



## Editorial

BELTA Newsletter, Issue 26 was published in June 2019 after a long unexpected delay. In that issue, we promised to regularise its publication. Here comes Issue 27; the promise is kept.

BELTA received its new EC Committee under the leadership of Professor Dr Rubina Khan. Two new positions of *Advisor* and *Immediate Past President* were approved officially. Professor Dr Arifa Rahman and Mr Harun Ur Rashid Khan joined the above positions respectively. The details of the Committee are provided inside the newsletter. We congratulate the newly elected committee members and wish them luck.

BELTA has been operational in doing other regular activities like organising teacher development programs across the country including Narayangonj, Munshigonj, Barisal, Mymensingh, Sylhet, and Dhaka.

For the regular publication of the BELTA Newsletter, special thanks are due to the BELTA President: Professor Dr Rubina Khan, Dr Mian Md Naushaad Kabir (Vice President), Ms Rabeya Binte Habib (Publications Secretary), Ferdoushi Rahman (Joint Treasurer), and Ahmed Bashir (EC Member). The editorial team extends their gratitude to the contributors/writers of the newsletter. In usual manner, we would like to request write-ups for the next issue from the members, chapter coordinators, or English teachers of any level on professional and academic activities. Selected write-ups will be published in the newsletter which will appear on the official website of BELTA. Reports can

also be about member achievements, awards, honours, professional tours, attending conferences, etc. Finally, credit is given to the entire BELTA Newsletter Editorial Board for their laudable team effort.

Hope the journey continues towards further fulfilment, making the existence of Bangladeshi ELT practitioners more evident, tangible and socially engaging both locally and globally.

## Table of Contents

1. Message from the President, BELTA	1
2. BELTA AGM and Election	2
3. BELTA Academic Retreat	3-4
4. Guest Faculty at Monash University	4-5
5. BELTA THT Dhaka	5-6
6. BELTA THT Pabna	6-7
7. Stories about Ourselves	7-9
8. BELTA Leaders at ELT@I	10-11
9. Hornby TA Project	11
10. BELTA Teacher Development Program: Workshops on YL SIG	11-12
11. BELTA Teacher Development Program: Workshop on Teaching Writing	12-13
12. In Remembrance: Yoshiko Cornwell	13
13. For your classroom	14-16
14. Early Adolescents and the Role of a Teacher	16-17
15. Quick Check: What Type of 21st Century Educator are you?	17-18
16. BELTA in Pictures	19-20
17. Upcoming BELTA Conference 2020	21



## Message from the President



Greetings All!

It is with immense pleasure that I pen my first message for the BELTA Newsletter after the newly elected Executive Committee started its journey in June 2019. At the outset, I express my gratitude to the editorial team and the contributors to the newsletter.

BELTA is a vibrant platform for our teachers and I hope you will find the various reports and write-ups in the newsletter useful, informative and interesting. These will give you a glimpse of what we have been involved with and how much it means to us and our stakeholders and beneficiaries – the English teaching community.

In the short span of six months, we have made considerable progress and have delivered six professional development programmes which were deemed to be successful based on the overwhelming feedback received from approximately 350 event participants.

We started with a work cum fun-filled retreat amidst nature at “Jol O Jongoler Kabbo”. We engaged in strategic planning and prepared the blueprint for the upcoming 9th BELTA International Conference scheduled for March

2020. We also drafted a schedule for our teacher development events. Our flagship programme – THT Seminar was greatly appreciated by our 200 plus teacher participants both at Dhaka and at Pabna. We remain ever grateful to Dr Patrick Dougherty and his dedicated team of volunteer teacher educators for their selfless and exemplary service to the development of Bangladeshi teachers. We were fortunate to have resource persons from India for our two Young Learners SIG event and Dr Sonia Sharmin’s contribution to the teacher development workshop on ‘Writing’ also deserves special mention.

This is just the beginning. We have to achieve much more together and we hope to make a difference. We certainly have to engage in formal long-term planning, obtaining sponsorship and membership drive and collaborating with the government in order to achieve BELTA’s strategic goals.

I am honoured to have the privilege of currently serving as President of BELTA. I am blessed to be part of a dedicated and energetic team of office bearers, members and volunteers who are committed to fulfil BELTA’s mission to serve the English teaching/learning community and help make a positive impact on the professional development of teachers.

On behalf of the BELTA Executive Committee, again, I thank the editors and contributors to this issue of the BELTA Newsletter. Thank you all for the tremendous work you do for BELTA and for our profession.

Dr Rubina Khan  
President, BELTA



## Annual General Meeting and Election , 2019

Venue: RC Majumdar Theatre Hall,  
University of Dhaka

Time: Friday, June 21, 2019 at 3:30 pm

### **AGENDA:**

1. Welcome Address by the President
2. Confirmation of the Minutes of the 2018 AGM
3. Annual Report by General Secretary
4. Reports by BELTA Chapter Coordinators
5. Audited Annual Financial Report of 2018 by Treasurer
6. Presentation of Budget for 2019 by Treasurer
7. Approval of BELTA Auditor for 2019
8. Comments from General Members
9. Election of BELTA Executive Committee 2019-21
10. Vote of Thanks

### **Election of BELTA Executive Committee 2019-21**

The Election commissioner Professor Hafizur Rahman Carzon announced the results of the 'Election of the Executive Committee 2019-2021' on June 21, 2019.

### **BELTA EC 2019-2021:**

The newly elected BELTA EC members are:

### **Designation and Name**

Advisor: Dr Arifa Rahman

Immediate Past-President: Harunur Rashid Khan

President: Dr Rubina Khan

Vice-President: Masum Billah

Vice-President: Dr Mian Md. Naushaad Kabir

General Secretary: Nanda Kumar Das Bipul

Joint Secretary: Adiba Murtaza

Treasurer: Dr Akhter Jahan

Joint Treasurer: Ferdoushi Rahman

Organising Secretary: Dr Mohammod Moninoor Roshid

Publications Secretary: Rabeya Binte Habib

Members:

- Md Abdur Rahaman
- Adilur Rahman
- Ahmed Bashir
- Dr Md. Zulfeqar Haider
- Dr Shaila Sultana
- Dr Tazin Aziz Chaudhury
- Golam Kader Zilany
- Hosne Ara Khan
- Kushal Das
- Md Ziaul Karim
- Roxana A Chowdhury
- Shahin Sultana
- Shahnaz Akhter
- Shamsi Ara Huda
- Sultana Nasrin

Program Manager: Moshiur Rahman



## BELTA Academic Retreat

### **BELTA Retreat at Jol O Jongoler Kabbo**



A team of 22 BELTA EC members went to 'Jol O Jongoler Kabbo' on August 31, 2019 to finalize BELTA strategic planning 2019-2021 amid the scenic beauty of Pubail, Gazipur. The program started with an insightful session on 'the importance of strategic plan' conducted by Dr Arifa Rahman. At the beginning, she discussed how impactful it might be for an institution to have well-defined vision and mission statements. She also emphasized that, along with vision and mission, it is important to have both short and long term SMART (Specific, Measurable, Achievable, Relevant/Realistic & Time Bound) goals with an in-depth SWOT (Strength, Weakness Opportunity & Threat) analysis. Having said so, Dr Arifa ended the session suggesting for a two year BELTA

strategic plan, the reformation of teacher development committee, necessary actions for the success of upcoming conference, removing Presidency University address from BELTA website and updating BELTA brochure.

In the second phase of the program, two upcoming events, BELTA 9<sup>th</sup> International Conference and BELTA-THT Teacher Development Program, got much importance. The International Conference committee was led by Dr Arifa Rahman. The other members of the committee were Dr Shaila Sultana, Dr Naushaad Kabir, Dr Moninoor Rashid, Rabeya Binte Habib, Dr Akhter Jahan, Ahmed Bashir, and Golam Kader Zilany. The committee suggested of possible title, invited speakers, schedule, and registration scheme for the upcoming international conference.





The THT committee was led by Dr Rubina Khan. The other members of the THT committee were-Harunur Rashid Khan, Nanda Kumar Bipul, Shahnaz Akhter, Shahin Sultana, Sultana Nasrin Chowdhury, Ziaul Karim, Kushal Das and Moshir Rahman. The committee covered the issues related to implementation of the two programs at Dhaka and Pabna. They also discussed about the tentative schedule of teacher development programs.

After the THT program plan, the committee also talked about different teacher development programs round the year.

### [Guest Faculty at Monash University](#)

#### **EC Member, BELTA at the School of Languages, Literature, Cultures and Linguistics, Monash University, Melbourne, Australia**

BELTA is delighted that Professor Dr. Shaila Sultana - a member of the Executive Committee-was invited to attend Monash University as a Visitor in the School of Languages, Literature, Cultures and Linguistics, Faculty of Arts.



Professor Shaila Sultana visited Monash University, Melbourne, Australia on 7 October 2019 and stayed there until 26 October 2019. Her visit was primarily for research collaboration with Dr Brook Bolander, Co-Director, Master of Applied Linguistics. They looked into the relationship between language and nationalism and globalisation, based on ethnographic fieldwork amongst Bangladeshi youths from indigenous ethnic minority groups located in Dhaka, Bangladesh and Ismaili Muslims in Hunza, Northern Pakistan and Khorog, Eastern Tajikistan. They explored how historically and politically different languages negotiated hierarchies in the multilingual ecology of these countries, how youths from the indigenous ethnic minority groups located themselves with reference to these languages, and what multiple situated meanings of



'mother tongue,' 'national language', 'first language,' 'official language' or other variants they discursively engendered. Professor Shaila Sultana and Dr Brook Bolander would share their findings in two top-tiered journals and contribute to the endeavour to re-theorise mother-tongue, nationalism and globalisation in critical sociolinguistics. In addition, Professor Shaila Sultana, PhD also acquainted undergraduate students, MPhil and PhD researchers, and faculty members with her own research areas through a lecture, Master Class, and seminar in LAL (Linguistics and Applied Linguistics) Seminar Series. At the personal level, the invited visit to Monash University was significantly meaningful for Professor Dr Shaila Sultana too. This allowed her to return to her alma mater after 19 years where she studied TESOL (Teaching English to Speakers of Other Languages) in 2000 as an AusAID Scholar.

**Can you solve?** (Source: [www.twoinfun.com](http://www.twoinfun.com))

Rebus Puzzle – Guess the English Phrase

**WRONG + WRONG ≠ RIGHT**

Answer: Last Page

## **BELTA-UIU-THT English Language Education Program**



The Panel Discussants of BELTA THT

Teachers Helping Teachers (THT) and Bangladesh English Language Teachers Association (BELTA) held its 13<sup>th</sup> teacher training event on 13<sup>th</sup> and 14<sup>th</sup> September 2019, in collaboration with United International University at the University's permanent campus. Prof. Patrick Dougherty of Akita International University, Japan led a team of four teacher educator and facilitators: Prof. Cherie Brown, Dr Anne McLellan, Dr Cecilia Silva and Dr Marian Wang.

The theme of the conference was "Fostering Student Centric Education and Student Agency in the EFL Classroom". Language teachers of schools, colleges and universities from all over the country attended the



program. The themes of the different presentations and workshops engaged the interest of the teachers and they enthusiastically interacted with the facilitators and shared their opinions.

The last session of the event was a lively round table discussion on the problems that teachers in our country face in fostering student agency in the language classroom, and how these problems can be overcome. In his closing address the Vice-Chancellor of United International University expressed the university's willingness to host the next THT-BELTA event also at their premises. The program ended with the awarding of certificates to the participants. The THT team also travelled to the Pabna Chapter of BELTA to hold a daylong teacher training event for the English language teachers of the region.

### **BELTA THT English Language Education Program, Pabna**

A day-long BELTA-THT English Language Education Program on “Fostering Student Centric Education and student Agency in the EFL Classrooms” was held on 16 September, 2019 at the Bangladesh Sugarcrop Research

Institute, Ishwardi, Pabna. BELTA Pabna Chapter arranged this event.

The program started at 9 a.m. and ended at 4:30 p.m. Dr Md Amzad Hossain, Director General, BSRI, Ishwardi, Pabna was the Chief Guest and Dr Patrick Dougherty, Professor, Akita International University, Japan was the special guest. Dr Rubina Khan, President, BELTA, Mr Harunur Rashid Khan, Immediate past President BELTA, S.M. Moslem Uddin, DEO, Pabna also spoke on the occasion. Farjana Anwar, Coordinator, BELTA Pabna chapter anchored the program.



BELTA-THT English Language Teacher Education Programme, Pabna

100 participants from all nine upazillas of the Pabna district and one participant each from Natore, Sirajganj and Rajbari district took part in the workshop. Among these participants, 15 were female and 85 were



male teachers. 72 of the participants were from high schools, 13 of them were from madrasahs, and 10 of them were from primary schools. Five college teachers also joined the program. The breakdown is given at the end of this report in a table (below).

Name of district	Name of Upazilla	Number of Participants
Pabna	Ishwardi	25
	Bera	06
	Sujanagar	08
	Chatmohor	08
	Atghoria	06
	Santhia	11
	Pabna sadar	25
	Faridpur	04
	Bhangura	04
Natore	-	01
Sirajgonj	-	01
Rajbari	-	01
Total		100

The program was divided into four sessions with an interval of a 15 minutes tea break and an hour lunch break. Tea and lunch were sponsored by BELTA. The sessions were conducted by Prof. Patrick Dougherty, Prof. Cherie Brown, Prof. Anne Mc Clellan Howard, Prof. Marian Wang. The workshop

ended with giving certificates to the participants.

### “Stories About Ourselves”: Creating Graded Reading Materials for Bangladeshi Learners of English

Assistant Professor - EAP and BE  
Programmes, Akita International University,  
Japan

#### *Who am I in English?*

This important question is one we increasingly find ourselves considering, as we teach and learn English as a foreign language, both in Bangladesh, and in other countries where English is not the original national language.

It was this question that came to mind as I sought to prepare for the “Stories about Ourselves” workshop that I led during the 2018 BELTA/THT (Teachers Helping Teachers) event in Dhaka in September 2018.

To put this in context, we need to retrace our steps to 2017, and the NELTA conference in





Kathmandu. There, I attended a presentation by Ms S. Akter and her colleague Ms T. Begum, two university academics from Dhaka.

As they explained their research project, demonstrating that “learners’ native culture- and context-based reading texts foster greater interaction in class reading activities,” I found myself beginning to form the germ of an idea. If someone, or several ‘someones’, could write short stories that closely reflect the cultural backgrounds, identities and experiences of Bangladeshi learners, together we could turn them into free EFL graded reading materials, with familiar content, for use in Bangladeshi classrooms.

Creating and providing more culturally appropriate graded reading materials would enable English teachers and learners in Bangladesh to select reading material at an appropriate learning level, and simultaneously deal with a key problem that learners of English outside so-called “inner circle” countries often have; that is the problem of trying to understand foreign cultural concepts and contexts at the same time as grappling with the ‘nuts and bolts’ of a new language - its strange vocabulary and grammar.

In other words, we would create stories that more closely reflect Bangladeshi learners themselves, instead of those that largely focus on British or North American content. By doing so, we could lighten the cognitive burden for our learners and make the learning process more directly relevant and hopefully more interesting to them.

By providing reading materials that mirror who our learners in Bangladesh are, their motivation to read would improve, the problem of trying to decode the cultural content simultaneously with understanding the target language would be resolved, and the experience of learning English would more accurately reflect our learners’ more immediate purposes and goals. Since most of our learners will use English within Bangladesh with other non-native speakers of English, our Bangladeshi focused stories would provide a new element of authenticity to our students’ overall language education.

Over the course of 2017 and 2018, and with the enthusiastic support of a small group of BELTA members and university teachers working in Dhaka, we held a three-hour project introduction workshop, and began our story writing project. Our goal was to create a



website on which to post our graded stories, with related activities, that could be accessed freely by English language teachers and learners across Bangladesh.

Two years, much hard work, and many stories later, and with a lot of support from BELTA officers and members, we are at last on the verge of setting up our online presence. With the kind permission of the BELTA Executive Board, and the support of many helpers, we hope, in the coming year, to establish a specially dedicated space within the official BELTA website, where teachers and learners across Bangladesh can access our stories and resources. Once the site is live, and the stories are available to you, we will let you know.

In the meantime, we are continuing to write and prepare our stories for publication online. We do, however, need to continue to build our story bank. If you are interested in contributing original stories and/or photographs, please contact me for more information. The more stories we have, the better our site will be, and the more confidently our learners will eventually be able to answer the question with which we began, “Who am I... in English.”



Original members of the “Stories About Ourselves” project workshop in 2018



With some of the members of the “Stories About Ourselves” writing group in Dhaka at the 2019 BELTA/THT Teacher Development workshop event

**Biodata:** Cherie Brown is a New Zealand born university English language teacher, researcher and writer currently based in Japan. She has been an educator for over 40 years, and since 2009, has visited Bangladesh periodically to present teacher development workshops in collaboration with BELTA. She has visited various places of Bangladesh including Chandpur, Sylhet, Pabna etc.



## [BELTA Leaders Joined ELT@I Golden Jubilee Conference](#)

Three BELTA leaders; Professor Arifa Rahman, Professor Rubina Khan and Mr Harunur Rashid Khan were invited as distinguished presenters, plenary speakers, featured speakers and panelists in the ELT@I Golden Jubilee Conference held in Amity University Campus, Delhi on 9-12 October 2019. The conference kicked off with a gala inaugural program at the university auditorium where state level guests, many internationally renowned ELT scholars, thousands of English teachers representing various levels of institutions from all across India and international publishers from home and abroad joined this landmark event with a great deal of professional spirit. During this 4-day conference, there were more than 700 presentations that included, keynote, lightning talk, plenary, featured, colloquium, panel discussions etc.

The theme at the conference was 'Right to English' which was significantly highlighted in many deliberations with an extensive gamut of information and explanations by many distinguished researchers. This

conference can certainly be considered for its highly significant contributions towards many new ideas and innovations in the 21<sup>st</sup> century ELT pedagogy, practice and research which appeared to be very relevant; specifically in the South Asian contexts.



BELTA Leaders at ELTAI: Harunur Rashid Khan (left), Dr. Rubina Khan (middle) and Dr. Arifa Rahaman (right) at ELTAI Conference

It was surely a rewarding experience for all of us including few other Bangladeshi presenters. On behalf of BELTA, we warmly express our heartfelt gratitude to Prof Sathuvali Mohanraj and Dr Sharvan Kumar for their wonderful hospitality.

In addition, there was a strong contingent of young presenters from Bangladesh. Mr Amin Rahman from Australia, Sadia Afrin Shorna from University of Asia Pacific, Fajana



Anwar from Pabna, Fazlul Karim from Cumilla and few others also presented at the conference.

### **BELTA has been Awarded Hornby Trust Teacher Association (TA) Project 2019-2020**

Bangladesh English Language Teachers Association will lead a project entitled “Connecting Underprivileged Children through Cross Age Teaching: A Hand-in-hand ELT Approach” during the year 2019-2020 under the scheme managed by British Council on behalf of A.S. Hornby Educational Trust. The project is an extension of an existing coursework instructed by the team leader of this current project at her workplace where soon to be graduates do peer teaching to the freshers of English department since 2016. To take the next step further in order to provide enjoyable English learning experience to the deprived ones of the society, under BELTA Hornby Trust TA Project, 6 students of the institution will teach at a school, primarily established for educating underprivileged children of textile and garments workers, at

the outskirts of Dhaka during the first three months of 2020 incorporating baseline and follow-up survey and daylong training. The team includes 6 student teachers, Ms. Rabeya Binte Habib (Team Leader), Dr Akhter Jahan (Hornby Alumni 2011-2012) under the guidance of BELTA President: Dr Rubina Khan, as the Advisor, Dr Arifa Rahman as material developer and Immediate Past President, BELTA: Mr Harunur Rashid Khan as material developer and teacher trainer.

### **BELTA Teacher-Development Programme**

#### **BELTA YL SIG Workshops at PayPen School**

BELTA Teacher Development programme in partnership with Playpen School was held at PlayPen School, Dhaka on 29 October 2019. This professional development programme was facilitated by Dr Hema Ramanathan, ELT-Author & Teacher Educator, and Ms. Bidisha Roy Das, Former CEO of Creatnet Education from Delhi, India. There were two PD sessions taking place simultaneously on two different areas. These PD sessions were



designed to help primary English teachers to step up their teaching-learning strategies in the classroom. There were fair spread of participants from PlayPen School, Agroni Education Foundation, American College, Banani Bidda Niketon, Aga Khan School, DPS STS School, Kurmitola School and College, Daffodil International School and Viqarunessa School, Dhaka.

The first session was on “POEM (LSRW)” where the trainer addressed the need and ways to use poems. Teachers are generally most hesitant about teaching poems, among all the genres, to teach English. They prefer to ‘study’ poems rather than view them as lyrics, meant to be recited or sung. They are also unclear about using poems to teach the four skills of listening, speaking, reading and writing. This interactive workshop addressed these concerns of teachers, focusing on the unique features of poetry to reconcile seeming contradictions. Flexible grouping and classroom management strategies were also modelled in this session.

The second workshop was on “Theatre and textbooks in the English Classroom”. In this workshop, the trainer strategized accessing stories, poems and plays in English textbooks

to make theatrical activities an inclusive and exhilarating experience for students and teachers.



The facilitator with the participants at workshop

The participants enjoyed the workshops. The sessions were interactive, thought-provoking and catered to building critical skills of the participants.

### **Teaching Writing Workshop at Ideal Commerce College**

A two-hour workshop on Teaching Writing was organised by BELTA at the Ideal Commerce College, Dhaka. The program was held on Friday, November 1, 2019. It started at 10 AM and ended with a tea break. The program was facilitated by BELTA President Dr Rubina Khan, Professor, English at the University of Dhaka and Dr Sonia Sharmin, Assistant Professor, English, East West



University. The program started with Dr Rubina Khan sharing some recent findings about teaching writing and some techniques about enhancing writing skills,

Dr Sonia Sharmin shared some written scripts with the participants and discussed the strengths and weaknesses of those scripts. Participants shared their opinions too. Later on, participants were asked to write a paragraph on a similar topic on their own.



The Facilitators with the participants at the workshop

Following this, those scripts were collected and shared among the participants for open discussion. 27 participants from Ideal Commerce College, Ideal International School and College, Adamji Cantonment College, Dhaka Residential College, National Curriculum Textbook Board, Gajaria Govt College, Bangladesh International School and

College, Viqarunnessa Noon School and College, YWCA Higher Secondary Girls School, Effective English Development Program, Munshiganj attended the program themselves.

The participants were enthusiastic and responsive as they enjoyed the session. The participants wanted to implement the techniques in their classrooms.

### [“In Remembrance: Yoshiko Cornwell”](#)

Japanese-born Yoshiko was married to Dr Steve Cornwell, one of the pioneering leaders of the THT (Teachers Helping Teachers) forum. During one of the early THT programmes, Yoshiko accompanied Steve and the THT team to Bangladesh. During the three-day BELTA-THT teacher development event held at Presidency University, the young Yoshiko, sweet and ever-smiling was an instant hit with the student volunteers. Her level of English was not that high, but that did not prevent her from talking non-stop to her new friends. The students were quite curious



as to how she interacted with her American English-speaking husband. They soon found out that both spoke Japanese.

Though it was a short visit, BELTA was impressed with the sweetness and simplicity of this Japanese lady who became an instant friend of Bangladesh. She appreciated the people, the food and the culture. Yoshiko passed away on 20 August, 2019. She was married to Steve for nearly 20 years – which Steve said during her memorial service was “twenty years too short !” To think that the lovely, lively Yoshiko is no more is something difficult to grasp. Our hearts go out to Steve Cornwell – may he have the strength to bear this irreparable loss. And we pray that Yoshiko, sweet and lovely, will be given a blessed place in heaven!

## **“For your Classroom”**

### **Storytelling Activity Using Role-play**

This storytelling activity will enable students to process their story ideas. The learning outcome is for students to write more coherent stories.

### **Objectives:**

By the end of the class, students will be able to:

1. come up with a story idea on the given topic and create a basic plan;
2. plan and draft ideas for narrative piece (stepping into the character’s shoes).

### **Skills to be developed:**

Creative thinking skills to:

1. generate novel ideas and considering new perspectives;
2. use brainstorming to generate new ideas;
3. apply existing knowledge to generate new ideas;
4. create original work and ideas, use existing work and ideas in new ways.

Students will exchange thoughts, messages and information effectively through interaction.

### **Students will:**

watch a video;

write a narrative;

plan and write the beginning of a story titled “Trapped”;

articulate experience and express what is thought, felt and imagined;

use a range of appropriate vocabulary.

**Resources:**

Video clip, Handout, Overhead  
Projector, Print Materials

- Development
- Complication
- Climax
- Resolution

**Activity time:** 35-40 mins

**Pre-class preparation:**

Download the video of Thailand cave incident

<https://edition.cnn.com/videos/world/2018/07/13/thai-cave-rescue-wrap-pkg-vpx-glass.cnn>

**Procedure:****Ice Breaking:**

Write the word “Trapped” and ask students.  
“*What words and ideas come to their minds?*”

Ask students what was the football team doing in the cave in the first place?

**Delivery:**

Give students 10 minutes to come up with their own story around the given topic “Trapped” and to note down its key elements.

Ask students to imagine themselves to be one of the teenagers trapped in the cave or one of the rescuers. This will help them plan a story from their point of view using the five-part story structure.

Five-part story structure:

- Introduction

Draw students’ attention to the need for their plot to ‘go somewhere’ (it must be more than just a series of observations and have an effective beginning and ending.

Remind them of the characteristics of a good narrative (story) that it should:

- be clear and interesting;
- have enough information;
- use descriptive words to paint a picture of the scenes to the reader;
- use time order to help your reader follow the story;
- keep no more than one or two main ideas;
- include a problem or difficulty that has to be overcome by keeping the plot simple;
- stick to one main location or setting for your story;

Once students have drafted their idea, they should discuss it with a partner following the checklist (**Pair work**).

**Differentiation:**

**All students** must come up with a story idea of their own, and create a basic plan.

**Most students** should write a plan, add further detail and write a draft.

**Some students** could use the ideas provided as a springboard for writing several different





drafts of stories or descriptions before evaluating what works and what doesn't.

**Give extra support:**

1. by asking learners questions directly and offering some answers, in places.
2. by working with a selected group of less confident students to come up with share ideas, focusing perhaps on the narrative story. Give them a starter sentence, then work together to develop the sentence into a 'dual narrative'

**Follow-up/Closure Activities: How do you know what was and was not learned?**

**Feedback:**

**(Ticket out the door)** Invite feedback from students and collect key phrases they will be taking home with them to be written on paper chits given.

**H.W: Students complete writing the narrative "Trapped".**

**Variations:**

1. Students select articles on current events or a topic of interest.
2. Students research and provide a follow-up report on the story.

Prepared by: S.Nasrin Chowdhury  
Teacher of Aga Khan School

**"Early Adolescents and the Role of a Teacher"**

Early adolescence might be considered to be the ages between 9 and 14. At this stage a child's physical changes generally begin with a growth spurt and soon many other physical changes occur that have influence on their psychological state and development. The children at this stage needs to be handled tenderly, for a little ignorance may damage a child's natural flow of development, which in most cases remains unnoticed.

Early adolescents often face some common problems. At times they become victims of bullies and also turn to be the bullies. Sometimes, they know what they are doing, and sometimes they are eccentric to their surroundings. At the same time, they know the differences between good and bad, and they also fail to distinguish between the two. As they spend most of the time of a day at school, teachers have a very important role and responsibility to help them for their mental growth.

In order to teach them values we often emphasize learning to respect, appreciate, to



be polite, to be honest, to behave well, to be courteous, to share and care and so on. However, with a greater priority, we need to teach them how to face the real world where bullying, cruelty, hatred etc. dwell with all the good values; yet they should know how they can remain calm and handle all odds smoothly and smartly save themselves from the bitter situation.

This kind of learning is more important than academic education, as it might happen a billion times in their life that they would be refused, disrespected, neglected, rejected, humiliated etc. and also may see sudden unexpected loss, change, betrayal etc. Each little disappointment limits the aspiration of a tender heart. They should be taught to receive and handle even the worst situation to prevent blocks like frustration in their lives. Moreover, who doesn't know that the children at this stage tend to rely on their teachers more than their parents in most cases. For this, it is very much essential that a teacher deals with early adolescents with high level of patience so that the nourishment of their mental growth is as much as needed.

Rokhsana Marzya Rumi

Teacher of DPS-STs School, Dhaka

## Did you know?



Source: <https://www.pinterest.es/tptpins/>

## Quick Check: What Type of 21st-Century Educator are You?

What is your approach in today's education climate? Is there a particular set of principles and values that you want to instill in your students? Take this quiz to find out!

1. Which of the following skills do you think is most important to learn?
  - a) Understanding technology
  - b) A thirst for knowledge
  - c) Application to real world knowledge



- d) Self-reliance
- e) Ability to work in groups
2. When assessing a problem in the classroom, you find a solution through...
- a) Having a class-wide discussion
- b) Using established protocol and guidelines
- c) Giving students time to solve problems individually, then assess their answer on voluntary basis
- d) Breaking the problem down visually with graphics and diagrams
3. How important is digital media (videos, diagrams, PowerPoint) in your lesson plan?
- a) Crucial
- b) Somewhat important
- c) Not important
4. How likely are you to incorporate current events into your lesson plan(s)?
- a) Very likely
- b) Likely
- c) Not much
5. How frequently should a student use technology in his/her studying routine?
- a) Habitually
- b) Somewhat frequently
- c) Intermittently
- d) Seldom

6. Which of the following lesson topics would be most likely to found in your curriculum?

- a) Using technology to your advantage
- b) Time management and independent learning
- c) Connecting current events with required reading
- d) Building critical thinking skills
- e) Verbalising issues and suggestions in group format

**Adapted from (Also, check for answer):**

<https://ww2.kqed.org/education/2016/0>

*Can you solve?*

Answer: Last page

## Riddle

Which letter is  
always trying to find  
reasons?

### LATERAL THINKING WORD PUZZLE

What six letter word in the English language contains ten other words without rearranging any of its letters?



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**BELTA in Pictures**



**BELTA Annual General Meeting  
At RC Majumdar Lecture Theater Hall, DU**



**BELTA Leaders at ELT@I Conference 2019**



**Welcoming the Newly Elected BELTA  
President @ Golf Garden, Dhaka**



**BELTA-CLS & DEH Eng. Language Seminar**



**158th EC Meeting @ Golf Garden, Dhaka**



**Few EC Members at a Drama Show for  
Charity**



**BELTA in Pictures**



**BELTA Teacher Development Program on the AGM Day, 2019**



**168<sup>th</sup> EC Meeting@ Dr Arifa Rahman's Place**



**BELTA THT UIU Dinner**



**BELTA-Academic Retreat**



**172<sup>nd</sup> BELTA EC Meeting @ Sultana Narsrin's Place**



**171<sup>st</sup> BELTA EC Meeting at Dr Rubina Khan's Place**



<b>9<sup>th</sup> BELTA International Conference 2020</b>	<i>Theme: English Language Education for Sustainable Development</i>
<b>March 13 - 15, 2020</b> <b>Venue: United International University, Madani Avenue, Dhaka</b>	

RESEARCH PAPERS   PRESENTATIONS   WORKSHOPS   PANEL DISCUSSIONS   DEBATES

**Keynote Speaker: Professor Richard Smith, University of Warwick, UK**

**Plenary and Featured Presentations by  
International / National ELT Specialists / Applied Linguists / Educationists**

**Aim:** The Conference intends to be a professional forum and a networking opportunity for English teachers, trainers, policy makers, administrators, textbooks/materials writers, researchers, educationists & technologists related to English Language Teaching/Learning/Testing/Administration. Participants are expected to be ELT practitioners from public/private sectors & professionals in language education, technology & development areas.

**Presentations:**

- Paper: 25 minutes
- Workshop: 45 minutes
- Panel Discussion/Debates/Colloquium (group of 3/4 with a moderator): 50 minutes
- Poster Presentations – throughout the conference

**Content Areas:**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• English and Globalisation</li> <li>• English and Sustainable Development</li> <li>• 4<sup>th</sup> Industrial Revolution and English</li> <li>• Teaching Language Skills</li> <li>• Methods and Approaches</li> <li>• Materials for the Millennium</li> <li>• Teaching English in Multi-Lingual contexts</li> <li>• Teaching of English Literature</li> <li>• Developing Self-Learning Strategies</li> </ul> | <ul style="list-style-type: none"> <li>• Psychology of Learners and Learning</li> <li>• Applied Linguistics Research</li> <li>• Teacher as Researcher</li> <li>• Language Policy and Implementation</li> <li>• Language and Identity</li> <li>• Mentoring and Leadership</li> <li>• English at Primary/Secondary/Tertiary Levels</li> <li>• Testing and Assessment</li> </ul> |
|---|---|

**Submit Paper Proposal with TITLE (max 10 words), ABSTRACT (max 75 words),  
SUMMARY & SESSION DESCRIPTION (max 150 words), PRESENTER(S)'s BIO (max 60 words)**

**DEADLINE for SUBMISSION of PROPOSAL: 7 January 2020**

**Acceptance Notification by 25 January 2020**

REGISTRATION FEE			
BELTA Members (Dhaka based)	BDT 1500	Early Bird	BDT 1200
BELTA Members (regional)	BDT 1000	Early Bird	same rate
NON-MEMBERS	BDT 1800	Early Bird	BDT 1500
STUDENTS	BDT 800	Early Bird	BDT 700
International SAARC	USD 80	Early Bird	USD 60
International NON-SAARC	USD 120	Early Bird	USD 100

**DEADLINE for Early Bird Registration : 23<sup>rd</sup> January 2020**



**Bangladesh English Language Teachers Association**

[www.belta-bd.org](http://www.belta-bd.org)

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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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**Website:** [www.belta-bd.org](http://www.belta-bd.org)

## 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 refereed 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 250-350 words, font size 12

in Times New Roman. We accept contributions all year round.

## WHERE TO SEND COPY

Copy and further questions should be directed to the editorial board at [info@belta-bd.org](mailto:info@belta-bd.org) keeping at least one or all members of Newsletter Editorial Board at CC.

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### Answers:

Puzzle on page 5:

**Two wrongs never make it right.**

Puzzle on page 18:

**The letter (y); Spared**