Reflective Articles

21st Century Skills and the English Foreign Language Classroom: A Call for More Awareness in Colombia[1]

Habilidades del Siglo XXI y el Aula de Inglés como Lengua Extranjera: Un Llamado para Generar Mayor Conciencia en Colombia

Yamith José Fandiño[2]*
Universidad de la Salle

Abstract

The 21st century demands the explicit integration of learning strategies, digital competences and career abilities. Schools in general and EFL classrooms in particular should provide students with practices and processes focused on acquiring and developing, among other things, creativity, critical thinking, collaboration, self-direction, and cross-cultural skills. In this regard, the Partnership for 21st Century Skills (2007) argues for the explicit integration of learning and innovation skills, information, media and digital literacy skills, and life and career skills. Despite its relevance, a basic review of Colombian scholarly publications suggests that little has been done in order to infuse the EFL class with some of these ideas. Consequently, this paper seeks to inform and motivate Colombian EFL teachers to incorporate meaningful and intellectually stimulating alternatives that allow students not just to learn English, but more importantly to understand complex perspectives, use multiple media and technologies, and work creatively with others.

Key words: 21st century skills, new literacies, technology, English language teaching, English as a foreign language.

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Resumen

El siglo XXI exige la integración explícita de estrategias de aprendizaje, competencias digitales y habilidades profesionales. Las escuelas en general y las aulas de inglés como lengua extranjera en particular deben proporcionar a los estudiantes prácticas y procesos centrados en la adquisición y el desarrollo de creatividad, pensamiento crítico, colaboración, auto-dirección, habilidades interculturales, entre otras cosas. En este sentido, la Asociación para las habilidades del siglo XXI (2007) abogó por la integración explícita de habilidades de aprendizaje e innovación, habilidades de información, medios y tecnología y habilidades para la vida y la profesión. A pesar de su relevancia, una revisión básica de revistas académicas colombianas sugirió que poco se ha hecho para infundir algunas de estas ideas en la clase de inglés como lengua extranjera. En consecuencia, este artículo busca informar y motivar a los profesores de inglés colombianos para que incorporen alternativas significativas e intelectualmente estimulantes que les permitan a los estudiantes no solo aprender inglés sino particularmente comprender perspectivas complejas, hacer uso de múltiples medios y tecnologías y trabajar de forma creativa con los demás.

Palabras claves: Habilidades del siglo XXI, nuevas alfabetizaciones, tecnología, enseñanza de la lengua inglesa, inglés como lengua extranjera.

Resumo

O século XXI exige a integração explícita de estrégias de aprendizagem, competências digitais e habilidades profissionais. As escolas em geral e as aulas de inglês como língua estrangeira em particular devem proporcionar aos estudantes práticas e processos centrados na aquisição e o desenvolvimento de criatividade, pensamento crítico, colaboração, auto direção, habilidades interculturais, entre outras cosas. Neste sentido, a Associação para as habilidades do século XXI (2007) advogou pela integração explícita de habilidades de aprendizagem e inovação, habilidades de informação, meios e tecnologia e habilidades para a vida e a profissão. Apesar da sua relevância, uma revisão básica de revistas acadêmicas colombianas sugeriu que pouco se fez para infundir algumas destas ideias na aula de inglês como língua estrangeira. Em consequência, este artigo busca informar e motivar os professores colombianos de inglês para que incorporem alternativas significativas e intelectualmente estimulantes que lhes permitam aos estudantes não só aprender inglês senão particularmente compreender perspectivas complexas, fazer uso de múltiplos meios e tecnologias e trabalhar de forma criativa com os outros.

Palavras chave: Habilidades do século XXI, novas alfabetizações, tecnologia, ensino da língua inglesa, inglês como língua estrangeira.

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There is a new argument taking centre stage. It is no longer the usual debate over standards and structures but instead a discussion about how young people best learn in the 21st century, and how we can make schools (and those who work in them) catalysts for vibrant engagement, not simply achievement. By looking at how young people choose to learn, what motivation and love of learning mean in the context of school, and how we can give more emphasis to student engagement and voice, there is an almost inevitable sharpening of focus upon what goes on in and out of the classroom (Paul Hamlyn Foundation, 2008, p. 3).

Introduction

Undoubtedly, our world and our lives are increasingly globalized and digitized (Brown, Lauder & Ashton, 2008). Such globalization and digitization, explained Varis (2007), have consequences and demands on people's working and educational life. Not only is there a growing awareness of the need for promoting the role of information and communication technology (ICT) in different fields of the working life, but there is also rising concern over the effective use of educational approaches on how to become literate in today's knowledge society. For Varis (2007), governments and schools should focus on removing barriers to access and connectivity, supporting professional development, accelerating E-learning innovation, promoting digital literacy, and implementing lifelong learning. In a similar vein, Lotherington and Jenson (2011) state that globalization and digitization have reshaped the communication landscape, affecting how and with whom we communicate, and deeply altering the terrain of language and literacy education.

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On the other hand, English foreign language (EFL) students tend to have varied backgrounds, a multiplicity of achievement levels, and diverse learning styles, which impact their ability to learn and use the foreign language (Ananiadou & Claro, 2009). At the same time, these learners are not simply interested in achieving a high command of the different language skills needed in social situations, they are also

concerned with the acquisition of the formal academic skills demanded in university[3]. Similarly, the Languages and Literatures Department of St. John's University (2013) states that in an increasingly interdependent world success depends greatly on the ability of individuals to function as successful members of a global village whose members speak a variety of languages. Therefore, the EFL classroom needs to move away from traditional methods focused on language mastery in order to start incorporating new approaches aimed at integrating content, culture, technology, and lifelong skills (Taylor, 2009).

It goes without saying that today's EFL classroom should be different from that of the mid-to-late twentieth century. Shoffner, De Oliveira and Angus (2010) maintain that today's English classroom requires an extended understanding and enactment of literacy. Rather than an all-inclusive single literacy, English teachers must accept the changing and flexible nature of literacies that address areas as diverse as technology, multimedia, relationships and culture. These areas, in turn, require the English classroom to be a space capable of addressing the increasing multiplicity and integration of different modes of meaning-making, where the textual relates to the visual, the audio, the spatial, and the behavioral. One possible way to answer to the new interests and demands of our learners and our society is the explicit, but critical work with what experts have called the 21st century skills.

21st Century Skills

According to Ledward and Hirata (2011), 21st century skills are a blend of content knowledge, specific skills, expertise, and literacies necessary to succeed in work and life. Ledward and Hirata point out that these skills are more than technological literacy and include proficiency in critical thinking, problem solving, communication, and team work. Ultimately, these skills allow people to thrive in the new economy since they help people a) access, synthesize, and communicate information; b) work collaboratively across differences to solve complex problems; and c) create new knowledge through the innovative use of multiple technologies.

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[3] In the context of bilingual education, Cummins (2008) distinguished between the development of basic interpersonal communicative skills (BICS) needed to acquire conversational fluency and the achievement of cognitive academic language proficiency (CALP) necessary to use language in decontextualized intellectual situations.

The Partnership for 21st Century Skills (2007b) maintains that while today's schools show the influence of industrial and information age models, the modern 21st century school must bring together rigorous content and real world relevance, by focusing on cognitive skills as well as those in affective and aesthetic domains. To help schools achieve such challenging goals, the Partnership (2007a) have created a framework for 21st century learning, which consists of core subjects (English, Reading, Language Arts, World Languages, Arts, Mathematics, Economics, Science, Geography, History, and Government and Civics) as well as interdisciplinary themes (global awareness, financial, economic, business, entrepreneurial literacy, civil literacy, health literacy, and environmental literacy). These subjects and themes center on three core skills: life and career skills, learning and innovation skills, and information, media, and technology skills.

According to Trilling and Fadel (2009), each of the three core skills addresses particular areas people need to acquire and develop. Life and career, for instance, describe the ability to be flexible, adaptable, self-directed, socially aware, accountable and responsible. For their part, learning and innovation include the ability to be creative and innovative, critical, problem-solving, communicative and collaborative. Finally, information, media and technology consist in the ability to access and use information, to create and analyze media products, and to apply technology effectively. Once studied and incorporated into curriculum, instruction, and assessment, these skills can help schools and teachers set up learning environments capable of developing the essential abilities needed in the 21st century (Lai & Viering, 2012).

In order to structure the analysis of 21st century skills, several conceptual models have been created. One of those models is the one proposed by the North Central Regional Educational Laboratory and the Metiri Group (Lemke, 2002). Lemke (2003) explains that this model provides a framework to define what students need to thrive in today's digital age. The framework identifies four general skills through four dimensions: digital-age literacy, inventive thinking, effective communication and high productivity. The first dimension involves being able to use digital technology and communication tools to create, manage, and evaluate information in order to function in a knowledge society. Inventive thinking has to do with people's cognitive abilities to apply information technologies in complex and sustained situations and to understand the consequence of doing so. The third dimension includes the ability to clearly communicate with others either orally or in writing using a wide range of media and technology. Finally, high productivity covers abilities to prioritize, plan and manage for relevant and high quality products and results. See table below.

Table 1. The EnGauge Dimensions of 21st Century Learning

Digital Age Literacy Basic, Scientific and Technological Literacy Visual and Information Literacy Cultural Literacy and Global Awareness	**Inventive Thinking** Adaptability Managing Complexity and Self-Direction Curiosity, Creativity and Risk-Taking Higher-Order Thinking and Sound Reasoning
Effective Communication Teaming, Collaboration and Interpersonal Skills Person, Social and Civic Responsibility Interactive Communication	**High Productivity** Prioritizing, Planning and Managing for Results Effective Use of Real-World Tools Ability to Produce Relevant, High-Quality Products

In 2010, Cisco Systems, Intel Corporation, and Microsoft Corporation sponsored the initiative "Assessment and Teaching of 21st Century Kkills (ATC21S)." This initiative created a model that defined ten universally accepted 21st century skills into four broad categories of competencies. These skills, assert ATC21S, can help schools and school systems to prepare students for success in the workplace and as global citizens. See Table 2.

Table 2. Overall conceptual 21st century skills model according to ATC21S

Broad Competencies	**Ways of Thinking**	**Ways of Working**	**Tools for Working**	**Living in the World**
Universal Skills	Creativity and Innovation Critical thinking, Problem Solving, Decision Making Learning to learn, Metacognition	Communication Collaboration and Teamwork	Information Literacy Research of sources, evidence, biases ICT literacy	Local and Global Citizenship Life and Career Personal and Social Responsibility Cultural Awareness and Competence

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Overall, frameworks for 21st century skills tend to be largely consistent with each other. They all agree on the fact that the abilities individuals should have for life, career, citizenship, and self-actualization in the 21st century are different from those needed in the 20th century. These differences have basically emerged from the changes in the ways we communicate, use technology, produce knowledge, and interact with others. These changes demand students, workers, citizens, and individuals equipped with a new set of competences that allows them to act, think, and network successfully. Despite its significance, schools and teachers need to be cautious when redefining and transforming their practices and processes based on the 21st century skills movement. There are certain aspects of this movement that institutions and educators need to consider carefully.

21st Century Skills: Some Criticism

Undoubtedly, recent social and economic changes have had a great impact on education and learning. In this regard, Wyn (2009) states that not only does the pace of change demand new skills to be learned more frequently, but also the amount of contemporary technology requires new interactions to be adopted both in personal life and work settings. To her, these new needs mean that individuals must be able to regularly develop varied abilities and take up unprecedented work options in order to survive. Consequently, according to Wyn, researchers, policy-makers, teachers and other stakeholders need to reflect on the skills and attitudes that people need in order to participate effectively in work and society, and the role of schools and educators in nurturing those abilities and dispositions.

At first sight, it seems reasonable to assume that education, teaching and learning need to be able to satisfy the needs and interests that people have as a result of new work and technological demands. However, there are aspects of such discourse that need to be carefully considered. In this regard, Van Dijk (2001) argues for the relevance of studying how power, domination and social order are imposed, reproduced, and controlled through discourse. To him, education tends to enact institutional and professional practices associated with power abuse and discursive reproduction; in particular, such abuse and reproduction are present when particular topics, actions and rules are standardized and formalized according to the interests and needs of a specific set of actors. In a similar vein, Rogers (2004) claims that educators need to analyze discourse critically to be able to describe, interpret, and explain the current relationship among the economy, national policies, and educational practices.

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A critical analysis of the discourse of the 21st century skills movement reveals, among other things, certain predispositions or preconceptions towards particular epistemological, methodological and axiological perspectives. Since a thorough analysis of such situations goes beyond the purpose of this paper, I briefly discuss some of the premises and emphases that are favored or promoted by 21st century skills discourse. To begin with, it appears that advocates of 21st century skills believe that knowing how to think critically and creatively are abilities specific to today's society. In this regard, Silva (2009) explains that it is misleading to assume that critical and creative thinking is unique to the 21st century since much of the same has been argued by philosophers and educators from ancient Socrates to 20th-century John Dewey. In a similar vein, Mishra and Kereluik (2011) declare that skills such as critical thinking, problem solving, and synthesis rather than being novel to the 21st century, have been abilities required one way or another for successful learning and achievement at different historical periods.

On the other hand, the 21st century skills movement appears to believe that education should be rooted in skills-driven learning and hands-on experiences. To Hirsch (2007), skills-driven learning ignores core knowledge through the erroneous belief that individuals should become experts in solving problems critically and creatively instead of burdening their heads with fixed facts. In contrast, Hirsch argues that education should create a symbiotic relationship between core knowledge and skills because general-purpose knowledge helps transform all-purpose abilities into critical-thinking skills. Similarly, Ravitch (2009) maintains that educated people do not only learn from their own experiences, but from the knowledge of others. To her, a true practitioner of critical and creative thinking is able to understand the lessons of history, the adventures of literature, the inner logic of science and mathematics, and the meaning of philosophical debates by studying them.

Furthermore, the 21st century skills movement emphasizes the idea that educational systems need to develop students' varied literacies as a result of pressing economic and technological reasons. The economic rationale is that supply and demand in a global marketplace intensifies competition for workers who can be more competitive if they are able to apply complex thinking and communication skills to new problems and environments. For its part, the technological justification is that people must have access to knowledge and the ability to use it in order to participate, take advantage of and be creative in the new technological environment. Due to their importance, advocates of the

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21st century skills highlight the role of economy and technology in education reform.

Some concerns need to be raised about the previous emphases on economy and technology. First of all, the purposes of education go beyond preparing people for participation in the economic and working life. In a study conducted in 1999, Schofield affirmed that education should primarily help people belong to their societies successfully. To her, such successful belonging involves knowing how to exercise active citizenship that involves the development of free, active and equal individuals with the capacity to choose their identities, entitlements and duties. In a similar vein, Seymour (2004) claims that education should first and foremost help people think and live in ways conducive to the emergence of an integral, deeper, and more inclusive mind. Concretely, he believes that education should focus on helping us understand who we are since this aspect is more important than what we can know or do. In addition, education reform requires ethically-centered and future-oriented deliberation and action. Kurth-Schai and Green (2009) affirm that reforms in education cannot simply consist of implementing new political and pedagogical practices. Not only that, such reforms need to be composed through collaborative discourse aimed at providing access for all citizens to common literacies. Besides, these reforms need to focus on promoting social justice, equity and change, and encouraging full development and integration of mind, heart, body, and spirit.

Undoubtedly, the 21st century has brought about changes in the way people live and learn. The Partnership for 21st Century Skills and the Assessment and Teaching of 21st Century Skills are examples of how certain organizations and research projects have tried to identify common skills, standards, and models. Despite its relevance, the 21st century skills movement needs to be analyzed and criticized. Some of its premises and emphases convey values and interests that may bring about disparities and inconsistencies. However, it is worthwhile exploring how some of its basic tenets can also help improve and transform the teaching and learning of English as a foreign language. Nevertheless, a basic review of articles published in three Colombian foreign language journals show that this topic has not been approached or discussed directly (See Table 3 below). It is, then, important that the Colombian EFL community asks itself some key questions: How should the 21st century movement impact the EFL field? How can the discourse about 21st century skills be considered in EFL classrooms? How can skills dealing with life and career skills, learning, innovation, and media and technology be implemented in EFL classes? In the following sections of this paper, I offer some basic guiding principles

that can help Colombian EFL practitioners to address and integrate the 21st century skills discourse and movement into their everyday practices and processes.

Table 3. Basic classification of articles published in three Colombian foreign language journals (2007- 2012)

Research Topics	PROFILE U. Nacional de Colombia	ÍKALA Universidad de Antioquia	GIST UNICA
Language (skills and components)	20	5	5
FL learning/learner	5	5	2
FL teaching/teacher	24	16	6
FL methods, approaches, strategies	18	4	8
FL syllabus and materials	3	1	2
FL classroom/class	5		1
CALL and technology	15	3	2
Lingustics	2	28	3
Literature		2	1
Translation		25	1
Evaluation/ assessment	5	4	1
Bilingualism	2	3	12
Culture	6	4	2
Educational policies	12	9	5

The EFL Classroom in the 21st Century

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Before discussing the relationship between the 21st century skills and EFL learning and teaching, I want to start by briefly characterizing the EFL context today. Rogers (2000) stated that the 20th century saw an immense amount of activity in language teaching methods and approaches. One of the most well-known methods was and still is Communicative Language Teaching (CLT). With its emphasis on communicative competence, learner-centeredness and interaction,

not only has CLT influenced syllabus design and methodology; it has also paved the way for new methodologies such as content-based instruction (CBI), task-based instruction (TBI) and content and language integrated learning (CLIL) (Richards, 2006). However, some authors believe that methods are expert-constructed prescriptions for practice which have both pedagogic limitations as well as insidious sociocultural and political agendas (Allright & Bailey, 1991; Stern, 1992). In this light, Kumaravadivelu (1994) identifies what he calls the 'postmethod condition,' where teachers must be capable of adapting their own approach in accordance with local, contextual factors, while at the same time being guided by a number of macrostrategies[4] . These macrostrategies, explains Kumaravadivelu (2004), are broad guidelines that teachers use to generate their own situation-specific classroom techniques and, ultimately, to construct their own theory of practice.

On the other hand, English cannot be treated as a simple linguistic code or, even, as a set of competences. Instead, English should be regarded as a global language that people can use to express their local identities and to communicate intelligibly with the world (Crystal, 2006). As a consequence of this new perspective, Eaton (2010) states that today's EFL classroom should no longer be focused on grammar, memorization and learning from rote. Rather, it should be conceived of as a space to learn to use language and cultural knowledge as a means to connect to others around the globe. As a result, argues Eaton, there is a case for a reconceptualized field that is more learner-centered, collaborative and technologically driven. As part of that reconceptualization of the EFL classroom, teachers can resort to new and innovating frameworks and approaches. I strongly believe that one area that EFL teachers could and should explore is that of 21st century skills. But, one question needs to be addressed: how can these skills be incorporated into the EFL classroom?

21st Century Skills and the EFL Classroom

When reflecting about what students really need to be learning today, Armstrong and Warlick (2004) assert that an increasingly digital and networked world requires students to be able to demonstrate knowledge, employ information and express ideas compellingly.

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[4] Kumaravadivelu talked about 10 macrostrategies. Among those strategies, different authors (Alemi & Daftarifard, 2010; Can, 2009) have emphasized four: Maximizing learning opportunities, activating self-discovery, ensuring social relevance, and raising cultural awareness.

Students need to become not only literate, but also able to use that literacy within their personal information environment in order to succeed now and in the future. The use of that literacy, maintain Armstrong and Warlick, involves, among other things, being able to read deeply for meaning in multimedia content, handle appropriate software tools to process information, use practical and technical skills to communicate knowledge with multimedia, and know the ethical use of the information highway.

In 2001, Warschauer asked a very interesting question, one that is still valid today: What is the role of language teaching in the information technology society? To him, the answer to this question provides English language teaching with new teaching purposes. To begin with, English language educators need to develop activities that engage learners in the kind of authentic tasks and problem-solving activities that they will actually need in the future. Warschauer suggested that such engagement can be achieved by having students carry out complex project work involving negotiation, collaboration, goal-setting, meaningful communication, and the development of challenging products (p. 55). As a result, students need to learn to develop a whole new range of English language literacies, which involve emerging forms of communication, reading, and writing using online technologies. Concretely, Warschauer affirmed that English teachers need to use learner-centered collaborative projects, in which students work together with their classmates and with other around the world, using a variety of technological means. Following the proposal of the New London Group (1996), he suggested incorporating four basic elements in those projects. See table below.

Table 4. Suggested elements for learner-centered collaborative projects

Immersion in Situated Practice	Overt Instruction	Critical Framing	Transformed Practice
Practice in authentic communication situations similar to those learners will encounter out of class.	Opportunities to explicitly analyze the content, coherence, organization and pragmatics of communication.	Effective use of information found in online networks through critical interpretation of cross-cultural communication.	Working for a higher-quality outcome, or applying what has been learned in new social and cultural contexts.

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For their part, Chang and Tung (2009) contend that EFL students should not be asked to work alone on assignments emphasizing short-term content memorization, nor should they do assignments which focus on translation or allow sloppily put-together pieces of model phrases and sentences from the textbook. Instead, they suggest using project-based learning (PBL) to help students analyze problems, investigate possible solutions, make decisions, create designs, and solve problems. On the one hand, PBL encourages students to work relatively autonomously over extended periods of time to come up with realistic products or presentations in the end. On the other hand, instructors act as facilitators, who do not directly provide students with correct answers but rather guide them in the learning process and offer feedback. PBL seems, then, to be a valid alternative for incorporating 21st century skills into the teaching of English.

Additionally, Black (2009) states that English language learners need activities based on new technological tools and semiotic forms that can offer them opportunities for the development of both standard language proficiency and digital literacy and 21st skills. She believes that multimodal practices such as instant messaging, social networks, digital storytelling and media redesigning should be used to teach and learn English so that students can engage in creative manipulation of popular cultural and textual artifacts. By doing so, she argues, students cannot only represent themselves, but also communicate in online spaces by mixing text, image and sound. After reading this section, some colleagues and researchers may wonder if this is not "more of the same." Undoubtedly, the EFL literature has provided us with a reasonable number of texts on negotiation, collaboration, projects, technology, and multimodality. Then, what new alternatives can the 21st century skills movement propose to the Colombian EFL community? In the next and final section, I attempt to provide a preliminary answer.

How to Incorporate 21st Century Skills into the EFL Classroom

In order to infuse the EFL classroom with 21st century skills, I believe teachers and students can work with both or either *Multiliteracy* and *Multimodal Communicative Competence*. According to Dupuy (2011), multiliteracy expands the traditional language-based notion of literacy – the ability to read and write – to include not only the ability to produce and interpret texts, but also a critical awareness of the relationships between texts, discourse conventions, and social and cultural contexts. Such ability, asserted Dupuy, prepares learners to participate in diverse discourse communities and fosters the critical

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engagement they need to design their social futures. In this regard, Elsner (2011) maintains that language learners today need to be able to cope with different kinds of texts, including interactive, linear and nonlinear texts, texts with several possible meanings, texts being delivered on paper, screens, or live, and texts that comprise one or more semiotic systems. However, Haut (2010) points out that EFL teachers should not only incorporate different types of texts, modes of language and discourses, they should also give explicit instruction detailing the inherent conventions so that students can learn to move between discourses and become both aware and critical of the intrinsic features that are portrayed.

On the other hand, Royce (2007) states that, given the changes in communication modes and conventions in recent years, EFL classrooms need to be increasingly concerned with developing students' multimodal communicative competence. To him, teachers should begin to focus on and develop students' abilities in visual literacy, and to develop a pedagogical metalanguage to facilitate these abilities when images co-occur with spoken and written modes. In this line of thought, Heberle (2010) defines multimodal communicative competence as the knowledge and use of language concerning the visual, gestural, audio and spatial dimensions of communication, including computer-mediated-communication. To her, the familiarization of EFL learners with different kinds of multimodal texts and semiotic meanings can help them be better prepared for different literacy practices in their professional and sociocultural experiences with native and non-native speakers of English. Concretely, she suggests using task-based or content-based instruction with interpretive analysis and discussions of images in order to make EFL learners approach images as sociocultural constructions and, ultimately, to expand their skills in learning English.

Conclusion

The 21st century demands the explicit integration of learning and innovation skills, information, media and digital literacy skills, as well as life and career skills. Consequently, schools in general and EFL classrooms in particular should provide students with practices and processes focused on acquiring and developing, among other things, creativity, critical thinking, collaboration, media literacy, initiative and self-direction, and social and cross-cultural skills. Ultimately, EFL classrooms need to be filled with meaningful and intellectually stimulating activities, practices, and processes that allow students to not just articulate thoughts and ideas effectively using oral, written and

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nonverbal communication, but to also understand complex perspectives, use multiple media and technologies, make judgments and decisions, and work creatively with others. As a result, teachers need to analyze critically what the 21st century movement offers in order to enrich their pedagogical processes and instructional practices. Additionally, this analysis can inspire them to innovate in order to provide their students with opportunities to develop the literacies needed in today's world. Ultimately, not only can such innovation keep the education service flexible, responsive, and self-renewing, but it can also promote a sense of well-being in the teaching profession (Hamilton, 1996).

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Author

***Yamith José Fandiño** holds a BA in English Philology from the National University of Colombia and an MA in Teaching from La Salle University. He has taught EFL to young and adult learners. He currently works at the School of Education Sciences at La Salle University as a full time teacher-researcher. His research interests range from EFL teacher education and professional development to foreign language learning and teaching. He has published papers in areas such as action research, language learning strategies, ICT, and pre-service and in-service teacher education.