preferences, and consensus levels among respondents. The quantitative facet of the analysis allowed for a holistic overview of prevailing attitudes and perceptions regarding the significance of 21st century skills, further bolstered by graphical representation.

The amalgamation of qualitative and quantitative data analyses afforded a comprehensive comprehension of the research phenomenon, enabling triangulation of insights for enhanced validity. This methodological synthesis facilitated a nuanced exploration of educators' perspectives on citizenship education, with qualitative analysis delving into the depth of conceptualization and quantitative analysis offering breadth through quantifiable patterns.

With all these turmoil around the 21st century skills, when a lot of teacher training concentrates on programme accreditations and lesson observations and highlights the fact that 21st century "almighty" skills are not decently covered/taught/instructed/trained, many teachers and educators find it increasingly difficult to include those skills in their course descriptions and/or lesson plans not because those are so difficult to measure and attain, but because there is an artificial push coming from all stakeholders: be those internal or external. Moreover, we are inclined to believe, that some teachers either lack information about the 21st century skills or do not have a thorough understanding on how those need to be incorporated into their everyday teaching.

With the aim of developing a cycle of ongoing continuous professional development for the professors of the Y University, it has been decided to first and foremost conduct a survey (Appendix 1) among 20 professors of the Chair of Foreign Languages, trying to understand the following:

- the level of familiarity with the notion of the 21st century skills,
- their perception on how important teaching skills is/is not,
- their understanding of what “citizenship” is,
- their perception on whether current textbooks help teaching one/some of the 21st century skills/any other skills.

The outcomes of the said survey yielded some interesting results. In particular,

a) the respondents encompass an exclusively female demographic, a facet that introduces an additional dimension of consideration. This gender composition warrants attention, as divergences in the interpretation of "citizenship" between females and males could potentially emerge. Furthermore, it is conceivable that females and males might approach the evolution of the citizenship concept from distinct vantage points, with differing objectives in mind during this developmental process.

b) A subset of the interview subjects adeptly exhibited a command of the concepts encompassing 21st-century skills, articulating a comprehensive array of proficiencies including leadership, teamwork, open-mindedness, creativity, media literacy, critical thinking, collaboration, and communication competencies. Intriguingly, these individuals possess a firm conviction that the integration of such skill sets into educational paradigms holds the potential to facilitate students' flourishing within the contemporary milieu.
   Analytically, the interviewees' adeptness in elucidating a diverse spectrum of 21st-century skills underscores their familiarity with the multifaceted nature of competencies sought after in the present era. Their enumeration of attributes like leadership, teamwork, and critical thinking signifies an appreciation for both interpersonal and cognitive facets pivotal in addressing complex challenges. Additionally, the acknowledgment of open-mindedness, creativity, and media literacy suggests an awareness of the necessity to navigate evolving information landscapes and foster innovative approaches to problem-solving. Furthermore, the assertion that the cultivation of these skills can empower students to excel in the contemporary world attests to the interviewees' recognition of the dynamic interplay between education and the demands of a rapidly changing societal landscape. This sentiment alludes to the recognition that today's learners require more than traditional subject-specific knowledge to thrive; they need the ability to navigate, collaborate, and critically evaluate in an interconnected and information-rich environment.

c) The participants, on average, possess more than a decade of instructional experience in either English for Specific Purposes (ESP) or General English. A notable observation arises from the fact that a substantial portion of the respondents provided rather indistinct responses when queried about their familiarity with "citizenship" skills. This observation underscores a fundamental premise, suggesting that the concepts under discussion are inherently expansive in nature, with interpretative boundaries that can fluctuate from one educational task to another, contingent upon the educator's objectives in fulfilling the assignment. It is imperative to underscore that their perspectives predominantly revolved around the following focal points:
   - Instilling in students the attributes of responsible citizenship, encompassing awareness of their own rights and the respect of others' rights,
   - Imparting instructional methodologies and techniques that foster practical and utilitarian knowledge,
   - Cultivating a holistic comprehension of students' needs, equipping them to seamlessly integrate into the societal fabric,

- Enhancing students' consciousness of their civic duties and entitlements,
- Conveying knowledge and instructional strategies to facilitate students' understanding of political, national, or community-related matters,
- Guiding students in assuming responsibility for their personal lives and communities, while acknowledging their individuality, cultural heritage, and civic responsibilities.

d) The survey questionnaire delved into the discourse surrounding the comparative significance of skills in contrast to knowledge. It becomes evident that the respondents' perspectives on this matter exhibit notable diversity. Upon analyzing their responses, a conspicuous realization emerges, distinctly indicating the presence of a pressing exigency for precision and lucidity concerning the dichotomous relationship between these two constructs. Consequently, the valorization of 21st century skills assumes a salient role, permeating beyond the realm of mere university students and extending its pertinence to encompass educators and professors. This phenomenon underscores the multifaceted nature of the discourse surrounding the cultivation of 21st century skills, metamorphosing it into a pivotal concern within the pedagogical landscape.

Thus, it becomes evident that the notion of "citizenship" harbors a remarkably expansive Character. Different educators apprehend and construe it through varying lenses, encapsulating aspects they perceive as most pertinent to their pedagogical goals.

Analytically, the substantial teaching experience of the respondents underscores their authoritative position to provide insights into the multifaceted dimensions of education. The observation that responses varied from vague to detailed in relation to "citizenship" skills highlights the interpretive fluidity that exists within educational paradigms. This malleability, guided by educators' intentions and instructional objectives, further underscores the dynamic and contextually influenced nature of educational discourse. The enumerated focal points of their perspectives reveal a comprehensive consideration of citizenship, encompassing legal, ethical, participatory, and cultural dimensions. This breadth mirrors the multifarious roles that education plays in shaping well-rounded and socially conscious individuals. Consequently, the multifaceted nature of "citizenship" underscores the intricate interplay between educational objectives, societal values, and instructional methodologies.

Elaborating further, the divergence in viewpoints concerning the primacy of skills versus knowledge mirrors a broader pedagogical debate that has been ongoing for some time. The mosaic of responses reflects the intricate interplay between conventional educational paradigms emphasizing knowledge acquisition and the evolving societal demands that underscore the paramountcy of adaptable skills in an era characterized by rapid technological advancements and shifting professional landscapes.

The observation that clarification is sought between these conceptual realms points towards a compelling need for comprehensive and nuanced educational discourse. This, in turn, implicates educators and academic institutions in a substantive manner. Instructors and professors assume an augmented responsibility not solely in imparting domain-specific knowledge but also in fostering the development of skills requisite for navigating the multifarious challenges of contemporary existence. The role of educators, therefore, expands beyond the confines of traditional content delivery to encompass the cultivation of critical thinking, problem-solving, collaboration, and communication proficiencies—the very tenets of 21st century skills.

This phenomenon, essentially, represents a paradigm shift wherein the educational landscape aligns more closely with the dynamics of the external world. The emphasis on 21st century skills elucidates the recognition that knowledge, while foundational, is maximally effective when harmonized with the aptitude to adroitly apply, synthesize, and communicate that

knowledge. As such, the emphasis on these skills necessitates a recalibration of instructional strategies and educational objectives, which inherently underscores the pertinence of this discourse not only to students but also to the educators molding the contours of modern education.

When posed with the question of whether any skills beyond Reading, Listening, Speaking, and Writing hold more prominence in pedagogy, the prominence of critical thinking skills, collaboration, and creativity emerges as prevailing themes across nearly all surveyed dimensions. This reaffirms the compelling necessity of aligning both educators and students with the most efficacious methodologies for instilling and assimilating these proficiencies. Pertinently examining the latter pair of criteria, it becomes conceivable to deduce that 21st century skills, particularly critical thinking and citizenship, retain an element of vagueness in their incorporation within university curricula. This is noteworthy despite the conspicuous inclination of contemporary textbooks to address these specific skills. Hence, it transpires that the instructional content contained within textbooks is insufficient to engender a sense of citizenship within the younger generation. Consequently, the academic faculty is compelled to enhance their endeavors and expand the spectrum of instructional activities to effectively realize this objective.

This assertion gains further validation from the responses garnered in Question N11, where participants assert that citizenship and digital literacy cannot be adequately cultivated solely through reliance on instructional materials like textbooks. The significance of these findings underscores the intricate nexus between education and the development of skills and attitudes vital for active civic engagement in the digital age. It underscores the imperative for pedagogical strategies that transcend mere didactic content and engage students in experiential and participatory learning experiences.

In addressing the survey concerning the elucidation of "teaching citizenship" (refer to Appendix 1), a conspicuous absence of unanimity and shared conceptualization among the respondents is evident. This divergence in perspectives, once more, underscores the ongoing state of flux characterizing the understanding of the "citizenship" concept. The prevailing disparity in responses accentuates the evolving nature of the discourse surrounding citizenship, reflecting a broader societal transformation in values, roles, and responsibilities.

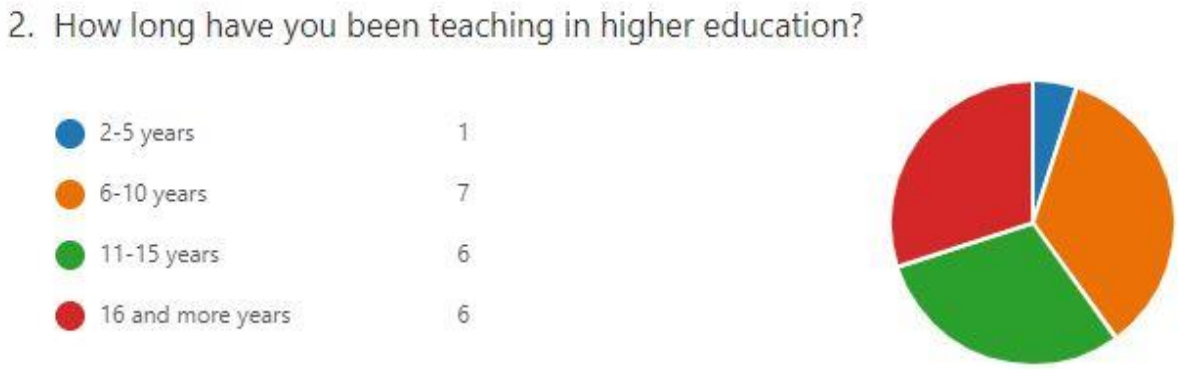
The prevailing sentiment among the surveyed cohort resonates with the notion that the currently employed textbooks do not effectively facilitate the instruction, training, or cultivation of citizenship skills (see Figure 2). Notably, despite the extensive array of multifarious answers furnished by the interviewees pertaining to the pedagogical realm of citizenship instruction, a noteworthy subset among them expressed the viewpoint that the available textbooks lack requisite sections or topics to catalyze group-based collaborative activities, stimulate substantive debates, and augment the critical thinking aptitude of students.

On a parallel note, the observation that prevailing textbooks fall short in effectively nurturing citizenship skills offers a poignant insight into the existing curriculum dynamics. The convergence of opinions across varied interpretations of citizenship pedagogy reinforces the demand for instructional materials that are not merely repositories of information, but catalysts for transformative learning experiences. The absence of sections facilitating collaborative group activities, the ignition of informed debates, and the fostering of critical thinking underscores the need for a pedagogical shift from passive consumption of information to active engagement and interaction within the educational realm.

In synthesis, these findings underline the ongoing evolution of citizenship as a pedagogical construct while concurrently urging for a reimagined pedagogy that augments the citizenship

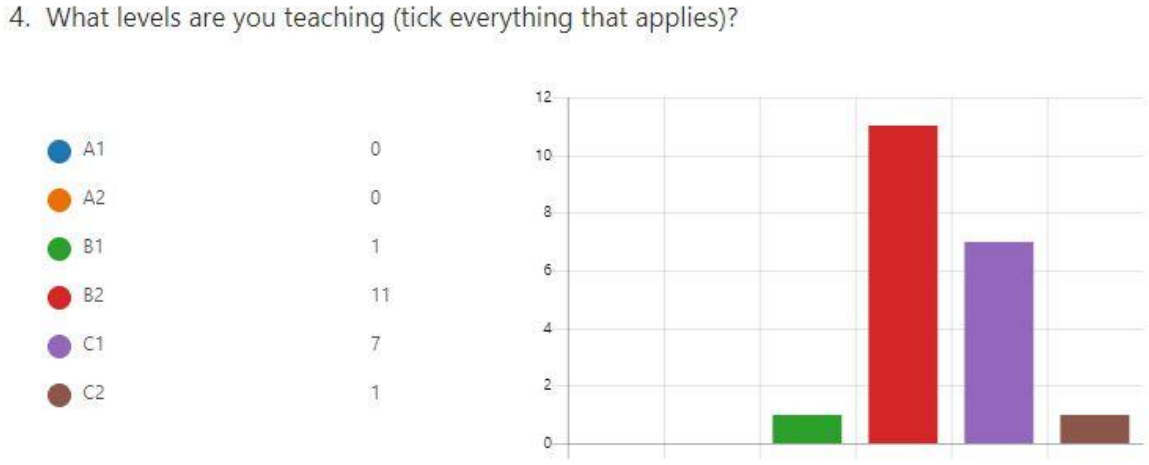
competencies of the younger generation. It underscores the dynamic role that pedagogical materials and methodologies play in shaping the nature of citizenship education, necessitating an approach that resonates with the complexity and dynamism of the 21st-century civic landscape.

(a)

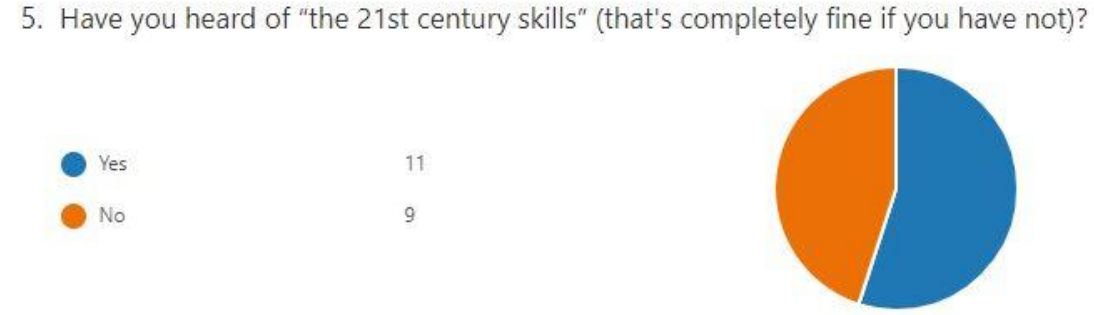


(b)

(c)



(d)



(e)

Figure 1: (a-e) The Results of the Survey for Questions 1-5

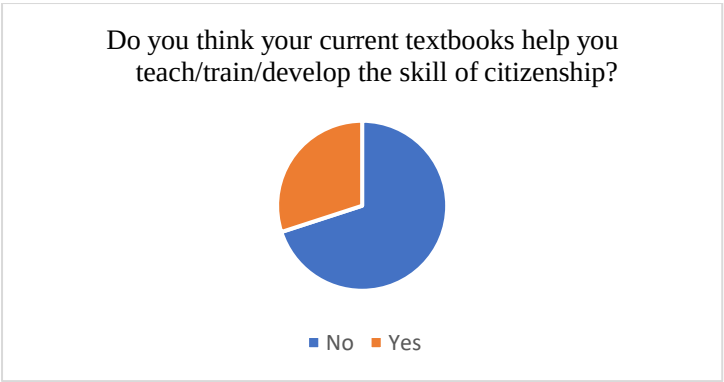


Figure 2: Do textbooks help develop the skill of citizenship?

4. Suggestions

We would argue with some of the viewpoints as there are decent textbooks that do provide all necessary activities to develop the 21st century skills and "citizenship" respectively. And to blame a textbook or to try to renovate it would be a great loss of time and resources. Still, to offer a local model for the development of the skill of "citizenship" would sound much more reasonable and appropriate for the desired outcome.

To underscore the adaptable nature of incorporating "citizenship" skill development into various educational contexts, a unit was randomly selected from a widely used textbook, namely "English File Upper Intermediate Workbook 3rd Edition" authored by Christina

Latham-Koenig and Clive Oxenden (with Jane Hudson), a common resource within Y University. The specific unit chosen for this examination is Unit 6A, titled "Music and Emotion." It should be emphasized that the selection of this unit was purely arbitrary and was predicated on the assumption that educators would not conventionally associate music with the concept of citizenship. While a comprehensive, step-by-step lesson plan is provided in Appendices 3 and 4, it is conspicuously evident that the all-encompassing nature of "citizenship" encompasses a diverse array of skills and subskills. These attributes have been codified below, with the arrangement of codes being random and devised to facilitate their integration into the stages of lesson mapping.

Table 2.
Coding of skills/subskills

Skill/subskill	**Coding**	**Skill/subskill**	**Coding**
Critical Thinking	CTh	Evaluating the Trustworthiness of Sources	ETS
Evidence-Based Decision Making	EDM	Formulating Questions Based on Information	FQI
Assessing Information	AsI	Being a Leader	BL
Analyzing Information	AnI	Cooperating with Others with the Aim of Reaching the Common Goal	CRG
Debating and Being Able to Accept Multiple Viewpoints	DMV	Solving Issues	SI
Realizing Our Own Biases	RB	Being Able to Put Forward an Effective and Rational Argument	ERA
Role of Viewpoints and Contexts	RVC	Respecting and Trusting State Institutions	RTSI
Rule of Law	RL		

Expounding further, the endeavor to align a seemingly unrelated unit such as "Music and Emotion" with the cultivation of "citizenship" skills resonates with the pedagogical principle of fostering interdisciplinary connections. This pedagogical approach underscores the potential of integrating seemingly disparate domains of knowledge to foster holistic understanding and multifaceted skill development. It illustrates that the realm of "citizenship" transcends traditional subject boundaries, inviting innovative pedagogical adaptations that tap into diverse aspects of human experience.

The comprehensive lesson plan presented in the appendices substantiates the potential to infuse "citizenship" skills across a spectrum of learning activities. These activities transcend mere content delivery, fostering critical thinking, communication, collaboration, and self-awareness - all integral components of a well-rounded "citizenship" skillset. This approach, in effect, signifies a paradigm shift from compartmentalized teaching to an integrated and application-oriented instructional approach, reflective of the overarching educational objective of nurturing competent and engaged citizens.

It is important to highlight that the lesson plans provided in Appendices 3 and 4 are not designed with the sole intention of dedicating an entire lesson exclusively to teaching the facets of citizenship. The rationale underpinning the decision to leave the "Lesson Main Aim" section deliberately incomplete arises from the development of a comprehensive strategy aimed at achieving subsidiary objectives within the specific lesson context. This approach is characterized by its adaptability; the lesson content can be tailored to various topics. The initial exercises, crafted to elucidate how certain dimensions of citizenship can be embedded, effectively serve not only as illustrative tools but also as engaging Warm-up activities or introductory segments for any lesson within the "Music" Unit.

The provisional timing allocated to each stage, along with the sequencing itself, is adaptable and open to adjustment in accordance with the unique requirements of the particular student cohort.

By incorporating a mapping framework within the lesson plans, our objective was to elucidate the multitude of citizenship-related skills that can be encompassed within diverse sub-activities. It is important to underscore that this mapping is not exhaustive; other viewpoints might contend that additional skills warrant inclusion. This underlines the intricate and evolving nature of the citizenship concept and the multiplicity of skills it encompasses, indicating that the cultivation of citizenship is a multidimensional endeavor that extends beyond a single lesson or set of skills.

This instructional approach, characterized by its flexibility and integration, aligns harmoniously with modern educational philosophies that advocate for contextualized, interdisciplinary, and skill-oriented learning. It emphasizes that the development of citizenship competencies is not confined to prescribed frameworks but rather permeates throughout various educational domains, underscoring the dynamic interplay between skills, knowledge, and their application within the broader context of civic engagement.

5. Conclusion

In sum, the outcomes of this study furnish substantial and significant perspectives concerning the imperative of inculcating 21st century proficiencies, with a specific emphasis on citizenship, within the educational milieu of Y University. Moreover, these findings underscore the indispensability of integrating the proposed strategies and methodologies into the institutional pedagogical framework, as encapsulated within lesson plans and course guides. While citizenship is evidently a skill commonly addressed within various classrooms, the analytical dissection of survey responses establishes the presence of discernible gaps among certain educators in terms of comprehending the nuanced facets of citizenship and its effective instructional implementation. Thus, this article endeavors to extend a spectrum of viable options and nuanced approaches, delineating suitable strategies and techniques poised to facilitate the attainment of the preordained educational objectives.

Analytically, the implications of this study transcend the immediate educational context of Y University and encapsulate a broader discourse centered on the evolving educational landscape. The elevation of 21st century skills, particularly citizenship, as a focal concern encapsulates a transformative educational paradigm that acknowledges the shifting demands of the contemporary world. The elucidation of potential gaps in educators' comprehension regarding citizenship underscores the necessity for targeted faculty development initiatives, which amalgamate pedagogical innovation with comprehensive skill enhancement. This study effectively operates as a conduit, bridging the conceptual and practical realms of citizenship instruction, by offering viable pathways and multifaceted approaches for translating the theoretical ideals into actionable pedagogical methodologies.

In conclusion, this article serves as a catalyst for recalibrating pedagogical priorities, urging educators to proactively engage with the dynamic educational landscape. It underscores the imperatives of curriculum integration, faculty development, and evolving instructional paradigms, ultimately aligning educational institutions with the exigencies of the 21st century. As such, the study not only underscores the significance of citizenship education but also propels the discourse surrounding skill-oriented pedagogy into the forefront of educational reform and innovation.

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Appendix 1: The Questionnaire

1. Your gender
2. How long have you been teaching in higher education?
    a. 2-5 years
    b. 6-10 years
    c. 11-15 years
    d. 16 and more
3. What are you teaching (tick everything that applies)?
    a. General English
    b. ESP
4. What levels are you teaching (tick everything that applies)?
    a. Starter
    b. A1
    c. A2
    d. B1
    e. B2
    f. C1
    g. C2
5. Have you heard of "the 21st century skills"?
    a. Yes
    b. No
6. If your answer to the previous questions is a "yes", describe the term "21st century skills" in your own words.
7. Would you agree with the statement that skills are more important than the knowledge? If yes, why? If no, why?
8. Is there any skill (**NOT** Reading, Listening, Writing, Speaking) you consider the most important one and concentrate on teaching/training it?
9. What do you think is meant by "teaching citizenship"?
10. What do you think is meant by "teaching digital literacy"?
11. Do you think your current textbooks help you teach/train/develop the skills of *citizenship* and *digital literacy?*
12. If you answer to the previous question is "yes", indicate how the textbooks help you.
13. If you answer to the previous question is "no", indicate how the textbooks need to be changed in order to help you teach/train/develop *citizenship* and *digital literacy* skills.

Appendix 2

Some of the answers to survey question N9 "What is meant by teaching citizenship?"

- I guess it's teaching students to become decent citizens, to know their rights, to respect the rights of other citizens.
- I understand that one is to focus on such teaching patterns and techniques that will foster knowledge that will get applicable and functional. One gains such knowledge that will help him/her feel more confident in life.
- Maybe, the combination of all or several 21 century skills
- It develops knowledge, skills and understanding student's need to be an inseparable part of the society as an active member of it
- It's about raising awareness of their duties and rights
- maybe team work?
- Be able to make decisions, and to take responsibility
- It means teaching Students to make their own decisions, discussing different topics, organizing team work in order students to be able to respect each other, to share knowledge, take responsibility during team work.
- To give knowledge and teach skills so one could become a free member of society, could understand issues of politics, country or community.
- Being aware of your rights and responsibilities as a citizen
- To take responsibility for their own lives and communities.
- Love one's land and people, be responsible for the society, be able to make own decisions
- Teaching values one needs to have to become a valuable citizen of the specific country.
- It enables people to make their own decisions and to take responsibility for their own lives
- Teaching students to suggest and defend their own point of view, make their own decisions and bear the responsibility for them.
- To recognize your identity, heritage of abundant culture , responsibilities as a citizen
- To be a proud citizen of one's motherland, to love and care about her.
- It how it is important to be an honorable citizen
- It means to teach student to be a responsible member of society.
- Have no idea

Appendix 3: Sample Lesson Plan 1

Name:	……	Date:	../../20	Level:	Upper Intermediate
Length:	80 minutes	Focus:			

Aims: *(express them as **learner outcomes**)*
Main aim:

By the end of the lesson, students will have ….

Subsidiary aim:

1. analyzed the quotes about music
2. cooperated with one another with the aim of sharing ideas and improving those
3. expressed their own ideas, listen to those of others and formulate factual conclusions

Activity-Skill mapping:

	SKILLS/SUBSKILLS INCORPORATED INTO CITIZENSHIP														
Activity	**AnI**	**AsI**	**BL**	**CRG**	**CTh**	**DMV**	**EDM**	**ERA**	**ETS**	**FQI**	**RB**	**RL**	**RTSI**	**RVC**	**SI**
1.1.															
1.2.															
1.3.															
1.4.															

Personal aims: *(What are the personal aims you'd like to achieve during this lesson: improving your time-management skills, using the whiteboard more effectively, etc).*

Lesson stages	
Scenario: The professor (P) prepares the quotes about music and sticks them on the walls of the auditorium. In order to fuel the discussions the P choses quotes that might be interpreted and understood differently. The more controversial the quote, the better.	
Anticipated problem related to the setting: In case the shape of the auditorium does not favour walking around the auditorium and approaching the walls, other possibilities can be explored.	
Solution to anticipated problem: sticking the quotes in the corridor, putting those on some of the tables, having students pair up and then choose the quote for discussion, else.	
Stage 1	**Duration: 13-15 minutes**
1.1. Ls choose the quote and they are given some time to think over it. Usually 2 minutes are enough given the fact that those are upper-intermediate Ls.	**3 minutes**
1.2. The Ls then choose a partner to discuss their quotes with.	**1 minute**
Anticipated problem related to 1.2.: Ls might choose the partner they are friends with, or a partner they feel more comfortable with.	
Solution to anticipated problem 1.2.: In case the P wants to initiate more arduous discussions, it might be necessary to think of ways of pairing the Ls. There are a lot of possibilities for doing so: a. Using opposite cards to match up students: passing out the cards and then challenging students to find their match. b. Using sticks/straws with numbers: each number is repeated twice, so when the Ls pick the stick/straw, they know who their pair is. c. Counting around the class	

1.3. Once the partner is chosen, the pairs discuss both quotes and come up with their standpoint on the quotes.	**3-5 minutes**
The P walks around the auditorium and monitors the discussions. The main aim in this scenario is to detect any intolerant and/or aggressive bahaviour when the pairs discuss this or that quote.	
1.4. After the discussions are over, the P invites some of the pairs (all of them if the timing is not a hindrance) to answer some following questions: Q1: What did you find most surprising in your partner's standpoint about his/her own or your quote? Q2: Why was it surprising? Q3: How did you react? Q4: Was your reaction appropriate? Q5: How did your partner feel about your reaction?	**3-5 minutes**
The main aim of this stage is to make the Ls listen to one another and to discuss the feeling that they were having when and if inappropriate reaction were demonstrated.	

Appendix 4: Sample Lesson Plan 2

Name:	……..	Date:	../../20..	Level:	Upper Intermediate
Length:	80 minutes	Focus:			

Aims: *(express them as **learner outcomes**)*
Main aim:

By the end of the lesson, students will have ….

Subsidiary aim:

1. analyzed the importance of digital literacy skills
2. developed digital literacy skills
3. perceived the importance of debating around factual information

	SKILLS/SUBSKILLS INCORPORATED INTO CITIZENSHIP														
Activity	**AnI**	**AsI**	**BL**	**CRG**	**CTh**	**DMV**	**EDM**	**ERA**	**ETS**	**FQI**	**RB**	**RL**	**RTSI**	**RVC**	**SI**
1.1	■	■			■										
1.2	■	■			■	■	■	■							
1.3															
1.4				■											
1.5	■	■			■		■		■		■				

Personal aims: *(What are the personal aims you'd like to achieve during this lesson: improving your time-management skills, using the whiteboard more effectively, etc.)*

Lesson stages

Scenario: Before starting exercise 1 on page 54, the professor (P) distributes the following quote on a piece of paper/projects it on the screen/wall.

*Excerpt from **page 54, exercise 1***

1 VOCABULARY & PRONUNCIATION
music, words from other languages

a 29 Listen and match what you hear with a word in the list.

☐ a bass guitar ☐ a cello ☐ a choir ☐ a conductor ☐ drums ☐ an orchestra
☐ a soprano ☐ a flute ☐ a violin ☐ a keyboard ☐ a saxophone

Quote

"In reality, Armenian music is a mixture of Persian and Gothic music, but Armenians manage to present it in a very elaborate and beautiful manner."

Emmanuel Macron

Taken from E. Makron's interview to *the New York Times*

May 10, 2023

Stage 1	**Duration: 13-15 minutes**
1.1. The P distributes/projects the quote and gives the Ls 2 minutes to think over it.	**2 minutes**
Anticipated problem related to 1.1.: Ls will become very emotional while reading the quote.	
Solution to anticipated problem 1.1.: The P needs to think over some classroom rules, in order to be able to ease the tension.	
1.2. The Ls then choose a partner (the P might consider dividing the Ls into groups and not pairs) to discuss their quotes with.	**1 minute**
Anticipated problem related to 1.2.: Ls might choose the partner they are friends with, or a partner they feel more comfortable with.	
Solution to anticipated problem 1.2.: In case the P wants to initiate more arduous discussions, it might be necessary to think of ways of pairing the Ls. There are a lot of possibilities for doing so: d. Using opposite cards to match up students: passing out the cards and then challenging students to find their match. e. Using sticks/straws with numbers: each number is repeated twice, so when the Ls pick the stick/straw, they know who their pair is. f. Counting around the class etc.	
1.3. Once the partner is chosen, the pairs discuss the quote and come up with their counter-arguments (if any). *Instruction provided by P:* *"Now discuss the quote and provide counter arguments. You can use internet resources to be factual. You will have 10 minutes for that".*	**10 minutes**
The P walks around the auditorium and monitors the discussions. The main aim in this scenario is to detect any intolerant and/or aggressive bahaviour when the pairs discuss the quote. The P also tries to detect what online resources the Ls use and whether they cite the resources correctly (if they cite those).	
1.4. After the discussions are over, the P invites some of the pairs (all of them if the timing is not a hindrance) to present their counter-arguments.	**10 minutes**
1.5. After the presentations are done, the P joins the pairs into bigger groups and assigns them with the task of writing a letter to The New York Times. The letter is intended to convey their discontent with the aforementioned quote and furnish all pertinent details and information. *N.B. It is noteworthy that this phase may be excluded if the students lack familiarity with the writing style in question. Moreover, this stage can be omitted in case timing poses problems for the P.*	**10-15 minutes**
1.6. After the letters are written, the Ls are invited to read them out.	**3-5 minutes**
1.7 *optional* The P might initiate a procedure of choosing the best letter that will be sent to The New York Times.	
1.8. Finally, the P announces that the quote was prepared by her and it does not correspond to the reality. Afterwards, the P. Invites the Ls to answer the following questions: Q1: Why has this happened? Q2: What could you have done in order to secure yourself? Q3: what lessons have you learnt?	