

Empowering the 4Cs-based English Speaking with Multi-voiced Classroom for IUP Students

Ni Putu Intan Permatasari^{1✉}

¹ Faculty of Social Science and Humanities, Universitas Pendidikan Nasional, Bali, Indonesia

✉ email: intanpermata@undiknas.ac.id

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ABSTRACT

The ability to communicate effectively in English is a critical skill for university students navigating increasingly globalized academic and professional contexts. Beyond linguistic accuracy, 21st-century learners are expected to master the 4Cs: Critical thinking, Communication, Collaboration, and Creativity. However, traditional English-speaking instruction often emphasizes rote learning and accuracy, neglecting these broader competencies. This study explores how a multi-voiced classroom approach can empower 4Cs-based English speaking among students in the International Undergraduate Program (IUP) at Undiknas University. Using a qualitative descriptive design, data were collected through in-depth interviews with six IUP students who experienced multi-voiced English-speaking activities, including debates, peer-led discussions, and storytelling tasks. Thematic analysis revealed five key outcomes: enhanced confidence and reduced speaking anxiety, strengthened critical thinking skills, improved collaboration, greater creativity in spoken expression, and increased intercultural awareness. The findings suggest that the multi-voiced classroom fosters a psychologically safe environment that encourages active participation, supports co-construction of meaning, and promotes holistic communicative competence. This integrative approach aligns with global educational goals to produce graduates who are not only proficient in English but also adaptive, critical, collaborative, and creative thinkers. The study offers practical insights for language educators aiming to design more inclusive and competency-based speaking curricula in higher education.

Keywords: *Communicative competence; English speaking; 4Cs; Multi-voiced classroom; University students; Qualitative research.*

INTRODUCTION

Speaking skill has emerged as essential aspect within the field of English language teaching with an emphasis on the ability to communicate effectively in English. The English proficiency particularly English-speaking skill sought after by English as a Foreign (EFL) student as it plays a significant role in achieving personal and careers. The students' ability to communicate confidently and fluently in English do not only enhance their academic performance but also, improving career prospects in a progressively interconnected world (Seidlhofer, 2020). The applicable speaking skill and oral communication in English is particularly critical, as it enables students to

express their ideas in persuasive communication, collaboratively speaking with their colleagues, and build a strong relationship in an international vibe. This speaking skill has become indispensable for university students in today's globalized academic and professional setting.

As the EFL students may not have competent linguistic skills, they often utilize the digital tools to assist them in finding the appropriate words or phrases to convey the intended meaning. The students try to do those efforts as a part of their strategies in producing an effective communication. However, in the realm of EFL learning, the critical needs of applicable communication strategies become increasingly crucial as the students who gather and learn to communicate in English, are from diverse linguistic competence, cultural, and educational backgrounds. This situation brings many university students particularly who is joining International Undergraduate Program. All the learning instructions are delivered fully in English. The students from different high school background still struggle with speaking confidently and fluently due to high level of anxiety with the learning environment. Additionally, most of them also experience limited authentic practice thru the needed 21st century skills and limited exposure to authentic communication contexts holistically. As the traditional focus on grammar accuracy and content memorization, repeatedly resulting in passive EFL learners who are resistant to express themselves. Scholars indicates that less interactive discourse is failed to develop the student's speaking competence because it restricts chances for meaningful communication for real-world communication.

In contrast to the traditional teaching approach, the primary trend is a transformation from content-centric (static knowledge) to competency-centric (applicable knowledge), acknowledging that the work and social interaction have changed. The global demands require university students can adapt, innovate, and collaborate in flowing environments. Moreover, today's globalized education shift to equip students with a more dynamic set of essential skills for navigating rapidly changing global work, network, and social environments. Those essential skills are often referred to 21st century learning and innovation skills, which becoming a set of foundational skill for learning and innovation, continuous development throughout student's learning journey. That core 21st century skills are consistently identified as the 4Cs, those belong to Communication, Collaboration, Critical Thinking, and Creativity (Trilling & Fadel, 2009). The fact that these four abilities are regularly identified in

numerous authoritative educational frameworks makes them a strong and widely accepted framework for current educational reform. This universal agreement, which can be seen in many institutions and educational organisations, provides a solid and trustworthy foundation for any research that attempts to combine these talents. The 4Cs demonstrates that they are already relevant and recognised in the field of education.

In response to the concern on 4Cs, educators have advocated the 4Cs into English language teaching to encourage a holistic, engaged, and future-ready learners (Griffin & Care, 2015). The integration of 4Cs in EFL learning particularly in English speaking instruction, associates to the needs of learners to participate actively in problem-solving discussions, persuasive speaking, and collaborative negotiations skills. As Communication is one of the core Cs, it extends beyond the ability to convey meaning and adapt messages to diverse audiences and contexts, and engaging in intercultural exchanges (Byram, 2021). The authentic communication tasks such as structural drilling, scripted dialogue for role play, and contextual presentation will nurture students to analyse, evaluate, co-construct knowledge, and express their ideas creatively and innovatively. Likewise, university students are required to engage in academic presentations, participate in international seminar and workshop, and frequently work in multicultural teams both local and international team. In spite of that, many English class or international program in university still rely on lecturer-centred activities and standardized oral assessments which restrict chances for authentic, collaborative, and creative speaking practice (Yamamoto & Matsumoto, 2021).

A pledging approach to empowering the 4Cs in English speaking instruction is the pedagogical approach of the multi-voiced classroom. That manner of thinking originated with Bakhtin's (1981) concept of dialogism. In this teaching approach, the lecturer does not play a role as the single authority; rather, the students from diverse backgrounds, experiences and interpretations co-construct meaning, dispute and explore one other's ideas, and draw upon their individual and cultural experiences to deepen classroom conversation (Tan & Pham, 2020). This approach essentially supports the broadening of the 4Cs English speaking practice. The multi-voiced classroom yet provides an appropriate pedagogical setting for using the 4Cs in English speaking training, bridging the gap between language acquisition and real-world

communication requirements. By incorporating multi-voiced, student-centred activities that incorporate the 4Cs, students can acquire not only linguistic competence but also confidence, intercultural sensitivity, and critical communicative techniques required in academic and professional settings.

Even though there is a lot of theoretical backing, there is still lack real-world research on how university students learn English in a multi-voiced classroom setting that explicitly incorporates the 4Cs. Previous study has often focused on one or two of the four Cs in speech instruction. For example, they could have considered employing debates to encourage critical thinking or group talks to encourage teamwork. Furthermore, people have primarily discussed the multi-voiced classroom in general education or literacy settings, rather than as a specific method for improving English speaking skills in EFL university settings. Filling this gap is critical for developing a more accessible and effective speaking instruction, as well as for basing teaching on evidence. This current study aims to discover and explore how adopting the 4Cs in a classroom with several voices can help university students improve their English speaking skills, raise their communication confidence, and prepare them to be active, creative, and critical participants international discourse equipped with intercultural awareness. By analysing the integration of 4Cs in multi-voiced classroom with diverse speaking activities, this research also aims to contribute impactful insights for fostering communicative competence among university students.

Review of Related Literature

1. The 4Cs Integration in English Speaking Instruction

English speaking instruction in university level needs to carry out a full and holistic 21st century learning and innovation skills for the international demands. The integration of 21st century learning and innovation skills (4Cs) ought to take into account the sub-skills of each 4C outlined by the National Education Association (Plucker et al., 2016). To begin, critical thinking sub-skills include 1) effective reasoning, 2) systems thinking, 3) making judgements and decisions, and 4) issue solving. Second, communication skill consists of five sub-skills: 1) articulate thought and ideas in both spoken and written forms, 2) listen well, 3) multiple ways of speaking for various purposes, 4) use of multiple media and related technology, and 5) coping with varied surroundings. Third, the sub-skills of collaboration skill

include: 1) demonstrating the ability to work effectively and respectfully with diverse teams, 2) exercising flexibility and willingness to be helpful in making necessary compromises to achieve a common goal, and 3) accepting shared responsibility for collaborative work and valuing individual contributions made by team members. Furthermore, creativity is divided into three sub-skills: 1) creative thinking, 2) creative collaboration with group members, and 3) creative creation. Integrating 21st century skills into the teaching and learning process will allow for a more in-depth analysis, innovation on class projects, and evaluation, resulting in a thorough understanding of those abilities.

It is critical to incorporate the 4Cs as those are regarded as necessary life skills for students to deal with the challenges of global competition and prepare for the changing needs of the 21st-century workforce (Trilling & Fad2009). Recent research indicates that incorporating the 4Cs into English class improves student involvement and engagement, resulting in improved learning outcomes and more meaningful learning experiences (Ahmad, 2022). This method emphasises the concept of "whole child education," which focusses on students' total development, including intellectual, social, emotional, and moral traits (Partnership for 21st Century Learning (P21), 2019). The concept of "whole child education" and the social-emotional benefits of including the 4Cs imply that their impacts extend beyond linguistic and cognitive skills to help people develop into well-rounded adults.

According to Lin (2019), using the 4Cs model in the classroom could create a pleasant learning environment and a sense of community among instructors, students, and other relevant persons. Moreover, to be successful in the future, students must be able to communicate effectively, particularly when it comes to speaking skills. Being able to speak correctly is no longer enough to communicate. It also involves the ability to explain complex ideas clearly, engage and encourage listeners, and adapt speech to varied cultural contexts (Byram, 2021). Furthermore, real-world research has demonstrated that including the 4Cs in English speaking classes improves student performance and increases their interest in learning. For example(2022) confirmed that university students who completed speaking tasks that emphasised critical thinking and collaboration performed significantly better in speaking and developing arguments than students in more traditional teacher-

centred classrooms. Ahmad (2022) also conveyed that students who participated in creative speaking activities such as storytelling and spontaneous dialogues gained confidence and were more likely to communicate with one another. In short, including the 4Cs into IUP English speaking class, is more than just a means to improve instruction; it is a critical strategy for the future. It provides students with all of the communicative, cognitive, and social-emotional skills that they need to succeed as global professionals and effective intercultural communication.

2. *Multi-voiced Classroom for International Learning Environment*

Modern language teaching focusses on student-centred then, one of the widespread approach is multi-voiced classrooms. According to Bakhtin's (1981) theory of dialogism, meaning emerges via the interaction of multiple voices, points of view, and situations. That is where the concept of a multi-voiced classroom originated. In education, this concept has expanded to encompass spaces where students can actively participate, exchange different points of view, and converse with instructors and peers (Lin, 2019).

This class facilitates a dynamic learning environment where a variety of speaking activities encourage active engagement (Larsen-Freeman & Anderson, 2022). A multi-voiced class combines several interactive activities, like discussions, role-plays, collaborative storytelling, and peer feedback sessions, to foster language exploration and lower the fear of speaking (Dörnyei & Muir, 2019). These kinds of activities fit with the sociocultural theory by Vygotsky in 1978, which says that social interaction and working together to talk about language assist people learn it. In line with the theory, a multi-voiced classroom encourages both language and cognitive growth by getting students to talk to each other in ways that matter. This approach promotes peer contact, group work, and introspective discussion as well as reflecting different cultural and linguistic identities. Shortly, a multi-voiced class gives students a safe place to try new ways of using language without worrying about what other people may think. It fits with constructivist ideas, which say that students build knowledge together through conversation.

Furthermore, in a broader discussion, a "multi-voiced classroom" is an instructional approach which values multiple perspectives, encourages dialogue, and assists students to express their personal and community identities (Lin & Morrison, 2010). When combined with intercultural communication elements, this

classroom style enables students to traverse cultural diversity while increasing their speaking skills. It is also supported by Zheng and Zhang (2022) who investigated how students communicated in Chinese universities to see how their voices influenced the development of their oral language. They discovered that when students were asked to contribute to class discussions by expressing their own and others' cultural and personal stories, their ability to speak freely and willingness to communicate improved significantly. Moreover, Abdi and Richards (2023) also did a relevant study who investigated immigrant and international students in Canada participating in an English for Academic Purposes (EAP) program. By allowing students to offer their own experiences and cultural ideas in conversations, the multi-voiced atmosphere fostered student empowerment, multicultural understanding, and more confident participation in academic discourse. It supports education that includes everyone by respecting and including people from all cultures and languages. The students can talk about things that go beyond their own culture and beliefs.

METHOD

This study employed a qualitative descriptive design, which is a well-suited way to analyse and describe what participants thought, felt, and reflected on. This research method enables researchers to collect splendid and contextualized data. This research also aimed at elaborating in detail about how the multi-voiced classroom approach facilitates students to develop their 4Cs-based English speaking skills. Moreover, the research was conducted at the English for Accounting Class as one of the lectures in International Undergraduate Program (IUP) for Accounting of Universitas Pendidikan Nasional (Undiknas). This class offers English-medium instruction and accelerates global readiness among its students. The participants consisted of the six IUP students who had joined the class in one semester, particularly the English for Accounting class with the multi-voiced classroom and the 4Cs English speaking activities. The participants were chosen by using purposive sampling technique which focusing all the six students focusing on the students who could provide in-depth and reflective insights about their learning experiences. The diverse levels of English proficiency ensured varied perspectives from the participants.

Procedures

The data were collected through class observation and semi-structured and in-depth interviews. Each interview was conducted to the student one by one in approximately 20-30 minutes. Additionally, the interview was done in English to give opportunities for the participants to articulate their experiences authentically and contextually. The researcher also could observe their natural spoken language use by the IUP in accounting students. Furthermore, the interview involved open-ended questions to explore the five aspects, those are: 1) the students' confidence and anxiety levels in English speaking, 2) students' experiences related to critical thinking activities, 3) students collaborative skills on group assignments, and 4) students' creativity skill in expressing their ideas. All the interview session were recorded and subsequently transcribed accurately to be analysed by using thematic analysis focusing on some those five aspects.

Data Analysis

The data were analysed qualitatively through interpretative methods. The analysis drew upon theories of 4Cs in 21st century learning and innovation skills, which applied in English speaking with multi-voiced classroom. Then, the analysis tool involves identifying, analysing, and reporting patterns throughout the code highlighted from data display phase. This current study coded substantial segment and organized contextualized insight to English learning in university. Those highlighted codes were; 1) boosted self-assurance and reduced speaking worry, 2) strengthened critical thinking skills, and 3) improved collaboration and greater creativity in spoken expression. By systematically analysis on qualitative approach, findings of the study were discussed in the light of the interplay between 4Cs of 21st century learning skills and English-speaking experience in multi-voiced classroom.

FINDINGS AND DISCUSSION

The findings of this study expose the indispensable insights on the application of 4Cs-based English speaking practice in multi-voiced class to empower university students' confidence and international experience in English speaking. By using thematic analysis of the qualitative data collected through classroom observation and semi-structured interview, there are four critical themes highlighted to elaborate the

4Cs-based English speaking activities in multi-voiced classroom. Those key themes are elaborated in detail as follows.

1. *Boosted self-assurance and reduced speaking worry*

Multi-voiced classroom facilitated the students to practice the students' English speaking skills naturally. The students enjoyed the dialogic activities such as debates, storytelling, focus group discussion, presentation, and the role-playing. Those kind of activities found out the different perspectives of students to construct and process the knowledge, as well as leading to boost the students' self-assurance on English speaking. That assertion was advocated by the classroom observation which revealing that the students were not fear to deliver their ideas on each speaking activity. The students also confirmed that the debates session allowed them to boost their self-assurance to speak up on critical issues related to their program, that is about international accounting. The issue was supported by the study conducted by Tan & Pham (2020), which noticeably stated that multi-voiced classroom could create psychologically safe learning zone where the students feel empowered to speak up. Here is the highlight of students' response about the 4Cs-based English speaking activities in multi-voiced classroom:

"I felt so excited to explore my English speaking skills in debate and presentation sessions. I felt the moment of giving all my ears on the speaker and the joyful moment of being heard." – Student 1

Furthermore, multi-voiced class is crucial for cultivating the 4Cs particularly communication skill, as it brings a meaningful learning environment where students could feel psychologically safe, valued, motivated to engage authentically. It is moving beyond apparent participation to authentic intellectual and personal investment. Moreover, this current study discovered that the students are not only taught how to deliver facts and opinions out prepared discussion, but they are also encouraged to learn how to communicate with less stress. Moreover, this finding aligns with previous study that emphasize the importance of the 4Cs in speaking class. Yoshida and Hasegawa (2023) employed the 4Cs to create a speaking curriculum for Japanese EMI classes. Students worked in groups to think critically and communicate their ideas. The results showed that people were better at communicating with one another, more confident, and less worried, particularly those who were not very confident in their speaking abilities. The IUP students in Accounting program also have the supporting response:

“We always enjoy the speaking activities where we can communicate our thoughts and opinions without worry of making mistake.. All the speaking activities invite us to learn about articulating complex ideas and engaging in constructive debate session. It also makes us doing more practice also in English language.” – Student 5

This implies that the classroom becomes a microcosm of real-world academic discourse with a big motivation of the students to be involved in English speaking activities. It is also supported by Liu and Jackson (2020) who did a study about collaborative dialogic tasks that could boost the students' speaking confidence. They observed deeply about what happened when Chinese university students collaborated to address difficulties in class discussions. Based on the study, discourse focused on collaboration and critical thinking was not only improved language production but also increased students' confidence in public speaking.

“I feel more confidence in delivering my ideas and experiences because of the supportive environment.. I feel the real academic conversation through various speaking activities, but the lecturer and also my classmates are no judging..” – Student 2

Lastly, the finding of this study also in line with the relevant study which focusing on Pakistani EFL university students. Farooq and Khan (2022) explored how allowing students to discuss their own cultures and experiences in multi-voiced class made them feel better about themselves and more competent speaking English. Their study found that when students could communicate their own experiences, they were less frightened of being criticised and more inclined to participate in class discussions. It totally happened in IUP for Accounting class.

2. Strengthened Critical Thinking and Analytical Skills

Providing a safe space for children to express themselves and hear different points of view may help them communicate their ideas critically. This enables students to go beyond simply speaking the language and engage in intellectual debate and courteous argument. This indicates that the classroom becomes a smaller version of real-life intellectual conversation, with students learning to convey complicated ideas, question what they believe they know, and engage in healthy disputes in the target language. Debates and case discussions made students assess sources, question their beliefs, and defend their opinions, which directly helped them think critically. Bloom's revised taxonomy says that these skills are higher-order cognitive processes (Anderson & Krathwohl, 2001). The study found that when students had to reply to different points of view from their peers, they

naturally learn how to analyse things and make logical arguments. This is something that typical scripted speaking activities generally don't do. Moreover, participants highlighted that the activities forced them to think deeply about the topics, encourage multiple perspectives, and construct the arguments logically. This happened in a classroom debate, the students had to research, analyse the evidence, and anticipate counterarguments.

"In the debate session, we didn't just memorize answers, we had to prepare arguments and need to totally understand different points of view.." – Student 4

Furthermore, encouraging the students to think critically in English-speaking becomes the one of the most important skill to be empowered in 21st century learning. The classroom observation showed that when there is one voice in the classroom and different points of view are encouraged, critical thinking becomes the skill that the students could practice in a daily basis rather than the skills they study. Critical thinking is particularly essential for this since it allows students to generate well-informed ideas, respond to tough situations, and participate in meaningful debates and problem-solving discussions in English (Zhao, 2022). Students are exposed to a wide range of viewpoints, which causes them to immediately think about, combine, and respond to events.

"My friends and I were practiced to express our opinions with supported examples and facts.. We tried to combine one issue to another and respond to the real contexts in our surroundings." – Student 6

This pattern's speaking behaviours comprise not only programmed or mechanical output, but also thinking, factual discussion, and interpretation-based speech. This not only improves the students' critical thinking skills, but it also assists the students to meet their goals for higher-order cognitive development. It is also reinforced by some empirical studies. Lee & Lee (2022) found out that the 4Cs-based English-speaking instruction in multi-voiced classroom could improve reasoning skill and critical engagement. They discovered that argumentative speaking activities which was done by Korean EMI Students in a culturally perceptive of multi-voiced classroom could assist the students get better at making arguments. The students which was observed in this current study stated that they also learned how the knowledge is built and questioned. The presentation-material making and the presentation session allowed the students to build knowledge about the issue in accounting practice.

"We totally build our knowledge for the given issues in a group discussion.. We learned how the issue is responded critically.. Then, after listening to different point of views, we gathered all the responses from each group member to create a presentation material." – Student 5

Creating a secure space for people to express themselves and listen to diverse points of view is a direct way to help the students develop critical thinking and nuanced communication skills. This allows students to engage in intellectual conversations and courteous discussion in addition to speaking the language effectively. The emphasis on "sharing power" , "student voice and choice" , and "integrating students' ideas into planning" also represent a problem-based activities to encourage students think critically. Moreover, Ismail and Aziz (2021) used speaking activities based on the 4Cs to help students in Malaysian EFL classrooms to solve contextual problems on the students' surroundings. To solve problems in the real world, such environmental issues and cultural problems, these activities needed people to work together and talk about them. The students were better able to look at different options, guess what might happen, and explain their choices in English.

3. Improved collaboration and greater creativity in spoken expression

The multi-voiced classroom model democratises participation, allowing students to improve not only their speaking skills, but also key 21st-century teamwork and collaboration skills. These skills are essential for academic and professional success in a globalised working space. Various speaking activities in a multi-voiced classroom is a transformation learning approach from a hierarchical model to a collaborative partnership that fosters intrinsic motivation, deep learning, and a sense of belonging. Employing project-based learning in a multi-voiced classroom turns English speaking practice into collaborative discussion and co-creation. In the project-based task, the students get more opportunities to exchange information and become an active listener. The students could share their perspectives in a small group discussion instead of sharing it in a big class. Sometimes, the students feel less motivated when they convey their opinions in front of a big group. They could enrich the English practice in a small group project. Moreover, kim (2022) discovered that EFL students who did group storytelling assignment with many characters in the scenario showed more fairness

in taking turns, helping each other, and developing their vocabulary. It was also in line with the students' response through the interview session.

“When we collaborate on projects, particularly when we have to do role-in storytelling assignment, we learn from one another. We learn more than simply English practice; we also learn how to collaborate without being dominantly. We provide everyone the opportunity to express themselves”. – Student 6

Students reported that a multi-voiced classroom could facilitate a psychologically safe environment in which they could negotiate meaning, exchange perspectives, and take on dynamic roles in discussions. In addition, Zhang (2021) found out that Chinese EFL students who worked on project-based storytelling reported improved collaboration and understanding of what others meant. Learners discussed how to assign roles, phrase things, and how to construct presentations. This helped students develop their language abilities and knowledge of teamwork. This is also supported by a legend theory of dialogic pedagogy by Bakhtin (1981), which holds that learning occurs through collaborative discourse. Students felt more in control and involved when they were given the opportunity to respond, elaborate, or condemn their peers' viewpoints. The IUP students in Undiknas Accounting Program also conveyed the same viewpoints. They stated that the debate activity could strengthened peer scaffolding and improve their ability to synthesize and respond to peer perspectives.

“The collaborative task on debate session encouraged us to listen from our friends' viewpoints. We tried to collaborate in finding out some arguments to support our standpoints. We decided our role to be the first, second, and third speaker.. But, we still need to discuss and prepare the relevant arguments for each speaker. It's quite challenging to make the arguments in line, but it made us learn about teamwork.” – Student 1

Working together meant more than simply getting things done, it also entailed collaborating on language and culture, both of which are crucial components of international communicative competency. Moreover, a study conducted by Rahimi and Jabbari (2021) demonstrated that multi-voiced classroom promoted discourse collaboration, with students intuitively changing the material and style of their writing to match that of their peers, resulting in enhanced fluency and coherence. It encouraged the greater originality in vocabulary use and speech structuring. The multi-voiced classroom give the students freedom to experience linguistic errors without fear of correction. Moreover, Triana and Suryanto (2023) discovered that

university students who engaged in multi-voiced speaking projects (Example: collaborative podcasts or simulations) produced more divergent linguistic output and had higher confidence in their own English content. This multi-voiced approach naturally resulted in more creativity, as the other 4Cs skills that should be mastered in global learning objective. Instead of practicing speech drills, the students were motivated to improvise, debate, and role-play in a range of cultural and intellectual settings. The students needs to be creative in doing the improvisation on the role-play activity to make it natural performance. Here is the response from the interviewed student about using their creativity in doing the speaking activities in multi-voiced classroom.

“We were guided by the outline of learning instructions then, we were told to imagine of being the character in the role-play.. We also assigned to use our creativity in interpreting the meaning of the character’s dialogue.” – Student 3

When English-speaking activities are based on problem-solving, storytelling, or role-playing in a multi-voiced context, students not only become more fluent, but they also gain creative, confidence and the ability to collaborate with others. Those were the essential skills for working in a global setting and interacting with people from other cultures. Furthermore, Rahmawati and Emilia (2021), in their study of how to tell stories through dialogic learning, students in small multi-voiced groups constructed their own multimedia tale scripts in English, which they used creatively in visuals, speech, and writing. The configuration allowed for more creative English language use. It was also supported by the students’ arguments as follows.

“We did lots of English speaking practice in imaginative and creative ways.. Sometimes, it was really hard to elaborate the topic only by words, we need to think creatively providing some pictures to give a clear illustration.. The pictures will guide us in presenting the topic.” – Student 3

Using multi-voiced classrooms in the 4Cs framework promotes collaboration and creativity in ways that benefit both. These classrooms resemble real-life scenarios in which people must communicate in complex ways. They accomplish this by encouraging students to collaborate to form conversations, respond to various peer inputs, and consider open-ended questions.

CONCLUSION

The multi-voiced classroom could be concluded as an educational approach which is particularly relevant to university students who need to engage critically with complex topics and participate in collaborative problem-solving both in academic and professional settings. When students believe that their views are being heard, they are more likely to take linguistic risks and experiment with new ways of expressing themselves. This learning environment profoundly alters the teacher-student dynamic, encouraging shared power, student autonomy, and a safe venue for expressing diverse opinions. This class vibes is not only the vital for developing not only linguistic accuracy, but also the nuanced, flexible, and critically engaged spoken communication skills required in today's academic and professional situations. This is essential for their development and inventiveness in 21st century learning and demands.

The needs of the 21st century require a significant shift in education. The integration of the 4Cs framework with a multi-voiced classroom results in a remarkable synergy. Dialogic activities such as discussions, simulations, storytelling, and peer feedback force students to think critically, communicate effectively, contribute meaningfully, and participate creatively. Instead of memorising facts, students should focus on the four Cs: communication, collaboration, critical thinking, and creativity. These skills are not optional; they are required for navigating an increasingly complex world and a workforce that is being transformed by technology, particularly artificial intelligence. Empirical research consistently supports the positive impact of incorporating the 4Cs into English Language Teaching, with increased student engagement, better learning outcomes, and a clear correlate to speaking proficiency.

Furthermore, at the university level, students are increasingly taking on more autonomous tasks that require self-expression, reasoning, and intercultural competency. Embedding 4Cs-based speaking challenges in a multi-voiced context matches strongly with higher education's goals, which emphasise not only knowledge acquisition, but also the development of flexible, inventive, and internationally aware graduates. By integrating the 4Cs framework with a multi-voiced classroom pedagogy, institutions can enable students to achieve English speaking competency that goes beyond fluency and includes higher-order cognitive and socio-communicative capabilities.

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