ORIGINAL ARTICLE

Integrating 21st Century Skills in an English Language Summer Camp for Upper Secondary School Students: Universiti Sains Islam Malaysia's Experience

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ABSTRACT – Module development is one of the essential components in planning a course, especially in instilling specific learning objectives into the teaching and learning process. In language learning, the aspect of module development needs to incorporate interesting, creative, interactive and communicative elements, as it should serve as a guideline to navigate courses and programmes in specific contexts. 21st century learning is a new concept that has become widespread globally and aims to produce more flexible learners. This concept is equipped with a myriad of skills that can assist learners in the future job market and beyond. However, there are many perceptions that surround this new mode of learning, as most people seem to dismiss 21st century learning as merely focusing on technology, with a limited scope of variety in relating teaching and learning to incorporate other aspects. This paper aims to present the development of a module based on 21st century learning skills for a group of upper secondary school students, participating in a short duration Language Summer Camp, which entails the usage of ICT skills, creativity, critical thinking, collaboration and leadership skills. Examples of lessons and activities that support the learning of language together with the essential 21st century skills are presented. From garnering new technological skills, to becoming competent communicators and advanced problem solvers, students are hoped to benefit from this dynamic and engaging module, hence, enhancing the connection between traditional learning methods, while expanding teaching modes to become more collaborative for teachers and learners alike.

INTRODUCTION

In today's global development of education, there are various methods and approaches to teaching and learning which require skills and sets of sub-skills to be utilised in reaching dynamic potential, for teachers and learners alike. The challenge for teachers today is to keep the teaching and learning experience alive by consistently coming up with interesting, interactive and creative activities that can engage learners for a wholesome and innovative language learning experience. The challenge for students on the other hand, is remaining engaged in such activities, in order to realise the true potential of the language learner. At this juncture, there needs to be an intervention between the traditional modes of learning versus the newer, more interactive features of teaching and learning that make up the basis of today's global learners. Here, 21st century learning comes into play as it is an innovative step in the future of education with its distinctive features of interactive learning.

21ST CENTURY LEARNING AND THE NEED TO INCORPORATE NEW SKILLS INTO TEACHING AND LEARNING

In the current educational context, teachers and learners are facing a globally challenging world of increasing technological demands in this information age. Part of this new challenge is the necessity for students to be equipped with a set of abilities that need to be developed in order to achieve success in their educational endeavours, working environments, and their overall progress in life. Based on the Framework for 21st Century Learning initiated by the Partnership for 21st Century Learning (formerly known as the Partnership for 21st Century Skills), students need to master a combination of "content knowledge, specific skills, expertise, and literacies" (P21 Partnership for 21st Century Learning, 2019, p. 2). Key academic subjects such as English, reading, or language arts, world languages, arts, mathematics, economics, science, geography, history, government, and civics are the core sets of knowledge that will all need to be mastered by every learner in their future endeavours. In Figure 1, this is illustrated in the inner layer of the structure, while the outer layer of the structure presents the three domains of skills that complete the definition of 21st Century Learning. The sub-skills are outlined below:

Table 1. Skills related to 21st century learning.

Learning Skills	Literacy Skills	Life Skills
• Critical Thinking • Creative Thinking • Collaborating • Communicating	• Information Literacy • Media Literacy • Technology Literacy	• Flexibility • Initiative • Social Skills • Productivity • Leadership

(Thoughtful Learning, 2019)

From these three skill categories, it can be seen that the paradigm of 21st Century Learning is broader than the traditional learning modes. Therefore, all of these elements must be honed, in order to successfully produce learners who are equipped with 21st Century Learning skills which include fundamental support systems, standards, assessments, curriculum and instruction, professional development, and learning environments. All of these skills must collectively be developed so that students are more involved in the learning process. This will in the end, produce individuals who are better prepared to prosper in today's globalised world.

Thus, not only is the framework for 21st Century Learning essential for ongoing education, it is also beneficial for the future of humanity, as these transferable skills will take students beyond the learning context, and into the 'survival' mode needed for their future careers in the workplace. The learning, literacy and life skills will come together in forming well-rounded individuals, who are able to take the educational instructions which are transcending the boundaries of classroom learning and moving them into a more diverse expansion of global education, in meeting the demands of the additional skills that will be needed in the future (as illustrated by Figure 1, below).
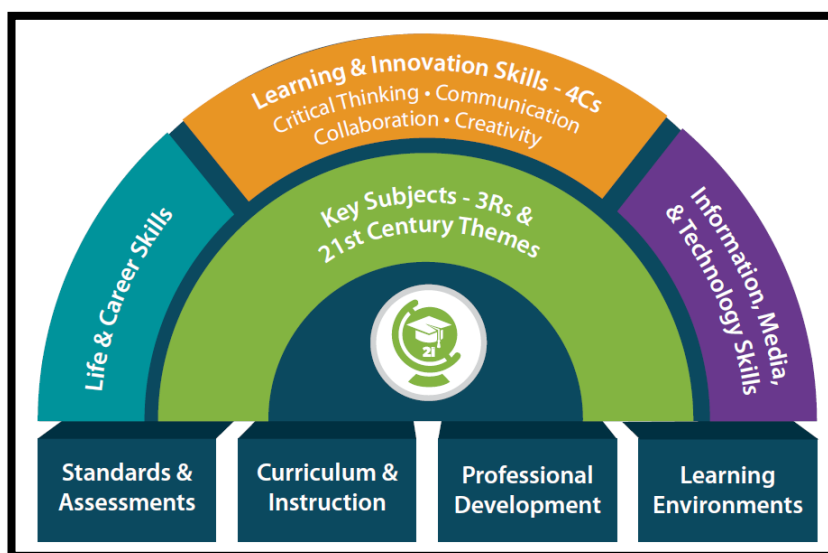
Figure 1. Framework for 21st Century Learning.
(P21 Partnership for 21st Century Learning, 2019, p. 2)

Adopting the P21 Partnership for 21st Century Learning's (2019) framework for 21st Century Learning, the authors of this paper will present the English Language module that they have developed for a group of upper secondary school students who underwent a two-week Language Summer Camp. The module is meticulously and thoroughly prepared, with many of the 21st century skills being incorporated in order to ensure that students will gain the overall benefits of a more varied approach to language learning.

LITERATURE REVIEW

The Importance of 21st Century Skills

In this section, the writers will shed some light on previous studies based on the integration of 21st century skills in ESL modules and its effectiveness in producing students who are able to face the 5.0 Social Revolution and the future challenges of global education. Education in the 21st century highlights a number of skill features that are crucial for "Generation Z" or those who are known as digital natives. In order to engage with students of this age group, teachers are expected to take their teaching abilities one step further and be prepared to equip themselves with necessary skills to help them keep abreast with the latest trends in education. Boholano (2017) states that educational systems must be

outfitted with a prerequisite of ICT resources both hardware and software, and curricula must be designed to promote a collaborative learner-centred environment to which students will relate and respond to accordingly. In defining what makes 21st century learners, McCoog (2008) outlines that they must possess self-direction and an ability to collaborate with individuals, groups and machines. He further argues that to acquire 21st century skills, students must be encouraged to create new ideas, evaluate and analyse the materials presented, and apply the knowledge to previous academic experiences. This also relates to the challenge faced by educators in encouraging learners to develop these elements of learning, within a more global context.

Developing motivation for learners and teachers alike, can create new challenges, as the need to embrace new forms of technology has become a necessity in the interactive cycle of both teaching and learning. Despite the challenges in imparting knowledge via technology, the current scenario still demands technological advancements in the area of teaching and learning especially in increasing students' motivation. A study by Tivaraju et al. (2018) revealed that the use of educational technology in English language classrooms (via a game-based online learning platform named Kahoot), was able to cultivate positive atittudes, increase motivation levels of students and enabled better perceptions and expectations of learners towards future English learning. This echoed with the findings on the same online game platform that motivated the students and made them eager to take part in their own learning, as reported by Hassan et al. (2017). Therefore, this demonstrates that the use of technological advancement is undeniably important in gaining the students' engagement and boosting their own motivation in learning.

In the same vein, Bialik and Fadel (2015) stress that reflecting and adapting to different modes of learning is a skill termed "meta-learning" and it is essential for 21st Century Learning to incorporate this type of learning into the skills that meet at an interlude, which then become an enabler for students; as summarised in Figure 2.
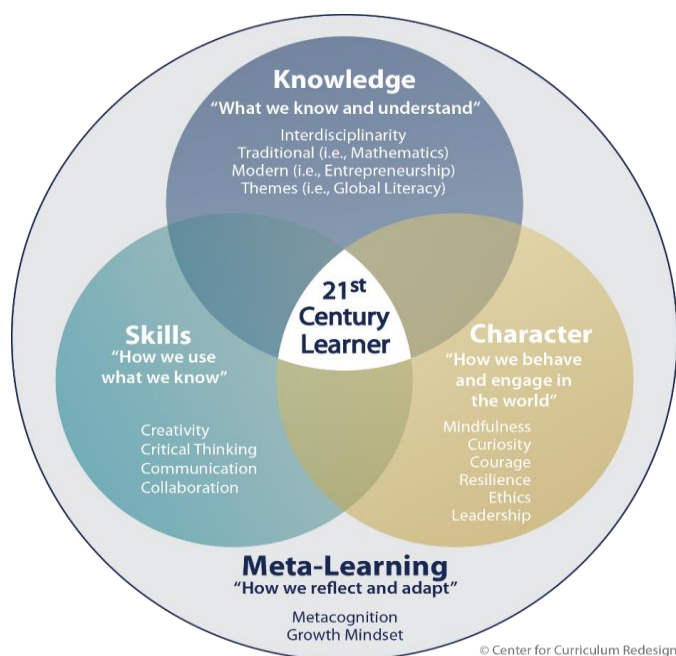
Figure 2. Meta-Learning (Biali & Fadel, 2015).

Hence, it can be seen that within the domains of Knowledge, Character and Skills, learners are required to utilise a myriad of different abilities to enable them to succeed in various language learning aspects. This interlude of skills are aptly used in the language learning classroom, specifically a short 'summer camp' style programme, which incorporates individual abilities as well as teamworking and technological skills for better language usage.

The Module Development of Language Summer Camp Programmes

There is no doubt that English is an important language, especially in today's fast-paced world. If students do not master the language, they will be left behind in terms of information, communication and career development. One of the ways to enhance their knowledge and skills in English can be done through summer camp programmes, which differ from traditional classroom instructional modes and settings.

Summer camps are widely used and found to garner many benefits in different areas such as computer science (Miller, Raghavachary & Goodney, 2018), psychology (Walker, Gately, Bewick & Hill, 2003), languages (Lee & Curran, 2009; Wang, 1996; Wighting, Nisbet & Tindall, 2005) and other areas (Doerschuk, Liu & Mann, 2007; Henderson, Whitaker, Bialeschki, Scanlin, & Thurber, 2007).

According to Merryman et al. (2012) some of the benefits of short-term, summer camp programmes include the ability of building strength and resilience among youth and providing a more focused, youth skill-development. Both of these benefits provide an excellent means of learning to take place in a new environment. Canosa (2016) states that the learning environment of short summer programmes provide motivation for students to enhance learning and even the

most vulnerable students are able to benefit from this type of mode. Because of its short-term duration, students are likely to remember a fun learning experience compared to a long, formalised, traditional-based instruction type of classroom environment. Hence, no matter what the objective is, summer camps can enable students to use a multitude of skills and gain knowledge in a fun and laidback, non-traditional setting, as this type of environment allows them to utilise their sub-skills and language usage among their peers. This is due to the fact that students of the same age and peer group are placed together in an environment which enables them to communicate in an informal way.

Language Summer Camp Programmes that are designed to enhance students' knowledge and confidence in using the language is not a new thing, as previous studies have shown that this is a novel idea. A study conducted by Rugasken and Harris (2009) set out to achieve the goal for students to gain knowledge of the English language and acquire confidence in their speaking skills, with an additional benefit for participants (both students and instructors) to develop a deeper appreciation of the people and the new culture to which they were exposed to. For lower intermediate students, it was found that the environment of a summer camp broke the resistance students usually experienced when learning a new language.

Furthermore, it was observed that most language summer camps were able to provide a casual setting for communicative learning experiences to take place, and this benefits both teachers and learners alike. Thus, the benefit of language summer camps focused on the fact that students are likely to appreciate and enjoy a fun learning experience within a short duration rather than formal, traditional, instruction-based classroom settings.

With these factors in mind, the authors, who make up the Module Development Team for a Language Summer Camp Programme, set out to achieve similar goals in designing the activities that fit the goals and elements of 21st Century Learning.

Language Summer Camp (LSC) – The USIM Context

Universiti Sains Islam Malaysia (USIM), is a public university that thrives on the usage of three languages in its medium of instruction: Bahasa Melayu, English and Arabic. The Faculty of Major Language Studies (FPBU) was tasked with designing a short course for students, based on technological approaches and input. This was realised in early 2016, when a delegation from USIM conducted a visit to Thailand and cemented an international collaboration between Malaysia and Thailand. This collaboration has led to the organisation of a Language Summer Camp for a group of Thai secondary school students handled by USIM. Due to the long-term Memorandum of Understanding signed between the two parties, the project began to be scheduled every year starting from 2017, and up to the present time, there have been 3 cycles of the Summer Camp.

With this ongoing project, the group of module developers began to conduct an Action Research to help them answer some questions regarding the project. According to Burns (2015), action researchers are "change agents interested in resolving, reformulating or refining dilemmas, predicaments or puzzles in their daily lives through systematic planning, data-gathering, reflection and further informed actions" (p. 188). Thus, this paper is part of the larger research project, in which the authors would like to share the module they have developed, taking into consideration the important elements of 21st Century Learning skills.

Once the learning objectives of providing a short course were established, the module team began to design activities based on topics which would be suitable and familiar to high school level students, yet, keeping in mind that the module would need to include various learning approaches using current technological tools that would aid in generating interest and increasing learner participation and motivation in the class through class discussions and presentations. In line with the 21st Century Learning elements, activities were designed to be student-centred, allowing students to take charge of their learning, and become active participants. Apart from meeting the learning objectives, the 'fun' factor was also taken into consideration to reflect the nature of a summer camp programme, which is why field trips, movie-viewing, team building outdoor activities, artwork to stimulate creativity, and elements of gamification or competition were also integrated into the module design.

It is the aim of the programme to provide a stimulating environment that would not only increase the learners' confidence in using the English language, but also to enhance their knowledge in grammar, vocabulary and pronunciation. Hence, the retainment of traditional modes of language learning, were upgraded with the inclusion of 21st Century Learning skills, which were incorporated into the designing of the module. Through the Action Research cycles and the inherent 'messiness' as part of the Action Research project (Nyanjom, 2018)—all of which are beyond the scope of this paper—the authors have made improvements for betterment and necessary amendments wherever and whenever needed, and thus, have come up with the module presented in this paper.

About the Module

In this section, features of the module are dissected to show aspects of how 21st Century Learning approaches were integrated into the module design. Various activities were carried out over a 2-week period during the LSC, incorporating teaching and learning activities to encourage interactive and communicative language learning experiences.

The module was broken down into parts that featured an array of different skills all pertaining to 21st Century Learning. Below are the various descriptions of activities which were carried out in groups, pairs, and individually (collectively and independently), which also incorporated in-class learning, technological features, and out-of-classroom experiences such as field trips and outdoor group activities.

Table 2 below highlights the activities incorporated into the module which are aligned with the features of 21st century skills mentioned earlier. As it can be seen, a variety of activities were designed to incorporate creativity to enhance traditional classroom modes, transforming the learning experience into a more innovative one.

Table 2. Activities from the module aligned with the features of 21st century skills.

Activities from the module	Description	21st Century Learning Skills
Kahoot!	Students participate in an online classroom-response system that tests their knowledge on general information, grammar and vocabulary.	Life Skills: Flexibility
Video Making (Let's Biteable Studio)	Students make stunning videos using a do-it-yourself platform with the help of ready-made templates.	Literacy Skills: Technology Literacy Learning Skills: Creative Thinking
Esprit De Corps (Teambuilding game-based learning) • Becoming a young engineer • Egg drop challenge • Tug of peace • Safety net • Digital scavenger hunt	It is a set of hands-on activities to enhance social skills where students have to define roles within their teams and actively involve in collaborative tasks with team members.	Life Skills: Leadership
Movie viewing	Students watch selected short movie clips and they need to review the movies by completing the worksheet given. Their listening skills and knowledge on vocabulary are tested throughout the session, since they need to draw their attention to particular details in the movie and are required to give responses on the movies.	Learning Skills: Critical Thinking (Comparing and Contrasting, Evaluating)
Out-of-classroom activities Field trip	An educational trip to the chosen site (Malacca for the third batch, and Port Dickson for the first and second batches) where students have the opportunity to learn in an out-of-classroom setting, collect as much information and complete the tasks given.	Life Skills: Productivity
Cycling and Scavenger Hunt	Students cycle around the campus while carrying out fun yet challenging language activities.	Learning Skills: Communicating and Collaborating
My Dream Vacation	A task that requires students to use search engines, read, evaluate and research the resouces on the internet to plan for their dream vacation. Throughout the activity, they need to forecast the problems and challenges that they might face and provide possible solutions to address them.	Literacy Skills: Technology Literacy

Kahoot!: Equipping Students with Life Skills of Flexibility in Language Learning

According to Thoughtful Learning (2019), life skills help students to thrive both in the classroom and the world beyond. One of the elements of 21st century life skills is flexibility in which students learn to adapt and adjust to the rapid changes in the world, and yet be able to remain focused on their goals. Flexibility in language learning can be seen through the use of Kahoot! which is an engaging online assessment platform that can be played 'live' in Individual or Team Modes. Centred on basic grammatical items and vocabulary related to places of interest, the questions on Kahoot! are created to enhance the inquiry process and to reward flexibility as students seek answers, navigate information and collaborate with others via Team Mode. Setting the goal to achieve the highest score and to emerge as the winning team not only increases interest among the students in mastering the selected language item, but also helps students make constant course corrections while playing the game, therefore enhancing engagement and active participation. The need

for students to constantly course correct as they set about to achieve their learning goal is an important element in 21st century life skills of flexibility (Thoughtful Learning, 2019).

It is clear that Kahoot! is a powerful tool that can be utilised to enhance students' experience in English language learning. As stated by Cutri, Marim, Cordeiro, Gil, & Guerald (2016), immediate feedback enhances students' learning as it provides some form of intrinsic reward during the learning process. For students, this mode of learning is a chance to go further by changing traditional learning routes and embracing new tools for learning. Where traditional modes of learning do not facilitate immediate feedback, this interactive quiz allows prompt feedback that can boost their excitement towards learning the English language.

Apart from that, to allow students to thrive in the world beyond, the use of Kahoot! questions on general knowledge such as the capital cities of South-East Asian countries and major world currencies also assist in bringing real-world knowledge into the classroom, therefore promoting 21st century life skills of flexibility as students contextualise the grammar and vocabulary learnt beyond the mundane English language lesson. Figure 3 shows the first page of Kahoot! lesson in the module:
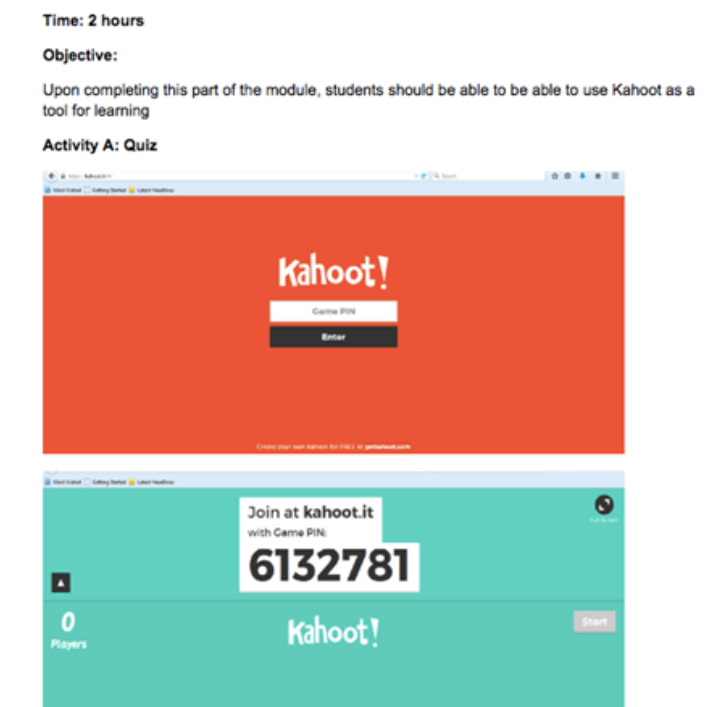
Figure 3. Example of a Kahoot! page.

Video Making: Promoting Creativity and Technological Literacy

Another interesting component incorporated into the module design is the combination of technology with independent learning, which allows students to explore their creative abilities. One of the tasks required students to prepare a video about their family (Lesson 1 : My Family and I) using the Biteable.com platform. In this task, students are encouraged to use actual photos that they had taken on their smartphones or from their own social media applications. With these photos, they are asked to create interesting videos about their family to be presented to their teacher and classmates. The combination of unique individual ownership (in deciding the best ways to present their photos) and apply the technological knowledge that they already equipped with enables students to utilise their creativity as well as technological literacy in carrying out the task.

Through this video making activity, students are encouraged to explore their creative thinking abilities as they are required to create and arrange the plot of their videos (storyboard) and apply their digital skills at the same time. This encourages them to use their prior knowledge and skills in technology as they are all IT savvy learners while also exploring the process through teamworking skill with their peers.

Richards (2013) states that the ability to bring a creative disposition to teaching is a quality, among the many, that characterises effective teachers. He argues that creativity has also been linked to levels of attainment in language learning. Many of the language tasks favoured by contemporary language teaching methods are believed to release creativity in learners – particularly those involving student-centred, interaction-based, and open-ended elements.

Technical skills such as the ability to embed suitable music or sounds, to create storylines that match the audio, and to use appropriate language expressions in writing captions for the attached photos are essential skills that students must develop and utilise in order to be competent digital natives. A sample of the task can be seen in Figure 4.

Activity I – Let's Use the Biteable.com

Using your own family photos (on your phone), you need to create a short photo-montage video about **your family** by using *stupeflix*. These are the steps that you need to follow:

1. Go to this address : https://biteable.com/
2. Create your account. (you need to have an email address for this)
3. Below is your interface and you may now start working on your video project.
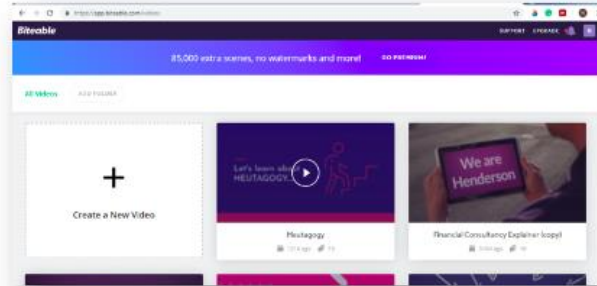
4. Upload as many photos and videos as you like and create interesting captions.
5. Click 'Produce & Save' once you are satisfied with your video project. Your video project will be sent to your email.

Figure 4. Instructions on using Biteable.com to create videos.

Esprit De Corps: Enhancing Leadership Skills Among Millennial Learners

As teamwork and leadership skills are the spotlight of 21st Century Learning, five activities related to the integration of these skills are designed and incoporated into the module, as follows:

ESPRIT DE CORPS — *Language Summer Camp*

Becoming a young engineer

Equipment :	Instructions :
Drinking straws, masking tape, a pair of scissors, cutter, modelling clay	1. Form group of four students. 2. Hand out a packet of straws (at least 100), a roll of masking tape, a box of modeling clay and a pair of scissors to each group. 3. Tell the teams that the aim of the activity is to build the tallest, free-standing tower, using only the materials provided. 4. Each group has to present their building at the end of the activity.
Language focus : Descriptive language	
Duration : 40minutes	
Tip / Hint : • Encourage teamwork—idle hands are wasted hands. The most efficient approach is to identify individual tasks and to have everyone doing something, all the time, although not necessarily the same thing all the time. If sticky tape is provided without a dispenser (a good idea), for example, someone can dedicate their time to cutting off pieces of sticky tape for others to use in constructing the tower (this task can be rotated	

Figure 5. Excerpt of class activity for 'Becoming a Young Engineer'.

ESPRIT DE CORPS   *Language Summer Camp*

Safety net

Equipment :	Instructions :
String or rope and balloons	1. Have all students to form a square.
	2. Have them weave a web of support between them using the string or rope.
Duration :	3. Throw an inflated balloon into the middle of the group and have students try to use their web to keep the balloon aloft.
20 minutes	4. The group may be allowed to refine and extend their web. The exercise can be done again with more balloons.
Tip / Hint :	
It soon becomes clear that a rich web and teamwork are vital for keeping the balloon from falling to the ground.	

Figure 6. Excerpt of class activity for 'Safety Net'.

Tug of Peace

Equipment :	Instructions :
A long rope	1. Tied a rope to form a circle.
	2. Lay the tied rope out in a circle on the floor. Have the students to seat themselves around it and grab hold.
Duration :	2. Instruct the students that the objective of the game is for all of them to raise themselves to a standing position by pulling on the rope-no hands on the floor for balance. They cannot stand up one at a time. Count to three and say, "Go!"
20 minutes	
Tip / Hint :	
If the group achieves this quickly, try different challenges (i.e. a shorter rope) or setting a time limit. Also, make sure the rope is tied tightly!	3. If anyone falls or puts his/her hands on the floor, the group must start over again.

Figure 7. Excerpt of class activity for 'Tug of Peace'.

Figure 8. Excerpt of class activity for 'Egg Drop Challenge'.

Figure 9. Excerpt of class activity for 'Digital Scavenger Hunt'.

In can be observed that these activities encouraged and challenged the students to play the alternate roles as team leaders and team members, quite effectively. Besides taking on leadership responsibilities in executing the given tasks, the students also are able to practice communication and negotiation skills that complete the learning objectives. The spirit of innovation is integrated throughout these activities to inspire them to achieve the goals of the respective tasks. Another fecund aspect of these activities is that it has developed the students to be autonomous language learners by working collaboratively with their supportive peers. This is parallel to what Nunan (2005) has claimed, in which well-structured task-based activities conducted outside the classroom significantly develop independent learning skills and provide the accessibility to communicate using the target language in an authentic environment.

Animated Movie-Viewing: Incorporating Learning Skills of Critical Thinking into Language Learning

Previous research has indicated the positive impact of movies on the development of overall literacy skills (Baratta & Jones, 2008; Bray, 2018; Ismaili, 2013; Rokni & Ataee, 2014 in Kabooha (2016). Therefore, the selection of five short, animated films and the activities that accompany them are designed to promote the 21st century learning skills in terms of two main critical thinking abilities; comparing and contrasting and evaluating. In addition, the session was also intended to be a fun-filled and memorable experience for the secondary school students who participated in the Language Summer Camp programme.

The selected animated short films have interesting storylines in a variety of genres ranging from action, romance, comedy, musical and horror to promote the critical thinking ability of comparing and contrasting whereby students point out the similarities and differences between two or more chosen subjects, for example a comparison between 'good' and 'bad' characters of their chosen movies. This array of different genres promotes critical thinking among students, and also encourages a diverse range of ideas to be discussed. Another example of the thought process that can be utilised in this activity is the rating and ranking of the films from the best to the worst based on the points of comparison that the class had decided upon, for instance animation quality or the use of humour.

Thoughtful Thinking (2019) describes 'evaluate' as an ability to decide on the worth of something by comparing it against an accepted standard of value. This ability is utilised through the discovery of moral values found in these films. For example, the animated movie 'For the Birds' showcases the idea of pretentiousness through comedy which is exploited to generate a discussion on differences between teasing and bullying. Identifying different elements and incorporating ideas into discussions and tasks demonstrate that these activities are able to encourage students to use the thought process to evaluate and use comparison skills.

Examples of the instructions for the movie-viewing tasks can be seen in the following figures for pre-viewing and post-viewing activities.

Figure 10. Examples of pre-viewing activity.

Figure 11. Examples of post-viewing activities.

Out-of-classroom Activities: Creating a Diverse Learning Experience which Expands the Horizons of Millenial Learners

In designing the module, the environment and setting of the activities were also essential elements that were taken into consideration. Out-of-classroom activities such as field trips to historical places and scenic spots were planned to encourage and enable students to remember, learn and retain their learning experiences in a more profound way. In relation to this summer camp programme, students were encouraged to do pre and post reflections of their expectations and their actual experiences during the field trip and outdoor components of the programme. The activities were aimed at providing opportunities for the students to chronicle unique experiences, such as exploring the historical cities and tourist attractions in Malaysia, while tapping into the prior knowledge that they have already acquired, perhaps from previous field-trips in their home country.

Examples of the instructions on the field trip are as follows:

Pre-Field Trip Activity

Look at the pictures below and answer the following questions.

- What can you see in these pictures?
  (describe the shape/colour/height of the buildings & structures below)
- Why do you think people would go to these places for a visit?
- What activities do you think can be done in each place?
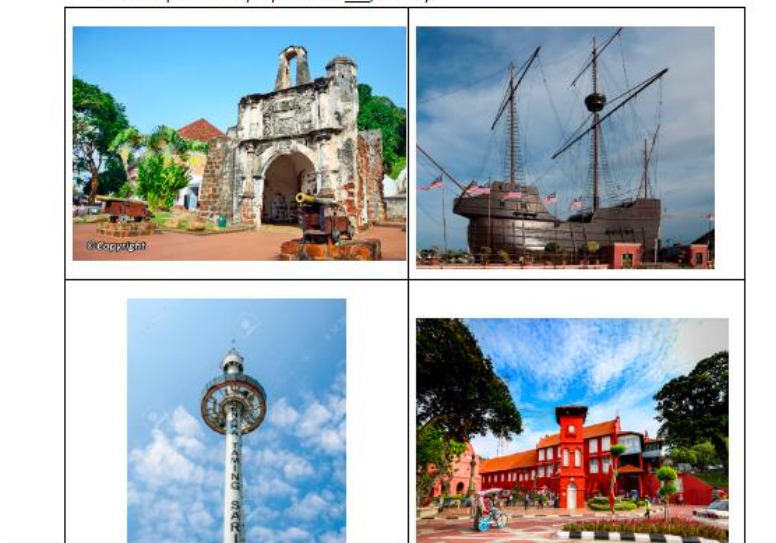- Which place would you pick to visit first, and why?

Figure 12. Examples of pre-field trip tasks.

Post-Field Trip Task:

○ Create a power point presentation about your trip to Melaka.
○ Your presentation should be between 8-12 slides.
○ You may use different backgrounds/layouts/colours etc. to present your ideas and share your experiences.
○ Follow the suggested format of before, during & after the field trip to divide your presentation, accordingly.
○ You may add different pictures from your camera phone, and select suitable ones that show scenery, objects, people, or places of interest, that were taken on your trip.
○ Your presentation should take between 10-15 minutes and may be presented in pairs or individually.

Figure 13. Examples of post-field trip tasks.

The field trip activities were planned in three stages and instructions were divided into three tasks: the pre-field trip, during the field trip and the post-field trip activities, respectively. In relation to 21st century learning skills and with reference to the framework (Thoughtful Learning, 2019), the field trip segment of the module focused on Life Skills,

where elements   of the sub-skills including initiative, social skills and productivity, were incorporated into the process of completing the tasks.

In the first stage of activities, the pre-field trip task exemplifies 'Initiative' where students apply brainstorming, questioning and basic researching into their pre-task, before the actual field trip takes place. These activities then move on to the next stage where the incorporation of 'Social Skills' are included. Students are required to collaborate with their peers and coordinate their work (collaboration and coordination skills) which will then lead to the next phase where 'Productivity' in the post-field trip task can be seen in their activities. Here, students utilise aspects of planning, time management, and evaluation which are all the required skills needed to present the outcome of their field trip. The incorporation of these skills and sub-skills allow students to partake in different types of activities, hence, producing the desired learning outcome of the tasks. The combination of different skills and the movement of activities between the pre, during, and post tasks demonstrate that the module enables students to explore these aspects in an out-of-the-classroom environment.

Besides the field-trip segment of the programme, cycling and scavenger hunt activities were designed to encourage the development of learning skills in terms of communicating and collaborating with peers. In order to complete the tasks in the scavenger hunt, the students were challenged to communicate and collaborate with their classmates. Among the speaking tasks students had to carry out were asking for directions, asking about the names and history of various buildings, and interviewing new people. Upon the accomplishment of the tasks, students were required to reflect on what they had learnt to ensure that they were aware of the importance of the 21st century skills incorporated throughout the activities. An example of the reflection note activity done can be seen in the excerpt below:
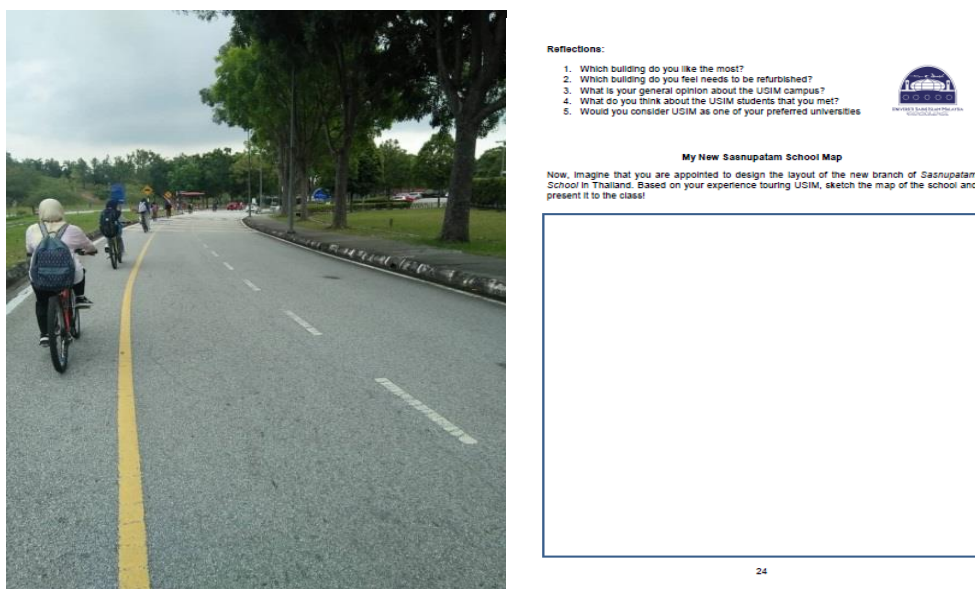
Figure 14. Cycling and Scavenger Hunt Activity and the Reflection Note.

My Dream Vacation: Stimulating Technology Literacy Among the Digital Natives

Technology Literacy is another crucial skill that every digital native should have these days in order to stay relevant and connected to the borderless world. In this module, this skill is pertinently instilled in the activity "Travelling and Vacations: My Dream Vacation." Students were required to work independently in using search engines, activating their reading skills, using their evaluation and research abilities by using the Internet resouces in completing the task which was to plan their dream vacation (to a place that they have never been to).

Throughout the activity, students forecasted the problems and challenges that they might face and were required to provide possible solutions to address them. In conducting the task, they also needed to rationalise their options and defend their ideas in the presentation session.

The authors believe that the inclusion of such activities in the module are an effective way to stimulate the technology literacy skills among the students as they were able to navigate through the mass array of information behind the computer screen. Figure 15 is the excerpt of the task sheet from the activity:

Figure 15. My Dream Vacation Task Sheet.

CONCLUSION AND RECOMMENDATIONS

It can be seen thus far that the incorporation of 21st Century Learning elements are crucial in producing well-rounded students who are able to compete and thrive in the ever-challenging world in the future. With the use of technology (e.g. Kahoot!, movie making and movie-viewing) together with other interactive activities, students are required to use 'machines' and devices, as well as their creativity, in their class activities. These varieties of approaches will foster better social and relational skills—which are also part of the important 21st century skills—both within the classroom and outside of the traditional learning environment. The module which employs the use of the 21st century framework provides alternatives to traditional learning, which can build up motivation for language learning, hence, providing new approaches to learning, while retaining the traditional modes of classroom design.

As described in this paper, the dynamic features of the module have effectively suited the 21st century learning elements, within the context of the tasks and activities carried out in the Language Summer Camp. However, it cannot be denied that there is still a lot of room to explore possible incorporation of these elements within a wider scale, addressing the global need for more activities and learning modes in different contexts. Therefore, the authors feel that it is worth conducting more specific studies on the module implementation in terms of challenges, effectiveness and learning outcomes in the future.

Additionally, it is important to note that this module is developed for a small-scale Summer Camp Programme, and it would perhaps be useful to have a comparative study to examine the differences in summer camp programmes from other countries. Hence, it is highly recommended that further probes into 21st Century Learning elements be made into expanded, comparative and reflective research, in order to boost further module development into the betterment of language learning. With these recommendations, the expansion of further research may bring about vast improvements and introduce more varied modes of teaching and learning in the future, which would undoubtedly benefit students and teachers on a global scale.

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