

Report On
21st Century Skills for Primary & Secondary Level Students in
Bangladeshi English Classrooms

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Declaration

It is hereby declared that

1. The internship report submitted is my own original work while completing degree at Brac University.
2. The report does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The report does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

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Chapter 1

Introduction

In Bangladesh students start to learn English at a very early age. English is widely practiced as a 2nd language in our country. Many Bangla medium schools in our country are giving the opportunity to learn English to the students. We also have many English medium schools that are following the British curriculum in education process. Moreover, these English medium students are learning English as a 2nd language as well as their basic language to learn other subjects following British Edexcel curriculum.

I got the opportunity to work with the school named Academia which follow the British Edexcel curriculum. This school is situated in Gulshan 1, Dhaka, Bangladesh and it was established in 2002 with a view to provide quality academic programs in English medium leading to IGCSE/ O'Level examination. I worked as an internee there in the primary and secondary section as a substitute English language teacher of grade five and six in January 15, 2020. It was a three-month internship so I worked till March, 2020. My job was to observe various English classes as well as taking some classes, mostly English creative classes and got the opportunity to explore different teaching techniques from the teachers teaching.

In this school the learning environment was very satisfying and each of the classrooms was well decorated. The walls were fully decorated with colourful paintings drawn by teachers and students. Also, there were some motivated quotes written on the wall, which helped the students in visual learning.

Chapter 2:

Literature Review

2.1: Introduction:

Ledward and Hirata (2011, p.193) states that, 21st century skills are a blend of content of knowledge, specific skills, expertise and necessary to succeed in work and life. The authors point out that these skills are more than technological literacy and include proficiency in critical thinking, problem solving, communication and team work. Ultimately, these skills allow people to thrive in the new economy since they help people, a) access, synthesize and communicate information, b) work people collaboratively across differences to solve complex problems and c) create new knowledge through the innovative use of multiple technologies. To help schools achieve the goals, a framework for 21st century learning which consists of core subjects (English, Reading, Language Arts, World Language, Arts, Mathematics, Economic, Science, Geography, History and Civics) as well as interdisciplinary themes. From my experience I think that, these subjects and themes centre on three core skills: life and career skills, leaning and innovation skills and information, media, and technology skills (Fandiño, 2013). Nurturing these skills in the classroom is an important task.

2.2 21st century skills:

Much have changed since 20th century, global political, social and economic system are more about competitive market and led to a massive growth in the knowledge generation, management industry and Information Communication Technologies (ICT). This has had a profound effect on educational institutions. Changing the condition for policy makers and educators and challenging concepts that are taken for granted. Such as, knowledge, information, and ability (Zajda,2010).

Whatever the era discussed, the identity and processes of education are built based on its purpose. The goal set for every educational system that determine the areas held of importance, the skills and competence to be developed within the school practice, the beliefs that will guide the decisions, the means to be used. Educational systems have four core purposes. They are, the economic, the cultural, the social and the personal one (Robinson, 2013).

Even if the technological revolution is, probably, the most visible sign of the times, education has also been charged with a more essential core responsibility, that of constructing a culture of peace and tolerance in a world of constant political, social, geographical, economic, and conceptual changes and conflicts. The cultural purpose of school is to help students develop their conceptualisation of the idea of culture in its depth, the processes that form value systems, the way we have been raised to take somethings for granted, the realization that this is not the same for everyone in this world, the ability to accept and respect what is not the same with us (Robinson, 2013). The education of the present and the future needs to set new goals, focusing on the development of an identity of a responsible and effective national and global citizenship in students, with all the knowledge, skills, and attitudes that this requires (Zajda, 2010). Within these conditions, the 21st century gave birth to a new approach to the skills that are essential for students to be able to experience academic and life success. Several educational and professional institutions have proposed relevant frameworks that include numerous skills and sub-skills, considering the current social and economic conditions. In the relevant literature, they, often, function as a basis for the discussion of educational theory, policy and practice. Though, it remains an issue that depending on the perspective of the institution. As a result, the potential ambiguity of the terms leaves room for various differentiated interpretations, which, consequently, affects the development of both theory and practice.

2.3 Different kinds of skills:

For this internship report, the skills are categorised in four broad sets of skills, namely personal skills, interpersonal and social skills, knowledge and information management and digital literacy.

2.3.1 Personal Skill

Creativity is one of the most discussed personal skills. Creative production of results is the main target in personal skill (Martin, Nacu & Pinkard, 2016). The notion is, often, discussed alongside the concepts of curiosity and imagination (Wagner, 2008; Abdullaha & Osmanb, 2010; Teruggi & Zuccoli, 2015), while (Ejsing-Duun and Skovbjerg 2016), also associate it with playfulness. It is, further, related with the ability to innovate (Sheikh & Siti, 2016; Cruz & Orange, 2016). Romero, Usart, and Ott (2014) introduce the term “co-creativity” in the discussion of the skills of the current century, linking the concepts of creativity and collaboration, thus, giving a more collective dimension to the concept.

2.3.2 Interpersonal & Social Skill

Communication skills are thoroughly discussed, sometimes in combination with collaborative skills and, often, located in the globalized environment of the 21st century. Skilled and effective oral and written communication is the target (Wagner, 2008; Trinidad et al., 2013; Teruggi & Zuccoli, 2015). Although the mother tongue is given priority (European Parliament, 2006), multilingual communication gains more significance as years pass and globalization is becoming more of an everyday reality (Heinrichs, 2016; Mercuri & Ramos, 2014). This condition further poses the need for the development of the team working skills required for one to be able to communicate and collaborate effectively and organically in heterogeneous environments.

2.3.3 Knowledge & Information Management Skill

Information management skills are, often, discussed in relation with digital skills, treated by some authors as a distinct set of skills and by others as a set of sub-skills of digital literacy. The interactive trait of information literacy is highlighted (Ananiadou & Claro, 2009). Being able not only to access and analyze data, but also to manage multiple streams of simultaneous information is deemed of high significance, as it is the basis on which the student can develop his or her skills of applying knowledge to new situations and, ultimately, create new knowledge (National Council of Teachers of English, 2008; American Association of School Librarians, 2007). Content knowledge is, also, discussed in the reviewed publications (Balcaen, 2008), although not much emphasis is placed on it, compared to other skills and competencies.

2.3.4 Digital Literacy

In the discussion of digital literacy, which is the term mostly used by authors, a variety of sub-skills are discussed. Confidence in the use of media and ICT and proficiency in the use of digital tools are considered important (National Council of Teachers of English, 2008; Ofodu, 2012; Martin et al., 2016). It is, further, discussed that this relationship with the technology should be interactive (Ananiadou & Claro, 2009) with students developing the ability not only to access multimedia texts, but also to analyze, critique, evaluate and create new pieces of them, attending at the same time to ethical responsibilities, a topic also deemed important in such complex environments (National Council of Teachers of English, 2008). Lohnes Watulak et al. (2011), also, discuss the notion of a participatory culture in technology.

2.4: The Use of 21st century Skills in Learning:

The world is changing at seemingly breakneck speed. Around the world, a wide-ranging debate is taking place about what knowledge and skills are most important for the increasingly diverse, interconnected and innovation-oriented society of the 21st century.

Vivien Stewart states that the cities in Asia Society's Global Cities Education Network all agree that the goals of education can no longer simply be to provide basic literacy skills to the students. The skills that are easiest to teach and easiest to test are now also the skills that are easiest to automate, digitize, and outsource. Instead, cities are directing their attention to develop 21st century skills and competencies for all students. Cities differ in exactly how they define and prioritize these skills but they generally include:

Cognitive skills: critical thinking, problem-solving and knowledge application, creativity

Interpersonal skills: communication and collaboration, leadership, global and cross-cultural awareness

Intrapersonal skills: self-direction, motivation, learning how to learn

He also mentioned that to address these new imperatives, education systems around the world are exploring ways to integrate 21st century skills into different curriculum areas and also to help teachers develop different pedagogies and learning environments that will help to inculcate these skills.

Cities in the network are experimenting with different ways of measuring 21st century skills. For example, Hong Kong is one of a few cities that are introducing project-based assessments, which require students to apply their knowledge to new problems.

To implement this curriculum, Melbourne educators are helping to develop an online assessment platform that will include indices of creativity and critical thinking skills and are experimenting with self- assessment and peer assessment tools as part of their approach. In Houston a laptop initiative is designed to engage students in more self-directed learning.

Toronto's curriculum standards are explicit about the need to assess learning skills and work habits as well as content knowledge. Both Toronto and Seattle are interested in ways to assess student's global competence. These are some situation or initiatives that are taken to apply 21st century skills in learning.

2.5: Use of 21st century skills in learning in Bangladesh:

According to Kazi, in formulating education curriculum for the 21st century the concerned authority of schools, colleges, and universities in Bangladesh should pay due consideration to the skills which today's students require when they enter the job market. The curriculum should be considered as the source of required skills. So, it is already very clear that in today's world having 21st century skills are very important, as these skills are not only confine in knowing the subjects only. Still in our country we are following the same traditional learning policies. Very few classrooms in our country could provide the technological stuffs to the students. Moreover, very few teachers are focusing on the development of students' creativity and critical thinking. This case is even worse in the rural areas in Bangladesh, many schools may don't even know the term of 21st century skills learning. In rural area many schools are solely depended on the traditional teaching and learning method. This is how they are not getting the ability to think critically or creatively, because in many schools they prefer memorising the lessons. In our country students are learning their 2nd language which is English still most of the people are afraid of speaking, writing, or communicate in English. Still they feel shy or become very conscious if they make any

mistake. The main reason behind this that, they know about the language and its structure but many don't know how to use it properly. Hence, for not practicing communication earlier many people in our country don't develop the social skill.

Although there are some schools, they are focusing more on 21st century skill rather than just knowing a language. They are promoting creative writing, critical thinking, social skill, communication, leadership ability. In many schools' students are instructed to write short stories by their own which enrich their creative thinking and critical ability. Schools also arrange different kinds of competitions and programmes like, debate program, science fair, language competition, writing competition. All this help the students to increase their social skills and build up their confidence. Every teacher must encourage students to participate these kinds of events. Moreover, for communication and leadership skills many schools are including group work or pair work in the classroom, if every student gets the chance to lead one group then they will develop the leadership skill. Group work or pair work also develop communication skill as well. The situations mentioned above represent teaching and learning of 21st century skills in Bangladesh.

Chapter 3

Theories into Practice and my Experience

I have completed my internship from Academia School and the duration of my internship was two and a half months because of the Covid-19 situation, it was supposed to end after three months. There I had the chance to work as an English language substitute teacher of grade six and I also had the chance to observe English language classes of grade seven and eight. At the very beginning of my internship I observed every grade from KG1 to class eight, at that point I not only observed English language classes only, I also observed classes of different subjects. Such as- Social science, ICT and Bangla language.

In this school students had three English language classes. Students get the chance to learn four different English language skills and elements each day based on their school routine, teacher also concentrate on teaching these skills. For example- one day students learn English grammar, another day they learn comprehension and on the third they are practicing creative writing skill.

As I was allowed to observe and teach different English language classes, I got the chance to observe various teaching and learning technique where teachers are promoting teaching techniques which enhance 21st century skills. This particular chapter is divided in to some parts where in the 1st part describes as an observer what I have found and how students and teachers' practice of 21st skills in-side the English classrooms. In the 2nd part I am going to talk about students using 21st century skills inside the classroom and their outcome. In the 3rd part I am going to describe my experience in teaching, using 21st century skills in the classroom of class six. Lastly, in the last part I will be talking about the responsibilities I have fulfilled as an intern teacher. Here, in this

chapter I am going to describe of both working as an observer and as a teacher in the light of different theories in the light of different theories mentioned in the literature review chapter.

3.1. As an Observer

In this part, I am going to describe the 21st century skills, techniques and technologies are used by the English language teachers who are assigned to teach the students of grade five, grade six and grade seven. I have observed different classes and found that every class follows slightly different techniques in term of English writing and creative class. Otherwise, almost every class follows the same technique in term of grammar teaching class.

Class 5

The teacher in this class used to start the class by exchanging greetings with the students. There were 15 students in total and English was the target language for both the teacher and students. The teacher used to use target language from the very beginning of the class and continued till the end of the class. A reason behind using target language is that grade five students are not at the beginning level of learning their target language, also they have good control over the basic of the target language. Nevertheless, they are still learning new grammatical terms, new vocabulary items, new writing reading as well as speaking techniques. At this level, students are learning how to come up with creative ideas by discussing with the teacher and using them in analysing in given topic. Moreover, all the classroom discussions, the question answer session were happening in the target language. No, translation or speaking in L1 was allowed in the classroom. Even if the students wanted to know about the meaning of a new word they are asking in English, rather than in L1. If the students made any mistake, the teacher used to correct them in English as well.

After the greeting session, teacher introduced the topic “Winter Season”, which was for the creative writing class and they had to write a paragraph on the topic. As this was a new topic for the students that is why teacher provided them some instruction regarding the topic. After that they had to write this comprehension by using their own creative ideas and practical experience. The teacher provided some oral instructions and hints, such as -

| |
|---|
| <p style="text-align: center;">Instructions for comprehension writing</p> <ol style="list-style-type: none">1. Follow the given hints2. Word limit: 150 words3. Paragraph: more than 3 paras <p style="text-align: center;">Few hints on the comprehension</p> <ol style="list-style-type: none">1. Which is your favourite season?2. Winter season duration in our country3. Different events in winter season4. Various foods during winter season |
|---|

Figure 1: Some instruction & Hints

Through this creative writing class, the students were able to think from their real-life experiences and using their own, imagination, new words and sentences. Almost every student is very responding to the teacher, teacher asked one of the hints to the students “Which is their favourite season?” almost everyone answered “winter”. In writing students made few mistakes but the full comprehension based on their real-life experience and what they had seen in winter season. For the mistakes I gave them written feedback. One of the students writing sample is given below as an example:

Winter Season

Winter is my favourite season. Winter season comes after the rainy season. At this time the weather remain (**correction remains**) cold and the cold winds (**correction wind**) blow (**blows**). People wear warm clothes. The days become very short and nights became (**become**) very long. People prefer hot tea and coffee and we get fruits like apples, oranges, grapes etc, different kinds of cakes are made in this season. people (**capital P**) go on picnic and many fairs are held in this season. Many winter flowers are found at this time marigold, petunia etc.

Figure 2: Student's Writing Sample

In this way the teacher followed a proper English creative writing class which is one of the requirements in 21st century success (Henderson, 2008). As I have mentioned in the 1st part of literature review chapter Ledward and Hirata (2011) state that, 21st century skills are a blend of content of knowledge, specific skills, expertise and necessary to succeed in work and life. The authors point out that these skills are more than technological literacy and include proficiency in critical thinking, problem solving, communication and team work.

In this regard Kramsch (1985) talked about Interactive discourse in small and large group. Throughout my observation I found that students were interacting with the teachers inside and outside the classroom. I have also observed that in every English class which is their second language class are following direct method. Here teachers make sure that students are acquiring their second language in the same way they learned their first language. For example, in class five students were repeating some new words using in a sentence with their teacher. After that they

were asked to use the same words but in a different sentences and students have to use their creativity here. Moreover, I also felt that interaction makes students more comfortable and confident in communication as well as in speaking. Some new words they learned were-

New words and sentences given by the teacher

1. Obtain- A week later he obtained his leave from office.
2. Detain- The thief was detained by the police for questioning.
3. Feeble- The country is suffering from feeble economy.
4. Attic- The attic in this house is very beautiful.

Sentences made by a student using same words

1. Obtain- My friend obtained a good result.
2. Detain- I detained a chocolate for my brother.
3. Feeble- My grandmother is suffering from feeble muscle.
4. Attic- We have an attic in our house.

Figure 3: New Word Meaning & Sentence Making Example

Class 6

I was asked to teach creative English writing to grade six students. There were 17 students in total.

I had the opportunity to observe and teach the students of grade six.

At first, I am going to describe what I have observed from English creative class, on 6th February 2020 the students were told to write an advertisement on the topic of “Selling a flat”. Before introducing this topic, the teacher asked every student to bring an English newspaper cutting of various advertisement in the previous class. The teacher asked everyone to look at the newspaper cuttings that they had brought and have some idea on advertisement are written. A sample advertisement picture is given below-



Figure 4: Sample Advertisement

Then in the next class teacher provided the topic and told the students to write on it. Teacher provided some instructions, such as-

- | Instructions by the teacher |
|--|
| 1. Word limit- 70/80 words |
| 2. Creative title to catch buyer's attention |
| 3. Made the advertisement as realistic as possible |

Figure 5: Teacher's Instruction

For instruction the teacher used very simple language and short expressions. When some of the students were confused, she took the effort to repeat her instructions in an elaborated manner. On this note, Sowell (2017) states that, giving clear instruction has a direct effect on learning, a lesson and activity or else it becomes chaotic and fails when students do not understand what they are supposed to do. While writing the advertisement students were asking many questions to be clear and teacher was giving proper explanation. According to Gower (2005), at this point the teacher was eliciting answer from students themselves. Eliciting is when a teacher brings out students' knowledge, suggestions, and ideas by asking questions or giving clues. This particular task was focusing on the skill of critical and creative thinking skills which fall under the 21st century skills. The students were thinking analytically from their real-life experience about the topic and advertisement. They are thinking creatively about, how they are going to catch customers' attention, through their advertisement. 21st century skills are totally based on creativity, critical thinking and writing, which students can use in their real-life, Scott (2015, p.8) defines '21st Century Skills' as 'the knowledge, skills and attitudes necessary to be competitive in the twenty-first century workforce, participate appropriately in an increasingly diverse society, use new technologies and cope with rapidly changing workplaces'.

At the same time, my students were not simply interested in achieving a high command of the different language skills needed in social situations, they were also concerned with the acquisition of the formal academic skills demanded in university. Similarly, the Languages and Literatures Department of St. John's University (2013) state that in an increasingly interdependent world success depends greatly on the ability of individuals to function in various languages. There is another technique called "Six Thinking Hats" by Edward de Bono (2010), this encourages alternative creative thinking among learners. Such thinking forces someone to move outside his habitual thinking style, and to look at things from a number of different perspectives. This allows one to get a more rounded view of the existing situation.

3.2 Students using 21st century skills inside the classroom & outcome of it

In Academia School primary & secondary level students are very active in case of using 21st century skills especially the secondary level students. Although they have fewer facilities of technological use inside the school, but they are well aware of using 21st skills inside the classroom. For instance, creative thinking and writing, applying real life experience and critical thinking are practised in almost all the classroom. Students learn 21st century skills inside the classroom but they are able to use them in their own life, outside the classroom as well.

By using 21st century skills both inside and outside the classroom, learner achieve the skill to solve any real-life problem This is one of the purposes of developing 21st century skills in schools. On the other hand, only bookish learning cannot help a student to face the real world. That is why, the goal set for every educational system is to determine the areas held of importance, the skills and competence to be developed within the school practice, the beliefs that will guide the decisions, to be used. Educational systems have four core purposes. They are, the economic, the cultural, the social and the personal one (Robinson, 2013).

Some outcomes of Teaching 21st century skills in Schools:

Through critical thinking & problem-solving tasks empower students to discover the truth in assertions, especially when it comes to separating fact from opinion (Stauffer, 2020). They can demonstrate persistence in working with difficult problems and can clearly articulate problems they encounter. Students can seek outside sources of information when they do not know the answer to a problem. In addition, students can independently choose appropriate problem-solving strategies.

Initiative and self-direction are when students can direct their own learning and they are motivated to continue learning they also become motivated to share their creativity with others. In this case, students are able to challenge themselves and are able to set goals (Stauffer, 2020). Moreover, students are able to use tools and processes to plan and prioritize tasks required to achieve a goal. Students are able to discover and ask by formulating their own question, also they can identify higher level questions. Students can gather and evaluate information from different sources and they can decide which information is relevant.

Another skill is creative thinking and innovation and, the outcome of this skill is students can generate multiple original ideas. They can also evaluate the quality of ideas and select the best to shape into a product according to Bloom's Taxonomy (2001). Also, they are able to use ingenuity and imagination, going outside conventional boundaries, when shaping ideas into a product. Hence, students can take different perspectives to elaborate and improve the ideas.

Lastly, students can communicate which teaches students how to efficiently convey ideas and work with others to achieve a common goal or solution through collaboration, which is another 21st century skill (Stauffer, 2020). Even more they can consider the idea of others without judging

or criticizing and they can effectively share and explain their ideas. Another outcome of this skill is students can take and apply feedback from their peers. Eventually, students participate in creating a positive learning environment for others.

3.3 My experience as a teacher & using 21st century skills inside the classroom

On 27th February, 2020 I had the opportunity to take grade six's English language and creative writing class. On that day, I was observed by my university's internship supervisor Dr. Sabreena Ahmed and my school supervisor Ms. Nusrat Zahan. Both of my supervisors were very cooperative during that class. Before taking the class, I got the chance to discuss my teaching techniques with Sabreena madam, she listened to my plan and gave me some suggestion to improvise my techniques. She also helped me a lot while I was taking the class.

I started the class with greeting, I informed the students that we were going to have a debate in the class. Debate is another technique to make students think critically (Dewar, 2011). For grade six students' debate was not a new term but they never practiced debating inside the classroom. So, my topic for the debate was "Internet should be banned in the school", students found this topic vary interesting. In standard six almost every student is familiar with the term internet and many of them were using internet in their houses. That is why I had selected this topic. As, my teaching technique was debating for that I made two groups, one group was against the topic another agreed with the topic, consisting of five to six members in each group. The groups themselves selected whether they are going for or against of the topic.

At the very beginning I introduced the topic, gave them some step by step instructions in steps. The instructions are given below:

- 1) Students have to make two groups of four or five members
- 2) They have to come up with 3 points regarding their topic with relevant examples or real-life examples.
- 3) They have to present their ideas in front of everyone by turns

Figure 6: Debate Instruction

Some of the students were already familiar with the concept debate, still I mentioned some basic structures of debate. I gave them five to eight minutes for the group discussion. For the group work I made them rearrange their seating into face to face seating arrangement so that they can discuss together. According to Gower (2005) in his book, for-group work how seats will be arranged depend on size of the class, size of the groups and the style of the furniture. In Academia, all the chairs are moveable and it was easier for students to shuffle them and form groups. I also made sure that everyone is contributing to the discussion and I was monitoring actively, as I was continuously giving correction to the students. After their discussion I instructed them that, from every group two members had to come in front of the board, among them one had to write any one point on the board from the earlier discussion, after that another member had to elaborate and describe that point. Rest of the students had to write the points in their copy from the board. This is how from every group almost every member was participating and everyone was active during the class. During the discussion I was giving informal and verbal feedback, which can occur at any times as it is something that emerges spontaneously in the moment or during action (Gower, 2005).

I found notable difference between male and female students' in presentations when they came in front of the class. Male students were quiet, shy, and less confident to present in front of everyone. The main reason for this situation is their age, at this age because, at their age of adolescence, male and female bodies start to change. It is seen that most of the female students become taller than

the male students, and male students also start to experience changes in their voice. That is why male students feel less confident and shy about their body and outer looks, especially in front of girls. They become more conscious about their body's growth and voice. However, among their friend circle male students are more comfortable, out spoken and confident. Sousa (2011) cited that, the hippocampus, which is responsible for memory formation and consolidation, grows more in girls than boys during adolescence. He cited this as a plausible cause for girls' better language, arithmetic, and sequencing skills.

When students completed discussing their points, I gave an overall summary from both groups, and tried to explain what they tried to establish. While debating all the students used their real-life examples and experience.

Here is a table showing some points discussed by the students,

| For: | Against: |
|--|---|
| Using of internet totally depend on the person | Social bullies hamper human psychology |
| Internet helps to grow knowledge | There are many harmful sites to distract students |

Figure 7: Debate Instruction

One student explained that how social bullies hamper human psychology and also one student said that internet using totally depend on the person, if they are using it for good or bad purpose. According to Ledward and Hirata (2011), 21st century skills are a blend of content knowledge, special skills, expertise, and literacies necessary to succeed in work and life.

Before finishing the class, I gave the students a home task where they have to write an argumentative essay on the same topic they had discussed in the class, but in the home work they

have to choose only one side of the topic and support that to make their stance. As, they took notes from the board, that would help them to write down the essay. During and after the class, students enjoyed very much and they were looking forward to more classes like this. The Following week they submitted their home works and I checked their copies and gave them written feedback. This is how my students were participating in speaking, writing, thinking, sharing thoughts through group discussion, using real life examples and practical situations. I tried to practice 21st century skills in the class in this way.

3.4 The responsibilities as an intern teacher

An intern teacher's responsibilities differ from institute to institute. Although there are some basic responsibilities which every intern teacher should follow.

These are according to South Florida State College:

1. Daily attendance and punctuality are mandatory at the assigned school.
2. Have to demonstrate professional conduct in action and attire.
3. Demonstrate in effective classroom management.
4. Showing interest in taking responsibilities.
5. Immediately notify the supervisors of absence.
6. Have to be fair, impartial and consistent in working with the children.
7. Be aware and meet all deadlines for assignments that are required.

As an intern teacher I tried my best to fulfil all my responsibilities perfectly. I tried to stick to my topic and tried to apply them in the classes. I tried my best to follow and apply my supervisor's instructions. Used the instructions as well as 21st century skills inside the classroom, also made English creative writing classes as interesting and effective as possible.

Chapter 4

Challenges

Throughout the internship process there were some certain challenges which I had to go through. Firstly, I would mention maintaining the class timing as a challenge in case of teaching the primary and secondary students. It takes time to make the students understand every instruction. As they are not fully aware of the language. Also, in every English creative class they were introduced to new topics, that is why, they need time to understand teacher's instructions. Within 35/40 minutes it is actually not possible to conduct a class properly.

Secondly, I was not allowed to take a lot of classes as it was a well reputed school and they had their own official rules. I was allowed to observe the classes more. Also, there were not only comprehension and creative writing classes there were specific grammar classes that I had to observe as a part of my duty. Therefore, sometimes I was not able to concentrate only on the English creative teaching of the teachers. I had to observe the teaching process of the other language skills as well.

Thirdly, I would like to mention there was overall a comfortable learning environment in the school. Each classroom of the school had air conditioner and CCTV camera. I saw some students falling asleep in the class due to the comfortable atmosphere in the class. It actually diverted the attention of the students in the class. Also, the CCTV camera did not help the students as well. In fact, it constantly reminded them that they were being monitored and sometimes the students were too much cautious of their behaviour in the classroom. Even there was no one to monitor the CCTV footage, the CCTV monitor was set in the registrar's office and two of the registrar madams did not get enough time to look at it, as they were busy with maintaining school disciplines.

Fourthly, as a school situated in a developing country like Bangladesh, Academia school had their own limitations. The availability of modern teaching tools was very less. There was no projector, computer or any visual aid in the classrooms, but they have a computer lab which is insufficient for the large number of students. Therefore, teachers were not able to use the modern techniques to teach the students. Hence, they had to follow the traditional method and use only whiteboard and marker as teaching tools. I had seen only one teacher using her mobile phone in the classroom for instruction writing and word meaning. The teachers were not able to come out the old way of teaching in lecture mode.

Lastly, I would like to mention about the qualification of the English language teachers who are being appointed in the schools. Grade five and six students are learning new terms and topics in different language. Therefore, the nurturing should be done with enough patience and should be handled tactically. However, during my internship, I have observed that some of the teachers were not considerate to the students, they only thought of their interest and behaved roughly with them. I also observed that some teachers who scolded the students for no reason. The classroom situations that could have been controlled in a better way, the teacher ruined it all with her anger management issue. This kind of behaviour really affects the children and greatly hampers the teaching and learning process in a classroom. On the other hand, some teachers were over friendly with the students and for that reason students used to treat them as one of their friends and they were not obeying their teacher's instruction, which was also not good for students. There should be a proper blend of anger and friendliness among the teacher to control a class.

Chapter 5

Conclusion & Recommendations

To conclude, I would like to say that the internship experience was a great journey for me. I got to learn about the real-life situations in the classrooms and how to deal with them. Moreover, I believe that 21st century skills are the mixture of learning innovation skills, information, digital and media literacy skills. Consequently, schools in general and EFL (English as a Foreign Language) classrooms should provide students with practices and processes. Schools should focus on acquiring and developing, among other things, creativity, critical thinking, collaboration, media literacy. The main purpose of the internship was to have an idea about how the teachers of the new generation are teaching creative English classes to primary and secondary level students in the classrooms. Whenever I got the chance to take a creative English class, I tried to apply 21st century skills inside the classroom. The home tasks, I used to provide the students were also based on 21st century skills, so that, students were able to use those skills outside the classroom as well. After observing the teaching techniques closely, I tried to analyse them with the related theories and tried to incorporate them accordingly through this report.

During my internship, I pointed out some points that can help to teach creative English to the students more effectively:

1. The class timing should be more than 40 minutes.
2. There should be availability of modern teaching tools like- projector, computer so that the teachers can implement different teaching techniques.
3. Teachers should be up to date and well aware of the modern techniques of teaching English creative class so that he or she can apply those techniques in the classrooms.

4. Students should not feel too comfortable in the classroom, also they must not feel too much difficulty or discomfort in the classroom.

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