INTEGRATING THE 4CS IN EFL BUSINESS SPEAKING: A REFLECTION

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Abstract: *This paper reflects on the integration of the Four Cs — Critical Thinking, Communication, Collaboration, and Creativity — into an English as a Foreign Language (EFL) Business Speaking course. Through structured tools such as the Member Duties Chart, Weekly Project Task Assignment Sheet, and End-of-Term Negotiation Project, students engaged in activities that simulated real-world business interactions. This reflection discusses the challenges, benefits, and pedagogical implications of incorporating 21st century skills into EFL instruction. The paper offers insights for teachers seeking to enhance business communication courses through a skills-based approach.*

Keywords: *critical thinking, communication, collaboration, creativity, business speaking*

INTRODUCTION

In the 21st century, equipping students with competencies that extend beyond traditional academic knowledge is crucial. In today's global economy, success relies on the ability to communicate effectively, think critically, collaborate, and demonstrate creativity — skills collectively referred to as the "Four Cs." These competencies should not be considered merely supplementary topics, but rather core elements to be integrated throughout the curriculum (Larson & Miller, 2011). For English as a Foreign Language (EFL) learners, incorporating these skills into language instruction is crucial, as it not only enhances language proficiency but also fosters key problem-solving and interpersonal skills required in professional contexts.

Among various courses designed to enhance these skills, the Business Speaking course plays a crucial role in preparing students for real-world professional interactions. However, simply engaging in business-related discussions is insufficient; students require structured tools and guided practice to develop their abilities systematically. This course is structured around a series of hands-on activities that simulate real-life business scenarios, enabling students to refine both their linguistic proficiency and strategic communication skills.

To support students in this learning process, the course employs structured tools such as the Member Duties Chart, which clarifies team roles and promotes accountability, and the Weekly Project Task Assignment Sheet, which helps students manage deadlines and track their contributions effectively. These tools ensure that students engage actively in collaborative learning while applying business communication strategies in a structured manner. Additionally, the End-of-Term Negotiation Project serves as a capstone experience, requiring students to work in teams to conduct a simulated business negotiation. This project incorporates structured frameworks such as HITs (Have to Have, Intend, Tradable), which guide students in identifying key negotiation priorities and crafting persuasive arguments (LaFond et al., 2010).

By integrating these structured tools, the Business Speaking course not only enhances students' linguistic skills but also fosters essential problem-solving and interpersonal competencies. This paper reflects on how these strategies contribute to student learning outcomes and provides practical insights for educators aiming to integrate 21st century skills into EFL classrooms.

ESSENTIAL 21st CENTURY SKILLS FOR BUSINESS COMMUNICATION

The skills required for the 21st century, often referred to as "knowledge society competences," are essential for succeeding in a dynamic work environment. Anderson (2008) outlines critical abilities such as knowledge construction, adaptability, information organization, critical thinking, and collaboration as necessary for success in the modern

economy. As technology increasingly automates routine tasks, the demand for workers capable of complex problem-solving continues to grow (Reich, 1992). Levy and Mundane (2004) argued that while computers can handle rule-based tasks, human judgment remains irreplaceable in interpreting complex patterns. As a result, education needs to prepare students with skills for jobs that have yet to be created, focusing on competencies that will continue to be relevant in the future. In the context of English as a Foreign Language (EFL), the 4C's framework outlines the essential skills, knowledge, and proficiencies necessary for students to succeed in their professional careers and daily lives. It integrates subject-specific knowledge, practical skills, expertise, and key literacies, promoting a holistic approach to EFL teaching and learning. Among these, critical thinking, communication, collaboration, and creativity are particularly vital for students in today's interconnected and rapidly changing world. These skills are crucial for success in both academic environments and the workplace, where individuals must solve complex problems, collaborate effectively, and adapt to new challenges.

Critical Thinking is one of the key skills emphasized in the framework. It refers to the ability to analyze, evaluate, and synthesize information to make informed decisions (Ravitz et al., 2012). In a business context, critical thinking enables students to identify problems, assess potential solutions, and anticipate the consequences of their actions (Qing, 2013).

Communication is another essential skill that plays a central role in both academic and professional settings. It is the ability to clearly convey ideas and thoughts through verbal and nonverbal methods across different settings and contexts, according to the (Battelle for Kids, n.d.). It also involves actively listening to understand underlying meanings, including knowledge, values, attitudes, and intentions. Effective communication serves various purposes, such as informing, instructing, inspiring, and persuading. Additionally, it requires utilizing diverse media and technologies, evaluating their effectiveness, and adapting communication approaches to suit different environments.

Building on communication, collaboration is also a fundamental skill in the 21st century. It involves working together with others to achieve a common goal (Kereluik et al., 2013). Collaboration requires students to contribute their ideas and manage conflicts within a team. In the negotiation project, students collaborate to prepare the agenda, define key issues, and formulate proposals Johnson & Johnson, 1991. Therefore, the project success depends on how well students can work together to combine their individual strengths and expertise.

Finally, Creativity is another skill that plays a crucial role in the modern workplace. It is the ability to generate new and innovative ideas (Battelle for Kids, n.d.). Creativity enables individuals to approach problems in innovative ways and develop solutions that are both practical and original. Thus, fostering creativity is essential not only for addressing complex challenges but also for driving innovation and maintaining a competitive edge in a rapidly changing global economy.

ACTIVITY PROCEDURES

Course Overview: Business Speaking

The Business Speaking course is designed to equip students with essential language skills and strategies for effective communication in business contexts. Over 15 weeks, students engage in practical activities that simulate real-world business scenarios, such as preparing, setting objectives, conducting meetings, and negotiating proposals.

Table 1: Course Schedule for Business Speaking

Week(s)	Unit	Topic
Week 1-2	Unit 1	Preparation
Week 3-4	Unit 2	Setting Objectives
Week 5-6	Unit 3	The Meeting
Week 7	Unit 4	Proposals
Week 8	Mid-term Test	Shark Tank style activity
Week 9-10	Unit 5	A New Offer

Week 11-12	Unit 6	Dealing with Deadlock
Week 13-14	Unit 7	Agreement
Week 15	Revision	

The End-of-term Negotiation Project

The End-of-Term Negotiation Project serves as a comprehensive case study for integrating the 21st century skills framework into the learning process of Business Speaking in an EFL (English as a Foreign Language) classroom. Designed to simulate a real-world business negotiation, the project requires students to act as sportswear suppliers negotiating a contract for the supply of running shoes with a new client.

The project is divided into several stages, each fostering a different set of 21st century skills.

Critical Thinking

At the preparation stage, students analyze the client's needs by identifying key issues using the HITs model — H (Have to Have), I (Intend), and T (Tradable) (LaFond et al., 2010). For example, students may determine that securing a minimum order quantity is a "Have to Have" condition, while offering a discount for bulk purchases is a "Tradable" concession. This process encourages them to anticipate challenges, assess possible risks, and strategize effectively before entering the negotiation.

Collaboration

Students work in negotiation teams, where each member is assigned a role — lead negotiator, financial analyst, or contract specialist. For instance, in one case, a team divided tasks strategically: the lead negotiator handled communication with the client, the financial analyst calculated price flexibility, and the contract specialist ensured terms met company policies. Through this division of labor, students practice coordinating efforts, aligning objectives, and supporting one another, mirroring real-world business teamwork.

Communication

During the negotiation meeting, students present proposals, justify their pricing strategies, and respond to counteroffers. One example involved a team that successfully adjusted their tone and language to persuade a hesitant client by using diplomatic phrases such as, "We understand your concern about pricing. However, if we extend the contract to two years, we can offer a 10% discount." This demonstrates their ability to communicate professionally while maintaining clarity and persuasion.

Creativity

To achieve a mutually beneficial agreement, students are encouraged to think outside the box when resolving conflicts. In one instance, a supplier team proposed an eco-friendly packaging option to meet the client's sustainability concerns without raising costs. By devising innovative solutions that address client needs while maintaining their company's interests, students develop creative problem-solving skills.

By applying and demonstrating the 4Cs, students enhance both their business communication abilities and their capacity to work effectively in teams. This comprehensive learning experience provides a realistic yet controlled environment for students to practice and refine essential workplace skills, ensuring they are well-prepared for professional business interactions.

Project Deliverables

Students must submit several key deliverables for assessment, which support the development of the 4Cs and provide a comprehensive evaluation of their skills. To ensure a structured and comprehensive learning experience, students must submit several key deliverables that assess their progress in developing the 4Cs (Critical Thinking, Communication, Collaboration, and Creativity). These deliverables serve both as evaluation tools and as guides for students to effectively organize, track, and refine their negotiation strategies.

Group Presentation Video

The group presentation video is a crucial component that evaluates students' communication skills in a realistic negotiation setting. By presenting their proposals and responding to counteroffers, students demonstrate their ability to articulate ideas persuasively, use appropriate business language, and engage in professional dialogue. This deliverable allows instructors to assess fluency, clarity, and negotiation strategies while helping students build confidence in real-world business interactions.

Member Duties Chart

The Member Duties Chart is designed to promote accountability and equal participation among team members. It provides a clear breakdown of each student's role, ensuring that tasks are distributed fairly and that all members contribute meaningfully to the project. This chart is submitted at the start of the project and acts as a reference throughout, ensuring that students stay aligned with their assigned responsibilities. It also allows instructors to monitor teamwork dynamics and address any imbalances in workload distribution.

No.	Name	Duties (in the order of the presentation)	Marks	Notes
1				
2				
3				
4				
5				

Group 1

Figure 1: Member Duties Chart Sample

Script

Next, the script outlines the key points of the negotiation, including proposals, counteroffers, and closing statements, serving as both a reference during the meeting and a reflection of students' critical thinking and planning skills. While the script serves as a reference

during the negotiation, it is not meant to be read verbatim, allowing room for adaptability. Students refine their ability to structure persuasive arguments while maintaining flexibility in discussions.

Weekly Project Task Assignment Sheet

The Weekly Project Task Assignment Sheet is an essential tool for time management and collaboration. Students complete this sheet at the beginning of each week, updating it throughout the project duration (typically four to five weeks). The sheet helps teams track milestones, deadlines, and individual contributions, ensuring efficient workflow and accountability. Unlike the Member Duties Chart, which assigns static roles, this document is dynamic, allowing students to adjust and redistribute tasks as the project progresses.

Weekly Project Task Assignment Sheet		
PHASE 1: Preparation		**Progress**
Student's Name	Date:	
....	Duties:	
....	Duties:	
....	Duties:	**40%**
....	Duties:	
PHASE 2: Setting Objectives		
Student's Name	Date:	
....	Duties:	
....	Duties:	
....	Duties:	
....	Duties:	
PHASE 3: The Meeting		
Student's Name	Date:	**100%**
....	Duties:	
....	Duties:	
....	Duties:	
....	Duties:	

Figure 2: Weekly Project Task Assignment Sheet

Clarification on Overlapping Deliverables

The Member Duties Chart and the Weekly Project Task Assignment Sheet may seem similar, but they serve distinct purposes. The Member Duties Chart defines fixed roles and responsibilities at the beginning of the project. Meanwhile, the Weekly Task Assignment Sheet tracks ongoing task distribution and progress, allowing for adaptability and reassignment of responsibilities as needed. Also, students are encouraged to adjust their task distribution to align with their actual workload.

To evaluate the effectiveness of teamwork and individual contributions throughout the project, a tool named Group Assessment Checklist is generated by the instructor. It covers key aspects such as task distribution, time management, collaboration, and the resolution of challenges. The checklist ensures that students remain accountable for their responsibilities while promoting equitable participation within the team.

How the Checklist Contributes to Grading

Rather than serving as a simple binary (✓ or no ✓) evaluation, this checklist acts as a guideline for assessment, where instructors provide comments and feedback based on performance in each area. If a team partially meets a criterion — for example, if tasks were mostly completed on time but required minor extensions — the instructor may still assign a check (✓) with comments highlighting areas for improvement.

To ensure fairness and accuracy, each criterion is assessed holistically — students who demonstrate consistent effort and partial completion may still receive a check, but with constructive feedback. If a criterion is not met at all, the team will not receive a check, and the instructor will note specific reasons in the comments section. Initially, this checklist is used alongside other assessment tools, such as peer evaluations and instructor observations, to ensure a comprehensive assessment of teamwork and individual accountability.

Table 2: Group Assessment Checklist for End-of-Term Negotiation Project

Criteria	Description	Completed (✓)	Comments
Task Distribution	Roles and responsibilities clearly defined for all members		
Time Management	Tasks completed on schedule with effective planning and adjustments		
Collaboration	Team members worked together effectively, resolving conflicts where needed		
Preparation of Materials	Agenda, script, and supporting documents are well-prepared and detailed		

Participation	All members contributed equitably during meetings and project activities		
Problem Solving	Team addressed challenges creatively and collaboratively		

To assess the final assignment, clear criteria need to be created. The assessment of the final deliverables is guided by a set of clear criteria, ensuring transparency and consistency in grading. These criteria evaluate critical thinking, communication, creativity, and overall project execution.

Table 3: Criteria for Assessing the Final Assignment

Assessment Criteria	Description	Weight (%)
Critical Thinking	Ability to identify HITs, analyze problems, and formulate effective strategies	25
Communication Skills	Clarity, persuasiveness, and professionalism in presentations and negotiations	25
Collaboration	Teamwork, including equal participation and resolution of conflicts	20
Creativity	Innovative ideas and solutions proposed during the negotiation process	20

Critical Thinking in the Negotiation Process

Critical thinking is essential for students to successfully manage the negotiation process, and the End-of-Term Negotiation Project provides multiple opportunities for them to engage in thoughtful analysis and decision-making. The first stage involves identifying HITs. In this task, students critically analyze the client's needs and expectations, anticipate potential challenges, and prioritize the most significant aspects of the negotiation. This requires evaluating the business context, understanding the objectives of both parties, therefore developing a strategic approach to address the issues at hand.

Once the HITs are identified, students move on to formulating proposals. At this stage, they critically assess possible solutions and craft proposals that align with their goals and the client's needs. This involves evaluating the potential outcomes of various approaches, considering alternative solutions, and making informed decisions about how to present their proposals persuasively. During the negotiation itself, students must think critically to adapt to changing circumstances, such as counteroffers or objections. The ability to analyze complex business situations, identify key points of agreement or disagreement, making informed decisions, and adjust their strategy accordingly is crucial for achieving a successful outcome.

Communication in the Negotiation

Effective communication is the backbone of the End-of-Term Negotiation Project, requiring students to demonstrate strong verbal and non-verbal communication skills throughout. One key aspect involves presenting proposals, where students must clearly and persuasively articulate their ideas to the client during the negotiation meeting. This demands the use of appropriate business language, logical argumentation, and active listening to understand the client's needs. The ability to communicate effectively is crucial for convincing the client and advancing the negotiation.

Another critical component is negotiating terms, which tests students' ability to engage in discussions and find mutually agreeable solutions. This phase emphasizes not only clear expression but also attentive listening and asking clarifying questions. Diplomatic communication and conflict management are essential for maintaining a positive and productive negotiation atmosphere. Additionally, the project requires collaborative communication within teams. Students must coordinate efforts and ensure alignment on negotiation strategies through clear internal communication and regular updates. Effective teamwork relies on the ability to exchange information and maintain cohesion among team members.

Collaboration in the Group Work

Collaboration is a fundamental aspect of the End-of-Term Negotiation Project, as students work in teams to prepare for the negotiation. The project emphasizes teamwork in three key ways: task division and role assignment, coordinating efforts, and supporting each other, respectively.

Task Division and Role Assignment

At the beginning of the project, students divide tasks and assign roles within their team. This process requires effective communication and consideration of each team member's strengths. The Member Duties Chart is a key tool in this process, ensuring clarity and accountability in task distribution. Figure 3 below shows an example of a completed Member Duties Chart, highlighting the roles and responsibilities assigned to each team member.

Group 1				
No.	**Student Name**	**Duties**	**Notes**	**Marks**
1	Student 1	Write a script: Assign roles to each member, and develop a detailed script, including dialogue, situations, and plot development	Partner B	
2	Student 2	Set the scene: Choose a suitable filming location (meeting room, office, etc.), design the space, and prepare necessary props (board, pen, documents...); translate the script	Partner A	
3	Student 3	Brainstorming: Research common negotiation scenarios in business, and develop a detailed script for a negotiation, including characters, objectives, negotiation points, fix grammar mistakes...	Partner A	
4	Student 4	Filming: Operate the camera, choose the right angle and lighting to record the whole process, edit the video, add effects, sound, subtitles	Partner B	

Screenshot of a Sample Member Duties Chart Submitted by Group 1

Coordinating Efforts

To develop a unified negotiation strategy, teams hold regular meetings and brainstorming sessions. These activities foster collaborative decision-making and ensure alignment with the team's objectives. To ensure workflow, students used Google Drive to upload and share key documents, such as their agenda, script, and final presentation video.

Supporting Each Other

Through the collaborative practices, students developed essential teamwork skills, not only communication, conflict resolution, and problem-solving but also team spirit. Effective collaboration involves mutual support. For instance, during weekly meetings, team members discussed challenges and offered solutions collaboratively, as documented in the Weekly Project Task Assignment Sheet. This log not only tracked progress but also ensured that all members contributed equally, as can be seen in the figure below.

Weekly Project Task Assignment Sheet		
Date: 26/10/2024		**Progress**
My	Send script for everyone	
Ngọc, My, Ly, Linh	Everyone gather to fix the original script, discuss the ideas (Not finalized)	
Date: 30/10/2024		
Ngọc, My, Ly, Linh	Attempt a Zoom meeting to complete the script	
Date: 31/10-1/11/2024		
Linh:	Translate script, find a suitable recording place	**40%**
Ly:	Assign roles and lines to each member	
My:	Check the script again, check grammar mistakes	
Ngọc:	Support My review & check dialouge again	
Date: 2/11/2024		
Ngọc, My, Ly, Linh	Let everyone in the group fix, change or edit their own part of the script	

Date: 11/11/2024		**Progress**
Ngọc, My, Ly, Linh	Complete the script. Identify Agenda & HITs	
Date: 12/11/2024 & 13/11/2024		
Ngọc, My, Ly, Linh	Take the first scene	
Date: 14/11/2024		100%
Ngọc, My, Ly, Linh:	Record the other last scene	
Date: 15/11/2024 - 17/11/2024		
Ngọc, Ly, My	Edit to complete the video.	

Figure 4: Screenshot of a Sample Weekly Project Task Assignment Sheet

Creativity in Problem Solving

Creativity plays a significant role in the End-of-Term Negotiation Project, as students are tasked with finding innovative solutions to business challenges. By integrating creativity into various stages of the

negotiation process, the project helps students develop the ability to approach business challenges with fresh ideas and innovative solutions, a crucial skill in today's competitive business environment. One aspect of creativity involves developing unique proposals, where students are encouraged to think outside the box to craft solutions that not only meet the client's needs but also differentiate their product or service in a competitive market. This requires students to provide added value to the client while ensuring profitability for their company.

Another important element is adapting to objections during the negotiation process. Students often face challenges or pushback from the client, requiring them to think creatively to propose alternative solutions, adjust terms, and present new ideas that address concerns. This flexibility and innovation are essential for maintaining progress and achieving a favorable outcome. Additionally, creativity is integral to the presentation of proposals. Students must design visual aids, structure their presentations effectively, and engage the client through a thoughtful and innovative approach. A creative presentation can enhance the persuasiveness of their proposals and leave a lasting impression on the client.

Above all, The End-of-Term Negotiation Project serves as an exemplary case study for integrating the 21st century framework into an EFL Business Speaking course. Through critical thinking, effective communication, collaboration, and creativity, students engage in a comprehensive learning experience that mirrors real-world business negotiations. The project not only helps students develop essential business communication skills but also fosters the development of 21st-century skills that are crucial for success in the global business landscape.

REFLECTION

Evaluating the Integration of the 4Cs

The End-of-Term Negotiation Project served as a comprehensive assessment tool for evaluating students' development of the 4Cs: Critical Thinking, Communication, Collaboration, and Creativity.

In terms of Critical Thinking, students were required to analyze the client's needs and identify HITs, which involved evaluating different negotiation strategies and prioritizing solutions that aligned with the client's objectives. Feedback from both peers and instructors indicated that most groups excelled in developing well-supported proposals. However, some students faced challenges in critically evaluating counteroffers during the live negotiations, which highlights the need for further development in this area. This aligns with Elder and Paul's (2020) assertion that critical thinking is crucial for making informed decisions in complex scenarios, such as business negotiations.

Regarding Communication, students were assessed on their ability to articulate their ideas clearly and persuade others, both during group presentations and live negotiations. Effective communication played a pivotal role in the success of the project; however, some students faced challenges with impromptu speaking, particularly when responding to counterarguments. This highlighted a gap in students' ability to communicate spontaneously under pressure, a crucial skill in real-time business settings. Du-Babcock (2006) underscores the importance of fluency in impromptu communication, noting that the ability to express ideas confidently and clearly in the moment is essential in business contexts. Therefore, while students demonstrated strength in prepared communication, further attention is needed to enhance their fluency in spontaneous speaking, ensuring they are better equipped for high-pressure negotiations.

Collaboration was another critical element of the project, as students worked in teams to develop a unified negotiation strategy. Teams were assessed on their ability to coordinate efforts, allocate tasks, and ensure active participation from all members. Tools like the Member Duties Chart and Weekly Project Task Assignment Sheet, which were uploaded to Google Drive, played a key role in maintaining accountability and promoting teamwork. This aligns with Anderson's (2008) argument that technology can significantly enhance the development of 21st century skills, particularly in fostering collaboration. However, some teams encountered difficulties in task delegation and conflict resolution, which affected their overall performance. These challenges are consistent with O'Leary and Amsler's (2007) research, which highlights the importance of structured conflict resolution strategies for ensuring effective collaboration.

Finally, creativity was demonstrated through the innovative solutions students developed to address the client's needs. Many teams proposed unique strategies, such as flexible delivery schedules or product customization, to meet the specific demands of the client. These creative approaches not only showcased students' problem-solving skills but also distinguished high-performing teams from others. This supports DiStefano and Maznevski's (2000) argument that creativity plays a critical role in business negotiations, as it enables teams to offer distinctive solutions and gain a competitive edge in dynamic business environments.

Reflections on the Learning Process

One of the primary challenges was time management. Many students struggled to balance the demands of the negotiation project with other coursework. Weekly progress reports revealed that some groups had difficulty allocating sufficient time for preparation, especially during the final stages, which often led to a compromise in the quality of their final presentations. This challenge aligns with Xu et al. (2013), who emphasized that time management is a critical issue in collaborative

learning settings, particularly when students juggle multiple responsibilities. The difficulties with time management also seemed to exacerbate issues related to conflict resolution within teams. Several groups faced challenges in equally distributing tasks and resolving disagreements over negotiation strategies. This highlights the need for structured approaches to both task delegation and conflict management to ensure smooth collaboration. In line with Alrayah (2018), clear communication and conflict resolution strategies are essential for successful teamwork and effective collaboration in group projects.

Additionally, language barriers presented a significant challenge, especially when students were required to respond impromptu during live negotiations. As non-native English speakers, students sometimes struggled to express complex ideas clearly and confidently, particularly under pressure. This difficulty became particularly evident during high-stress negotiations, indicating a need for further development in impromptu speaking. Khomeyjani and Khaghani (2009) argued that language proficiency plays a key role in task-based learning activities. They suggest that strong language skills not only facilitate clearer communication but also increase students' confidence in spontaneous speaking situations. This insight was evident in the project, where language proficiency directly impacted students' performance in real-time negotiations.

Despite these challenges, the project also provided several valuable lessons. Student feedback from post-project reflections and peer evaluations indicated that the use of clear guidelines and structured tools, such as the member duties chart and negotiation scripts, helped students stay organized and focused. Many students specifically mentioned that having a predefined structure reduced confusion and made it easier to coordinate their discussions. Additionally, instructor observations showed that groups that actively used these tools had fewer instances of miscommunication and were more efficient in executing their negotiation plans. Regular peer feedback encouraged collaboration and allowed students to motivate one another. Moreover,

mock negotiation sessions before the final presentation offered students the chance to practice and refine their communication skills, boosting their confidence. These practices align with Rojas-Drummond and Mercer's (2003) recommendation to use scaffolding and practice to improve student performance in communicative tasks.

Future Improvements

To address the challenges identified, several improvements can be made in future iterations of the course. First, enhancing group activities could help improve collaboration. Introducing team-building exercises at the start of the semester would help students establish trust and improve teamwork from the outset. Additionally, incorporating peer-evaluation checkpoints throughout the project could ensure equal participation and address conflicts early in the process.

In terms of feedback, providing more detailed and timely input on students' project deliverables, such as negotiation scripts and agendas, would help guide them in meeting expectations. Moreover, incorporating mock negotiation sessions with instructor-led critiques could provide valuable insights and help students refine their performance during live negotiations.

CONCLUSION

In any class, instructors aim to enhance their learners' experiences. Integrating the 4Cs into the End-of-Term Negotiation Project offered students a valuable opportunity to apply these skills in a practical setting, fostering the development of critical thinking, creativity, teamwork, and communication — essential skills for success in business contexts. A key insight from this practice-based approach is that real-world tasks, such as group negotiation projects, significantly boost student engagement, enabling them to apply theoretical knowledge in authentic situations. Additionally, the emphasis on creativity and critical thinking proved crucial as students addressed the challenges encountered during the negotiation process.

Building on these insights, it is recommended that instructors continue to integrate group-based projects and real-world scenarios into Business Speaking courses. Furthermore, providing timely feedback and utilizing collaborative technology tools can further enrich students' learning experiences and outcomes.

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