

BELTA Newsletter

Editorial

BELTA is a registered non-profit organisation for ELT practitioners in Bangladesh. BELTA was first established in 1984 and seemed to be promising in uniting and guiding the ELT community in Bangladesh though unfortunately it went into hibernation in the 90s. Because of the tireless efforts by a group of passionate ELT practitioners, it was officially revived in September 2003. Since then, BELTA is advancing rather resiliently by contributing to its members by organising workshops, giving training, organising national and international conferences, networking with other national and international English language teaching organisations like IATEFL, ELTAI, JALT, MELTA, SPELT, British Council and American Center.

BELTA aims to support English Language teaching professionals and update their knowledge and skills through networking, training, research and publication. It ultimately seeks to transform teachers into lifelong and self-reliant learners and help them be critical of their own practices that would inculcate confidence in them, making them more powerful than ever and appreciative of their identity.

Along with organising seminars, workshops and conferences, BELTA used to publish its newsletter regularly till 2015. Unfortunately, it was not possible to maintain the trend. There cannot be any excuse for such delay; however, certain facts need a mention. BELTA has grown both in its capacity and work scope. There has been a regular addition of young and talented professionals who both complemented and replaced the existing experienced members. BELTA took up new challenges like expanding its horizons through opening chapters across the country, venturing for journal publication,

networking with more global platforms etc. Such innovations are called for more engagement with the forum.

Hence, BELTA's expansion resulted in an increase of both the quantity and quality of work which affected work culture and work priorities. Efforts, no doubt, were given.

Recently, we have been able to regularize organising conferences and THT events, publishing journals, and doing other professional activities. Chanting regularity as the new mantra, we are now in a position to resume some of our earlier practices like publishing the newsletter again.

It is a big relief to be able to say that the BELTA Newsletter is published again after a long inadvertent gap. The credit goes to the President, Ms. Rabeya Binte Habib (EC member), Ferdoushi Rahman (EC member) and Moshir Rahman (Organising Secretary). In addition, the editorial team would like to thank the contributors whose write-ups enriched the newsletter. In this connection, we would like to invite write-ups for the next issue from the members, chapter coordinators, on any kind of professional and academic activities. Selected write-ups will get published in the newsletter which will appear on the official website of BELTA. Reports can also be about member achievements, awards, honors, professional tours, attending conferences etc. Finally, thanks go to the entire BELTA Newsletter Editorial Board for their commendable team work.

As the new executive committee 2019-2021 is about to be formed, we would like to congratulate them in advance and hope that they will take up the challenge and continue the regular publication of BELTA Newsletter. Thanks are due to the outgoing committee for reviving the newsletter and many good things.

Contents

<i>A few words from the President, BELTA</i>	2
<i>Eclectic Approach to Teaching a Foreign Language</i>	3-4
<i>BELTA National Conference 2019</i>	5-6
<i>Representing BELTA at 23rd International Conference by NELTA in 2018</i>	7
<i>Official Representative of BELTA at JALT 2018 Conference</i>	7-8
<i>BELTA Executive Committee Member was Awarded Mevlana Exchange Scholarship 2018</i>	8
<i>BELTA Publication Secretary's Participation in GIAN Course</i>	9
<i>Tips from a Veteran Teacher</i>	9
<i>BELTA Workshop</i>	10
<i>BELTA Chapter News: Pabna</i>	11
<i>BELTA Teacher Training</i>	12
<i>Publication of BELTA Journal</i>	12
<i>Diary of a Classroom Teacher</i>	13-14
<i>BELTA in Pictures</i>	15

A few words from the President, BELTA

Warm welcome from BELTA Executive Committee 2017-2018!

It is heartening to inform you that the long pending issue of BELTA Newsletter has just been published online. From now onwards it will be published online only though we used to publish hardcopies in the past. Digital copy is both pocket and environment friendly, and maximises readership. I hope, you will like reading it online. In this regard, I must give credit to Rabeya Binte Habib and Ferdoushi Rahman, two of our proactive BELTA EC members who played the key role to publish this newsletter online. I am also grateful to colleagues who contributed in various ways to this publication. However, we also apologize to all the members for not being able to publish it regularly for the last few years. Reasons behind our inability are many, so I better not draw your attention to that unpleasant part of the story.

I wish you happy reading!

Harunur Rashid Khan

President, BELTA

Article

Eclectic Approach to Teaching a Foreign Language

The eclectic approach is the label given to a teacher's use of techniques and activities from a range of language teaching approaches and methodologies. The teacher decides what methodology or approach to use depending on the aims of the lesson and the learners in the group. Eclectic approach for teaching a foreign language is commendable when circumstances do not allow for the adoption of a single method. Learners of foreign languages nowadays are prepared to invest less time than before in learning a foreign language. However, they expect to become sufficiently competent in that language in order to be able to perform well under particular circumstances.

Eclectic approach is neither a teaching tool for the teacher nor a learning method for the learners. It is a combination of methods for doing things such as listening coordinated speaking with subsidiary elements like pronunciation and form of the language.

The eclectic method provides a third option for teachers because it fuses elements from traditional and cognitive methods to deliver on the strengths of both. It includes content integration, knowledge construction, prejudice reduction, equity pedagogy, and empowerment of competitive aptitudes. To accommodate these changes, teachers need a new way of thinking. The concept of bilingual knowledge learning has evolved towards a vision based more on management and creation rather than one based on learning only. Still, how to apply them to bilingual learning is a new concept and continually inspires teachers to move forward. Teachers should help children learn by thinking about controlling, and effectively using their own mental process. Cognitive learning helps children process new information by taking an advantage of knowledge and attitudes that children already have. Under the principles of cognitive theory, knowledge that

makes sense and has significance to children is more meaningful than inert knowledge and knowledge learned by rote.

Teaching a foreign language must be simple for both teachers and learners and must be within the capabilities of all teachers. Also, the teacher must feel that students are progressing satisfactorily. It must overcome the conflict between fluency and accuracy. It must increase the rate and amount of learning which takes place in the classroom. Testing must be part of the method, and not a separate entity. It must reflect the linguistic habits the learners have already acquired by learning their mother tongue and their ability to assimilate a new language. Since our aim is to have our learners master the foreign language, no matter what approach we adopt, we should adopt an approach which makes our learners master the foreign language in listening, speaking, reading and writing with understanding. Such an approach is neither structural nor functional only, but it combines the both.

The use of eclecticism does not mean to mix up different approaches randomly. It must have some philosophical backgrounds and some systematic relation among different activities. Usually recommendations are made to mix structural approaches with communicative use of language because. Language is based on structures which are used to convey meanings and perform functions. Therefore, we consider language learning as a combined process of structural and communicative activities.

The eclectic approach to language teaching was advocated during 1990s. An advantage of this approach is that learners have a clear vision what they are learning. Multiple tasks and lively interaction are the salient features of this method. Some learners go by their own communication strategies, who will become more confident in writing but most often they fail in speaking. The purpose of advocating eclectic method is to connect life experiences to the ideas presented in learning of the language. The types of learning

activities teachers select are often directly related to their experiences in the real world.

There are many methods of teaching English out of which Eclectic way of teaching includes positive objectives of known methods and principles. Eclectic method is a popular method these days as teachers have to face multiple types of students in the classroom. However, some teachers are very sensitive about using various methods as they find a particular method comfortable using in the classroom without taking much trouble. People advocate Eclectic method greatly and some criticize it harshly. Of course, it has its own advantages and disadvantages. The advantages lie in general understanding aspects. Firstly, with this approach, it becomes easier and more possible for the learners to understand the language of the text with the context of culture. Secondly, it blends the practice of listening, speaking, reading and writing into an organic whole. It is obvious that any one method does not serve the right purpose of teaching English. This is how teaching English by combination of various methods and approaches will help the teacher to teach English effectively. Teaching of English should be made easy by bringing into realistic situation, the best way of teaching English is by creating situations. The situation makes the language easily comprehensible. It connects a closer link between an expression and usage by coordinating meaning. It is also important that creating situations should be appropriate to students' level and their context of culture. Teachers of English themselves are not very efficient in many cases. This is why Eclectic method may be appropriate in many situations. It advocates that a number of methods can be used based on the selection of particular methods which depends on the level of students. However, the basic principle of learning is simplicity. Eclectic method of learning is an integral part of the total learning process.

Larsen-Freeman (2000) and Mellow (2000) both have used the term principled eclecticism to

describe a desirable, coherent, pluralistic approach to language teaching. Eclecticism involves the use of variety of language learning activities, each of which may have very different characteristics and may be motivated by different underlying assumptions. The use of eclecticism is due to the fact that there are strengths and weaknesses of single theory based methods. Reliance upon a single theory of teaching has been criticized because the use of a limited number of techniques can become mechanical. The students thus cannot get benefits of learning.

Experience has shown time and again that sticking blindly to a single 'pure' method of or approach to ELT leads to marginal results and short-lived competencies in restricted areas of the foreign language practice. Eclecticism has a very strong advantage to recommend it under various constrained circumstances. It involves a philosophy of local solutions to local problems. It is a very democratic approach to language allowing for a freedom of choice (Taron & Yule 1989:10).

References:

- (i) Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching* (2nd ed.). New York: Oxford University Press.
- (ii) Tarone, E. & Yule, G. (1989). *Focus on the Language Learner*. Oxford: Oxford University Press.

Masum Billah
Program Manager
BRAC Education Program

BELTA National Conference 2019



Keynote Speaker with the Chief Guest and Chapter Coordinator, Mymensingh

A day-long BELTA National Conference was held on April 6, 2019 at the Bangladesh Agricultural University (BAU), Mymensingh in collaboration with the host university. This day-long conference started at 9:30 am and ended at 5:00 am. The chief guest, Professor Dr. M Jahiruddin, Dean, Faculty of Agriculture (BAU), has inaugurated the conference with his welcome speech. The Keynote speaker was Dr Rubina Khan, Professor of English, University of Dhaka. Associate Professor Abdul Karim, BELTA Mymensingh Chapter Coordinator also spoke as a special guest. The morning session was presided by BELTA President: Harunur Rashid Khan. Nearly 250 participants from primary and secondary schools, colleges, madrasahs and universities attended the programme. The male female ratio of the participants was 56:54. The participants were from Mymensingh, Netrokona, Jamalpur, Sherpur, Gazipur, Tangail, Dhaka, Chandpur, Comilla, Chttogram, Pabna, Sylhet and Feni. Besides 12 workshops, 8 papers were presented, and a panel discussion was held in the conference. The programme ended with certificate giving to the participants.



Chapter Coordinator Presenting at the Conference

BELTA National Conference through the Eyes of a First Time Student Presenter

Tanzina Noor
Final Year Student
Department of English
Daffodil International University

Attending the BELTA National Conference held in Mymensingh on 6th April, 2019 put me through a lot of experience, creativity, and research.

I along with other members in the team worked on some aspects of listening skills which were:

1. Exploring the role of listening in communication;
2. Learning about five approaches to listening;
3. Discovering the strengths and challenges;
4. Practicing the use of approaches in different situations and
5. Creating plans to apply new skills.

My task basically was about the 5th point, how listening skill can be presented in the classroom in an enjoyable manner. I made participants to be able to co-operate in the process of making a story. For making the process successful, I had to go through my own studies and ideas by which I found this technique helpful. I took my plan to incorporate story chain game for this part. In this technique, I gave clear instruction to the participants about my task which was to listen for comprehension.



From the left: Tanzina Noor, Rokeya Jahan, and Anushka Islam

During my workshop, as it was my first time experience to stand face to face with the teachers

and students whom I never met before, I felt to be in a challenging seat. I understood how it feels acting like a teacher. However, going to a new place and working on a particular aspect means a new thing and I had to witness them all. It was also the part of my faith on myself, my confidence, self-esteem on running the process I wanted to present in the hall.

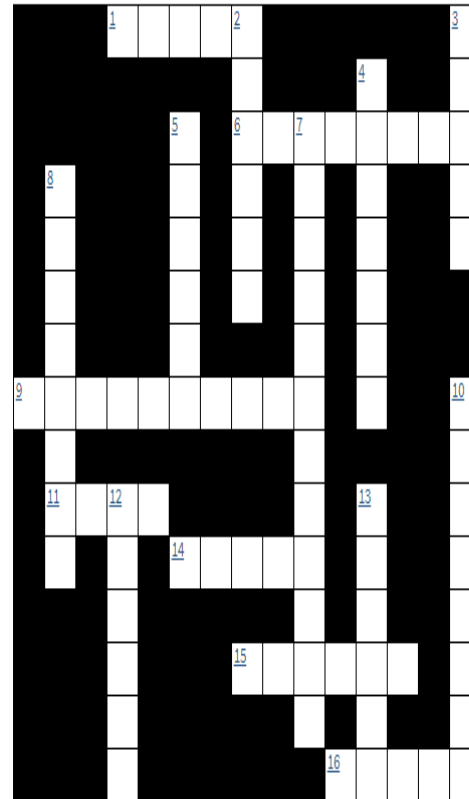
Everything has a result, and so I had mine. I got positive responses from the participants appreciated my efforts and showed their interest to incorporate some of our activities' in their classrooms.

Moreover, this trip is rewarding experience for me as I went with other batch mates from my university who also joined the conference as workshop conductors.



DIU Student Presenters at BELTA with the Faculty Member, DIU: Rabeya Binte Habib (at the back)

Countries and capitals around the world – Crossword



Across

- 1. South Korea
- 6. India
- 9. New Zealand
- 11. Italy
- 14. Japan
- 15. Spain
- 16. France

Down

- 2. United Kingdom
- 3. Egypt
- 4. China
- 5. Germany
- 7. USA
- 8. Australia
- 10. Belgium
- 12. Russian
- 13. Philippines

Source: www.englisch-hilfen.de

BELTA Members at Home and Abroad

Representing BELTA at the 23rd International Conference by NELTA in 2018

Dr. Mian Md. Naushaad Kabir, Publication Secretary, BELTA, and Assistant Professor, Institute of Modern Languages, University of Dhaka, was officially nominated to represent BELTA at the 23rd International Conference 2018 on 15-17 February, 2018, organized by Nepal English Language Teachers' Association (NELTA), Kathmandu at Galaxy Public School Gyaneswor, Kathmandu. He conducted a workshop titled 'Is Our ELT Course book Green?' There around 250 language education experts from Nepal, India, Pakistan, Qatar, Bangladesh, the UK, the US, Israel, Japan, Singapore, Thailand, Switzerland, Australia, South Korea, and South Africa made presentations on English language teaching during the conference that lasted for three days. Among them, there were around 44 Bangladeshi participants who attended the conference. Key speeches were given by Dr. Maggie Sokolik, University of California, Berkeley, on 'When World Meet: Real and

Virtual Learner Engagement'; Richard Smith, University of Warwick, on 'Principles of Exploratory Action Research'; S. Mohanraj, The English and Foreign Languages University, Hyderabad, on 'Content, Language, and Technology: Perspectives and Prospects'; and by Paul Gunashekar, The English and Foreign Languages University, Hyderabad on 'How Can We Enable Teachers to be Professionally Competent?'



Prof. Z N Patil, Prof. Paul Gunashekar (Keynote speaker), Dr. Kabir, Prof. S. Mohanraj (Keynote speaker), Dr. Sweta Mukherji, Prof. Jayashree Mohanraj, Dr. Tika Ram Bhatta, and Prof. Parshuram

Official Representative of BELTA at JALT 2018 Conference

***Ahmed Bashir**

Ahmed Bashir, Executive Committee Member, BELTA and Associate Professor, Department of English, University of Dhaka was officially nominated to represent BELTA at the 44th Annual International Conference on Language Teaching and Learning & Educational Materials Exhibition organized by the Japan Association for Language Teaching (JALT) in Shizuoka Convention & Arts Centre (Granship), Shizuoka, Japan on

November 23-26, 2018. The theme of the conference was "Diversity and Inclusion". Around 2000 participants of diverse backgrounds and cultures from 24 countries attended the conference. The renowned linguist, Diane Larsen-Freeman was one of the four plenary speakers who gave her plenary session on the theme of the conference where he emphasized the need for inclusion and the responsibility of teachers for

the education of all the students of diverse background. In this regard, she suggested the frame of complex dynamic systems theory (CDST).

Mr. Ahmed gave two presentations: one was as a panelist in an International Forum and the other was an individual paper presentation. The panelists in the International Forum were the representatives of JALT's international partner organizations including BELTA, Cambodia TESOL, FEELTA, Korea TESOL, Linguapax Asia, MELTA, NELTA, Thailand TESOL, TEFLIN (Indonesia) and PALT (Philippines). They talked about the teaching practices, perspectives and challenges in their respective teaching contexts in the forum. On the other hand, his paper presentation was on the use of portfolios in undergraduate EFL writing classes in Bangladesh context. It was a survey based study which explored 213 undergraduate students' perceptions of

portfolio-based formative assessment, the effects of using portfolios on their writing performance and the challenges of using portfolios in the writing class.



BELTA Representative Ahmed Bashir (on 6th from the left) at International Forum Meeting in JALT 2018

BELTA Executive Committee Member was Awarded Turkish Government Mevlana Exchange Scholarship 2018



Ms. Rabeya Binte Habib, Senior Lecturer of of English at Daffodil International University (DIU), had a magnificent exchange experience of teaching a whole new bunch of astounding students of Bulent Ecevit University (BEU), Zonguldak, learning a bit of a new language, meeting people from different culture, and tasting their food being part of Mevlana Exchange Scholarship 2018. She taught three undergraduate courses between the last week of November and the

The topics of the presentations in the conference were diverse and interesting. Besides interesting topics, one of the most remarkable features of the conference was specifically time management of the sessions all of which started and ended on exact time.

first week of December, 2018. Later, she also made a presentation about Bangladesh, DIU and its Department of English on December 10.



Receiving the Certificate and Gift from the Director, International Affairs, BEU

BELTA Publication Secretary was invited to participate in GIAN course on “Language policy, language in human rights, language imperialism, languages and linguistic genocide in education, language ecology” from November 19 to December 1, 2018.

Dr. Mian Md. Naushaad Kabir was invited to participate a 10 day-long Professional Development Programme/ workshop through the Global Initiative of Academic Network (GIAN) by NALSAR University of Law, Shameerpet, Hyderabad. Prof. Tove Skutnabb-Kangas and Prof. Robert Phillipson, two globally recognized experts in the field of language education, minority education and educational rights and language rights, offered the course titled "Language policy, language in human rights, language imperialism, languages and linguistic genocide in education, language ecology" from 19, Nov 2018 to 1 Dec 2018. He successfully completed the course where he presented a paper titled ‘Reconsidering ELT mandate and its actualization in a Secondary School in Bangladesh in the light of the translanguaging and transglossic perspectives’. He along with Dr Uma maheshwari Chirimala,

programme coordinator, and other participants interviewed Skutnabb-kanga and Phillipson, which is published in BELTA Journal, vol.3, June 2019.



With Robert Phillipson, Debi Prasanna Pattanayak and Tove Skutnabb-Kangas in the middle

Tips from a Veteran Teacher

Realize that you will make mistakes, because becoming a teacher did not make you perfect.

- Don't be afraid to apologize to your students when you have made a mistake.
- Realize that the lesson plan is just that – a plan. Remember, we make plans every day of our life but rarely do we carry them out 100% of the time.
- Get a good night's sleep every night.
- Read, read, and read as much about the teaching profession as you can.
- Join a professional organization.
- Write your name in permanent ink on the front of everything you own in your classroom. Teachers are notorious for

borrowing something of interest and then forgetting where they got it from.

- Don't let your teaching job become your life! Of all the professions in the world, teachers could easily work themselves to death because so much in this world can be used to teach our students.

*Henry Gail McGinnis
V. I. Grissom Elementary
Houston, TX
Grade Levels: 3-5*

[Source: <https://www.teachervision.com/top-15-pieces-advice-veteran-teachers>]

BELTA Workshop

BELTA English Language Teacher Development Workshop 2018

Professor Fakrul Alam (DU), Professor Shaila Sultana (IML, DU), Dr. Mahmud Hasan Khan (ULAB), and Dr. Mian Md. Naushaad Kabir (IML, DU), as resource persons, conducted a

workshop titled 'How to Write Research Proposal' in the English Language Teacher Development Workshop at Canadian University of Bangladesh (CUB), jointly organized by BELTA and CUB on 15 March, 2018 and sponsored by American Center, Bangladesh.



Ms.Rabeya Habib Sumi (EC Member), Dr. Mahmud Hasan Khan, Mr. Harunur Rashid Khan (President), Professor Fakrul Alam, Professor Shaila Sultana, and Dr. Mian Md. Naushaad Kabir

Workshop on Creating and Using Rubrics

On January 16, 2019, a workshop on creating and using rubrics was held at Canadian University of Bangladesh with a selective group of participants. The workshop was conducted by Dr Sharmin Khan from San Jose State University, USA. She has been

facilitating workshops for BELTA for more than a decade now. This time, her talk focused on how to create rubrics in assessing writing of students.



Dr. Sharmin Khan



Facilitator Instructing the Task



With the Participants

BELTA Chapter News: Pabna Chapter



Participants Writing on Board during an Activity

Venue: Kobi Bonde Ali Mian High school, Atghoria , Pabna

Date: 27 January, 2019.

Time: 9:00 a.m to 4:30 pm

Participants: 52 Teachers (Primary, Secondary & Madrasah)

The first session was on "Activities of listening and speaking skills." and the resource person was Farjana Anwar, Assistant Teacher (English), Ikkshu Gabeshawana High School, Ishwardi, Pabna and Master trainer, BRAC (PACE program).

The trainer had demonstrated three activities each for the improvement of both skills. She

Venue: Alia Madrasah, Pabna

Date: 10 August, 2018.

Time: 9:00 am to 4:30 pm

Participants: 39 Teachers (Primary, Secondary & Madrasah)

The first session was on "Teaching Reading skills" and the resource person was Md. Fazlul Haque, Head Teacher, North Bengal Paper Mills schools, Pakshey, Pabna and Master Trainer, BRAC (PACE program).

The second session was on "Teaching writing skills" conducted by Nasima Khandaker, Assistant Teacher (English), Krishnopur Govt. High School and Master Trainer, SESIP.

The third session was on "Teaching Vocabulary" conducted by Farjana

also demonstrated how these two skills are interrelated.

The second session was on "Sharing from Thailand Trip" conducted by Nasima Khandaker , Assistant Teacher (English), Krishnopur Govt. High School and master trainer, SESIP who travelled to Thailand for a training there. She shared her learning experiences with the participants.

The third session was on "Activities of writing skills" conducted by Md Sohrab Hossain , Assistant Head Teacher, Shahid Abul Kashem High School, Pakshey, Pabna and master trainer, BRAC (PACE program). The trainer had demonstrated the stages and techniques of practising writing skills in the classrooms. The fourth session was on "Activities on Reading skills" conducted by Md Hafizul Islam, Assistant Teacher (English), Arambaria School and College.

The participants were enthusiastic and responsive as they enjoyed the sessions.



Pabna Chapter Coordinator during her workshop session

Anwar, Assistant Teacher (English), Ikkshu Gabeshawana High School, Ishwardi, Pabna and Master Trainer, BRAC (PACE program). The fourth session was on "Teaching listening and speaking skills" conducted by Md Sohrab Hossain, Assistant Head Teacher Shahid Abul kashem High School, Pakshey, Pabna and Master Trainer, BRAC (PACE program) and Md Hafizul Islam, Assistant Teacher (English), Arambaria School and College.

The participants were enthusiastic and grateful as they have got some subject based training especially in English.

Teaching Training

Workshop Conducted by BELTA Representative at Cumilla University

Dr. Mian Md. Naushaad Kabir (Institute of Modern Languages, University of Dhaka) & Ms. Rabeya Binte Habib (Daffodil International University) represented BELTA in English Language Teaching Workshop held in Cumilla University on 14 March, jointly organized by BELTA & Department of English, Cumilla University. They were the guest speakers from BELTA. Dr. Kabir conducted a workshop titled ‘How to Teach Grammar Communicatively’ and Ms Rabeya Binte Habib on ‘Teaching Pronunciation through Small and Simple Implementations’ including simpler activities on

tongue twister, segmental phonemics and suprasegmental features.



Guest speakers with Md. Ali Rezwana Talukdar, the Chairperson of the Department of English, Cumilla University.

Publication of BELTA Journal

Under the leadership of BELTA President Mr. Harunur Rashid Khan, BELTA published the first volume of BELTA Journal in 2017. The initiative was taken by Dr. Mian Md. Naushaad Kabir, Publication Secretary, BELTA, and the journal came into fruition for the team effort by BELTA EC members and editorial board. So far three volumes of the journal (one each year) have been published. Because of the team work of the editorial committee, and leadership by Dr. Arifa Rahman, Vice President, BELTA, it was possible to publish the volumes on time. The journal contributes to the retention and spread, and documentation of local knowledge significantly. The copies are available in printed versions, and online at BELTA website.



Reflection Paper

Diary of a Classroom Teacher

* *Rabeya Binte Habib*

Who says grammar rules should only be memorized and forgotten?

This is the story that has once again inspired my spirit to engage students in learning, not just to ask them to memorise by heart. I have already conducted a few projects with my students at English department of my workplace: Daffodil International University (DIU), like Students Teaching Students (STS) or (A) synchronous Live Presentations (ALP) for Proficiency Assessment. However, our current story is not about virtual presentations rather about learning grammar through innovation and creativity under a project titled '**Heading to the Change: Heading with Headway**'. We submitted our project to Oxford University Press as part of Headway Scholarship 2018 in February 2018 and received a Certificate of Acknowledgement in May 2018. Here comes the story of accomplishment:

As I was teaching a core-course of English department titled Elementary English Grammar in Spring 2018 semester for the first time, I was sure that I did not want to teach our newly enrolled undergraduates discrete grammar contents to remember just for a few eves before the exam and forget immediately afterward. However, I also had to comply with the course plan with colleagues at other campuses. I did so, as well. Luckily I knew that there was a call of competition of Headway Team of Oxford University Press going then. As part of the competition, they call for extension activity or project-based grammar learning from all over the world based on their book series: Headway. I informed my new-bees in their very second class and asked whether they are ready to go through a new experience of knowing grammar through tasks requiring them to concentrate and give full effort for next one month. Guess what? They replied positively. So, we started our project from January second week and

continued till February second week as the call was getting closed by then.

We exercised grammar contents like tenses, conditionals, sentence types and transformations using Headway Upper Intermediate, Fourth edition but not blindly. We created our own extension activity. Our objective was to get the presence of grammar at tweets, emails, newspapers, games, and others, not just in textbooks or 'guidebooks'. Hence, the activity required students to accomplish three tasks: Task 1: Imagination for Creativity; Task 2: Identical Stories at Your Context based on a story in the book named Lost and Found and Task 3: Grammar Games.

Their first task was to reproduce a story of a foreign student studying in Bangladesh, specifically DIU utilising present tenses. Note that, they do not have any foreign course mate at the moment so they had to imagine situations that a British or American student might wonder coming in Bangladesh. It was a fun exploration from students. A British student might wonder and tweet why Bangladeshis do not greet strangers or about their experience of rickshaw rides or on the names of places like 'Farmgate or Elephant Road'.

Next task was to incorporate an identical story of someone being lost and found like the book has shared. We brought in the classroom our very own **Rohingya issue**. We looked at who they are, what is happening to them and what their future seems to be at the moment through newspaper articles. Students also brought in the idea of lost and found booth at Rohingya camps in order to make use of past tenses following a lost and found story of an Indian boy in the book: Headway Upper Intermediate Unit 1. The idea was to find success stories of lost and found booth of Rohingya camps and the bleak side of the fate of Rohingya community that they have lost right on their own birthplace and have not yet found it back.

Overall, both tasks required them to identify and label various tenses from newspaper coverages based on the theme '*Expanding the*

Horizon of Imagination (Task-1) and Lost and Found or Lost but not Found (Task-2)'.

The third task titled **Grammar Games** asked students to create and play games on tenses, vocabulary, sentence types and sentence transformation. Students designed and created their own materials to be played among their course-mates.

While doing this project, we included **Google Classroom** at various stages as a management tool. Also, there was a **Google form** survey conducted among students to gather necessary findings on how and what do they think about this innovative learning project titled as 'Heading to the Change; Heading with Headway'. Each and every student responded positively on learning that required them to do, explore, and create while learning.

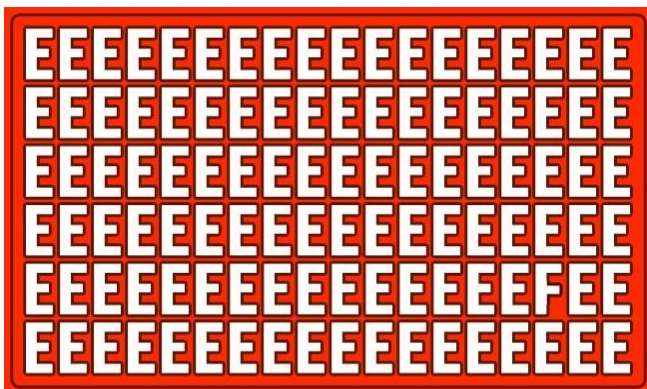
Who says we do not have students up to the mark to take part in the innovative and creative learning?

A YouTube video is available to get idea of what we did as part of the project with the undergraduate new-bees in their very first month of university study. *Link: (https://www.youtube.com/watch?v=zJcJBWAEwPE)*

*Senior Lecturer, English
Daffodil International University

Test Your English

Can you Find the 'F'?



Source: www.brightside.me

Guess the Idioms!!!!

Guess English Idioms

- ☔️ 🐱 🐱 n 🐶 🐶
- 🍰
- 💰 ❌ 🌱 🌳
- ❌ 1 2 3 🐣 before 🐣
- ❌ 🏀 🎲 with 🔥
- Let's 📞 it a 🌆
- 🍎 of 👉 👁️ 👁️
- 👉 🌐 🌙
- 🔫 🐣 🐣 with 🌑
- 💬 of the 🐈

Source: www.pinterest.com

Can you say it?

"Through three cheese trees
three free fleas flew.

While these fleas flew,
freezy breeze blew.

Freezy breeze made these three
trees freeze.

Freezy trees made these trees
cheese freeze.

That's what made these three free
fleas sneeze."



ISLCollective.com

Source: en.islcollective.com

BELTA in Pictures



BELTA- Panchagar Chapter Opening Programme



BELTA-THT event at South-East University, Dhaka



English language Seminar at IML Auditorium, Dhaka



BELTA-THT event at Eastern University, Dhaka



English language Seminar at IML Auditorium, Dhaka



BELTA members at Annual General Meeting, 2018

**Editorial Board:**

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Dr. Akhter Jahan (Member)
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BELTA is a non-profit professional forum of ELT practitioners connected to the teaching of English in Bangladesh Reg. No. S979/48 of 1984-1985 under the Societies Registration Act of 1860 issued by the Registrar of joint Stock Companies on February 13, 1985

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BELTA NEWSLETTER**Notes for Contributors**

Contributions are welcome for BELTA Newsletter

GENERAL INFORMATION

BELTA Newsletter is aimed at practicing classroom teachers, administrators and managers. It is not a referred journal, but a newsletter aimed primarily at members of BELTA.

Send your contributions to the BELTA Newsletter. Your write-ups on any ELT events, your experiences related to teaching or any tips on teaching are welcome. Please send them as a word file probably within 350 words, font size 12 in Times New Roman. We accept contributions all year round.

WHERE TO SEND YOUR WRITE UPS

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