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PART A

Literature &
RESEARCH
Based Writing

Teachers' ways in correcting speaking mistakes to students of English in Vietnam

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The demand for English is great, but the teaching of English needs to be improved qualitatively. Methodologies and textbooks from the West are often employed without the necessary adaptations. Research needs to be done to investigate not only Western methodologies but also how to adapt or select these methods to be localized successfully. Being aware of this necessity, I would like to spend time researching "Teachers' ways in correcting speaking mistakes to students of English in Vietnam".

This research is designed to break a new ground in examining teachers' ways in correcting mistakes to students of English in Vietnam. Generally, it has three purposes. First, it is to investigate theories concerning speaking in general and teachers' ways in correcting students' oral mistakes in particular. Second, it wishes to scrutinize the teachers' correction-giving practice: their responding ways, their correction focus, as well as correction types and forms in responding to the students' speech. Third, it is to empathize the students' reactions towards the correction they received and their recommendations and suggestions for the teachers to improve their practice in order to respond to the student speaking skills more effectively.

Literature Review

A classroom is not only a place where we learn about the rules of language. It is also a place where students can practice using the

language in a supportive environment. For students who learn English in the classroom, we try to speed up this process. This means that we, teachers, have to introduce new language and practice it often.

In the long search for the best way of teaching a foreign language, many different approaches, or method, have been devised. Each method is based on a particular view of language learning, and usually recommends the use of a specific set of techniques and materials, which may have to be implemented in a fixed sequence. Ambitious claims are often made for a new teaching method, but none has yet been shown to be intrinsically superior. The contemporary attitude is flexible and utilitarian: it is recognized that there are several ways of reaching the goal of foreign language competence, and that teachers need to be aware of arranging methods to find the most appropriate one to the learners' needs and circumstances, and to the objectives of the course. It is frequently necessary to introduce an eclectic approach, in which aspects of different methods are selected to meet the demands of particular teaching situations.

Developing as a teacher

It is very important to get initial training and, if possible, a recognized teaching qualification. Paul Davis and Eric Pearse shared their views on development as a teacher as development options can be

grouped into three broad categories: Self-development (Constant reflection, Diary Writing, Recording lessons, Reading), Co-operative Development (Sharing with colleagues, Peer observation), and Formal Development (In-service training programs, Conferences, seminars, and short courses).

The role of teacher in speaking lessons

In speaking lessons, the more time teachers speak, the less time there is for students to speak. So, to help students speak, teachers should play different roles as a giver of information and as a corrector of mistakes as well as an instructor in all classroom activities. In addition, at different times during the lesson, the teacher can also be a model, a prompt, an organizer and a monitor. These roles can help the teachers to manage and facilitate the students learning process. A teacher in class is a model in the Presentation phase, a prompt during the Practice phase, and an organizer, an encourager as students work in pairs or groups to practice fluency during the Production phase.

Ways to correct oral mistakes

In a research on mistake correction during speaking activities, Joanna Baker and Heather Westrup (2003:35) suggested pedagogy of correction in two phases namely ways of correcting during the practice phase (Letting students know that an error has occurred, Helping students to correct themselves and others, Using your hands to indicate and correct errors (finger correction), Correcting errors during the guided stage), ways of correcting during the production phase (Giving encouragement, Using gestures to show the students they have made a mistake, Using fingers to show students where the mistake is, Pretending to misunderstand,

Echoing, Reformulation, Automatic Correction, Increased Input and Hidden Input), and a discussion on Fluency and Accuracy.

Form of correction

Three forms of correction which have been analyzed in this part are: self-correction, peer-correction, and teacher-correction (The problems of the heavy corrector, The problems of the non-corrector).

The Study

This section focuses on the main components of the study, the methodology, instrumentations, data analysis, findings and implications.

Methodology

Subjects: The subjects chosen for the study include 53 students of B1 level at University of Languages and International Studies with the survey questionnaires and six lecturers who have been teaching Speaking skills from six months to 20 years of experience with notes from observation and video-recorded.

Instrumentations

Instrumentation 1: A survey questionnaire is designed to find the responses to the following questions: (1) How do you expect your teachers' correction on speaking skills? (2) Is correction necessary? (3) Do you like self-correction, peer-correction, or teacher-correction? (4) While practicing speaking skills, do you wish your teacher to correct your mistakes immediately or after you have finished? (5) How should teachers show their attitudes to your speaking: commenting on what you have done, or giving encouragement, or giving criticism, etc...?

Instrumentation 2: Notes from observation with selected teachers of four classes

Instrumentation 3: Videos of speaking practice (20 students on Flipgrid)

Instrumentation 4: Notes from discussion with selected teachers (four teachers)

Instrumentation 5: Students' mutual feedback (peer correction)

Data analysis

This part of the study is the treatment of all the data collected from survey questionnaires, observation notes, the review of qualitative data collected through Flipgrid videos.

Chart 1: The percentage of times teachers correct students' speaking mistakes

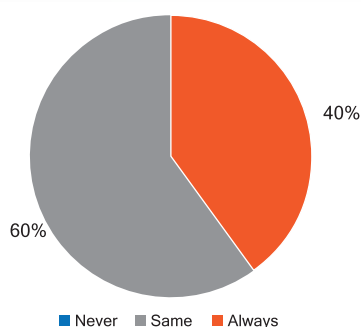


Table 1: Students' attitude towards the necessity of correction

	Necessary	Unnecessary
Percentage	99.05%	0.05%

Chart 2: The speaking mistakes that teachers focus their correction on

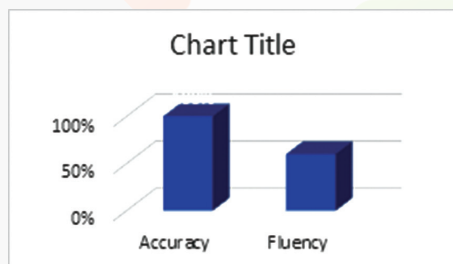


Table 2: Students' attitude towards the right time of correction: When to correct

	It depends	After	Immediately
Percentage	5.82%	66.01%	39.80%

Chart 3: The accuracy mistakes that teachers focus their correction on

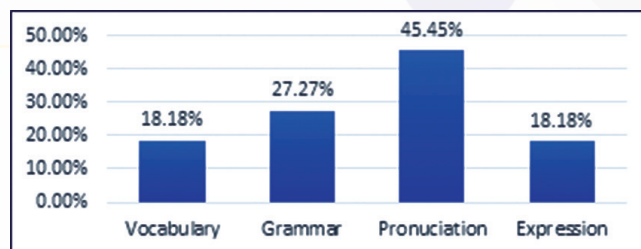
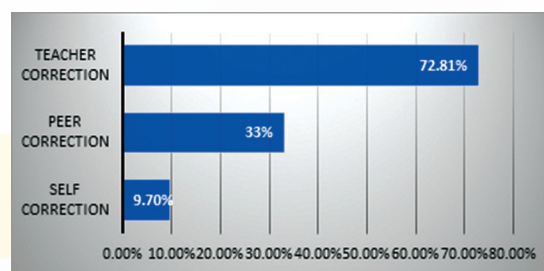


Table 3: Students' attitude towards what mistakes should be corrected

	Accuracy				Fluency
Percentage	40.77%				0%
	Pronunciation	Grammar	Expression	Vocabulary	
Percentage	30.09%	8.73%	1.94%	9.70%	

Chart 4:



Findings

The findings indicated that almost teachers correct mistakes of pronunciation immediately and give encouragement to students right after they have finished their speaking. In addition, teacher's correction is not fixed in any phases. Teachers correct students' mistakes in all three phases (Presentation/ Practice/ Production). A teacher seems to be more professional when she corrected students' mistakes in practice phase and elicit them

to self-correct. Even that can take time, it is really helpful and students, therefore, can remember their mistakes well. However, a small number of the teachers often stop students whenever they catch students' mistakes and correct them immediately (showing them their mistakes only, with the mistakes of pronunciation: they do not let students repeat or explain the reasons of making such mistakes).

There are wide differences of opinion on the question "Is it necessary to correct students' mistakes?", but perhaps one of the most compelling reasons for carrying out correction is that many learners expect their errors to be corrected and can feel disappointed or resentful if they are ignored. As well, there is a danger that by leaving mistakes untreated, the defective language might serve as an input model and be acquired by other students in the class. Moreover, the provision of corrective feedback can significantly speed up the process of language learning by providing information about rules and the limits of language use, which would otherwise take students a long time to deduce on their own.

Despite the potential benefit of feedback and correction, however, it will only be effective if students are amenable to the idea and are willing to take on board teachers' comments. Therefore, in order to ensure that students are receptive to error treatment, it is necessary to find out their preferences and attitudes towards correction and feedback, as well as how sensitive or resilient they are to the same.

Having agreed with the principle of correction, the next question to ask is, "Which oral mistakes should be corrected?". One answer is that we should treat those errors repeated by one or more students and also we should

attend to those which are considered to be the most serious. In fact, teachers surveyed focus much on the correction of mistakes in pronunciation. Thus, it is advisable to focus on the correction on the important points to learn in each lesson focus only.

Another consideration when deciding whether or not to respond to errors is the nature of them and how ready or capable students are of dealing with particular errors. In the case of slips of the tongue, for example, it would seem wisest to overlook them, unless they are frequent, or result from carelessness. With regard to errors resulting from faulty or insufficient knowledge of the language, however, the situation is more complicated and if students have not been exposed to a language form or are not ready to learn a particular structure, then it could be argued that there is little point in intervening and giving feedback.

Moving on to the question "When students' errors should be corrected?" it is necessary to consider first of all the nature of the activity being undertaken. If, for example, students are being drilled in order to practice pronunciation of a word or phrase, then they should be stopped immediately when they make a mistake, otherwise they will continue repeating defective language, which is pointless. What is more, in the lesson with the frame of three phases namely presentation, practice, and production, it is favorable to correct students' mistakes carefully in practice phase and to give comments in production one.

The next question "How students' mistakes should be corrected?" is inextricably linked to a further question "Who should correct students' errors?" Efforts to correct students' mistakes can have little or no effect on their output, and it needs to be born in mind that

for correction/ feedback to work, there must be a need or desire on the part of learners to attend to their errors, which assumes that they recognize that their performance is flawed. Hence, instead of merely pointing out that an error has been made and correcting it, the teacher should, therefore, try to help learners notice the difference between their output and that which a native speaker would produce. One way to do this is indirectly via strategies such as problem-solving tasks, because it can be difficult getting students to pay attention to what they have to say, and this type of approach will encourage them to be active processors of information, and not just passive receivers.

Furthermore, a self-discovery approach reduces the likelihood of students becoming dependent on external assistance. However, learner independence is not something that can be achieved easily and initially students will require the support of someone with more knowledge than themselves, in order to become aware of, and/or correct their errors. Gradually, teacher intervention should be reduced and students encouraged picking up on each other's mistakes and providing feedback. A natural and non-threatening way of doing this is to encourage them to make use of a number of strategies when they are talking to each other, for example, clarification requests (What did you mean by ...?), requests for repetition (Sorry, can you say that again?) and the use of questioning looks. Not only will this persuade the speaker to try and reformulate and improve their message but will hopefully develop their ability to detect their own errors and mistakes, as well as the ability to self-correct.

If used appropriately and positively, correction can play an extremely important

role in language learning. A positive correction strategy firstly depends on the approach or methodologies which underlie the planning of the program.

Future directions

This study is of the exploratory one, in which the author has found some attitudes and demands from students; some real actions, ways and attitudes from teachers on correcting mistakes in speaking classes. Also, the author has collected different ways, techniques from different authors, and also suggested some interesting and effective ways to help students making mistakes less from her own experience. It is her wish to have chances to share all experience to colleges and cooperate with them to find whether these ways, techniques, and her activities are effective and interesting to all students or not. Given a longer time, the researcher wishes to use what she has gained to develop the exploratory study into an experimental research in the near future with a focus on the causes of students' mistakes and some problems of teachers while correcting students' mistakes. What is more, designing games, activities that help students improve their abilities to self-correct and peer-correct and to make fewer mistakes is a good theme for future direction.

Conclusion

This study is carried out as a contribution to the knowledge of all teachers and students of English in their teaching and learning. Undeniably, due to the limitation of time, experience, materials, short-comings and errors are absolutely inevitable. There may still be some other teaching techniques that are not fully covered. Thus, all comments and suggestions are greatly appreciated. I

do hope that this study would be of some value to both teachers and students in their language teaching and learning acquisition process.

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Status & Perception of the English Language Teachers at Secondary & Higher Secondary level in Bangladesh on Action Research

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Abstract

Considering the importance of action research in teaching & learning process, the study dealt with the determination of the status of teachers having knowledge about it and their perception on it for thinking of it to incorporate in their regular activities among the selected English language teachers of Bangladesh. This study utilized the non-experimental quantitative research method, particularly the survey method, to gather data. The feedback from the respondent reflects that 55% of them knew about it earlier and 97% agreed that it would be beneficial to introduce action research in English language teaching & learning process after they were given the insights on it. The assumption was that when teachers work on action research it will enhance their critical thinking and will help them in deep thinking about getting improvement of their student's language learning skills in the most effective way as well as to find reason for drawbacks at some points. A field experiment was conducted among 130 participants, who teaches either in urban areas or in rural areas. In both conditions a set of structured questionnaires were shared to give their feedback on it.

Introduction

English has gained key status by becoming the most widely spoken and dominating language in the world. It is spoken in one hundred more countries of the world [1]. English increasingly belongs to the world rather to any one country. Since history it's craze and importance has been increasing continuously. English language has become a tool for development issues. English language proficiency is related with English language teaching- it's method, action, assessment etc. [2]. So we have to give importance in English proficiency as well as English language teaching, it's problem areas and solution. Action research can be a great tool which is found to be helpful for teachers and other educators uncover strategies to improve teaching practices (Sagor, 2004).

Action Research is a research-which is done by teachers [3]. The teachers gather information about after that they improve the method, their target educational settings, operates, how they teach, and how well their students learn.”(Mills,2000). It is a research for education, involvement, information collection for present educational programs

and results, analyzing the information, taking a plan to upgrade it gathering changes after a new plan is implemented and developing conclusion regarding the improvements. The prime purpose of Action Research is to develop educational programs inside schools [4]. The four types of Action Research design are Individual Research, Collaborative Research, School-wide Research and District-wide Research[5].

It is shown that action research can be done to help general development or to resolve specific problems with teaching or learning and it is significant in ensuring that a sustainable and effective solution to any situation is found[6]. So, action research gives solution as it is a method used for improving practice, involves action, evaluation, assessment, critical reflection based- gathers- changes are then implemented[7].

Bangla is the official language of Bangladesh but English is randomly used in many government, semi-government and private organizations together with Bengali (Ainy,2001). Globalization and more dependency on online resources and web media is increasing the demand on English and thus English language teaching is going to be the vital point to develop our nation. English language teaching has undergone tremendous changes over the years specially last ten years. A number of good initiatives have been introduced to address this issue by our Ministry of Education through National Curriculum & Text Book Board for capacity building of the English teachers and facilitating classroom equipment. Despite that the development of English language teaching and its success is still now facing some difficulties to reach its actual benchmark.

Among some Asian countries, in case of English proficiency, Bangladesh is in the lowest position [8]. India scores 55.49, China 53.44, Vietnam 51.57, Pakistan 51.41, Indonesia 50.06, Nepal 49 and Bangladesh 48.11. In order to improve from this situation Action research might play a significant role [9]. A study of literature related to English language teaching & learning reveals that English teaching & learning process becomes more engaging, creative, student centered and more impactful when action research is incorporated in teaching and learning cycle[10]. An English teacher can perform this research by executing a group activity for a certain length of time. Based on the outcome of the research result he/she can work accordingly which will help to improve his/her teaching and learning cycle.

It is undoubtedly considered that action research is one of the powerful tools for English Language teachers at secondary and higher secondary level but a very few studies has been found on it to identify the status, perception and interest to deal it. Thus this study will work on two hypothesis through which it will try to draw a picture of the familiarity of the term Action research, its concepts, perception and way forward among the English language teachers at secondary & higher secondary level.

Method

The study utilized the non-experimental quantitative research design. Specifically, survey method was employed to determine their familiarity on action research, and to identify their willingness to work on it. The population of this study was the teachers and educators of secondary & higher secondary level of Bangladesh focusing both rural & urban. The respondents were selected through purposive sampling, where the

teachers at secondary & higher secondary were chosen as respondents. A total of 130 respondents participated in the study out of which 52 % from urban & 48% from rural areas. Among the respondents 61.5% were male & 38.5% were female teachers.

The hypothesis of this study was :

H1: Very few teachers at secondary & higher secondary level of Bangladesh know about Action Research H2: Teachers will agree that Action Research is useful to enhance teaching & learning skills when they will be given insights on action research

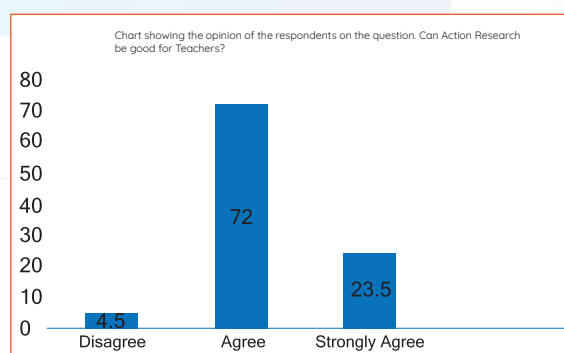
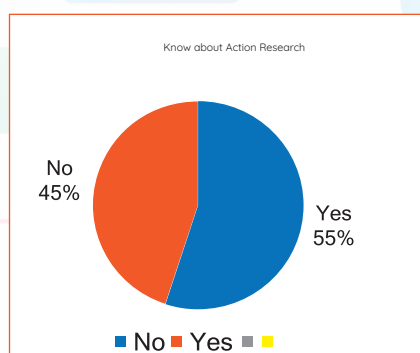
Participants and design

Participants were recruited among the English language teachers at secondary & higher secondary level of Bangladesh from both rural and urban areas. The measurements consisted of questionnaires, which were handed out upon recruitment and sent by email, respectively. From the original 140 participants at primary target lists, a total of 130 (93%) submitted a completed questionnaire. The final sample contained 50 females (38.5%) and 80 males (61.5%). Upon agreement to participate, participants were asked to fill out a questionnaire. The purpose of the interview was to know the status of the knowledge on action research among the English language teachers at secondary & higher

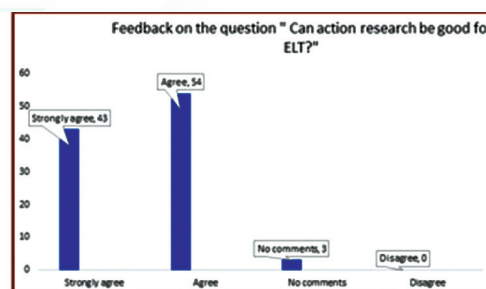
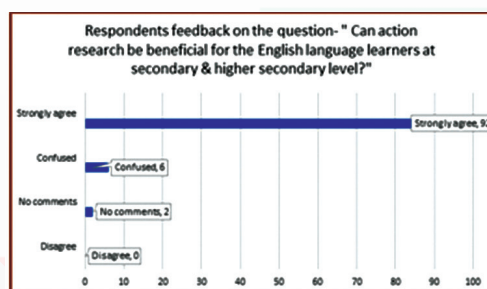
secondary teachers and also get to know their willingness to work on this issue if they were given scope.

Results & Discussion

This study tested the hypothesis that concept of action research is not encouraging among the teachers and educators involved in English language teaching at secondary & higher secondary level. The results of the study gave support to this hypothesis.



The result of the analysis of the respondent indicates that 55% teachers knew about action research. When the respondent were shared the fact of action research they agreed that action research will be helpful or can be an effective tools in teaching and learning framework. 72 % respondents agreed that action research can be good for teachers while 23.5% showed a very strong response on this issue.



From the survey data it was also reflected that about 92% respondent agreed on the

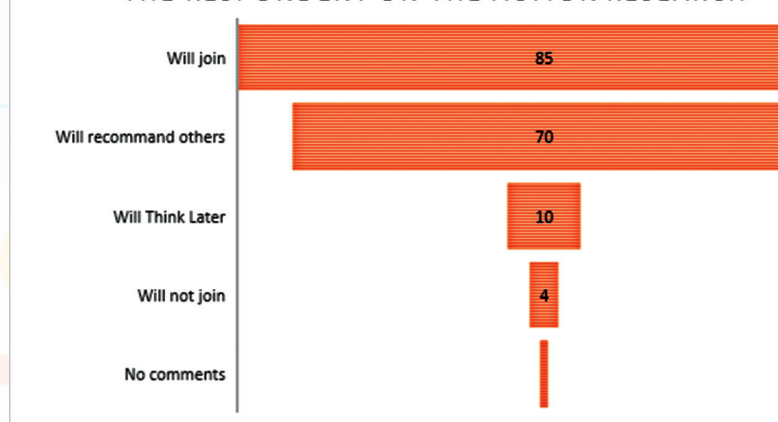
fact of beneficial for the students and 43% responded for the strong feedback for ELT also. A total of 85% respondent showed their willingness to join this type of activities if they were given the opportunity and from the total respondent about 70% agreed to share or recommend the issue for their peers .

for poor progress on this issue. Respective authorities under Education sector should pay attention on this issue which will not only uplift our ongoing journey towards SDG # 04 but also will keep pace with economic movement to see a vibrant position of Bangladesh in a global context.

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THE RESPONDENT ON THE ACTION RESEARCH



Conclusion

The problems of ELT must be overcome and chalk out the problems and find out its solution if Bangladesh wants to be developed and digitalized country as well as to acquire 21st Century skill, Most importantly English is such a tool which can help to develop the economic growth actually over all development of our Bangladesh. It seems that ACTION RESEARCH can help us to be victorious as well as successful in our English Language teaching. If we want to get success in teaching our students' English proficiency will be developed. Its very positive thing is that teacher's are familiar with the issue but lack of guidance or opportunity as well as motivation are working as a trigger point

New approaches to digital learning: strategies to overcome motivational crisis

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Abstract: The study is aimed at analyzing the problem of low motivation and productivity among students who were forced to switch to online education during the global pandemic Covid-19. It presents three ways which can help to increase students' motivation and productivity during distance education. The relevance of the topic is directly related to the need of the whole world of a new level of digitalization development. The catalyst for this process is the formation of universal digital literacy as a certain kind of competence of a new generation which is ready to use digital technologies in all spheres of life, regardless of their age and educational level. Methodology. Recommendations from psychologists on how to cope with motivational crisis and their advice helped me to develop my own methods. A questionnaire was used to collect data about one of the most effective means to motivate yourself and make distance education more productive. The poll involved 118 students from the Department of Applied Linguistics at Kharkiv National Aerospace University. The results show that students consider time management method to be the most helpful and effective for increasing motivation and productivity, 60% of the students interviewed chose this method.

Keywords: age of information technologies, global pandemic, e-learning, digital education, motivation, formal attitudes.

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Electronic era commenced with the use of wireless electronic communication over 100 years ago. Transmitting telegraph messages and the radio are among the important applications of this technology. The messages were passed through the air, invisibly, on radio waves. Since then the technology use has moved from radio to recordings, movies, television, computers, CDs, CDROMs & the Internet. This technology was very useful to convey instant urgent messages and to make people be aware current local and international news. This has become an informal but effective form of education.

Digital learning is primarily a learning practice that ultimately helps learners and can produce tangible results. Digital learning uses a wide range of information technologies, which contributes to a variety of educational strategies.

The current Covid-19 situation has completely transformed the education system worldwide. Transition to the mixed or fully distance education system has led to many difficulties which teachers and students experienced in the first turn. However, now we live in the age of information technologies, at a time when most people have access to the Internet and are able to use computers and telephones that is why it's much easier for us to adapt to online studying than if it had happened 100 or 50 years ago.

While some people believe that the unplanned and rapid move to online learning – with no training, insufficient bandwidth, and little preparation – will result in a poor user experience that is un conducive to sustained growth, others believe that a new hybrid model of education will emerge, with significant benefits.

Teachers have to find alternative ways of presenting material and training, and students are trying to use different ways of self-development and self-study. To my mind, it's a really useful challenge for all of us. Obviously, e-learning is not without its faults. Online training comes with its own particular characteristics, which can limit the success of the training. Technical issues are probably the most common problems that can occur during online studying. Nevertheless, in most cases they could be solved easily. Such problems are nothing compared to lack of motivation and loss of productivity.

When the reality of COVID-19 sunk in, finding the motivation to keep up with work or university each day dropped to the bottom of a long list of concerns for a lot of individuals, for me, my friends and my student mates. Seven months later, daily responsibilities and the COVID-19 pandemic are still going strong, and for most of us, this means being at home and in front of a screen for hours at a time.

With no clear end in sight, adjusting to the new principle of studying at home has understandably taken its toll; uncertainty about the future, challenges with mental and physical health, constantly being in the same environment, and having to stay distant from peers and colleagues are just some of the things affecting our ability to even focus on our daily responsibilities, let alone tackle them with any sort of enthusiasm. It's

no surprise that as the weeks are going on, staying motivated seems like an impossible task.

Motivation is an essential factor for behavior change; therefore, understanding motivation is extremely important in the field of education, as it could offer a predictive as well as prescriptive view of behavior. Motivation is seen as the essential drive that stimulates and sustains learning. Thus, it is important to understand the factors that impact it.

Having studied a large amount of material and advice from psychologists, I have identified three main points for myself. Naturally, the effectiveness of each method depends on the person and they cannot be universal for absolutely everyone. To find out which of these methods is the most useful and widespread, I conducted the research in the form of questionnaire among students which was disseminated through social networks.

First of all, psychologists recommend developing formal attitudes. Personally, I prefer this advice which can help me to switch to an educational mood and tune in to tasks. It means drawing the line between study and your life. Divide your study time and space. Determine for yourself a place where you will be during the lesson\double periods\training: a table or a corner in the room. Try to spend time there only during business hours. Psychologically, we associate a place with a working attitude. Therefore, it is not recommended to work or study while lying in bed. Either you will fall asleep or your sleep will be disturbed due to working thoughts. There is also one important piece of advice within this method - do everything that you used to do when you went to the university before quarantine. It includes dressing up, applying makeup (for girls), hairstyle, etc.

The second thing that psychologists suggest doing is removing interference. When you study at home, temptation is inevitable. To have a rest watching the series, having a bite to eat, playing with your lovely pet or checking your e-mail or social networks - these activities beckon. Unlimited internet access can prevent us from learning and working. That is why it would be better for you to turn all the notifications from social networks off while you are studying. I find this tip very useful because I have tried it myself and have seen some real results. The same situation happens with our willing to get some grub. Constant trips to the kitchen, looking into the refrigerator in the hope of finding something tasty, another cup of tea or coffee - all this reduces the level of concentration and the speed of completing tasks during your study. Use “interference” as leverage: “when I read the text, I’ll have a snack” or “I’ll watch a movie, when I do my homework.”

Time management is probably one of the most serious problems for most of us. Blurred deadlines for completing tasks, a large number of temptations that can take a lot of time, and the deceptive illusion that there is still a lot of time because you are sitting at home - all this reduces our productivity. Based on my own observations and research results, I identified three basic rules for organizing the time:

- 1) set your alarm in the morning; set yourself tough deadlines and set some rewards or punishments for meeting them, or vice versa;
- 2) avoid multitasking which can actually decrease your productivity. Focus on one assignment at a time and do this task first. Arrange your tasks in order of importance, and pay attention to the three or four crucial tasks that require the most effort;

- 3) set a timer for a specific task. For example, you know that this task will take you about an hour to complete. Turn on the timer for 45 minutes. There is a very high probability that you will actually finish the work within the allotted time. Time recording will have a positive effect on planning your day. You will be able to do more by knowing how much time you spend on a particular task.

Taking into account the information stated above, I must admit that nowadays we are all in conditions that make us look at the learning system in a new way. We are forced to develop new abilities and look for new sources of motivation and productivity. It is evident that digital learning can improve the quality of the educational process, save teachers’ time, allow them to adapt the system of learning to the needs of students, help to track student progress, ensure transparency of the learning process for all stakeholders, and much more. However, one should be aware that while using such a training system, psychological problems are arising, which must be emphasized in the study of digital learning.

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Barriers to Education A DIALOGUE THAT STILL RUNS

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“Who decides education merit or money? My young friend, those days have already gone by now your entry to the world of education is determined by the power of money --- your economic collaborations. Your merit now possesses only an emotional better a sentimental connotation and that is fast going to fail you translate your merit into an academic prospect. Education is no longer a social cry, nor a road towards human emancipation. It’s now a sole requirement of the pan-aggressive industries outside which education has no tangible value.....”

Sir, I think you are pointing towards schooling not education.

“In a way you are right but without schooling you can’t keep the door open wide for education.”

But sir, schooling itself blocks the door to learning. Whatever be its overt exercises or proclamations, schooling unfailingly vies for structure with a serious denial to deep learning. In between “collecting facts”

and “reading facts” lies a deep fissure in learning culture.

I was fortunate enough to have a long and pathbreaking discussion with the head of an institution sometimes back in the 90’s of the last century. Sitting in the quiet of a century old imposing mansion my mind slid backwards, the cool rustlings of the pine forest that dotted the great hill station reminded me of a poem that I once heard a boy reciting standing under the derelict portico of a small cottage facing the great Himalayas.

I am a pine tree,

What should I do?

I will grow and grow

Until I touch the sky.

These simple and unadorned lines help me cautiously define a learner and a student. A student is a docile fellow happy along the charted routes determined by the interest groups of an industrial society. A “Learner” is somewhat a fastidious spirit whom even a god would fail to satisfy. In his tedious search for unpretentious theses he would even remain unhesitant to carry on his sturdy back the letter “L” --- the most abominable sign in the world of learning. He keeps himself prepared for the obvious loathings all through his disheveled life without any palpable grievance.

“But schooling is not a barrier to our education, its a necessity,” continued the principal, “It motivates our knowledge.”

But how would you manoeuvre a demotivated schooling? Can you motivate a student with modern gadgets and ice-cool classrooms? Who do you motivate? Who needs to be motivated first? Your students, your teachers or the hyper-active parents?

“I, probably, have no straight or clear answer to the last part of your questions. I do agree that often we provide stock responses to the problems that drive us into a nonplus state. Let me be frank, at least for the moment, we really can’t motivate a student already implanted with pet dreams of his parents. It’s quite apparent that the fields of education have been turned into a volatile arena of

conflicting aspirations --- interests with antagonised worldview. There is no straight-jacket answer to education ---- in fact, though intellectually a great effort, you may agree, Tagore's Santiniketan itself is a wrong and routeless journey."

Sir, would it be an excess if we wonder how could we teach students of 21st century with the knowledge acquired in 20th century? Aren't we out to cater a combo dish with flavours of 19th and 20th century learning cultures and ethics?

"Probably, we do have a misreading"

And like most of the governments on this planet earth you deal everything with administrative overtones. You often talk about school discipline but isn't that, in fact, a blueprint for social-marketing that tends to add glamour to your school's commercial package? Your school uniforms may look smarter but in no way it defines or paves the way to discipline of thoughts. Why do we take it for granted that these little champs are only at the receiving ends? Though we love to coin phrases like "budding scientists" but in a real world situation we deny their effective roles as contributory thinkers.

"Don't underestimate the importance and value of discipline. A nation can never be strong unless there is discipline. With rampant chaos we can't take our society towards progress. Progress means functioning order at every sphere of a living society. It would be somewhat wrong to demean it as a militaristic view, yet even a most democratic society needs discipline, a strong discipline --- the discipline of a military without the mechanism of a military administration."

Sir, I never deny the fact that a society needs discipline. A society always looks for a discipline, but the concept varies. A wrong concept of discipline is a great barrier to education. To the school administrations the word 'discipline' is a collateral scheme --- punishment and repression --- when you fail to win over a tender inquisitive mind you want his body and mind under your inescapable control and the student first time in his life tastes the organised violence of an

institution. The school becomes an agent of repression. Michel Foucault's historical concept of power will escort us to the understanding of the tragic intricacies of these unrestrained power. He shows that we train the body to make it socially active and productive. It's an element that decides the strategies of the economic and social management of institutions.

Sir, go through all the experiences --- written or oral, monstrosity of schooling will definitely dampen your heart. How could a sane society be capable of such monstrosities which is outrageously evil or wrong? Education takes the backseat.

"Your voice bears a political tune and that prevents you from accepting modern school systems. Students must value the rigid discipline of a soldier, without an iron discipline soldiers can't fight an enemy."

If you compare, you will find that though committed soldiers have a socially and politically defined or marked enemy to fight at a pronounced border, students, on the other hand, have to face the trials of unforeseen enemies with no borders whatsoever. So the rhythm of discipline differs and needs to be fitted well with our ultimate purpose.

"Right you are purpose, the ultimate purpose of a society."

Here lies another barrier to education, Sir. When you talk about the purpose of a given society you carries a manual to be followed religiously to suit the interests of that particular regime or sovereignty and can no longer speak for education. Sir, education isn't a regime. It does not acknowledge any fragmented truth being dished out into facts. Science does not recognizes fences. A physicist is a physicist, only a derailed notion could turn him into a "physics wallah". In education there is no preset goal there are challenges --- a killing field where challenges and destructions are the war cry for setting the values of knowledge and wisdom. We need a human touch not the "midas touch" --- so the scales of discipline can't never be the same, education requires separate set of disciplines

that should not imitate a brave military force out to defend the sovereignty of a nation.

“I find, you’re trying to undermine the very importance of obedience. Obedience is what an institution needs to run, in absence of which “culture of education”, as you have coined, will be meaningless. We all would stumble into a quagmire of our own stupidity.”

A strong intellectual spirit does not fail to embrace active attention of a student. We should be courageous enough to identify it as obedience. Learning ambience is only guaranteed if the teacher-students consolidation builds on this spirit of confidence”

What you ask, is an unflinching loyalty to the authority. Students don’t want to play the roles of Ekalabya, Abhimanyu or Aruni.

“Certain benevolent type of regimentation is a crucial need of the day.”

This crucial needs invariably give birth to rote learning. It refuses to accept the essence of “meaningful learning, associative learning, and active learning”, Sir, I might be equated with a gender bias if I say for the sake of effective imparting of knowledge to the students we all should stay away from the tyranny of “marauding kitchen”.....

Before I completed, a senior teacher hurriedly entered, told something to the principal in a low voice and again left the room in a hurry The principal looked disturbed and tensed.

“I have to attend an urgent meeting with the parents. Last week, a girl and a boy of class ten were found...

Then with a moments pause he remarked, “It’s the real problem of a co-ed school. I believe at least in this case you will agree with me that sexuality is a great and practical barrier to education.”

Sir, I know nothing of the incident, still I’d say, it’s a problem of “combating sex hesitancy”

“All nonsense! What does it mean?”

Your high-handed refusal to address the various human problems with a human touch

The principal didn’t wait to hear me, he left the room with a dry smile on his face. I followed him slowly and staggered down the foggy corridor of a century old convent school.

Gender Equality

Luis Pelicó

Have you ever been in a situation where you have been discriminated, treated unfairly or simply being set aside because of your age, gender, nationality or your way of speaking? well if you are like the majority of the people that I have asked this question, I would be sure that the majority of you guys answered yes and, don't worry, you are not the only ones, it has also happened to me. So, I ask you: how did you feel? I imagine that you felt something inside yourselves when this happened. It was not anger, but it was this fire that burns inside us when we desire that others see the capacity, the experience and the knowledge that the potential that we have regarding in this specific activity, but they cannot see it. I'm talking about the potential that was retained from us for the simple fact of being discriminated by a Prejudice, today I want to address gender equality.

Well, I want to go back to the principal question that I used to start writing this article, regardless of if your answer was affirmative or negative, I am sure that we can agree that from a long time ago and, when I say a long time ago, I mean probably before you and I were born, society has been a source of gender inequality. Although you probably already knew this, I share only some necessary information for those who are new to the subject and who eagerly want to learn: 1. The World Economic Forum report given in 2017 ensures that the existing gap in terms of inequality, will not close in approximately 100 years. We can agree that there is a high probability that none of us will be alive by that time. 2. According to

the UN, there is a salary difference of 24% between men and women and 3. that 35% of women in the world have suffered sexual and physical violence by their partners. So, the history of the world supports me when I say that gender inequality has been a long-term cancer that until a few years ago has been treated with great force of words, but with little action. Today I will share the truth about this issue and how we can solve it and get rid of it.

Let's start by defining that, according to the United Nations, gender equality is: "equal rights, responsibilities and opportunities between men and women, boys and girls." Please meditate with me for a few seconds on how powerful words these are: rights, responsibilities, and opportunities. There are 3 words that seem easy to understand at first, and one would think: "If it's so easy and simple, why doesn't it happen?"

Well, I share with you that constitutionally, both in Guatemala and in the world, gender equality does exist. If we go to the majority of the constitutions, all men and women enjoy the same rights, responsibilities and opportunities. Again, these powerful words. According to the tax system, each person must pay a percentage of her income regardless of her gender, again, there is an equality, but, and this is just my way of seeing it, maybe a somewhat convenient equality. Equality is a universal legal principle, something that is there and that everyone knows, but to ensure real equality, it is necessary to go a little further than something legal or constitutional, and

this is where I ask you to please meditate on this with caution, you need to go to the depths of personal ethics, yes, it needs to go to you who are listening to this because, and I apologize in advance for the daring, you are the only one who leads the solution to this evil, yes, you carry it within you. Only you and I have the real power, the ability to change this in a shocking way and this starts in our daily lives.

We already define that gender equality, or at least the theory and the concept, does exist. Although we know that they do not apply in all parts of the world as we have examples in some countries in the Middle East, Asia and Africa. In fact, it is proven that not even the most developed countries have a high gender equality index. We understand that the true inequality that exists is a moral problem, something ethical that can only change if, for example, the human resources department in companies begins to see women and men as people with equal rights, responsibilities, and opportunities at the time of receiving applications for a job vacant. You should never discriminate against a woman or a man for the fact for their sex.

I believe that we should all be measured in the same way, a way in which our performance, ability, knowledge, talents and attitudes are measured without leaving room for what sex we have. Now, at this moment I do not come to ask you to forget the history of discrimination and oppression towards a specific sex during all the years of suffering, no, we must remember it, but we must keep it in mind as a source of inspiration to be able to change our present. We must look back to realize the mistakes we have made as a society and seek, and here I go again,

that men and women have the same rights, responsibilities, and opportunities.

But here comes the last question of the night: How do we achieve this? How can we as, parents, friends and even ordinary citizens achieve something that organizations like Aid in Action, He or She, the United Nations and hundreds of other international entities have tried for years? Well, the answer is simple. Let us start changing the way we see people, both women and men. Let us begin to value people in the workplace for their achievements, their experience, their ability, their qualities, their aptitudes, their knowledge and their potential and not for their gender. Let us start treating athletes with respect and sincerely acknowledge each one for their achievements, regardless of gender. Let us start giving opportunities for academic improvement such as international exchange programs or scholarships to those who need them, this without focusing on their gender. Let us start giving charitable help to those in precarious circumstances, giving priority to the most vulnerable, such as children and the elderly, regardless of their gender. Let us stop connecting the thought of vulnerability, weakness, or sensitivity with a specific sex, since both men and women could possess these. As an essential aspect of achieving gender equality, let us stop overvaluing people's achievements just because they are women and believe they deserve more attention or special treatment, or because they are a men and believe they deserve more recognition or merit. And finally, let us begin to value ourselves, our families, and close friends for who they are, for the qualities that complement them and not for their gender.

We all understand that men and women are not the same. We are different in countless ways, our bodies, our natural abilities, our senses, ways of seeing the world and even our way of acting, but isn't this what makes us so special? Isn't this the beauty of humanity, that we complement each other? We are so different that it would be illogical to ask for equality in every sense of the word, but what is not illogical is to ask for an equality of rights, responsibilities, and opportunities in all senses of the word! and the time is now.

I know I said that the solution is simple, and it is, knowledge is easy to obtain, but what is not easy is to put it into practice in our lives, apply it in our day by day, at work, at school, on the street or wherever we meet. This is an international fight, we are millions of people in this movement, it is arduous, long and requires a strong army to win it, not an army with firearms, but an army with a moral and fire ethic that achieves a change in your social circle. The change is in us, but it cannot wait any longer, not anymore. It needs to be done today; it needs to be done now. If we here today are not going to live long enough to see the result of the change we are making, let's make sure that incoming generations do not have to wait a lifetime to see it, but, even if I am not here to witness it, I want history, my family and future generations remember me as part of the movement and not the problem. I choose to be part of the change, do you?

The Pandemic For Philologists: New Horizons Or Lost Opportunities?

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The current situation of the pandemic and quarantine the world faces these days has undoubtedly made people more flexible. It is in human nature to adapt to any life condition, though young people cope with challenges better. Nevertheless, everyone had to make a choice – to succumb to general panic or to take advantage of the situation and go ahead despite all the obstacles and hardships in life. Thus, some people got depressed and pessimistic about their future and considered the pandemic as the period of lost opportunities. However, people with positive attitude took it as a chance to make their life better and started working their way up.

Self-isolation gave people the opportunity to develop their hobbies, learn foreign languages, and build relationships with family members. People actively began to engage in their self-education and enroll in various courses. Thus, the total number of course participants has grown by 2.5 times. Taking into account all these advantages, it is worth noting that the quarantine conditions have affected people of different professions in different ways.

I conducted a survey and found out how the life of people of different professions has changed during the pandemic. I interviewed a group of people within the ages of 17 and 25 who live in different cities.

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different countries and study at different universities. I asked them to rate the changes in their lives on a scale from 0 to 6, where 0 is no change and 6 is a complete change in their lifestyle. As far as we can see, the difference is significant. The people surveyed were divided into two categories: philologists (applied linguists) and lawyers. As the survey showed, the last consider that quarantine reduced their performance, made attention more scattered, and the amount of work done was not so productive. As a result, the change in the type of education, lack of practical knowledge and professional skills, causes anxiety among students about their competitiveness in the future in the labor market.

As for the students of the philological field, the situation is absolutely opposite. A large amount of free time made it possible to improve their skills with the help of literature, online resources and more intensive study of theoretical material. The participants of the survey assert that they were not only engaged in their self-development, broadened their horizons, but also improved their professional skills. To understand why situations are so radically different, it is worth finding out what the job of an applied linguist might be.

In general, the applied aspects of linguistic support of various spheres of human activity are reduced primarily to one general problem

the problem of information processing that functions in society. It includes both textual information in its written form, and a spoken language as the most common way of communication. The special role of linguistics in solving practical problems and needs of society is determined by the very essence of natural human language, which is a unique means of storing and transmitting information.

The main body of fundamental research carried out in the depths of applied linguistics, ultimately, is the description and modeling of the phonetic, grammatical, semantic and statistical structure of scientific, technical and organizational-administrative oral-speech and written documents, the creation of dictionaries and semantic representations.

Thus, we can see that the development of professional skills of linguists did not suffer, but on the contrary began to develop more actively. This is due to the fact that modern applied linguistics is almost as diverse as the areas of practical human activity. Modern philologists have found a way not only to spend time efficiently, but also to reduce stress through managing their work, searching for new sources of information and developing their skills in different areas. In fact, the pandemic caused stress, which led to instant solutions to educational problems.

Summing up, I want to note that more than 40% of the surveyed students note an increase in the work load in the context of online learning, which can be associated with a large number of self-study materials. At the same time, 64% of respondents had more time to sleep, and a third of students

like the distance learning format even more than real classroom sessions.

As it turned out, more than 40% of students consider that university studies don't meet requirements of the labor market. In the context of the epidemic and crisis, this issue has become aggravated - some students had to focus only on their studies in order to be able to realize themselves in their profession in the future. While other students took advantage of the situation and developed not only their professional skills, but also mastered a number of other useful and miscellaneous information. For applied linguists, the situation has developed in a positive manner also for the reason that they were immediately ready for changes in the type of training, since their profession includes flexibility in terms of receiving, processing and reproducing information. It is worth noting that just as the Internet has become an integral part of life for half of the planet, online education will soon cease to be something unusual. Perhaps in the near future it will become the most accessible and most effective method of acquiring knowledge.

Linking Life in Teaching-Learning

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I have often pondered about why I had to study certain lessons in my student days when I could never really use them in my adult life. Why, for example, did I spend ages poring over certain theories that I could not make head or tail of and had to memorize for better marks – where am I actually using those theories now? And I bet I am not the only one. I have often read articles and queries, such as; “We’re so well educated – but are we useful” and “What was the point of studying something we have no use for in life” which only make my wager stronger. The curriculum bound teaching system mostly alienates classroom teaching from necessary life lessons. The pressures of meeting curriculum needs and exam results run the risk of turning students into examination machines without actually preparing them for life. They only study to score. And that’s where the problem lies.

Drawing an example from a personal experience, I once asked a group of Agriculture students who I was mentoring, how the learning from the course would help them while actually farming. To give a little back story, these students were mostly from the agricultural background. What startled me most was the fact that they were startled by the question. Startled is a kind word, they were shell shocked! Apparently, no one had planned on going back to farming after completing the course. All they were looking for was a desk job to help sustain life. So, what are we actually teaching the students? How

are we teaching a practical subject without instilling an enthusiasm in the learners to go back and actually experience whatever they had learned? To ask more bluntly, how can anyone not note the irony of not teaching farming in the paddy fields?

One of the main concerns of existing curriculum-based teaching is the total isolation of life experiences from learning. The main questions we as educators should ask is not what to teach but how to teach. Can students link their learning and the skills they are developing within class to real life situations? Can they actually make use of all the classroom learning when they are finally out in the ‘real world’?

We often witness a huge gap in student engagement and academic achievement. students may score well in a particular subject and not be too interested in it in after school life and often miss out on subjects that they are interested in because, perhaps they couldn’t understand well when it was taught. The positive link between student engagement and academic achievement is too important to ignore. One tried and tested method that educators vouch for is linking life experiences to classroom learning. If we are training students for life, we need to bring life back inside the classrooms.

The question that this brings us to is – What exactly does this mean? It simply means a continuation of fun, real life experiences that students enjoy outside their classroom

in the formal conformity of the classroom walls. It means smashing the fallacy that classroom teaching has to be stiff and formal, so that instead of arming students with rote learning and theoretical knowledge we equip them with the freedom of learning by doing. We gift them the freedom gift learning by choice. There is no point in handling out garrulous explanations about a topic, expecting learners to understand, or worse, memories. Some may argue the idea is almost dangerously Utopian but it is in no means unattainable.

It is a sad fact that much of the knowledge imparted within the walls of the classroom is of little relevance to the larger student population outside the safety net of school life. This can be better observed in students of lesser academic inclination, who are more likely to give up on their academic pursuits. To avoid this, we simply need to design lessons to meet student interests, in an environment deemed most preferable by them. This includes a breakage from teacher centered lessons and more focus on interactive, creative and student centric classrooms. So how do we ensure classes provide a bridge between classroom learning and productivity.

Linking life to teaching and learning is often seen as synonymous to Experiential Learning. If not daunted by the big words, this simply means learning by doing. We have all learned basic life skills by not being told or shown, but by refining our technique. The theory was proposed by psychologist David Kolb, who was influenced by the work of other theorists including John Dewey, Kurt Lewin and Jean Piaget.

According to Kolb, this can be defined as “the process whereby knowledge is created

through the transformation of experience. Knowledge results from the combinations of grasping and transforming the experience.” (1)

This is a ‘hand- on’ form of learning that focuses on creating concrete experiences and carefully assessing reflections. the learners then apply the learning to their own lives while often, also doing something for the community, American Experiential Education say, “experiential learning occurs when carefully chosen experiences are supported by reflection, critical analysis and synthesis”. This is a methodology that advocates purposefully engaging learners in “direct experience and focused reflection in order to increase knowledge, develop skills, clarify values and develop people’s capacity to contribute to their communities.” (2) Here opportunities are cultivated for both learners and educators to gauge and form their own values. They are taught how to solve real world challenges and this method equips the learner with the ability to immediately apply knowledge.

Apart form this, there are certain simpler methods to link to classrooms in order to increase impactful learning. Listing a few, from my personal experiences.

We simply need to bring the real world into the classroom - By relating them to experiences and feelings instead of theories. Classrooms have to be collaborative and fun filled so as not to trigger affective filters in learners. It makes so much sense to align classroom materials to everyday life. If the goal is to make students write, there can definitely be flexibility on the topic - perhaps one which is of interest to the learner. Showing students how topics are related to them would help in making lessons less intangible and scary.

We can talk about our own experiences – a teacher talking about their own experiences make them seem less aloof and more like a friend. Especially if these experiences can help the learners to relate to their own involvements. Often teachers are discouraged from talking about their personal life with their students, this is understood, of course in adherence to the decorum of a teacher-student relation. But a teacher sharing about their failures and lessons learnt helps motivate students a lot. This makes the adult world seem less daunting and more forgiving.

We can focus on the difference between ACQUISITION and LEARNING – acquisition is how we learn our first language, or a cultural practice – by subconscious acceptance of knowledge and observation – by being involved in practice with the real world and no formal teaching. Learning, on the other hand, is conscious acceptance of knowledge – following a set of rules and assessment tools. Acquisition is how we pick up how to cook by simply watching our elders in the kitchen, and learning is when we learn how to better those picked up recipes. In more technical terms, Acquisition is when we learn to speak our native language, and learning is when we are taught the formal grammar codes of that language. In order to ensure active knowledge fostering by the students we have to ensure lessons are designed around both acquisition and learning. It is important to plan instruction to be active and help students make connections with their previous knowledge.

We can use older students to be study buddies or experts – often young learners respond better to their seniors and can relate to them much better than those they consider as oldies, (read generation gap).

We can get in senior students to talk about their interested areas and give fresher point of views to lessons. They can also be called in to share experiences of life fresh out of school and real-life difficulties that are almost never addressed in curriculums – like how to fill college forms or how to research potential majors. This helps in stimulating a real world experience.

We can plan activities around recent events and happenings – a little homework on the part of the teacher, add some oozes of creativity and we can come up with great fun lessons that students can totally relate to. There is one activity that I personally love using till it is a buzz kill – Chain stories. The teacher starts narrating a real incident/ experience/ musing and stops at a crucial point, further nominating a student to take the story forward. Absolutely fun and surprising because no one knows what the other person would say – and a no fail learning tool because the student acquires knowledge naturally.

We can make real life connections through technology – this is one of my personal favorites. Most of my students are young adults, enthralled by the world of technology. Almost all are active social media users leading far more interesting lives in the exciting world of Snapchat, Instagram and TikTok; to name a few. I give them assignments which they can upload on their social media profiles and it's a record if any student ever misses on submitting in time!

Turn your classroom into a democracy – or let your classroom have a constitution, let there be elected representative, with specific roles. Let them come to a common conclusion about shared goals, rights and duties. Let them understand how the adult

world function. Let them experience power and ow not to misuse them. Motivate them not just learn by rote but acquire knowledge through small experiences.

There are many such ways to relate your classroom activities to the real world and increase your students learning abilities, retention and motivation. Using students' real-world experiences or interests inside the classrooms will dramatically reduce alienation of students with the learning process. This will, hopefully, motivate students to learn something for the pure joy of knowing and not merely to land a cushy job in some office. Interest will automatically increase efficiency and skill.

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The Need for Empathy in Teaching

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Rashed, a school going boy, frequently causes chaos in the classroom even in ongoing classes. Mr. Tarek, the class teacher shouts and scolds him in return of this disruption but ultimately the overall situation is consistent.

Being a human, it is reasonable to react in this situation when a student causes disturbance which leads to distraction and the flow of the class is hampered. Specially, when a teacher is assigned to give classes and control the environment of the class at the same time. But what about thinking it in a different way? What if we ignore the chaos and disturbance rather focus on the core reasons behind this attitude of the student and be connected with it emotionally to provide more effective learning?

This is how empathy works in learning process. In empathy, teacher deeply involves himself with student's personal and social situations, be connected with him to understand his positive and negative attitudes and responses accordingly without hampering his learning. Being empathetic towards students is considered as the most effective way in teaching process for which a teacher always tries to find ways to be more empathetic.

Apparently, 'sympathy' and 'empathy' looks similar though there is difference between these terms. For effective teaching we need to prioritise empathy over sympathy. Feeling sorry for student or being sympathised is necessary but having empathy towards him is more fruitful. When a student finds a caring and understanding teacher who is connected with him emotionally, he feels safer than before which boost up his coherence, confidence and self esteem.

Being attached with students' feelings is required to be an empathetic teacher. That means, a teacher needs to understand his students'

mental state, views and perspective. Besides, he must have the capacity to respond as per their mental state. This is how cognitive empathy and affective empathy work. By combining both, a successful empathetic teacher will be able to create positivity in the classroom and overall performance will be developed.

Being empathetic is somehow challenging for a teacher as he needs to focus on the behaviour, activities and point of views of all the students at a time. But if he manages to do this he will be regarded as a potential and dynamic teacher. Because the ability to be in someone else's shoes is a genuinely brilliant process as he has the capability to see the unseen and act accordingly. Sometimes, it is not that much difficult to be empathetic. Just a small change in approach, a caring smile, patting one on the back is enough to bring a surprising change and the feedback is mind blowing.

The learners specially the younger learners always look for supportive teachers who can think in their ways and encourage them in their efforts. The point is, students learn better when their teachers are easy going, understanding and kind towards them. Students who think and learn in different ways need more attention and care from teachers. If they feel safe, loved, supported it will help them to be motivated, and their skill will be flourished. Researchers believe, this motivation makes their future smoother and brighter.

Empathy is highly needed to be a potential teacher or student. In teaching learning process, empathy develops their intellectuality and performance. We cannot deny that an empathetic teacher can create an empathetic generation. And an empathetic generation is all we need.

How to Green your Access activities: A Literature review & Guiding Framework

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Abstract

Degradation of different standard parameters of environment is drawing attention for the past few decades. Practicing Green and raising awareness towards it can act as a catalyst in making our environment to get back its original shape which enables our future generation to live in a sustainable context. English Access Microscholarship Program, known as Access, is a global empowering program of U.S. Department of State for youths in which incorporating the knowledge of green through a Guiding Framework will not only raise the awareness among the stakeholders of Access but also will help to minimize the interventions towards the deteriorating environment as well as carbon emission which ultimately will allow us in stepping towards sustainability.

[Keywords: Green, Carbon Footprint, Sustainability, Environment.]

Introduction

Nowadays the word “Green” is a brand name because whenever we add this word before any term it signifies the issue of environmental concern, i.e., Green Technology, Green Banking, Green Architecture, Green Economy, etc. But the question is why are we introducing Green? The answer is due to overexploitation of natural resources as well as severe pollution, our mother nature is under serious threat

for which we need to start thinking from now. According to “The World Count” about half of all the species might be extinct by the end of the century [1]. They added that this rate is about 10,000 times higher than the natural & historical rate. We should care about the statistics shared here, otherwise like other species we, the best creature of God, will also extinct!

Being a student or a teacher or a general person of this earth you may think that how to act now? What can you do? Are there any options that will put a little contribution to save this earth for our future generation? The answer is YES! Always there are a good number of options that you may practice from today to make this irreversible damage to the earth and see a Sustainable Earth [2]. Green practice in our daily life will help our environment to become clean, healthier, and safer for many species on this earth [3,4]. Green practices involve minimization of carbon footprint, changing lifestyle, and incorporation of the concept of Sustainability [5,6].

To get a handsome impact towards greening, all sections of the society must have to play some role towards it and take responsibility -Government, business, and consumers; the media, community groups, religious institutions, and traditional wisdom are all essential influences on the social environment. Being a strong International

community English Access Microscholarship Program student and their alumni network can play a vital role and make a huge impact globally towards green.

Access is a State Department funded program where students from underprivileged background are participating over the years [7]. Access activities includes after school instructions, enhancement & intensive activities through which students are given proper mentoring to become a global citizen. Throughout the program there are a good number of scopes that allows the increase in carbon footprint, which is minimizable through sustainable green approaches, i.e., Environmental Stewardship [8,9]. Regular stakeholders of Access program include teachers, students and administrators with the embassy officials where green interventions will create a sustainable mindset to work eco-friendly with minimum threat to environment [10,11,12]. This article aims to share few thoughts about greening the Access activities through incorporating sustainable practices.

Conceptualization of Carbon Footprint: Stepping towards Greening

Carbon footprint defines the amount of carbon dioxide gas emitted to the atmosphere due to activities by an individual, organization, or community [13]. Every work that a person, under Access Program is doing directly or indirectly is somehow related to carbon dioxide emission. Thus, to act as a nature lover we should count our carbon footprint and then we need to track or identify the sectors to minimize the carbon footprint. If it starts from personal level and attain a National level movement

through community participation, then our country will be in a better position as far as sustainability is concerned.

Carbon footprint is related to your food consumption, water use, energy use, waste generation, transportation, leisure, and even with your lifestyle practice. Each of the mentioned sectors is somehow related to carbon dioxide, one of the leading Green House Gases which is increasing with an exponential growth rate in the past few years [14,15]. We can easily measure the carbon footprint under each activities of the Access program to understand the negative impact from those activities with high Carbon emission and accordingly can very well follow sustainable pathways to reduce the Carbon footprints from such activities in future.

Checking Carbon Footprint: How green are you?

Going green is an international movement to restore our nature and natural resources. Efficient & responsible use of natural resources will start your journey towards green. But do you know, how green are you and your Access program? Let's check carbon footprint using the carbon emission calculator for your Household, yourself and Access. Through this survey, you will able to know the amount of Carbon dioxide you are emitting willingly or inadvertently. It will also help to identify the activities with higher carbon footprint and accordingly that can be reduced through conscious efforts in future.

Carbon Emission calculator for Household [16-19]

Students/ teachers of the Access program may take part this survey to know the amount of carbon footprint of his/her household. Through this set of questionieree he/she will came to know the areas of emission as well as areas of mitigation which will help to move towards green. In the table “+” stands for emission and “-“ stands for savings.

Sl. No.	Question	Carbon footprint data in ton	Your carbon footprint	Total Amount of CO2 in Ton/year
1	How many people live in your home?	+ 1.57 per person		
2	What type of home do you live in?	a) Apartment (+0.39) b) Townhouse (+1.57) c) Regular home (+1.57)		
3	Do you have energy STAR appliances in your home? (STAR appliances= energy saving electronics)	a) Yes (-0.13) b) No (+0.26)		
4	Do you use energy efficient bulb? [They reduces 400 kg of CO2 emissions over the lifetime of the bulb and they last up to 10 times longer than ordinary light bulbs. Energy-saving bulbs are more expensive to buy, but cheaper over their life span.]	a) Yes (-0.21 emission) b) No (+0.43)		
5	Does everyone in your household turn off the lights when they leave a room empty?	a) Yes(0.0) b) No (+0.10)		
6	Does your households turn off the TV when they are not watching it?	a) Yes (0.0) b) No (+0.02)		
7	How many hours are TV's on in your house each day?	(+0.01/TV/ hour in a year)		
8	How many of your household's chargers for cell phones, ipad remains plugged in when not in use?	(2.41 /charger/year)		
9	How many hours a day are computer(s) used in your household?	0.002 / hour /computer		
10	How many bags (5kg) of garbage does your household dispose of per week?	(+0.16 per bag in a year)		
11	Do you recycle plastic? [For 1 kg of recycled plastics, the saving is 1.5 kg of CO2]	a)Yes (-0.10) b)No (+0.10)		
12	How many rooms are air-conditioned (during the summer)?	(+0.77 per AC)		
13	How many individual servings of wrapped food does your household eat each day? (such as chips, cookies, candy)	(+0.13 per set)		
14	What kind of food does your household eat? [Per kg consumption releases : for Vegetable (2 kg), Milk (1.9 kg), Fruit (1.1 kg), egg (4.8 kg),Potato (2.9 kg), Rice (2.7 kg)]	a)Vegetable (+0.19) b)Vegetable, egg, diary (+1.22) c)Everything (+6.72 ton)		
15	How many times a week does your household eat at a fast food restaurent?	0.39 per visit		
16	What kind of food do you eat more frequently?	a)Local (0.0) b)Imported (+1.2) c)Distanced (+0.7)		
17	How often do you take meat per week? [Calculate the total amount per year = amount (in kg) of meet per category per week x 52 x emission]	a)Chicken 0.008/kg consumption b)Beef 0.03/kg consumption c)aMutton 0.04/kg consumption		
18	How much soft drinks do you drink per week? [calculation= amount in L x 52 x 0.0006]	0.0006/L		
19	Are your household washing clothes in cold water?	-0.014 per year		
	Are your household drying clothes instead of dryer?	-0.22 per year		
20	What type of container do you use when you go grocery shopping? [Reusable bag generates about 33 grams of CO2, laminated plastic woven bags emitted the most carbon dioxide (0.637 kg/ bag), paper-plastic composite bags (0.536 kg/bag) and paper bags (0.022 kg/bag)]	a)Paper in Plastic Bag (+0.12) b)Reuseable bag (+0.007) c)Paper bag (+0.004) d) Laminated plastic woven bag (+0.14)		

Carbon Emission calculator for an individual [16-22]

Students/ teachers of the Access program may take part in this survey to know the amount of carbon footprint of him/her. Through this set of questionieree he/she will came to know the areas of emission as well as areas of mitigation which will help to move towards green. In the table "+" stands for emission and "-" stands for savings.

Sl. No.	Question	Carbon footprint data in ton	Your carbon footprint	Total Amount of CO2 in Ton/year
1	What type of home do you live in?	a) Apartment (+0.39) b) Townhouse (+1.57) c) Regular home (+1.57)		
2	Do you use energy efficient bulb in your room? [They reduces 400 kg of CO2 emissions over the lifetime of the bulb and they last up to 10 times longer than ordinary light bulbs. Energy-saving bulbs are more expensive to buy, but cheaper over their life span.]	a) Yes (-0.05) b) No (+0.10)		
3	Do you turn off the lights when you leave a room empty?	a) Yes(0.0) , b) No (+0.10)		
4	Do you turn off the TV when you are not watching it?	a) Yes (0.0), b) No (+0.02)		
5	How many hours are you watching TV in your house each day?	(+0.01 / hour)		
6	How many of your chargers for cell phones, ipad, laptop and other electrical devices remains plugged in when not in use?	(+ 2.41 / charger)		
7	How many hours a day are you using your laptop/ computer ?	0.003/hour		
8	Do you use air-conditioning during the summer?	a) Yes (-0.10), b) No (+0.10)		
9	Do you recycle plastic? [For 1 kg of recycled plastics, the saving is 1.5 kg of CO2]	a) Yes (-0.10), b) No (+0.10)		
10	What kind of food do you eat? [Per kg consumption releases : for Vegetable (2 kg), Milk (1.9 kg), Fruit (1.1 kg), egg (4.8 kg),Potato (2.9 kg), Rice (2.7 kg)]	a) Vegetable (+0.05) b) Vegetable, egg, diary (+0.30) c) Everything (+1.68)		
11	What is your primary sources of food?	a) Local (0.0) b) Imported (+0.30) c) Distanced (+0.18)		
12	How many times a week do you eat at a fast food restaurent?	0.10 per visit		
13	How much soft drinks do you drink per week? [calculation= amount in L x 52 x 0.0006]	0.0006/L		
14	How many cup(s) of Tea/ Coffee do you consume per day? [Yearly consumption= no. or cups per day x 365 x 0.000023 for black tea]	The carbon footprint of a cup of tea or coffee: 0.0023 per 100 cups: black tea or coffee, boiling only the water you need 0.0058 per 100 cups : white tea or coffee, boiling only the water you need 0.0078 per 100 cups : white tea or coffee, boiling double the water you need 0.00026 : a large cappuccino 0.000375 : a large latte		
15	How is your lunch provided?	a) Plastic or paper box (+0.8) b) Reuseable lunch box (0.0) c) Reuseable plate (0.0)		
16	How do you get to school/office each day? (2.5 kg CO2 emission per L fuel burn)	a) Walk, bicycle (+0.00) , b) Ride by bus (+0.14), c) Car (+0.29)		
17	How many showers do you take in each day?	+1.43 /shower		
18	How many paper(s) do you consume per month? A single piece of paper releases .04 pounds of CO2 (both in carbon emitted during processing and carbon that could have been sequestered if the trees had remained alive).	0.002 per hundred sheets		
19	How many paper do you print per month? [CO2 emissions per printed page is 5g if an inkjet printer is used, and 6g if a laser printer is used.]	0.0006 per 100 pages (inkjet) 0.0007 per 100 pages (laser)		
20	How many minutes do you use cell phone for communication per week?	0.00006 / minute use of cell phone		

Carbon Emission calculator for Access Provider [16- 25]

Access administration may take part in this survey to know the amount of carbon footprint of their site. Through this set of questionnaire the provider will come to know the areas of emission as well as areas of mitigation which will help them to move towards green. In the table “+” stands for emission and “-“ stands for savings.

Sl. No.	Question	Carbon footprint data in ton	Your carbon footprint	Total Amount of CO2 in Ton/year
1	How many students are studying at your class?	+ 0.82 per student		
2	What type of site do you use? (approximate 1000 sqm)	a) Apartment (+0.39) b) Townhouse (+1.57) c) Commercial space(+1.57) d) High rise (+2.24)		
3	Do you have energy STAR appliances in your site? [STAR appliance= energy saving electronic devices]	a) Yes (-0.13) b) No (+0.26)		
4	Do you use energy efficient bulb? [They reduce 400 kg of CO2 emissions over the lifetime of the bulb and they last up to 10 times longer than ordinary light bulbs. Energy-saving bulbs are more expensive to buy, but cheaper over their life span.]	a) Yes (-0.21) b) No (+0.43)		
5	Does your students/staff have the practice on turning off the lights when they leave the classroom empty?	a) Yes (0.0) b) No (+0.10)		
6	How many hours a projector runs in your class each week?	0.009/100 hour		
7	How many hours in a week are computer(s) used in your class? [calculation= hours x 52 x 0.003]	0.003/hour/computer		
8	Are your space air-conditioned during the summer?	a) Yes (+0.77/ room) b) No (0.0)		
9	How many paper(s) do you consume per month? A single piece of paper releases .04 pounds of CO2 (both in carbon emitted during processing and carbon that could have been sequestered if the trees had remained alive).	0.002 per hundred sheets		
10	How many paper do you print per month? [CO2 emissions per printed page is 5g if an inkjet printer is used, and 6g if a laser printer is used.]	0.0006 per 100 pages (inkjet) 0.0007 per 100 pages (laser)		
11	Do you recycle plastic? [For 1 kg of recycled plastics, the saving is 15 kg of CO2]	a) Yes (-0.10) b) No (+0.10)		
12	What kind of food do you provide to your students? [Per kg consumption releases : for Vegetable (2 kg), Milk (1.9 kg), Fruit (1.1 kg), egg (4.8 kg),Potato (2.9 kg), Rice (2.7 kg)]	a) Vegetable (+0.05/person) b) Vegetable, egg, dairy (+0.30/person) c) Everything (+1.68/person)		
13	What is your primary sources of food?	a) Local (0.0) b) Imported (+0.30/person) c) Distanced (+0.18/person)		
14	How much soft drinks do your student drink per week as a part of your food support? [calculation= amount in L x 52 x 0.0006]	0.0006/L		
15	How are you offering food to the students/ teachers?	a) Plastic or paper box (+0.8/person) b) Reuseable lunch box (0.0) c) Reuseable plate (0.0)		
16	How many cup(s) of Tea/ Coffee do your team consume per week? [Yearly consumption= no. or cups per day x 365 x 0.000023 for black tea]	The carbon footprint of a cup of tea or coffee: 0.0023 per 100 cups: black tea or coffee, boiling only the water you need 0.0058 per 100 cups : white tea or coffee, boiling only the water you need 0.0078 per 100 cups : white tea or coffee, boiling double the water you need 0.00026 : a large cappuccino 0.000375 : a large latte		
17	What is the carbon footprint for your logistic: Soundsystem, Microphone, laptop & Wi-Fi?	a) Soundsystem (0.0003/100 hr.) b) Microphone (0.0002/100 hr.) c) Laptop (0.003/100 hr.) d) Wi-Fi (0.0015/ 100 hr.)		

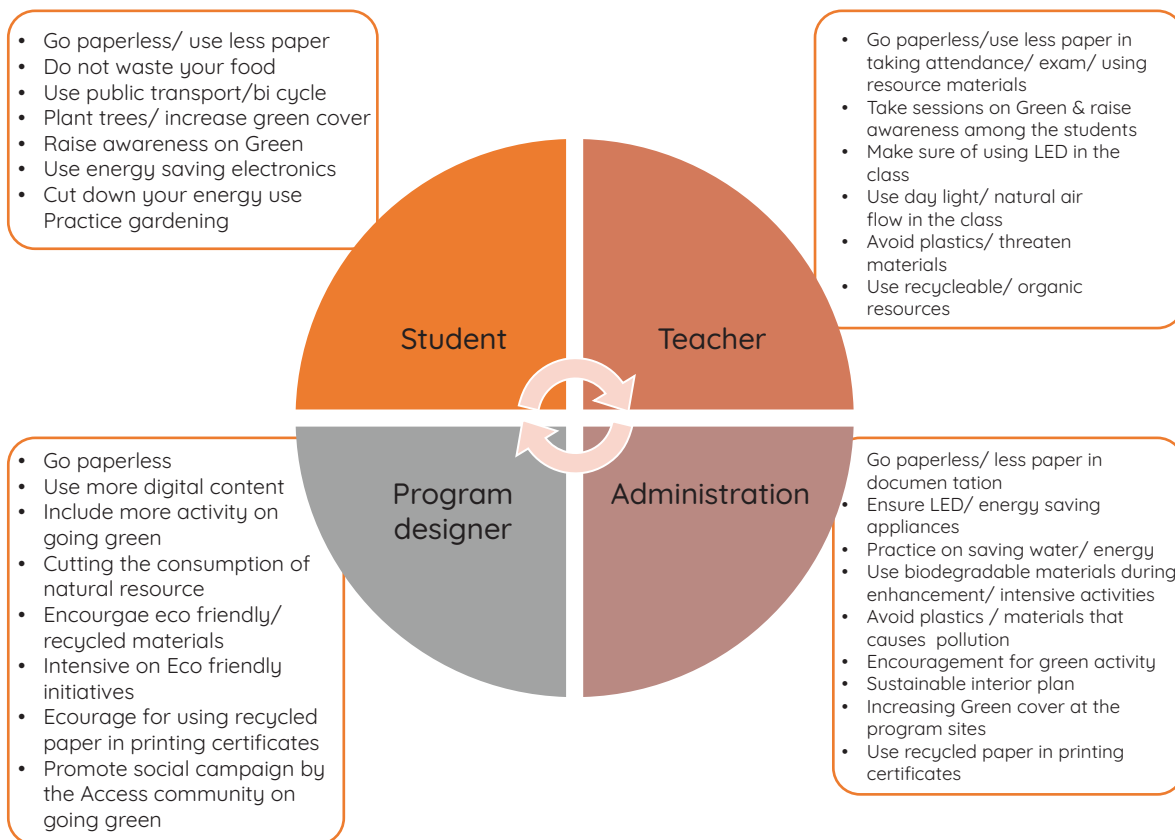
Sl. No.	Question	Carbon footprint data in ton	Your carbon footprint	Total Amount of CO2 in Ton/year
18	What is the transportation while your students are joining class?	a) Walk, bicycle (+0.00) b) Ride by bus (+0.14/person) c) Car (+0.29/person)		
19	What is the transportation while your students are joining outstation activities?	a) Car (0.29/person) b) Bus (+0.14/person) c) Bicycle/Rickshaw (0.0)		
20	How many minutes do your administration use cell phone for communication per week?	0.00006 / minute use of cell phone		
21	Are you using recycled paper during certificate printing? [Recycled paper emits 40% less than the virgin paper]	a) Yes (-0.0008/100 sheets of paper) b) No (+0.002/100 sheets of paper)		
22	What is your option for public announcement?	a) Paper (+0.005) b) Digital media (+0.002)		
23	What is your documentation option? [Paper : 0.002 per hundred sheets ; Printing: 0.0006 per 100 pages (inkjet) & 0.0007 per 100 pages (laser); Digital: 40% less]	a) Paper, b) Digital c) Partly digital-mostly paper d) Partly paper-mostly digital e) Half-Half		
24	What is your way of taking exam? [Paper : 0.002 per hundred sheets ; Printing: 0.0006 per 100 pages (inkjet) & 0.0007 per 100 pages (laser); Digital: 40% less]	a) Paper based b) Online		
	How are your students submitting their assignments/ reports? [Paper : 0.002 per hundred sheets ; Printing: 0.0006 per 100 pages (inkjet) & 0.0007 per 100 pages (laser); Digital: 40% less]	a) Paper based b) Online		
25	Is your station using pot plants/ vertical gardening practice? (Gardening reduces CO2 by 6-10% per pot plant for two weeks) Calculation=26 x no. Of plant x 0.00002	a) Yes (-0.00002/plant) b) No (0.0)		

Greening Access: A Guiding Framework

Whenever we think of greening any activities, at first, we have to focus on the detailed activity plan under that particular issue and then try to figure out the areas of pollution/ uses of natural resources/carbon footprint etc. The next step will be to find out the options to minimize the areas of carbon reduction and also some mitigation options to address the issue. Thus, we can find that there are four areas of work under English Access Microscholarship program which belongs to Student's context, Teacher's and administrative part and the program designer. A journey towards Greening Access might be started using the following framework:

Greening through Sustainable Lifestyle: A Journey towards a better tomorrow

Our present practice of living, in most cases, is considered unsustainable. Meeting the needs of the present without compromising the ability of future generations through the integration of economic, environmental, and social milieu is considered sustainability [26]. Overexploitation of natural resources and anthropogenic activities leading to pollution and waste generation are the counterproductive to sustainability. Today we are enjoying the world without proper concern for our environment and our future generation. Being a Human Being, it is our utmost responsibility to leave the planet as a self-sustainable system providing equal opportunities for survival not only to our



future generations but also to all other species co-habiting with us.[27]

Sustainable lifestyles are complex and can be understood as pieced together by various practices which typically consist of elements of anti-consumption, green consumption and grey or unsustainable consumption [28-37]. It focuses on flexibility and the exception of some consumption clusters which in long run facilitate sustainable lifestyles and enable community with others. Some factors were found which can influence maintenance of sustainable lifestyles: the internal motivation of doing what is right and living according to one's values and the external motivation of downshifting one's consumption to

reduce expenses and achieve more freedom and leisure time, the complexity of making the right choices for sustainability, belongingness and group influences, and finally the duration of the lifestyle and one's phase of life. [37] Sustainable lifestyles are an eco-friendly lifestyle that sees material consumption as a means rather than as an end. It also attempts to ensure that consumption has as the minimum negative impact on the biosphere as possible. [31]. It aims to honor nature by reducing your carbon footprint[34]. A sustainable lifestyle can be extremely rewarding and easy to follow. Let's have a look at a few tips to help Access stakeholders making a transition to a greener, sustainable lifestyle.

1. Planning/ Research

Planning and enriching the knowledge on nature and related issues for a sustainable journey is the very first step to start a movement towards green. Thus, start reading and encourage your peers to get involved with it on topics related to nature, natural resources, biodiversity, ecology, climate change, greenhouse effect, carbon footprint, pollution, and habitat, etc. Gather knowledge and share with peers, environmentalists, researchers and act to switch to a sustainable lifestyle.

2. Following 5R Principle

Reduce, Reuse, Recycle, Recover & Reject- these 5R's are very helpful towards a sustainable lifestyle. Try to use the resources as minimum as possible (reduce), use reusable materials more and more, use recycled materials (as recycling causes less extraction of natural resources as well as minimum water and energy consumption during manufacturing). Before discarding waste, try to recover the materials (if applicable) and avoid/ reject very harmful or threatening activities.

3. Waste Management

Every activity that you are doing will generate some amount of waste. Following 5R, you can minimize waste generation but you cannot avoid waste at all. To deal with waste, you need to think of its segregating. This will help in planning for recycling and reusing waste optimally. Under this plan, organic waste like food waste can be used for creating natural manure and set a separate action plan for non-re-recyclable materials as well as recycle able things, i.e., plastic waste can be further recycled, thereby reducing landfill content and the

use of natural resources.

4. Smart Purchase

It is very natural to go for purchasing in our regular life. But purchasing material with an unconscious mind to nature and a conscious mind to nature can bring a huge change in the impact on nature and natural resources. Being a nature lover, you can plan for "Less" or "Buy only what you need and when needed". Choose organic products, have less or eco-friendly packaging, made through recycling. Try to avoid buying packaged goods, instead use glass jars to fill it or a carrier made of cotton fabrics. Carrying a shopping bag made of fabrics will help you keep away from collecting a ton of bags when you're shopping. Whenever you are thinking of recycling old glass bottles and tin cans, it's better to take them to the recycling unit instead of adding them to the landfill. Show your intelligence by purchasing one bottle of 1.5 litres (which requires less energy and produces less waste) than three bottles of 0.5 litres purchase materials with proper eco-labels, like Ozone friendly, CFC free, 5 star energy rating etc.

5. Energy Consumption

Can you think of a day without energy use? We need to use different types of electronic devices to run our regular activities and in using them, it is very hard to compromise. Running an electrical device consumes energy which is being generated by burning fossil fuel. Thus, running electrical devices indirectly linked to environmental pollution. There are several options to minimize your energy consumption footprint which are-

- try to use energy-efficient technologies (switching to LED),
- keeping a zero-energy balance budget

(it means you only take what's needed),

- use home appliances based on solar power.
- reduce streaming (as video streaming causes 75 percent of global data traffic), rather downloading is much less energy intensive.
- play songs as audio instead of streaming as a video on YouTube.
- watch the video at a lower resolution.
- use devices longer.
- dispose of old devices correctly.
- enable sleep feature in computer monitor
- reduce your AC temperature by 1 °C (it will cut 5-10% off your energy bill and minimizes 300 kg of CO₂ emissions per household per year).
- do not leave appliances on standby. Use the on/off function on the machine itself.
- unplug your mobile telephone charger when you are not using it. (even when it is not connected to the telephone, it is still draining electricity. 95% of the energy is wasted when you leave the charger plugged in all the time)

To maintain a zero-energy balance, it's important to reduce, reuse, recycle so there's a sustainable balance between the demand and availability of natural resources. It will not only help you reduce your carbon footprint, but is also economically sustainable.

6. Focusing on renewable fuels/ less carbon emission fuels

In most cases, we use fossil fuels (like coal, gas, and oil) as our primary energy source

which are limited and are formed over millions of years. Moreover, Fossil fuels like coal are used extensively to generate electricity, and oil is primarily used in the form of petroleum or gas for vehicles. When we burn these fossil fuels it produces a huge amount of carbon dioxides which is related to global warming, the greenhouse effect & climate change issues. Thus, using renewable energy sources like Solar, Hydroelectric, Wind power, Geothermal, Nuclear, Biomass-based will help us in minimizing carbon footprint as well as find our nature in a better situation. Solar energy is an inexhaustible form of energy that directly will not cause any pollution during electricity production, thereby, reducing your carbon footprint. Start installing solar panels for your water heater or simply adding outdoor solar lights to your garden, solar chargers for your electronic devices you can start your journey towards renewable sources.

7. Water Conservation

Water is the most valuable natural resource as we know that the alternate name of water is "Life". Without water- plants and animals cannot survive. Although we know that about three fourth of this planet is water but among them 97.3% is saline and only 2.7% is fresh water. Out of that small part, only 0.5% is useable for us. Thus, we should care about using water and not misuse it. Being a green warrior we should keep thinking about on-minimizing water use (saving water from the regular activities), practice on reuse and recovery option, following less water consuming options, irrigation at night instead of the day time, increasing soil cover, use of gray water, rainwater harvesting practice, relay more on surface water instead of groundwater and confirming groundwater recharge, and keeping balance on water

extraction and recharge.

8. Planning & Living with Less

Thinking and acting on Less will be one of the most powerful tools for going green. Going for a Less is a leading lifestyle concept, a back-bone for sustainable environment [36]. Before doing any activity, make a better plan on each activity to be done, and based on the data, try to use the materials as minimum as possible because minimum use of materials will generate minimum waste and will indirectly allow less extraction from nature and will allow more useable natural resources for the future generation. Through a living of minimalistic life, you are indirectly maximizing the use of everything you own, replacing things for greener and more sustainable options, and recycling your waste. You have to remember that minimalistic living is not about giving up everything, but about consuming responsibly. It teaches you to be mindful of your consumption of natural resources and also considerably reduce your carbon footprint. Thus to save our precious environment and lead

rich lives, living simply and sustainably is a promising option.[33]

9. Reduction of Carbon Footprint

Start your work towards green with the minimization of carbon emission from your work which in the eye of Environmental science is called, carbon footprint. Your daily habits and approaches towards issues like food habits, use of technology, fuel consumption and food waste etc. will determine the size of it. Reducing your carbon footprint takes discipline, but it can be accomplished by making changes in your day-to-day life [28]. So far, a good number of approaches have already been

shared which will definitely cause a big step towards achieving the goal of going green. In addition to that we may think of –

- shifting from paper based newspaper to electronic news media (production, delivery, and disposal of a newspaper generates about 0.49 lbs of CO₂ and thus subscription to a daily paper emits 147 lbs of CO₂ /year)[38]
- minimizing paper towel (CO₂ emission per paper towel is about 0.06 lbs, using 10 each day, in a year your paper towels would emit 219 lbs of CO₂)
- putting food in refrigerator after reaching at room temperature instead of putting warm food in the refrigerator
- use unpackaged/ unprocessed food

10. Drive Less/ Transportation habit

Transportation is one of the major sources of greenhouse gas emission which affects badly to the air quality as well as nature and its ecosystem. Fossil fuel-based transportation always fosters rapid growth of global carbon dioxides in the atmosphere which is trapping more and more Infrared radiation and thus increases the global mean temperature. Thus, to save our environment we may practice on- drive less, using public transport more than the private one, use train, use electric recharged vehicles, use bicycles and use a motor vehicle with energy-efficient technology.

11. Gardening

Plants are an important asset to address the current exponential growth of carbon dioxide emission. They can work as a carbon sink and thus gardening at the urban level, inside the office space, school campus, rooftop gardening and even vertical gardening will

help in the fight against climate change. Thus, plan for a garden at your home, workplace, and in areas where there is a scope and help to increase the carbon sink.

12. Go paperless

The production of paper not only destroying plants but also requires a huge amount of water and chemicals. Thus “go paperless” campaign helps us in moving towards green. We may not be able to avoid paper/printing in each case but we can minimize its uses. We can increase documentation more in digital format, use e-statement, e-certificates, following online applications instead of a paper application, the online transaction of money, etc. steps can be introduced/practiced at personal as well as the organizational level to save nature. Before printing any documents, think twice “is it necessary for printing? If it is optional, please do not go for printing as printing a paper causes 5-6g of carbon dioxide emission [21]. If you are badly in need of printing a document, go for selective printing- only the essential part of the document, remove the header and footer using the page set up and go for both side printing option. If there is a scope for using recyclable paper, i.e., for certificates, business cards etc., try to use it.

13. Plan for your Food

To live, we have to consume food and in most of the cases improper planning and lack of care on it, causes wastage or damage of food stuffs which is a good sector for work whenever you want to be a green. Food production & manufacturing causes huge amount of water directly & indirectly which we can see using the below virtual water table:

1 tomato	13 litres	1 potato	25 litres	1 cup of tea	35 litres	1 slice of bread	40 litres
1 glass of wine	120 litres	1 glass of beer	75 litres	1 glass of apple juice	190 litres	1 glass of orange juice	170 litres
1 cup of coffee	140 litres	1 glass of milk	200 litres	1 orange	50 litres	1 apple	70 litres
1 egg	135 litres	1 slice of bread with cheese	90 litres	1 kg of lamb chops	185 litres	1 hamburger	2400 litres

Virtual Water Table [39]

One of the most essential aspects of a sustainable lifestyle will be keeping concentration on the food you consume. Cutting the unwanted loss of food, growing your food, buying locally produced food is important to a sustainable lifestyle. Start by growing fruits and vegetables if there is a scope at rooftop, open spaces and can be even in your backyard. Your windowsill can be another option where, by placing small boxes you can grow herbs and smaller vegetable plants. Growing fruits and veggies will not only provide you with chemical-free, seasonal produce but will also allow you to spend some time there, see the aesthetic beauty of nature and of course the scope of getting clean air in your living space. While choosing your food menu try to minimize your intake of meat because meat production greatly contributes to greenhouse gas emissions and habitat destruction. A shift of calories from red meat and dairy to chicken, fish or eggs just one day per week would save 0.3 t CO₂ but replacement with plant-based alternatives would save 0.46 tCO₂.

14. Changing attitude

Going green is not only following some specific regular practice but also setting some

behavioral change. It is the toughest target to cause a paradigm shift in behaviors (such as transportation, shopping, leisure activities, or water usage, energy consumption, food habits etc.) towards environmentally friendly in the most sustainable way [29]. But this is not impossible. People change attitudes and behavior only if the alternatives offered are sufficiently convincing or beneficial. We have to find suitable alternatives for the cases that generates more carbon footprint and also should promote such behaviors that are easy to achieve, yet have minimal environmental benefits. Sometimes surrounding systems are helpful in making a behavioral change. For example, a research report shows that ecovillage residents felt to stay motivated and maintain a sustainable lifestyle due to the support and shared knowledge from 'like-minded' neighbors, whilst participants residing in a traditional suburban community valued not being bound by a community code and the challenge of leading a sustainable lifestyle in a 'non-sustainable world'. [35]

15. Plan for a Green Architecture/ Interior

Going green may include green architecture/ interior to get long term benefit on carbon reduction. Designing building/work place with more green cover, use of sunlight/ day light, using wind direction, using energy saving home appliances, using blocks instead of bricks as a construction material, sensor based floor lighting and sanitary equipment's etc. will help to move towards green and minimize carbon footprint.

Conclusion

Moving towards "Green" is not a tough thing, just a positive attitude to think about nature and our beloved future generation. It is one kind of a rewarding process. It enables you

to make just a few mindful changes to lead a sustainable lifestyle that's satisfying and in harmony with nature. Simple behavioral changes like practicing "LESS" or maintaining a zero-energy consumption or water conservation or reducing carbon footprint are ideal for making a green transition. A sustainable lifestyle can not only improve the quality of your life but also helpful to upgrade the societal wellbeing. More importantly, the transition to responsible consumption habits will create a big impact on reducing your carbon footprint, thereby, healing the planet. The tips & guiding framework shared throughout this article towards greening Access is not a tough thing to implement, it's all about the care for our mother nature. Start practicing Green endeavours from today itself.

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Continuous Professional Development is a Trend

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Pandemic has paved numerous ways for Education, Research and Entrepreneurship in the later part of 2020. At the beginning, this situation was scaled as a great global threat because it has blocked all the process of development in the world. All the schools and business centres were completely closed all around the world to stop the spread of COVID19. Quarantine, lockdown, and social distancing are the chant of the world.

On the other hand, the suppress predicament sprang out with various opportunities for teaching, learning, knowledge sharing and doing research on virtual platform. Even though, online learning was introduced to the world long time ago, it was not utilized either by many ordinary people or institutions. School closure opened a new avenue to the school culture to restart the impeded education with a new trend. Students and teachers are being considerably motivated to use the digital tools available world-wide. Easy and friendly online tools such as Zoom, Microsoft Team, Google classroom and many more learning platforms are being developed by Education related commercial organizations.

As a result, the blockade in teaching and learning has been partly removed in the recent past. It's a bitter truth that most of the teachers in my area are so reluctant to adapt to digital education in the new normal situation. They are not ready to find out any simple alternatives to overcome this pathetic condition, presently prevailing in the

sector of education. Being lazy, not realizing the value of virtual learning, not having the clarity of using the technology in teaching, poor internet connections, fear of using the new technology and lack of knowledge and training to use the virtual tools in teaching and learning process are some of the reasons for their reluctance. Teachers are trained once in a blue moon before the pandemic. But this global issue has created a need for the Continuous Professional Development. Otherwise, the situation will simply remove all the outdated teachers with their monotonous methodologies. Students are being empowered to use the technology in their learning process and they are habituated to store, share, and study the lessons without the assistance of any teachers.

Unless we become teacherpreneurs in the field of Education, the situation will generate negative impacts on our career in future. The teachers should be enthusiastic in learning new techniques and methodologies to cater the students to this new normal condition. There's an open opportunity to learn new stuff from any professionals all over the world. We make ourselves over smart with authentic and relevant technology which will establish new practices to continue the Education process in future without any disruption. It's pretty sure that we can ensure the standard of education with perceptible learning outcomes. Let's glorify CPD as a Trend in future to be updated and genuine global teachers.

Creativity in Learning and Teaching

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As we progress through the new Millenium, we find details of research coming from the frontiers of cognitive science and consciousness, showing that every teacher can train their students to become geniuses and become experts in Creative learning and teaching. By merging a few innovative steps, we reach new levels of creativity attainable to all by integrating the old and the new. Creative states come as visions, dreams, or just the flow of ideas. This is also associated with brainwaves and functioning. The challenge is inducing tye states on demand. Breakthroughs from the works of David Bohm, Howard Gardner, Jose Silva, BarbaraAnn Brennan, and Joe Dispenza give new scope to the available techniques. A relaxed mind with the proper brainwave patterns with proper training will provide the platform for geniuses of the future.

Creativity is the ability to bring up new knowledge from finite knowledge that has value as defined by Sir Ken Robinson. It is like having the ability to steer on autopilot into unknown terrain and be successful on the journey. Why emphasize creativity in the first place? Without creativity, we would be doing the same old actions, failing to solve the new challenges life throws at us. Whereas with creativity, we would be progressing to make newer and loftier goals that drive and uplifts the human spirit.

Historically, the greatest discoveries and achievements have been by those who solved the issues as they arose in a nonlinear

manner. They could bring up brilliant ideas from the unknown and were called geniuses and savants. Everyone aspires to be like them and even better and statistically, it has been shown that around 5-10 % of people have such information accessibility naturally at some point in their lives or under certain conditions. Nikola Tesla, Albert Einstein, Al Khwarizmi, Marie Curie, Ramanujan, and many great names all over the world defy normalcy and the odds of creativity to bring us wisdom and learning that have stood the test of eons.

Creative ideas come to us in a variety of forms, some receive them in a day dream-like reverie, in dreams, in visions, in moments of extreme brain activity, and when spending time in nature, in the middle of a discussion and as so many of us acknowledge, right after the exam finishes when the stress of remembering is relieved. So learning to identify the exact parameters where these doors of creative thinking open in a controlled manner is a sought-after quest of all parents and educators. Yet, as educators, we are part of the problem of shutting down creativity in learners. So how do we profess creativity on demand for ourselves and our students? We have to go back to the works of researchers in the field to unlock a formula to make creativity a regular happenstance.

Research on mind and intelligence began soon after the electrical force was identified and it was found the nervous system worked on electrical pulses. Around the time of the second world war, many scientists were working in this field and many

researchers contributed to the field from many countries. Pioneering universities, organizations, and private researchers on research on the mind included many establishments in Europe and others such as Duke University, Stanford, Princeton, MIT, and Harvard.

Nowadays, cognitive research has so many diverse applications and related interests that specialists from mathematics, physics, computing, health, and well-being are having to explore this important new field. Cognitive research is having to branch off into newer fields to newer topics such as religion and even hallucinogens to get a better understanding. So this the search for mind and intelligence is going deeper than was originally speculated.

Classical science has the notion that chance random fluctuations created the universe and particles, which in turn created the atoms and molecules and from there, somehow, cells and organs came up. Similarly, classical cognitive science has the notion that the chance random combination of atoms to form molecules and then the increase in complexity would give rise to the essential chemicals of life and from there, by some means, the link between life and intelligence would be discovered and all would be solved. But the quest has turned out to be much more of a challenge.

To get a grasp on the topic of intelligence, we can naturally start with the brain. Physically it is a mass of entangled neurons and dendrites and numerous connections. Not a pretty sight to see or be easily graspable. But at the working level, it generates and transmits electrical signals at certain frequencies. There are several ranges of brain waves. A simple scaling would be 0.5-3 cycles per second or Hertz (Hz) is called the Delta brain frequency range, 3-7 Hz is

the Theta range of frequencies. 7-14Hz is the alpha range of frequencies, 15-30 is the beta range, and the frequencies above 31 are called the gamma frequencies. It was observed from research in the 50s that subjects having stronger alpha frequencies had greater creative abilities. At different ages of an individual, different frequency ranges dominate e.g till the age of 3, theta brain waves dominate, and at the age of 7 to 10, the alpha frequencies dominate and the and the learning at the earlier ages leave a profound impact on the consciousness.¹

These were the first observations from the 1940s and 50s. From there, there arose a concept of cognitive intelligence and a transitory notion that intelligence was set at a fixed value for an individual. Then began the Western world's obsession to quantify a person's intelligence and this was done using IQ tests as a measure for analytical ability. This quantifying of intelligence was to find the right fit in terms of studies and jobs for an individual. Further, they would be used to determine the achievement potential for the person and give them different roles, and maybe set salary scales. This was not heading very well and further research showed otherwise.

Then it was realized that other forms of intelligence had value also. A person who scored high on an IQ test with low emotional stability and no social skills was not of high value to society. The research was also ongoing and Howard Gardner at Harvard University in the 80s proposed the theory of multiple intelligences where an individual could have multiple facets of their intellectual abilities expressed separately independent of each other. He initially identified eight types and expressed them in his work.²

In the early part of this Millenium, Gardner expressed a revised list that included the

existential or spiritual aspect of intelligence, and this was now accepted that people had experiences of rapture from religious and spiritual experiences, test substances, and hallucinatory substances that were now available to the public. This was a form of intelligence that we experienced when we are in the vast theatres of nature, totally surrendered from effort and thoughts, and could feel the inner peace that even showed up as increased brain waves in some frequencies and lower in others. Now the stage was set for the next level. How to induce this stage at will and tap the benefits it bears.

We now come back to the brain waves aspect of intelligence. It was observed that young children and young adults had more prolific creative ideas, generally, more peaceful people had more creative ideas, more serene and peaceful natural settings induced more creative ideas, midnight owls claim they get more creative ideas late at night. The brain waves of highly creative people at the creative periods generally have high alpha, theta, and maybe gamma waves.⁶

So how to induce this state and increase creativity? It was observed that meditation helped to calm the brain down and this level can be used to reprogram the brain or set new instructions into action. The instructions could be in the form of words heard said, visualizations, and the feelings harboured in the deep programming state. Also, it was observed that the positive visualizations help to create the reality that was thought of and believed in. The feelings of achievement and the blissfulness that ensues lock that feeling into the cells and as said by experts helps to manifest the new reality that has been planned and visualized. These were determined by the works of Jose Silva, and more currently Bruce Lipton, Joe Dispenza,

Gregg Braden, and numerous others.¹

Now, how would this ever be possible? That a mental universe and what is created there is what reality is all about? This comes from the work of David Bohm's work on Implicate orders and developed the theory of the holographic theory of mind.⁴

The holographic theory of mind proposes that just like a hologram, a two-dimensional layer can create a 3D effect, similarly, the brain being 3D can tap into the higher dimensional field if training and focus are given. Neuroplasticity was also observed that different regions of the brain can take over the work of other regions if there was damage or removal and this was not explainable by the old models.³

The intelligence may exist in a higher dimensional field and training the brain to tap the information or solution from the field is the genius training process. The electrical fields in the brain act as a semi-material-energy sieve to tap intelligence from the energy field. So by this understanding, intelligence may not exist within the body fully but beyond as well.³

Also, it has been observed, the conditioning done upon the mind affects the interpretation of the information obtained from the intelligence field like tinted glass adding shades to the light. Thus having a clear open and positive belief system of the mind free of bias and clutter helps to improve understanding and improve upon genius-like abilities.

Emotions are a separate layer of human intelligence. The two types are personal emotions and interpersonal relationships. If a person is not calm at their emotional level within themselves or with others in

relationships, these two levels also absorb and distort the creative energy coming in and lessens the understanding of the message in the inspiration. Thus staying calm and peaceful interactions with others is essential for effective creativity.⁵

Ideas can come when we are seated peacefully in a daydream reverie, in a focus and playing around with the ideas and new solutions.

We can also naturally get the solution to our questions and issues through dreams or in dreamlike states that we experience in theta and alpha states of sleep. We can train our dream time to make useful work and for idea gathering by noting our dreams in a diary.¹

We can also train our mind to reach the above states during controlled meditation where we consciously lower the brainwaves and tune in to the fields of higher consciousness. Some people have visions, others get ideas, some hear the information, or a lot of other processes can occur.

In essence, we have to encourage behavior that fosters such creative thought processes in young children so that when they grow up, they can have these abilities as second nature, the education system of the future has to incorporate these training processes to ensure genius like performance from all our students.

The needed steps would be to encourage playful thoughts and reverie, guesswork that will turn out to be more accurate with time to improve intuitive intelligence, time in nature and natural surroundings, proper sleep, food that is nutritious and nourishing to the mind and brain, avoiding pollution from the environment from the air, water and food as well as medicines,

Interactions with people have to be loving and gentle. This will enable better functioning

of the mind and body for creativity to manifest. Learning can be through practice and experience of the situation rather than just theoretical textbooks in a classroom.

Every child can have their destiny and fulfill them by following their preferences from what is on offer. Teachers can suggest the next ideas to explore in their field of interest. They should not be pressured or forced to learn since this creates apathy and distancing from this subject from the fear incurred. The teacher can be a facilitator using numerous resources to learning on the subject such as site visits, experiencing the sights and sound, and other senses for the topics.

By merging these concepts old and emerging, we stand at the crossroads where learners and educators of the future will have more knowledge and control over tapping into the fields of creative energy and knowledge. A new world will emerge where solutions will be found as soon as issues arise and where abundance and happiness will be the norm. We only have to learn and choose! Some may say we are not ready yet to use these creative learning techniques as they may be too futuristic but just remember, the future begins today through our visions!

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Barriers to learning Korean idiomatic expressions

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Abstract: The relevance of the topic chosen due to the complexity of studying the Korean language, idiomatic expressions in particular, without a deep understanding of the cultural and historical characteristics of this people. Methodology. This article uses selected phraseological expressions, which are divided into groups, in order to demonstrate the differences in their translation into English, and the means necessary to accurately convey their meaning. The Results. The examples of 20 idiomatic expressions were used to illustrate the following cases: 1) the situation, when to translate an idiom, it was enough to understand all its components in order to convey the meaning and find an equivalent in English; 2) the situation, when it was necessary to delve into the history, cultural characteristics or worldview of the Korean people in order to understand this or that idiom. Conclusions/significance. Mastering phraseological units is a barrier to learning any language and requires special attention and more efforts. Application. The considerations presented in this article can shed light on the vastness of idiomatic expressions in Korean and encourage learners to study more that part of the language.

Keywords: language community, Korean language, idiomatic expressions, phraseological units, lexical composition, national identity

It is well known that the phraseological composition of a language is a distinctive phenomenon.

This distinctiveness is due to the fact that phraseological units arise on the basis of some figurative idea of reality, reflecting empirical, historical and spiritual experience of the linguistic community associated with its cultural traditions.

Indeed, the life of every nation flows in its own natural, historical and cultural reality. Such things as historical events, names of natural phenomena, animals, plants, names of people, etc. “fall into” the images of phraseological units.

Comparing the phraseological heritage of English and Korean is a rather difficult task, since both languages come from completely different language groups, have a distinct structure, and the peoples speaking these languages also greatly differ in their culture, history and outlook on the world.

Meanwhile, mastering Korean phraseology is an integral part of learning the Korean language and culture. Phraseological units are a regular element of linguistic communication, a mirror of national culture, a bright expressive and emotional means of language. The role of phraseological units is great not only as a goal, but also as a method of teaching language and culture.

Korean is considered to be a very unique and remarkable language with outstanding alphabet system called 한글 (Hangeul) that was created by King Sejong the Great in the fifteenth century. Before the twentieth century, there were no significant Korean-

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speaking groups outside of Korea. As a result, Korea became one of the few lands where ethnicity, membership in a language community, and a state, were coterminous. This unity and homogeneity that developed over the centuries has become an essential part of Korean identity [1].

In the Korean language there are idiomatic expressions to which analogues can be found in the English language, and therefore they can be translated without proper understanding the historical and cultural features of the Korean language and people in general.

For example:

- (1) 모르는 게 약이다 - nothing hurts like the truth (literally: not knowing is a medicine) [2]. It means that it may be better for you not to know about it since knowing will only make you feel worse.
- (2) 아는 길도 물어 가라 - look before you leap (literally: Even if you know the way, ask again) [4]. It means you should be cautious even while you are doing something that you're familiar with.
- (3) 오르지 못할 나무는 쳐다 보지 마라 - don't bite off more than you can chew (literally: don't stare at a tree you won't be able to climb) [4]. It means that you should never try to do the thing that's hard for you to do with your ability.
- (4) 시작이 반이다 - starting is half the job (literally: start is half) [4]. It means that starting a task is the hardest part, but if you start then you're already halfway done.
- (5) 무소식이 희소식이다 - no news is good news [4]. The literal meaning of this idiomatic expression has exactly the

same equivalent in English; and it means that receiving no news is better than receiving bad ones.

- (6) 원숭이도 나무에서 떨어진다 - even a monkey sometimes falls (literally: even monkeys fall from the trees) [4]. It is a well-known fact that monkeys live on trees, so they certainly know how to climb and stick on them. So this idiom says that even experts can sometimes make a mistake in the field where they specialize.

The lexical composition of a certain part of the idiomatic expressions of the Korean language contains an indication of national identity. The indication may be related to:

- (7) the sphere of material culture: 목사발이 되다 (literally: become a porcelain bowl with muk) [4]. Muk is a Korean national dish, which is a non-sweetened jelly. This phrase means to fail/to be completely defeated/to be beaten and it comes from an image of a broken and crushed state like that jelly in a bowl represents.
 - (8) historical experience of the nation, something that became the property of its national identity or just a memorable sign. Awareness of the meaning of phraseological units in such cases is associated directly with historical facts. These phraseological units also contain regional components:
- 8.1 함흥차사 (literally: chasa of the Hamhŭng) (chasa in feudal Korea, is an official sent to carry out an emergency assignment; Hamhŭng - is the name of the province in Korea) means the person who is late or hasn't come back after being sent on an errand [4].

8.2 삼고초려 (literally: calling thrice at the thatched cottage) means that in order to find the right person, you should be patient and put effort or “endless attempts” [4]. This expression is associated with a three-time visit by the ruler of the Shu Han Liu Bei to the house of the famous statesman and military strategist of the Three Kingdoms time JeKallRyang to ask him to assist Liu Bei in running the government. To test Liu Bei’s sincerity, JeKallRyang deliberately avoided him during his first two calls. When Liu Bei called for the third time, JeKallRyang got assured in Liu Bei’s honesty and decided to help him.

(9) phraseological units of the Korean language, such as names of household items, currency, names of games, etc., included in the main vocabulary of the language reflect the language-specific processes and its national peculiarities.

9.1 Items of clothing: 치마 (skirt) - “치맛바람” (literally, skirt wind) - excessive social activity of a woman; 고무신 (traditional Korean rubber shoes) - 고무신 거꾸로 신다 (literally: to wear shoes the other way round) - describes a girl who breaks up with her boyfriend while he’s serving in the military; 저고리 (traditional jacket with long and narrow sleeves) - 바지저고리 (literally: pants and jacket) - to be nothing/nobody, to be a waste of space (about a person) [4].

9.2 Food: 콩밥 (rice cooked with soybeans) - 콩밥 먹다 (literally: to eat rice with beans) - be in jail (Rice with beans is a staple food in the South Korean prison systems); 김치 (Korean national dish made of cabbage, radish, etc.) - 파김치 되다 (literally: to become like Green Onion Kimchi) - be exhausted; be dead tired;

be worn-out [3]; 떡 (Korean steamed rice cake) - 누워서 떡 먹기 (literally: lying down and eating a rice cake) - a piece of cake, something that is very easy to do; 그림의 떡 (literally: Rice cake in a picture) - something you desire, but can’t have or afford [4].

9.3 Money: 푼 (obsolete monetary unit of Korea) - 한푼의 가치도 없다 (not worth a phun) - worthless, has no value; 돈 (money) - 돈방석에 앉다 (literally: sitting on a carpet made of money) - to fall into money, to get rich quickly [4].

9.4 Religion and beliefs: 동티 난다 (literally: dongti appears) - get into trouble, to get sick. Dongti - according to Korean beliefs, if a person was digging the ground and moving stones in the wrong place and at the wrong time, then the spirits of the dead could get angry. Thus people could cause trouble for themselves; 비라리를 치다 (to do birari) - to panhandle, to beg. Birari (sacrifice rite) was performed to propitiate the spirits of dead ancestors. Women and men prayed, asking for help from the spirits of their dead ancestors [4].

The phraseological units of this subgroup reflect both the specificity of religious views, cult rites of the Christian and Buddhist religions, as well as examples of ritual forms of folk culture.

So, as can be seen from all of the above, the vast majority of Korean phraseological units reflect the mentality of the nation, identity, worldview of peoples - the native speakers, i.e. phraseological units contain a cultural connotation that reflects empirical, historical, spiritual experience of the language community. Therefore, it’s highly unlikely to master a language without studying and understanding

the phraseological units available in it. However, the study of this part of the language imposes considerable difficulty for any student, including English-speaking people, inasmuch as their country's history, worldview, traditions and cultural characteristics differ significantly from those that are integral part of the Korean language and culture.

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Professional Development in Teaching

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Professional Development is very much important to develop oneself as an academic. By being professionally developed one can implement the skills and ideas in classrooms which he/she has gained. By being professionally developed people gain more confidence in performing their academic responsibilities.

For self development and as an academic, professional development is a vital and an integral tool in academia.

In the following paper, I would like to highlight the significance of professional development in Academia and mention some renowned institutions which give high importance in Professional development.

Professional development is very much important for every academic to acquire. If we as professionals are updated and highly skilled in whatever professions we choose to be, then we can give our best output and services. Professional development is important in every occupation but it is more significant in Academia. It is because of modernization and globalization, many new technologies are now prevalent.

The term Professional Development varies according to its perceptions and its intended and desired achievement. Brow and Early (1990) defined professional development as activities engaged by teachers to enhance their knowledge and skills to educate their learners more effectively.

Professional development are of three types. They are as follows

1. Instructional Development (evaluation method and technologies and curriculum development)
2. Institutional development (team building, decision making and management development)
3. Personal development (like interpersonal skill, training professional development and career development)

Continuous Professional development is important to both individual and to the organization where he/she is serving.

By being professionally developed, teachers can better plan their lessons and be more focused on in their duties. It also increases teachers' time to give more time to their students rather than doing paperwork.

Professional development is the means or the way of achieving other educational objectives. It gives emphasis to the individual's professional improvement.

Professional development has to be scientific, systematic and continuous. The concept of Needs Analysis is very much important in Professional development where it gives emphasis on

1. The needs of an individual teacher.
2. The need of functioning groups within the school.

3. The need of an educational institution as a whole

Learning environment is very much important of having an effective professional development of academics .As learning styles of every individual varies, so it is important that learning conditions are suitable for them...

Professional development models consist of the following

1. Choice of appropriate learning style .
2. Necessary components of the learning activity .
3. The appropriate environment for that activity .
4. The levels of support needed to manage the learning process.

Professional development has to have correct framework which are as follows

1. To ensure appropriate Needs Analysis
2. To ensure appropriate match between need and learning activity .
3. To recourse programs and activities .
4. To facilitate performance enhancement as a result of learning
5. To monitor the effectiveness of the learning experience
6. To evaluate the effectiveness of the development activities .

In Bangladesh many educational institutions give very much importance to continuous professional development (CPD)There are various educational institutions where professional development is given high

priority such as BELTA(Bangladesh English Language Teachers Association), (UKBET). (English in Action) , (BRAC University)and some other renowned schools and colleges.

Attending conferences, seminars. workshops, writing academic papers and publishing them in journals are other important and significant ways of improving professional development activities .

Some schools nowadays offer in house training free of cost for their teachers to develop themselves as teachers and to be more efficient and productive as teachers .

Institutions like Asia TEFL, latefl, THT (Teachers Helping teachers) (JALT) give very importance to promotional developmental activities. Nowadays some renowned private universities also give high priority to professional development activities by regularly organizing conferences and seminars .

In addition to that , the U.S. Government offer different exchange programmes for teachers to improve themselves in their teaching . like the Fulbright programme , the TEA Programme, E Teacher programme .

So in conclusion it can be said that Professional Development is very much important to develop oneself as a teacher .

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Making children pandemic ready!

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The unforgettable year in the 21st century in human history, the year 2020. Yes, it is true to Everyone where we human beings faced lots of ups and downs in health and economic development. Despite this danger, still being alive, shows the preventive measures, we follow like wearing face masks, then hand washing and social distancing. In that pandemic time, I got a unique opportunity to teach as well as learn a lot of things from my community through my Community Service Learning project. Community service is an act of sharing our knowledge, giving our hands and tapping the people's senses in a place of dark times. Also community service, there is learning involved. In this sense, as a student of Access Loyola College, Chennai, I did a service-learning project all by myself. I conducted a small level of Community service, on the topic of the importance of wearing masks and the importance of handwashing for children in my neighbourhood.

One day, in one of the online Access classes, we were introduced to the world of service-learning initiatives that motivated me to think of something purposeful. I consulted with my trainers on how I can make an effective and worthy project in the pandemic period. The consultation process, we discussed different options like online teaching, looking for volunteer service and neighbourhood level engagement. In that, I chose neighbourhood engagement in my place keeping in mind the lockdown norms. Moreover, I like kids and I wanted to do something for them. I choose to do the service-learning in my area on the topic of the importance of wearing masks and the importance of hand washing. The main motive of this project is to teach the value of wearing masks and hand washing, to update the knowledge about society, to develop unity among neighbours and to spread positive vibration in the pandemic period.

After narrowing down on the topic, I planned the outline of the program and also I informed the kids in my neighbourhood about the event. Besides this, I made my family members engage in this programme as they wished to be part of the service. The awareness workshop took place on the terrace

of my house on 12/10/2020. It was a 30min program to be line with the rules of the government even though we had some relaxation in that month.

The awareness workshop started with a small activity to develop the kid's interest in learning. Followed by a question and answer session where the trainer and kids engaged in interaction. The interaction session was to gauge their learning level and also to tap their or Previous knowledge about issues of society. Covid-19 and preventive measures were central topics of the interaction session. Then, I started teaching about the importance of wearing masks by using charts, followed by questions and answers. The main points of the third session were on 'why should we wear a mask?', Do's and Don'ts of wearing marks. Following the same pattern, the next session was about the importance of handwashing. Finally, kids were asked to demonstrate their learning by washing their hands in the steps mentioned. Students made DIY (do it yourself) masks with handkerchiefs.

Learning will happen in many sometimes with reading books or watching and hearing information. But 99% learning will happen only with experience. The same thing happens in my community service. Normally community service is understood giving hands to others but it vice-verse where doer will also get the learning. When I gathered the kids and taught them, I realised my leadership skill, the topic I selected for the teaching made me understand my responsibility in the community, interaction with kids showed my communication skill and the project made me value the time management skill I had developed. During the session, I also got to understand the sense of curiosity in learning, the children demonstrated, Service learning initiatives has given me a purpose in life. I have decided to do a small level project like this wherever possible in my upcoming years. I believe little drops make a mighty ocean.

Women's Empowerment -a key to Sustainable Development

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The agenda for 'Sustainable Development' and its 'goals', as proposed by UNESCO, and adopted by the world leaders in 2015, was based on the philosophy of rendering equity to the less privileged people or community irrespective of differences among individuals, natural or anthropogenic, so that no one is left behind. The roadmap towards execution of it by 2030 talks about a process of 'inclusion' in various fields like education, health care, economic independence or social welfare, which would help people to gain control over their own lives. Such a multidirectional social process enabling people to make their strategic life choice is called 'empowerment'.

Cambridge Dictionary defines 'empowerment' as 'the process of gaining freedom and power to do what you want to or to control what happens to you'. Hence, 'empowerment' often becomes the need of a society, or a community or people, who are at 'disadvantage' by the way 'power relations' shape their choices, opportunities and well being. A closest synonym of empowerment often comes up as 'power' though the concept of 'control' and 'dominance', two major attributes of 'power', are not associated with 'empowerment'. Empowerment, in that way, is never an 'external force' bestowed upon someone or some community diminishing their natural traits, or self-esteem.

Women's empowerment is now a mainstream development concern as gender disparity is prevalent across the cultures

leading to social inequities for generations. Domestic violence, lack of health care, school dropouts, physical abuse, economic challenges are few of the many hindrances which affects mostly the women. Here we need to remember that though the division of men and women are natural but gender is a socially and culturally constructed identity with its own legacy and baggage. The rise of 'gender sensitivity' has made us aware about the natural division in a population as male and female with equal rights and responsibilities without any discrimination. 'Gender equality' is a fundamental right to both men and women that must be ensured for overall well being of mankind. Any stereotyped perception towards women that causes inequality, is detrimental to the well being of women and also to the society itself. 'Empowerment', in this context, is often perceived as a 'destination' achieved through the process of developments, which is not always true. Development and Empowerment are rather like two sides of a coin both being complementary in their mode of functioning. In an ideal situation what women can do for their development is equally important to what development can do for women. Self respect, awareness about fundamental rights, resilience, economic independence, and most importantly proper education brings the needful change in mindset of presumably dis-empowered people or community so that they feel the need to challenge existing discrepancy and grow beyond that. Family, as the unit of

society, plays a significant role in this process of empowerment. Mothers in particular, play the role of fulcrum to both her sons and daughters from their early childhood days. Hence when a mother is educated, aware of her rights and value addition to the society, she brings up children with least discriminatory perception against women. When a mother is well treated, the family shows a healthy and steady growth of it similar to what is desired from 'Sustainable Developmental Goal' listed as the fifth goal of the agenda of UNESCO.

For any 'goal' or 'target' that is adopted by policymakers in any organisation, a reflective study or measurement of outcome of the process becomes a must for further planning of the policy. Despite empowerment of women being the most pressing challenge of our time, there is still no single and direct way of measuring or tracking this achievement in quantifiable terms. Reflective study on the measurement of 'empowerment in women' is based on three characters: preconditions for empowerment, aspects of the process and quantifiable outcome of the process.

Through field survey on any particular discrepancy, we get to know the 'precondition' that initiates and the process of giving needful and customised support ('equity') to the target section so that 'equality' or state of 'no discrepancy' is established over the time of practice. Gender discrimination is an established fact especially in developing countries where the awareness about fundamental rights of women is poor. Women need to understand their role in sustaining their families and community so that they may treat themselves as equal with men as stakeholders of society. It is a crucial part of work in education, advocacy, and other initiatives to bring gender equality for all women and girls across the world.

But this is probably the only way to bring development in society in sustainable form.

To understand the inter relationship between sustainable development and women empowerment we need to discuss about what is sustainable development and its factors.

Sustainable development calls for attention to be paid to the interest of future generations while attempting to satisfy our present needs. The three basic factors which ensure such growth have been identified as economic development, social development and environmental protection. The factors are interrelated. Hence, only parallel growth in all three of them can make development sustainable for future generations.

Gender inequality has been proved to be the most spurious component to dismantle growth of these interrelated pillars. An increasing number of studies in the field of economics have indicated clearly that gender inequalities are extracting high economic costs. It also causes social inequality that flattens the curve of social growth. Environmental degradation also enhances as economic growth suffers in a society. Thus gender inequality shows its negative impact across economic, social and environmental dimensions that may ruin any developmental initiative without fail.

Equal inclusion of women as stake holder in society is hence not only the goal of human right but this inclusion is also mandatory in any developmental issues in a society. Thus empowerment of women empowers society by contributing sustainability to growth for future generations. So to see a better tomorrow, every girl and women across the world need to be treated better with the honour of equality in every field of life.

PART B

The Stories
from **ACCESS**
Communities

A new experience in my teaching career

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Besides my regular teaching, I have been teaching English in the Access micro scholarship program for the last two years. It was an opportunity to work with some kids who are eager to learn, devoted to work and promised to get success. While working with them, I found many of them were trying to acquire command over the English language with their whole endeavour. I tried to inspire them and teach them the importance of the English language. Day by day they have improved and finally acquired good fluency in the English language. Besides English learning they have also learned some basic computer skills, such as, Microsoft words, developing PowerPoint presentation, making video blogs, etc. They also took part in many cultural activities, learned moral values, engaged in different workshops which also boost their communication and

leadership skills. I am very happy to see their overall development.

In my regular classes in school, I have been always following some regular teaching methods and most of the time I have been busy completing the course by following the syllabus. Sometimes the syllabus is so elaborate that I don't find enough time to develop the communication skills of students. Though the books are designed in a way that makes students communicate, the students are always focused to get good marks in the exam and overlook speaking and listening, the two most important language skills. But here in the Access micro scholarship program, I got the opportunity and found enough time to focus only on language skills and was not worried about other things. So It was a unique experience of teaching language here. I got the full freedom to focus on four skills of the English language and to experiment with different methods, approaches and techniques of second language acquisition. Finally, I am so happy to see the improvement in all four skills of the students of the Access micro scholarship program, and I am looking forward to seeing their further development in the near future. Finally, I would like to thank the GEIST international foundation and the US department of state for operating such a nice program.

My reflection on online Access class

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Covid 19 is the harsh reality of 2020. No doubt, it has done massive damage in the process of education especially at the beginning of the pandemic. But eventually, we could break that wall of struggle and move to online classes. This gave me a rare opportunity to explore myself as a teacher and to use technology at its best for teaching and learning. Technologies are always there but I never thought to use them as the means of teaching and learning. This was a totally new experience for all of us and was a real challenge to cope up with the virtual culture. If I look back to my experience of the access journey I see it was full of fun and joy. We did lots of things but what made this journey special was that we were like a family connected to each other not only to learn but also to support. This is the uniqueness of access class that it's more to inspire and build confidence in themselves than to learn English and use technology. Digital platforms like Zoom, Messenger, Email, and Whatsapp kept us always connected. For me, it was like 24/7 days teaching and learning and I think in the future we can use these digital platforms to

build positive interactions between Teacher-student and student-student.

One of the notable practices I did was preparing a lesson plan.

As a teacher, planning for a lesson is a must but very often it's in my head not always on paper. Online access class makes us realized that the success of teaching-learning mostly depends on careful planning for a particular lesson and successful execution of the plan. Also, it made me think of lots of options and choose the best one. we used various kinds of digital content from different sources

like the American English website, Access Teacher's Corner, etc. which contributed a lot to keep learners' interest in a 3 to 4 hours long online class. There are lots of interactive activities and games that we can use to make our classroom more participatory.

I could really admit the beauties of the diversity of the access classroom. It gave me the insight that teaching is more to be open, humane, and supportive than to stick to the texts. I am really proud to be an access teacher.



Language competitions: A way towards language learning and acquisition of leadership skills

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Last November, I was invited by the GEIST International Foundation to act as a judge at IOELL (International Olympiad on English Language and Leadership). Having read that “the aim of the programme is to focus on promoting leadership and enhancing English language skills among the students” (<https://geistfoundation.org/ioell/>) made me restart reading about the necessity of learning a foreign language and look into leadership skills.

It is an undeniable fact that learning a foreign language (English being the first choice because of its status as a Lingua Franca/an international language) includes benefits which “are often linked with the increased earning potential” (Ginsburgh et al., 338). Nowadays, when the immigration is on the increase, the knowledge of a foreign language is deemed necessary both for someone’s integration in the new community and for getting a better paid job. Melhem, a Texas Tech alumna gives another view by advocating that “learning a language is like football players taking ballet classes to improve their skills on the field... Students do not have to be proficient in that language to become successful since learning a new language provides with skills to be a more well-rounded employee no matter what field one goes into” (University Wire).

However, knowing a foreign language is not just a tool for future employees.

As Harriet Norcross points out “foreign language learning has a greater impact on student growth than is initially evident. In fact, studying a second language leads to benefits related to students’ native language understanding, global and cultural empathy and cognitive abilities” (Norcross 1). In other words, trying to learn a foreign language (L2) gives someone a deep insight into the mechanisms of one’s mother tongue (L1), thus rendering them a better user. Furthermore, studying a foreign language changes someone’s perceptions of the world around them since communicating with people who speak a language other than theirs makes them understand people better, empathize with them and become more culturally aware and tolerant. Summing up, as Samuel Foglesong rightly put it “once you learn a new language you expand your pool of potential friends and colleagues” (1)

Moving on to the topic of leadership skills, a definition of leadership seems quite convenient at the beginning. According to Susan Redmond and Pat Dolan “leadership is a process, [which] involves influence... occurs within a group context and... involves goal attainment” (262). There has recently been a distinction between adult and adolescent leadership skills. The reason for this subdivision is that there is a difference in skills between the two ages and apart from that “adolescence is an important time

for leadership growth [since] increasing leadership in adolescence can reinforce self-esteem and be a catalyst for flourishing adulthood” (Karagianni et al 87). Thus, it has been made clear that leadership skills should be acquired at a young age so that the adolescents of today become the future adult leaders of tomorrow. And this is exactly what IOELL has been successfully trying to do. The young participants have the opportunity to explore these skills by getting involved in activities, by collaborating, by producing and by presenting the final product of their teamwork. Thus, this program combines “concepts such as social and emotional intelligence, collaboration, articulation, and insight and knowledge [which] are crucially important to the development of a young leader” (Redmond et al, 264).

Attending the IOELL 2020 as a judge was a really enlightening experience for me as I had the chance to observe how young students both put into practice their English and employed, at the same time, their skills in order to get an impeccable result. Such events should be organized more often and by various organizations since they allow students to use English in an authentic context while examining their potential in leadership.

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A Tale of Success

Ahsan Ahmed Muho

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Greetings! This is Ahsan Ahmed Muho, an Access Alumnus, Sylhet. I'm about to share my educational and interesting experience of two years as an Access student. This program has given me a new way of expressing myself.

My journey started with an overwhelming program organized by EHDS. After that I joined Access classes. Those were totally exceptional from our academic classes. Within those two years I had done lots of group discussions, presentations, practical learning, pair work and individual tasks in and outside of my classes. There I found out, things can be learned in a very enjoyable way. As our access teachers had a very unorthodox way of teaching. They knew how to attract us towards learning new things. Here I learned about extreme weathers, various plants, characteristics of animals, space and planets, reduce-reuse-recycle, musical instruments and so on. Our Access teachers will always be my idol. I am and I will continue to follow their footsteps. They created a friendly environment in our classes. They are still motivating us in our present life.

In the Access program I got to learn about various cultures and traditions. Although mostly learned about American culture. I got chances to participate in many "Enhancement Activities". Here I celebrated many American and my own Bengali cultures. Such as: Thanksgiving ceremony, Halloween, Sir Martin Luther King Day, Independence Day of America and

Bangladesh, Nabanna, Pohela Boishakh, Victory Day of Bangladesh etc.

Access gave me some amazingly intelligent, charming and helpful friends. I have found true best friends of my life. Because of Access I was able to go for two "Intensive Camps". Those camps were not only for fun or roaming around new places but to learn new things, do new tasks, spend time with friends and teachers, gathering knowledge about the ethnic people. After all those out of ordinary classes, enhancement programs, intensive camps and so many learning activities, I came to the end of the journey without realizing. But this was not the end. It was the start of a new journey towards success. I have become an Access Alumni of Bangladesh.

After that I gained the confidence to express myself in a big group of people and participated on the "K-L YES (Kennedy-Lugar Youth Exchange and Study) Program" and made it to the 3rd stage. I conducted 4 "Social Action Plan" with my mates. Those were a sharing session about "Anti-bullying", an online "Awareness Building Workshop", two training sessions about basic computer and Cyber Security in schools and madrasas. Being an Access Alumni, I have got opportunities which are very rare for the people of my age. Due to this Access Program I have got command in English Language, developed my computer skills, done multiple social works, hosted and conducted programs. And I'm still writing my tale of success.

Access Online class and Face to Face class

Ashfika

Access student, Dhaka, Bangladesh

Hello everyone, I am Ashfika. I was a student of English Access Micro scholarship program funded by the U.S. Department of State implemented by GEIST International Foundation from 2018-20. I started my lesson in Access through face-to-face mode which included lots of fun activity, group work, friend to friend sharing and many more. But suddenly, in March 2020, due to COVID-19 pandemic our face-to-face class was suspended, and we were



eagerly waiting to hear the date of opening the session again. Finally, in October 2020, I received an email from GEIST for joining the Access class again through virtual mode. It was completely a new field for me as we have never experienced in learning through virtual media. We heard lots about it during our regular classes from our beloved teachers but this story was becoming true for my life! I was scared and feeling less confident on it at the

Face to Face Class	Online Class
It enables us to join face to face in a structured conventional class.	It enables us to use Zoom, Google meet & Microsoft Team for joining class.
It helps us to work on powerpoint using the desktop.	We learned to work on PowerPoint using a mobile device.
We were given two sessions per week.	Four sessions per week.
We faced traffic to join the classes physically.	No traffic as we joined classes from our home.
Preparation & joining time for the designated class was more. At least two hours were spent on average to join a class.	5-10 minutes were enough to join the class.
Small scale of participation by all individuals in class discussion. As many of us feel shy to speak before our friends.	More and active participation by all.
Face to face classes cannot work during a crisis situation like COVID.	It can work even in a crisis like COVID.

It nourishes our mind and friendship.	We miss the face-to-face expressions in online sessions.
Hands on activity like poster paper design, model making enhances our creativity.	Digital design and activity were good, but we missed the face to face one.
Classroom environment motivates us to read and act differently.	We missed those environments in virtual mode as we have to join classes from our home. Surrounding environment sometimes affects our concentration.
Fun activities gave us a big recreation, so we were energized.	We did some fun activity, but it is not equivalent to that one.
Field visits develop our thoughts.	Virtual tour was good but the practical visit is unique.
We can take food and each month we receive a balanced food plan.	It was totally missing here.

early stage of my virtual journey. But from the very beginning of this virtual journey, the guidance and team support from the administrative volunteers as well as teachers impressed me and helped me to think that nothing is impossible, let's explore! In the virtual sessions, we were introduced to many educational technologies, language learning websites and apps which made our journey smoother, and we were learning at a new pace. Our access class in virtual mode became more joyful and we were getting to know more new things and activities. In one class, we did a debate on the "Face to Face Vs Online learning" and today through this write up I'm sharing the key points of that debate here-

Now I'm sharing a few more of my journey in Access as well as about myself. There were so many activities we did in our online classes like Kahoot game, powerpoint presentation, one minute video, storytelling Videos. Moreover, we came to learn how to use Google slide, use Google docs, exams in Google form. We celebrated Halloween and Thanksgiving Day as a part of our enhancement activity

in online class. Although we thought that 4-10 sessions per week would be tough for us but when we started, we enjoyed it very much. The most important thing was that due to COVID break we missed to practice our English skills and thus mine and even most of my friend's English skills dropped down. Continuous virtual classes helped our practice of speaking for which English skills improved and our speaking in English has become clear and fluent. Joining in virtual Access class, I grew up my leadership skills, I overcame not only fears but also nervousness and insecurities.

In my Access classes, I found my teachers and my class friends so helpful, and they encouraged me to do something and now I can freely express my feelings and thoughts. Even what I can see in my family is - nowadays my parents, my teachers, my relatives are proud of me. I'm blessed and also very lucky to have Access in my life. It was the most beautiful experience in my life so far and for that I'm grateful.

Access Journey

Saniya

Access student, Dhaka, Bangladesh

I am very glad to see myself as an Access alumna. I am a fresh graduate of this program. I completed my Access program in February 2021. Although the Access Journey for me was two years but it seems a few months for me. How time flies? I can recall my memories of my days of application, selection interview, first day at

class, good memories during enhancement, intensive and regular classes.

Access helped me to think and act differently in many issues. I came to know about girls' rights and how to communicate with people, collaboration and group work. Different enhancement activities allowed us to think about nature, heritage restoration and we also participated in different awareness campaigns like the cleaning campaign, environment awareness campaign and even we did some community work through a virtual platform to let people know how to remain safe during COVID pandemic.

Access made me technologically sound. I came to know many online tools to improve my English language skills which helped me a lot to find me in a different shape in English. The way of teaching English in Access class, i.e., the approaches that the teachers used here were totally different from our regular class at school.

I am thankful to the teachers of the Access class who taught us in such a good way that we never got bored. Rather, we were always ready to join the class regularly. They made our journey interesting with beautiful smiles on their faces. When the access class was completely over in February, I can remember those beautiful words of my Access teachers who talked with a smile and sometimes played guitar and also sang a song with us. Finally, I can say that Access is a life changing program for me. Thank you Access!!!



My Journey with Access

Rumi Akter Mim

Access Student, Dhaka, Bangladesh

I'm Rumi Akter Mim. Now I'm a student of Kabi Nazrul Government College in class 12. I am an Access alumna, and I completed my English Access Micro scholarship program in 2020. When I got selected for English Access Micro scholarship program, me & my family were incredibly happy & they supported me a lot. Then I started to attend the Access classes. 2 years ago, when I started my classes, I got afraid to talk in English in front of people thinking that if I told any wrong word people would laugh at me. But gradually this situation was changing because of the cordial support and friendly approaches from my teachers. The whole classroom environment and program plan, books, activities facilitate our English language learning and now I can express myself confidently and speak English fluently. This is because of Access. I salute the Access program!

I can remember few of my activities which will remain ever remembered in my life.

Enhancement Activities

1. Celebrating Bengali New year

On 12 April 2019 we celebrated Bengali new year at GEIST Center. That day I made handcrafts to decorate our GEIST center & made lots of fun with my Access team. I met with a few Exchange Alumni there and they shared how U.S. citizens celebrate their new year. We found few issues of similarities and dissimilarities there.

2. Youth Leadership program

Leadership: definition, types, components and its diversity with deep understanding of everything we came to learn from just a session of 4 hours at the American Center Dhaka under the intensive session run by Access alumni and U.S. Exchange alumni. I was amazed by the way of delivering content to make us understandable about the facts of leadership and why it is important. After that session I tried to incorporate those things in my practical life and found a significant change.

3. World Earth Day

"Love our Mother Nature" – considering this theme we, the Access students of GEIST joined for the very first time in my life in such an International Day celebration on 22nd April at Ramna park, Dhaka. We joined a rally followed by a discussion session, poster competition and cleaning campaign. We drafted some leaflets focusing on raising awareness on Environment and distributed them and the official from the Ministry of Environment of Forest, Ms. Dilruba Khan delivered her keynote speech on the facts of Earth day and our role to save our nature.

4. Halloween Day

We had a wonderful experience on Halloween. Throughout our Access program we celebrated it twice, one in face-to-face mode in 2019 and the other one in 2020, virtual mode. Thus, we have received a mixed

flavor and enjoyed it differently. Before this event, it was quite unfamiliar to me but joining the session I came to know about the Halloween culture, and I found some similarities with few of our local culture. It's an interesting event. I shared my learning with few of my friends in school who are not joining Access. I have even gone through some search in the webpage about the issue and got to know the history of it and also the facts of celebration. One of the key learning areas of this Access program was learning the U.S. culture and we came to know how to respect others culture.

5. Thanksgiving Day

Like Halloween, this celebration was also hosted in face to face and virtual mode. We were given deep insights on the event and we strongly believe that it's a great day. This type of celebration is very necessary in our culture too. We need to thank everyone for their support. We are thankful for the Access program.

★ Opportunities ★

Access program provides me some opportunities which in my mind is kind of dream-

- Meeting with the Hon'ble Ambassador of U.S. to Bangladesh, Earl R. Miller & taking a photo with him.
- Receiving the Induction & Graduation certificate signed and given by him.
- Getting access to amazing Access books, Our World Series under National Geographic series
- Meeting U.S. Exchange alumni and sessions offered by them.
- Meeting mentors like Raihana Sultana,

U.S. Embassy Dhaka Official

- Joining some community works
- Meeting few Access alumni and learning from them
- Scopes of joining 10th National Nature Festival at Notre Dame College Dhaka & 1st International Language & Leadership Program hosted by GILC
- Learning sessions offered by EMK Center Dhaka on Entrepreneurship & Higher Education in the U.S.

★ Visited places ★

1. American Center, Dhaka
2. United International University (UIU)
3. Ramona Park
4. Lalbagh Fort
5. Notre Dame College
6. EMK Center Dhaka

★ Learning ★

I learned so many things from Access class. I learned about 4 skills of English language, difference between American culture & Bangladeshi culture, Sports, foods, peer work, group Work, ICT skill, Commission skill, Problem solving, & so many things.

At last I want to say thanks to all the members of "Access Team" for your tireless support, encouragement & appreciation to me. Special Thanks to Shahed Ali sir for being friendly. Also, Thanks to Samio & Omiyo Vaiya.



Access is Success



ACCESS, the stage for developments

Nurun Nahar Shantona

Access Student, Dhaka, Bangladesh

Myself Nurun Nahar Shantona. Currently studying at Kabi Nazrul Government College in 12th grade. And also a proud student of the English Access Microscholarship program.

I'm here to talk about my personal development through ACCESS.

A journey starts when we choose to step into a new chapter in life. ACCESS, where I tried, learned, fell, and built lots of ambitious dreams. Two years ago, I started my journey in Access just like other ordinary students. And now I see myself as a passionate active learner and a dream chaser.

ACCESS is not just an English learning center but it's that program where I found myself, where I figured what

I want and what exactly I want to be. Every day I learned new lessons, I observed that I started taking big steps in my life.

ACCESS is the door of lots of opportunities in both personal and professional life. The teachers I got from ACCESS are like more friends and fewer teachers. They encouraged me a lot not to give up but to fly high. I feel extremely blessed and fortunate to have teachers like them. Apart from learning

English I learned and earned some key skills too. Skills like core, IT, communication, etc which I guess other ACCESS students gained too. But the question is, 'what is my actual personal development?'

I've seen myself growing up, I got to know myself better, actually much better than before. I got inspiration and motivation from all the teachers and mates I've but what I realized is I always wanted to be 'ME'. I want to be my own role model, my own inspiration. I wanna make mistakes and correct them by myself and learn something from the mistake at the same time.

ACCESS was a journey of finding myself, realization, and improving.

I thank the U.S department of state and all the sources of GEIST INTERNATIONAL FOUNDATION from the depth of my heart for bringing these wonderful opportunities and for my developments and for showing the mirror to me.

Also thanks a lot for giving me the chance to attend so many international programs.



ACCESS, the program of empowerment

Shakib Hossain

Access Student. Dhaka, Bangladesh



My name is Shakib Hossain. I was a student of English Access Micro scholarship Program 2018-2020 of GEIST funded by the U.S. Department of State. Now I want to share with you a few things that I have learnt and achieved from Access class. My future plan is to find myself as an automobile Engineer.

I attended my Access program from March 2019 to February 2021. I think in one sense I'm a little bit lucky as I was experienced in both face to face and virtual classes. It gave me a mixed flavor. One of the best moments of my Access as well as my life was the Induction event of Access. My induction session was hosted at United International University to receive our certificates from our Honorable American Ambassador Earl R Miller. It was unique as well as a great opportunity for me, because so far as I know that many people want to meet with him and they need an appointment. But, no need for our Access students, that's why I am so lucky.

In Access class I learnt how to speak in English and also communicate with American people. I achieved so many things from Access class like communication skill, ICT skill, speaking skill, writing skill, listening skill, reading skill, core skill, critical thinking and also leadership skill etc. Before joining the access class I

couldn't speak a single word in English. Now I know how to speak in English. We attended so many programs like the skype season in the American Centre, Dhaka, the Earth day celebration in April in 2019 at Ramna park, attending 10th nature submit program in Notre Dame College. We met again with Hon'ble U.S. Ambassador Earl R Miller. We also celebrated Thanksgiving Day and Halloween day in 2019. In pandemic time, we continued our classes online and also using the Zoom app.

I learnt so many technological issues from my online sessions. These include how to use Zoom apps, how to make digital storytelling, how to make presentations in powerpoint by using smartphones, how to share screens by using Zoom apps. We also celebrated Halloween and Thanksgiving day online.

My Access class made me respectful to others and also thinking about the community. Sudden shock of COVID, affects many people in my community. I have seen many people stay under open sky and some of them were not properly supported with food. I shared the issue in my class and raised some funds and contributed to them. My friends and my Access teachers also contributed to this issue.

All of my Access teachers were very friendly. They always helped us wherever and whenever we faced any dangers or problems. They always tried their level best to give us solutions on the issues we shared with them. At last, thanks to Access teachers, U.S. Department of State and Access administrative volunteers as you have made me a new person who is dreaming for a Bangladesh without homeless people!

My Access

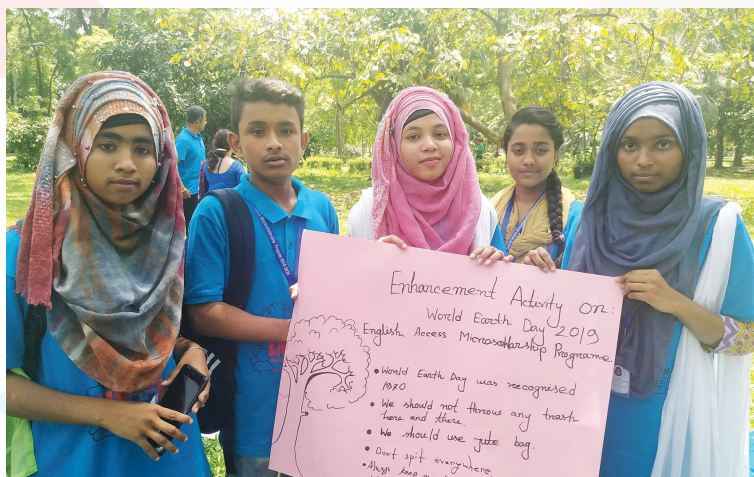
Sumaiya Akter Rupa

Access Alumni, Dhaka, Bangladesh

This is Sumaiya Akter Rupa. I am an Access alumna of Bangladesh. I have completed my program in February 2021. We were the first Access batch in Bangladesh who were from Technical & Vocational background. As a student of technical & vocational fields, I know the importance of English & technology skills. This Access program provides me all those requirements. Now I'm technologically sound and can communicate with people in English confidently.

But like most of the Access students, when I joined the Access class, I was shy and extraordinarily little responsive towards English. I was not able to speak English in front of others. After regular practice of speaking in my classes, now I can speak properly in front of the audience. I have learnt many things not only English, but I have also reshaped my leadership skills. For this program I came to meet Earl R. Miller, Hon'ble Ambassador of the U.S. to Bangladesh which was a great opportunity for me.

Access program is not only based on English language learning but helped us to get involved outside classroom activities as a part of the program. I attended some enhancement activities in American Center Dhaka, United International University, Ramna Park, Lalbagh Fort and also many more places. Access class also teaches us how to represent myself and how to represent our country in front of the



audiences. I learned about American culture and festivals. And I got lots of opportunities to meet American people.

Our teachers are very helpful. They are very friendly, when I needed some help in my personal or educational life, they supported me smilingly.

Pandemic sessions of Access created a new window of learning. I didn't know how to use the zoom app, Google doc, or how to make a powerpoint presentation on mobile. But now I can use all of them. I can use the zoom app, google doc. And I can create a powerpoint presentation on my mobile. So far, I also learnt how to say a story properly. Even we celebrated Halloween, and Thanksgiving Day online.

Since, this Access program provided me lots of opportunities, I want to do something for Access class. I don't know what I will do, but I'll try to do something best from my side.

That's all, thank you....

Access is Success

Toukir Ahmed

Access Alumni, Dhaka, Bangladesh

I am Toukir Ahmed, an alumnus of the English Access Microscholarship Program. I'm also doing a diploma in civil engineering at Anjuman Mokhlasur Rahman polytechnic institute. I am thankful and consider myself blessed for getting this opportunity to share my thoughts on such an auspicious platform.

Undoubtedly the moments in Access with me were full of joy and excitement but I am also feeling sad that we have to leave our access classes. If I look back to my experience of the access journey I see that it was fun and enjoyable. We did lots of things but what makes this journey different is that we learn with joy. Every week we joined a 4-5 hours online class. It was a challenge to sit and concentrate for these long hours but I never felt bored. Even some of my friends couldn't respond to the classes as they were in their workplaces still they attended the classes.

In the class, the wonderful pronunciation of my friend always inspired me to be a better speaker. Likewise, my friend's voice for women's rights made me more respectful towards women. I got to know about different countries and cultures and it helped me to be global. My learning from access classes has already had an impact on my life and workplace as everyone appreciates my English language and my change in dealing with my clients. Learning is a never-ending process.

Access has shown me the way and I'm committed to pursuing it further. I owe my gratitude to the US Department of State, the US embassy, my teachers, and my friends for helping me to grow.

Access gave me the confidence to represent myself

Khairun Nahar Nabila

Access Alumni, Dhaka, Bangladesh

Hi, this is Khairun Nahar Nabila, an access alumna of Bangladesh. Access played an important part in my life because when I joined the access program I didn't know who I was and what my strengths and weaknesses. During my access journey, we shared lots of thoughts and did different activities. I experienced a way of learning I wasn't familiar with earlier. The best thing I learned is that mistakes are the ways of learning. I made lots of mistakes when I participated in different national and international programs. But nobody discouraged me, rather I got opportunities to overcome those challenges. It gave me the confidence to represent my country, to explore myself as an anchor, and to dream that one day I will study in my dream institution and serve my family and country. I like to express my gratitude to the US state department, the USA embassy, our own organization GEIST and my access teachers and friends to give me this wonderful opportunity to explore a new version of myself. And I believe this is not the end but a new beginning. I will always feel proud to be an access alumna. Thank you everyone for reading me

The Guatemalan Access Program Big and Amazing Family

María Andrea Chang

AJEDE Project Director, Program Director of Access, Guatemala



The story started back in 2012 when a group of Alumni from different programs sponsored by the State Department, decided

in collaboration with the Alumni Coordinator in Guatemala to create and founded the Guatemalan State Alumni Association – AJEDE to provide an opportunity for alumni of different programs to give a little bit back of what they have learned during their program and to become a better Guatemala. However, I could never imagine how deep this decision will brought me to be totally passionate and in love of the powerful weapon that youth are, especially Access Alumni!

Many of the readers might not know where exactly Guatemala is located. Well Guatemala is located in Central America. It borders the Pacific Ocean and Caribbean Sea, as well as the countries of El Salvador, Mexico, Honduras, and Belize. Our official language is Spanish but other twenty-one Mayan languages are spoken, especially in rural areas, as well as two non-Mayan Amerindian languages, Xinka, an indigenous language, and Garifuna, an Arawakan language spoken on the Caribbean coast. Also, Guatemalans are characterized for being very friendly, attentive, warm, and willing to help. In the interior of Guatemala, peoples are more conservative and shy, so they don't often speak openly with strangers. I could take hours to describe Guatemala but today I will like to take the time to speak about how amazing Access Alumni and collaborators are.

My first approach to the Access community was in 2013, we organized our first Alumni Camp with 40 participants, and 35 of them were Access Alumni from different towns in

Guatemala. During this event, I observed that this kids were very special, I thought I would be challenging to make them speak but how amazed I got... They were always speaking in English and smiling. They were always looking to do friends, to speak with strangers, and being attentive with all the organizers and were paying special attention to all the activities. They were also well organized... They were in few words ALL GREAT LEADERS!

By time passes by, I started attending more



to Access program events and activities, first as an observer and to let them know that AJEDE exists, then as organizer of the Access Congress and the Enrichment Camp, and now by organizing these events and also being a program director of two Access programs. In all the activities I was observing the same, they were and are ALL LEADERS! And I was always thinking,



how this is possible if in our culture we are expected few to be leaders and I started observing more deeply.... and what I started seeing was the COLLABORATORS who are most of the time on backstage.

The Access Program in Guatemala is organized by the Access Technical Coordinator in collaboration with 7 project managers from different providers. The program is located in 7 sites: Guatemala City (Coosajo), Quetzaltenango (AJEDE), Cobán (AJEDE), Esquipulas (Coosajo), Sololá (Universidad del Valle Altiplano), Huehuetenango (Fundación Ixtatán), and Chichicastenango (Universidad del Valle de Guatemala). In addition to the Access Program, we have the Basic English for Access Recruitment (BEAR Program) and SEAL program for Access Alumni who have shown interest to teach or in the tourism industry. These programs are also managed in collaboration with Coosajo, Fundación Ixtatán, AKEBI, Fundación Tierra Nueva, Cooperativa Cobán, and Universidad del Valle Altiplano. So basically, we are 7 providers working tirelessly to create opportunities for these amazing kids.

So going back to why I started looking to the collaborators of the programs when I was seeing Alumni engagement, compromise, kindness and leadership was because I started looking passion, caring, dedication to teach, how they do to keep students' engagement and how they are promoting

love of learning to each of these students. All these is what Access alumni are showing us in each of the projects they do personally and professionally.

As I previously mentioned I was very surprised because I never thought that they will be the reason why I wake up every day thinking on what's next for them, preparing programs and project to keep teaching them, and helping them to grown personally and more importantly help them growth their communities. In few words, I would never expect they will be my son and I role model and inspiration. By writing this journal, I just



want to let them know that they are inspiring many people, even if by their young age they are not realizing the great impart they have done by doing community service or by just being presence in this world. I just want to motive Access alumni to keep going and let them know that sooner or later they will be able to see the result of the amazing job they have done so far. Please Access Alumni never give up and keep working to make this world a better place to live for coming generations. I personally have learned many things from each or you, please keep teaching me how to become like you as I get older. I love you with all my heart and never forget that you guys are a great inspiration and a key member of the Access big big family!

Thanks to English Access Microscholarship Program

José Alberto Girón Monroy

Access Alumni, Guatemala



My name is José Alberto Girón Monroy, I'm 27 years old, and an Access English Microscholarship Program alumnus. Thanks to this program, I got not only English knowledge, but the

leadership skills to change my life and improve the living conditions of others as well.



During my time as a student, I realized my purpose in life was related to education.

In 2014, I founded BTA (Bilingual Training Academy) to change lives, develop people and communities through education. I started with 8 students, after a couple of years, I trained my former students and now they got a job position as teachers at the academy. We are currently a team of 15 and we have more than 500 students in 3 locations in different towns.

Besides English, my students develop their soft skills: Creativity, cooperation, communications, critical thinking. They also

develop a strong commitment to help people in our communities and creating their own entrepreneurs. They are aware they are not only a result of BTA but they are also a result of the Access Program.



The support that the U.S. Embassy's programs have provided me, has made me a better candidate for professional and educational opportunities. I am currently certified by World Learning as an International Teacher, after participating in their Teacher Assistant Certification (TAC) and Best Practices to teach English as a Second Language (BP TEASOL). Aside from me, those experiences have also benefited my team, students, and their communities.



In 2019, as a result of my participation in a "Train the trainers" program, I developed a

program at the academy to train teachers. It has already proven to substantially improved the way teachers teach English, and how the students learn it.

Finally, thanks is to the impact that BTA has generated in my community, I have been selected as a participant in the 2021 cohort of the Young Leaders of the Americas Initiative (YLAI) . This program pairs entrepreneurs from Latin-America with their counterparts

in the United States to share best practices and improve their businesses.

I'm totally sure I'll get better tools and strategies to improve BTA. This benefit will be reflected in better working conditions for my team, promoting that more people decide to educate and develop themselves in our communities without having to illegally migrate looking for better opportunities.

Access is certainly a program that is achieving that its participants have the necessary tools to build a better future for ourselves, our communities and Guatemala.



Access: key to my professional development

Ana Villatoro

Presidente de AJEDE, Guatemala



I was a shy girl but since kindergarten, but when I enrolled in the English Access Program in

2012, I was not only learning English, but I was also challenging myself and improving my leadership. The Access Program taught me about the impact of community service and opened my mind to new horizons.

Throughout the years, English has opened me different opportunities.

In 2013, I was selected to participate in a “Pilot” program whose was to reinforce English teaching techniques, for Access alumni who were interested in becoming a teacher. Thanks to this opportunity, I improved my English even more, and learned how to plan a class, new methodologies, and how to take advantage of different learning methods. Such was the impact of the Access Program in my life, that I decided in high school to major in education.

English also helped me get selected to participate in the Study of the United States Institute, (SUSI) program. This program allows participants to study at the University of Arizona for six weeks. This program enriched my knowledge about the history and culture of the United States, but above all, breaking stereotypes, sharing with other cultures, and strengthening my leadership.

Finally, English has also allowed me to

gain experience in Agriculture Engineering, my field of study. I have volunteered as a translator for a Canadian company interested in exporting Guatemalan coffee to Canada. I also got involved as a bilingual freelance writer for the digital magazine Perfect Daily Grind (PDG).

English allowed me to be part of the Guatemalan Alumni Association (known as AJEDE). As the current president, I have been able to overview different community, cultural and educational projects, that have benefited more than 25,000 projects and work with amazing leaders from different parts of Guatemala, with whom I share the passion and commitment to bring economic development to our communities.



When I reflect about what has happened in my last eight years, I can say without a doubt that the Access Program has changed my life, helped me grow and gave me many tools that are useful not just as a leader, but also as a professional.

I hope my story motivates students and alumni to reach their goals, challenge themselves and get comfortable with thinking outside the box.

Be afraid, but never give up

María Laura Monterroso

Access Alumni, Guatemala



My name is María Laura Monterroso, I rather be called Laura. I'm from Quetzaltenango in Guatemala.

I am 19 years old, when I started the Access Program, I was just going to turn 14. Going

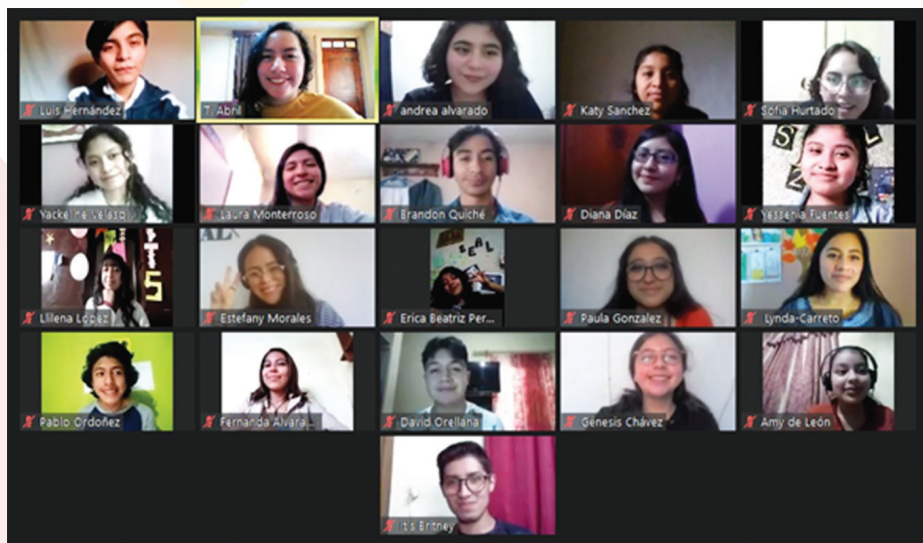
back then (2015) during the first day I was afraid and couldn't even analyze what was going on, for me at the beginning looked like another course, a simple one, but that first day made me understand it wasn't like that, because we all had a purpose to accomplish during the program.

With the time I learned different things like how to lead, starting with small groups and going on with bigger groups, all of it came out when I attended the Access Congress in 2016 where my analysis skills improved a lot.

I'm honest when I said that I didn't expect what was coming after the Program finished. There was an opportunity in 2017 to apply to another Program named SEAL, I was curious about it and

getting information about it, I got to know that it is about teaching, and I applied and was selected among other applicants. I did not expect it because of two reasons: the first one was that I always used to say that I would never be a teacher and that it was the worst job someone could ever have; second thing, I was detected with epilepsy that year, right at the beginning of the Program.

My mom used to tell me that I was strong enough to deal with it and that she and my sisters would be there for me, that it was the beginning of a great experience in life, one of my teachers also told me that she was with me... I was afraid and almost said that I would leave the Program because of it, something stopped me from leaving and was that when I was in Access, during the closing ceremony previously mentioned, I listened to many stories from the ones graduating about how resilient and brave they were while they were studying in the



Program, then I said, “I can do this, it doesn’t matter how hard it is”.

The next months, when I was learning different teaching techniques, I told my mom “I was made for this” I forgot that I did not like teaching and it became to be one of my passions, the students from the BEAR Program were just amazing and I was even more excited to know that some of them were going to be chosen to be the next Access generation. When the Program finished, I was concerned about what could happen next, I was not part of the English Language Programs anymore.

In 2018 I was going to graduate from school, when the coordinator of the Programs, who was also my SEAL Teacher reminded us to take the time to go to the site and pick a certificate. I saw the new Access students and many of them were my students in the BEAR Program, that filled my heart of happiness. My Teacher said “you can visit us whenever you want to” I took it a serious offer, that serious that I started going more often and help in many things like creating documents to help to manage different information, learning about that year students and many other things. I never imagined that by helping I would become

an Access Teacher and now a SEAL Teacher.

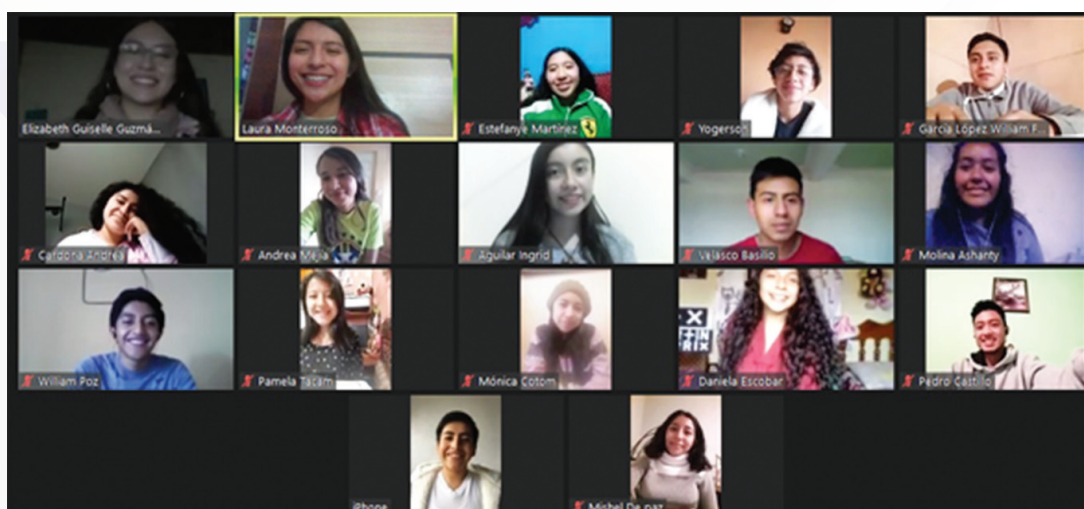
I’m happy with everything I have done, because of the Access and SEAL Programs I was able to find a job working with kids, teaching them English; I was also able to start paying my studies at University, I’m studying International Affairs which is connected to my goal of improving the educational System in Guatemala and give access to new opportunities to the ones who have limited resources.

What I highlight from all of this is the following: When I was in my worst moment, my students from BEAR, my classmates and teachers from the programs helped me to shine and get to be where I am now.

Finally, you might be afraid about everything you are doing, but if you never try, you’ll never know if your passion is inside that experience you are afraid of. No matter how many obstacles you get to pass through or how many people tries to throw you down, you are brave and strong enough to overcome it.

Picture: Access Program, Nexus Class 2020.

Picture: SEAL Program, Fireflies class 2020.



Access: A Guide to Different Perspective to Life

Gloria Yanira Teyul Caal

Access Alumni, Guatemala

My name is Gloria Yanira Teyul Caal, I am 19 years old, and I am from Alta Verapaz, Guatemala. Currently, I am in the first year of business administration at San Carlos de Guatemala University. In 2015, I got a scholarship that changed my life in many ways and taught me that I can contribute to improve my community.

The English Access Program Scholarship opened a door that I could never anticipated. Access showed me a different perspective on life and that I have an important role in the world. In those two years of scholarship (2015-2016), I went through different processes and activities that improved my self-esteem and showed me what I am capable off.

Access in Guatemala has different components. The program, aside from teaching English, it also includes a service learning and classroom government component. For me, service-learning was key. It helped me understood that one of my passions was to help others and that I can be a guide and support for someone else. In classroom government I learned to be more responsible, be committed with my community, and create spaces where other young leaders can grow as well.

Knowing that one of my passions was to help others, I decided to apply in 2017, to a second scholarship to continue improve as a teacher. This program is funded by the Public Affairs Section of the U.S. Embassy in Guatemala and is focused on Access alumni who demonstrated interest in teaching

English as a second Language. Thanks to that program, I became a better teacher and learned from my teachers to “Do the thing with love and do it well”. I have since promise myself to give my best in every lesson, plan, classroom and teaching.

After those three wonderful years, I became part of the Guatemalan alumni Association (known as AJEDE). This association creates projects to improve the community and promote social mobility. During the time I was involved in different projects, I developed new skills and became a coordinator. In June 2019, I started coordinating the AJEDE chapter in Alta Verapaz, where I live. I am very thankful for all the support I received from my mentors, because they saw a potential in me that I had not realized at the moment. During that year, I also started an entrepreneurship project to teach English to kids and teenagers between 12 to 15 years old. I had around 70 students and a team of 10 teachers, most of whom were my classmates in SEAL Program.

Now, I am an English teacher who loves to teach, help, support, and mentor. I am also an entrepreneur, a leader in my community, and someone that found her purpose during those years.

I am someone who dreamed with supporting teenagers so they can improve their lives and continue growing this seed that the Access program planted on me, a seed where we are all students, and teachers, who are constantly learning and giving back what we learned, so others can learn too.

Access : A Motivation to Help Others

María Isabel Tobías Castillo

Access Alumni, Guatemala



My name is María Isabel Tobías Castillo, I am currently 24 years old and I was born in Huehuetenango, a city that is located 5 hours away from Guatemala City.

As an alumna from the English Access Microscholarship

Program I can say this program has helped me develop important skills like responsibility, organization, leadership, and how to effectively communicate my ideas.

It has also enabled me to meet great people, learn about other scholarships and opportunities to volunteer. For me, volunteerism changed the way I see things, it inspired me to get involve in different organizations and even, influenced my career choice.

The Access program improved my profile and made me more competent. I believe that this was a key aspect that helped me when I applied to a full scholarship in 2015 to study Nutrition at a private university in Guatemala City. My graduation project was to develop visual didactic material related with food and nutrition in for deaf children. Because the material was created using Guatemalan sign language, it was awarded for its support to a minority group who is often excluded.

I am currently working as a nutrition assistant in the “Nutritional Brigades” Project, launched by the United Nations Children’s Fund (UNICEF) in Huehuetenango and Alta Verapaz. These brigades were created as a result of the nutritional emergencies in Guatemala caused by COVID-19.

Through this job I have had the opportunity to visit rural and remote communities, and work with vulnerable populations especially with children under 5 years old and pregnant women. My job

is to locate children with acute malnutrition, help them recover and teach families about healthy eating practices.



I have also been involved in volunteer projects, especially as a Project Leader for the Guatemalan State Alumni Association -know as AJEDE. I am also working with a group of friends to designed an innovative idea to solve a critical problem: improve the eating habits of adolescents in Guatemala. This idea has already been awarded as the best solution in the Innovation Week promoted by United Nations Development Program (UNDP) and UNICEF, so we are currently working on an incubation process of the idea to make it possible and implement it.

Improving the conditions of life in my country is one of my greatest aspirations, especially I have focused on decreasing the problems of malnutrition. I will

never forget that this aspiration to help began with the Access Program, who gave me many opportunities, and it is something for which I will always be grateful.



I Have a Dream

Rishi Kumar

Access student, Loyola College, Chennai, India

Have you ever had dreams in your life? Have you ever wanted to achieve something great in life? Well, I had many dreams and I wanted to achieve something great. I wanted to be a teacher, to be a traveller, to be a social activist, to be a successful entrepreneur and also I wanted to represent my country in any sort. These were a few of my childhood dreams. I didn't know that today, at the age of 21, I will be in this place closer to one of the above-mentioned dreams. I was born and raised in a small village in Tamilnadu, India. As a child, I was a curious boy who always wanted to learn something new and always dreamt of my future. This is how I started to dream and wanted to achieve it. At that age, I didn't know how to achieve my dreams but I strongly believed in myself. Years passed but the dream didn't. The higher secondary public exam was getting closer. It was the only chance for me to get admission in a college where I can

get many opportunities. The dreams drove me to be one of the toppers in higher secondary exams in my school. I got admitted in B. A. English Literature at Loyola College, Chennai. It was the best of times. Scoring good marks in public exams and joining in one of the top colleges in India made me proud. Those moments made me forget my financial background. I had to pay my college fee in my first year. I started to work in part-time jobs to support my family, to pay my fee and sometimes my brother's fee too. One year had gone by doing several part-time jobs and keeping my dreams at sleep. Working day and night to earn a little amount of money. It was the worst of times.

The fire was still burning inside to achieve my dreams. In my second year of college, I saw a poster inside the Loyola campus. In that poster, India and U.S. flags-themed hands shaking. I was curious to know what it was. And it was the best thing that ever happened to me. "Keep going. Everything you need will come to you at the perfect time."

Identically, English Access Microscholarship Program came into my life. Loyola college supported me with the fee concession and I quit the part-time job. Access program accepted me as a deserving student to study in. I always sought out opportunities to learn something new, to widen my knowledge and to enhance my skills. All of these in one place, Access! In fact, Access was beyond what I imagined. Access always stands apart from other courses. In Access, it's not only learning the language, but it's also to know other cultures. I learned English through American culture. It is common that listening, speaking, reading and writing are Language skills. But one more important skill in language is culture. Obviously, Access not only taught the English language, it also taught American history- From the thirteen English colonies till Joe Biden inauguration, and American culture and traditions- Martin Luther King Jr. day, Memorial Day, and Black history month are the few observances that on those days we made presentations to remember and to celebrate the great leaders. Halloween and Thanksgiving Day are the few that we learned about and practiced in India. Along with the language skills, Access enhanced leadership skills by

letting me lead a group of ten people to finish a task in excursions. Access has created opportunities to improve public speaking skills. Orating in ceremonies, Hosting big events, Interacting with the native English speakers and so on. As I was doing all this very enthusiastically, I also developed an interest in the American dream. Coming back to the dreams. Access trainers' guidance, mentorship, pedagogy made a great impact and created a path to achieve my dreams. Their passion for the English language, and for teaching inspired me a lot. I started to fall in love with the English language. It was the renaissance of my dream to be a teacher with a lot of motivation. Unexpectedly, the Indian government announced a national curfew as coronavirus was spreading in India. It was a very new experience for all of us and we didn't expect that coronavirus would become a pandemic. Life changed upside down. A few months passed under a lockdown. Access team planned to conduct online classes and provided gadgets for online classes. The onlineclasses were a new way of learning. Whether it is an offline class or an online class, the learning outcome was remarkable. We used technology efficiently to engage in virtual classes. The virtual mode was a blessing in disguise, Loyola Access conducted two international Virtual events. Access students from all around the world joined in the International Tourism Day celebrations and Christmas celebrations. I got a chance to speak in front of the global audience. It was a great platform for me. I felt like I met international Access students in person by interacting with them and discussing the journey as an Access student. All of them happened in the middle of the pandemic.

Today, I successfully completed my undergraduate degree. And I am also going to

complete the Access course.

"Tell me and I forget. Teach me and I remember. Involve me and I learn."

- Benjamin Franklin

US Access and Me

Deepak M

Access student, Loyola College, Chennai.



I have always dreamt of being proficient especially in English. I would always love to learn something fascinating about English in spite of doing my studies in other field like mathematics.

I found many ways to keep myself engaged and enjoy the language, however I was not satisfied until I got a chance to study in US Access program. This program helped me to reckon and learn more interesting things especially about lots of things around the world. After joining the program, I got an opportunity to visit American Library several times. Not only a visit to American library helped me but also expedition to few other places helped me explore my hidden talents and widen my knowledge



Hello everyone,

I am Deepak doing my Post Graduate Degree under the discipline Mathematics in Loyola College, Chennai. I am in my early twenties. I am from a family of four with one sibling. I really enjoy drawing cartoons, listen to music, dance and a keen

carom board player. I really studying about English language and astronomy besides mathematics. I am a fun loving person who



love to keep the surrounding delightful. Besides that, I am an inquisitive one too.

As I did already mention that I had a great interest towards the language, my level of engagement with the language gradually increased as I started enjoying being in Access. As a matter of fact, firstly understanding the dialects of native speakers increased my level of confidence to converse with native speakers of United States of America. Besides that, I have elevated my vocabulary knowledge and grammar too. Moreover, I have learned few techniques to take this language easily into the young minds.

I always love sharing my knowledge through teaching and I believe, Learning something will just create an impact in me, but teaching what I interpreted would create an impact in many. I would concentrate on children who feel English is hard. This is how I have planned to implement what I gained through US Access Program.

Experience in Access class

Pratik Kafle

Access Alumni, Nepal

If some students are going down the wrong path, they don't need the motivation to speed them up what they need is good education, which can be gained from Access class.

Hello everyone! It's me Pratik Kafle from Access Centre Syangja, Nepal. I am very proud to be an access student because it is really a great platform to learn the English language, computer skills, leadership skills, etc.

Access is a place where we learn about the whole world. It teaches about teamwork, art and culture, equality, good behavior, community service, use of ICT as well as social media. The use of the internet teaches us to communicate through emails and Facebook provides information about the whole world. It also conducts different types of programs and ceremonies on different occasions. It also gives us a chance to make us skillful students through camp. I gained and implemented a lot of skills for my better life from different camp sessions. Access also sharpens the quality of students to stand as a strong pillar for the coming future. Access turns a simple person into a completely different and successful in his/her life. It is the place to share our opinions, views, knowledge, and talents in mass or with each other.

Access provides the great sense to be a leader in every moment of life. It increases self-confidence and different skills. The teaching style and quality of Access are quite different from our regular class. There is a frank environment among teachers as

well as students. It gives me a chance to increase my overall skills through different online courses. I gained a lot of experience from different online courses. Thus, I have completed more than 150 courses.

Being an Access student, I gained a lot of new things. This is the platform to broaden our capacity and skills. It is the path to know who we are! Access made me the best from good. I was unknown about the outside world before I joined the Access class. But, now, I know a lot about the outside and inside of this modern world through the internet and other means. My English listening and speaking skills, computer skills, personality development skills, leadership skills have increased to a great extent. It has helped me to be prepared myself for my better future.

To be an Access student was my good luck. It is leading me to a beautiful destination. In a short time, I learned many new things and skills. In the coming days, I am sure, I will gain more and more. Access is the right place for getting a quality education and paving the way to a destination.

So, I will always be indebted to Access, NELTA, US Embassy, RELO, for selecting me for this golden opportunity. I would like to thank all the supportive hands for granting me this luxurious journey.

Access: A Cherished Journey

Bishwas Poudel

Access Alumni, Nepal

Hello it's me Bishwas Poudel from Access Nawalpur. Today i am going to say about my experience of my participation on graduation ceremony. We had our graduation ceremony on 9th February. On that day our program on morning. It was on Zoom. We participated on program on 8.00 pm. I also got opportunity to present the slide about community services done by access nawalpur.

There were many students and instructors of nawalpur acees along with the guest. The program was hosted by Prathana Basukala mam. There were many guest like Laxman Gyawali sir, Curtis Chan, Bishwa Gautam and so on . At first our four group presented 1 slide each about different activities done by Access Nawalpur. Then there was experience sharing program. My friend Binit bastakoti presented his experience from students and hema mam presented her experience from teacher. Then one guardian share his experience. And our guests talk about this program. Our Focal person Thirtha sir also spoke few words. At last we were graduated by getting certificate of completion.

Access: Floods of Beautiful Memories

Binit Bastakoti

Access Alumni, Nepal

Hello and warm greetings, myself Binit Bastakoti. I am an Access student of Nawalpur Access. Access is the great platform for talented but economically backwards students. We learned many more skills and knowledge like Leadership skills, team work, community service, and unity and mostly the English language and knowledge of ICT. Access provides us the opportunity to manifest our hidden talent. We also got chance to take part in various international programs like international Olympiad competition, organized by GIST. We got a chance to say about our country and main features and also learned about others country. Though the program was virtually but we all shared our experience and feelings. We also did our Access graduation ceremony which was virtually conducted. We all the students share our experiences and the learned things from Access. At first, I used to think that Access is a regular class but after joining I found various changes in myself, it helps to boost up my confidence level, and develop my English speaking capacity, so it was like a grand gift for me which changes my attributes. At last I would like to conclude by thanking all the respected and honourable members of Access, NELTA and American Embassy for conducting providing such a great opportunity and helps to make our future bright. And hope this program will be conduct for many years and help many students like us. Once again thank you.

Access: Mixed Experience of Theory and Practice

Ritu Khanal

Access Alumni, Nepal

I think that we all have passions in our life. It is a wonderful gift for us. To find it, we always have to be alert to them. We have to be looking for them. When we find our passion. It will fully change our lives. It is a fantastic gift. It gives us direction to get success. It gives us a new way to get success.

Two years ago, I didn't have many passions to do some new things. Yeah! I wanted to be a model in our society.

But I didn't focus on that and I didn't have much support from my friends and teachers. But in 2018, I found an opportunity to be a student of the English Access Microscholarship Program, Nepal in Syangja. After that my study skills, my behaviors, my computer skills, my speaking skills were fully started to be changed. In the beginning, I had some hesitation to communicate with my friends and new teachers. But, slowly, I understood what the access class meant. I started to enjoy the class. We held and participated in many programs, like quiz contests, speeches on different topics. We did many community services and field trips, visited American corner in Pokhara, and joined Access Camp. The access camp was the best and memorable part of my whole life. Taking a part in our Access camp was the biggest and amazing experience of my life. We enjoyed very much and learned and felt the nature by going to Fawa lake, Davis fall, Gupteshwor Cave, and International Mountain Museum. We experienced many new things in our different sessions on various topic by professional intellectuals. We also took many beautiful photographs on our Access camp. We observed many equipment of the Grande hotel where we spent our 4 days. We attended sessions with book buss. We also learned about MOOC Courses in our sessions.

These sessions were highly informative to us. Really, this Access Camp has left long lasting and immense impression in my memory. It was a heavenly feeling for me to spent these beautiful moments with our Access friends and teachers in our Access Camp.

Another interesting event in access is the Readers' Club and its activities.

We got much advice, supports, and guidance from the RELO specialist, Access coordinator, Assistant coordinator, focal person, and so on. I always try to follow their advice. I always remember the advice by RELO specialist "smiles in our face is always make us positive". I am very thankful to him. We all gathered and celebrated many festivals and memorable days of Nepali and American cultures. We learned many new things in our textbooks also like Amazing plants, Grammars, the importance of water, controlling waste materials, Extreme Sports, etc.

Friends we are very lucky to have this platform, our Access class. It develops our minds theoretically and practically. I think that this platform has some beautiful magics to give a way or direction to students to achieve their goals like to me. It is a fully different class than our regular class. We can also help our other friends to study efficiently. We can inspire them. I am proud to be an access student.

I hope that the coming access class gives this platform to other new students. I wish NELTA and Access can fulfill their goals to give the best education or modern technology to more students. I am very happy for being a part of this beautiful program. All these moments are very special and memorable to me.

Thank you very much...

Access: Learning the Dedication and Self-actualization

Menuka Hamal

Access Alumni, Nepal

My name is Menuka Hamal from Access Centre Syangja, Nepal. I feel very proud to be an Access student.

Surely, we have gained a rich learning experience from access. It is a place where we learned about the whole world. Before joining Access, I was such type of girl who couldn't face the mass, who was always nervous to communicate with friends and teachers. But I realized different changes in me after being an Access student. Now I don't shiver while speaking and I can ask questions without any hesitation. I have learned so many things in Access class. We did many activities such as working in a group, preparing presentations, attending quizzes, learning different leadership skills, doing yoga, and so on. We also learned here to appreciate American and Nepali cultures and democratic values. We celebrated so many events in Access class like celebrating Thanksgiving day, Dashain, Teej, Tihar, Women's day, Halloween day, Holi, Martin Luther King Jr. Day, Independence Day, Martyr's day, and so on. One of the most memorable events of Access is Access Camp. It is the most memorable event in my life. The days I spent in Access Camp will remain to be the best days of my life. In Access, we did community services, celebrated festivals, shared our views with teachers and friends and in different places.

Due to the pandemic of Coronavirus, our Access was closed for 5 months. During this time, we utilized our time doing MOOC or Coursera courses. I have done 16 courses and one of my friends has done more than 150 courses.

Most importantly, I earned friends here. This friendship will remain for my entire lifetime. Access helped me learn dedication and self-actualization. Our teachers and focal person motivated me and pushed me to achieve my best which is a big part of what I am today. Access made me understand the value of time that became a wonderful chapter in my life.

At last but not least, I am very grateful to my parents, friends, teachers, Access, NELTA, US Embassy, RELO, and all the supportive hands. Thank you very much Access for making my dream come true.

Advantages of Online Teaching

Syeda Warda Batool

Visiting Lecturer at University of Education Lahore, DGKhan Campus, Dera Ghazi Khan, Pakistan.



“To succeed, you need to find something to hold on to, something to motivate you, something to inspire you” this inspiring quote is by Tony Dorsett an American football player. These words of this great man are encouraging and helping us to keep moving and learning even during this pandemic and being locked down. The year 2020 was a double sword as when the people around the world suffered and died at the hand of the dangerous coronavirus, many of them learned the use of technology. Even those who were not familiar with the digital tools, are now using them like a professional. So, one must stay positive in each kind of circumstance. Teaching in the year 2020 was very much modified because teachers were not only teaching online but also were learning modern technology. Online teaching has its benefits such as one does not need to move out and can have class anywhere, chances for missing the class

are comparatively less, one can directly take assistance from the internet and have less material to handle. Other than learning digital tools, in online system students and teachers got the chance to interact with others from different borders. Especially, this type of teaching has improved the quality of learning in Access classes as all the students have equal internet access and they have not only practiced listening but speaking on an individual basis. Students in Access class have gained more confidence in speaking because they feel less shy on camera while practicing it more; they have build confidence in speaking English to anyone. One more point that came to attention regarding online teaching was “Worldwide interaction”. Through online teaching students attained the opportunity to participate in different activities worldwide like “Olympiad Leading Leadership 2020”, Cultural Interaction, and many others. Students got the opportunity to interact with the students of other countries online which in itself is an amazing thing. It’s like a virtual tour free of cost. In the end, it is said that there is always the right time to do the right things by keeping yourself updated. This platform of Access has connected borders virtually through this prestigious journal.

My Life Took a New Breath...

M Yasir Majeed

Access Alumni, UE, DG Khan, Pakistan



My name is M Yasir Majeed .I am student of access session 2019 -2020 .I am going to share my experience in English Access Micro scholarship Program. Before this program I am a little bit aware of the English language. I had knowledge about grammar ,but I didn't have speaking power. I had less confidence. However, after

joining the English Access Micro-scholarship Program,my life took a new breath and now I am no more a loser. I am a person with full confidence. I can speak English Language confidently. I can communicate with my friends and teachers in English. we also did many interesting activities such as group discussion and individual presentations , Skits performance and community services. I also enjoyed board and physical games and learn practice of English during these activities in different ways. I like my access class very much.

Access Provides us Golden Opportunity to Learn English Language Along Culture

Zeeshan Mahmood

Access Alumni, UE, DG Khan, Pakistan



Honestly,I wasn't as much familiar with English language. I used to watch Movies, Cartoon and Urdu dubbed documentaries. Then ,I came to know about English Access Micro Scholarship program. I took admission and I learned a lot from this program. I realized that teaching approach is entirely different from our regular classrooms. Our instructors are also gentle and sincere with us. They teach with communicative and practical methods. They always build our confidence to speak

English. During this program I actively participated in different events arranged by the teachers. From these events I learned a lot and had fun as well. Not only am I familiar with English language but also have explored US culture and international days. Other than these international events, i am introduced to community Service. I realized the importance of cleanliness, Art and Plantation through various activities. To avoid difficulties from taking classes In this Covid-19 pandemic, RELO Pakistan has provided cell phones for online classes. To sum up, they provided us such a golden opportunity to learn English Language along culture and Humanity easily and in very short period.

Access Improves My Language Skills

Ahmed Bin Umer

Access Alumni, UE, DG Khan, Pakistan



My name is Ahmad bin umer I am student of access session 2019-2021 in English Access Microscholarship program .I had no vocabulary, I did not have confidence and I could

not speak with any person because I had no exposure of English earlier. After joining Access Classes, I not only improved my language by participating in various activities but I also qualified my university entrance exam. I am very blessed to have this opportunity.

Access: A Bundle of Joys

Kamran Atta

Access Alumni, UE, DG Khan, Pakistan



I came to know about admission in English Access Program in June 2019,I applied and fortunately I got selected. I was very excited to attend the class. So next day I went to university for class and

teacher .After one month we went to Multan for opening ceremony and our fellows Performed cultural dance. We celebrated many US festivals such as Columbus Day, US Independence Day, Teachers' Day and Human rights Day. Besides, I attended many virtual sessions in which I met native speakers and many international students from Access centers. With these events and learning in class room ,Now I am able to speak English easily, With friends teachers and other people. we enjoy every moment of our Access class.

I enjoyed the class activities very much. Our teacher is Mam Warda Batool Rizvi she is very hard working

Access: An Opportunity to Develop Leadership Skills

Ahmed Hassan

Access Alumni, UE, DG Khan, Pakistan



Hi, I'm Ahmed Hassan from English Access Microscholarship Program University of Education DG Khan Pakistan. I am very much passionate to share my Access Journey with all of you because I truly believe this is the platform

where I not only exercised my skills but I learned a lot. I learned how to speak English fluently and how to

lead in a group. I learned leadership skills and team building in Access class. I also participated in many community services and I myself initiated community service in my community during pandemic. Moreover, I also participated in various online competitions and won many certificates. I really feel proud to be the part of this amazing platform where I actually get a chance to share my thoughts and I am free in my ideas. Recently I also won Olympiad Leadership program which held internationally. I am lucky to have this opportunity.

Awesome Experience With Access And IOELL20

Dung Thi Kim Nguyen

Access Alumni, Vietnam

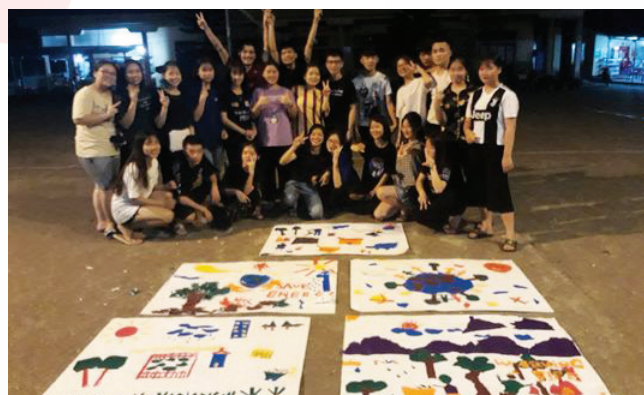


My name is Dung Thi Kim Nguyen, I was born in 2002 and I come from Vietnam. I am an Access alumni and a participant in IOELL20. I had studied in Tuyen Quang ethnic boarding high school- a school for poor different ethnic groups students who come from mountainous and remoted area in Tuyen Quang province. Students at my school were very scared of learning foreign languages especially English, because of the lack of opportunity and equipment. With the passion in learning foreign language and understanding the importance of English, I have been extremely excited and eager to improve my English, but my English was not very good years ago. Luckily, I received a very great opportunity to take part in English Access Microscholarship Program. In this program, I have learned a lot of valuable things and received fabulous opportunities.

When I knew I passed the entrance test and totally became an Access member, I was very happy and cheerful. I think I was really lucky to be one of 25 Access students to get this scholarship. It brings me many good things especially brightening my future. As mentioned earlier, my English was not very

good at the beginning; moreover, I was very shy and unconfident of myself. So I had to try several efforts to overcome my language barriers.

In the first class, other students and I were very timid, confused, and curious about everything. We didn't know many things about English so our teachers tried very hard to help us. They were sympathetic, helpful and patient, they gave us pieces of advice; encouragements and hope. With many efforts, we tried our best to study, to grow up and to be more open with others, our English has been improved day by day.



During two years in the Access class, I have studied and experienced a lot of things. Now I know how to use English functionally, how to communicate with other people in English. Furthermore, my English skills (listening, speaking, reading and writing skill) have been improved a lot by diverse activities in Access classes including playing games, doing quiz, teamworking, etc. Thanks to these activities, I knew how to collaborate with others, how to work in team, share ideas and the awards. In addition, I also

experienced many extra activities out of classes. I had chances to talk to foreigners, asked them about their viewpoints about different aspects and getting more information; chance to be a barista and a waitress speaking English; chance to celebrate ceremonies like Christmas, Halloween and New Year Eve together to understand more about American culture. Moreover, we also created English speaking contest, environmental activities and ideas at school to promote learning, improving English and saving our environment. We had great time and experiences together by doing volunteer works and travelling.



We tried to help poor students and students who are bad at English and eager to learn English at my school, we went to do volunteer work in poor primary schools located in mountainous and remoted areas in my province, giving them gifts, playing with them, teaching them some lessons. We went to HoChiMinh mausoleum, Ha Long Bay, ect to know more about my country' scenic spots and introduce them to friends all over the world.

The time studying with Access class is one of the best time in my life. Now, I am confident to use my English everywhere now, I actually know more, get closer and make more friends. My knowledge is broaden, I

understand many things about different countries culture especially American culture. My English skills (listening, speaking, reading, writing skills) were improved a lot. Moreover, through studying in Access class, I have learned several important and useful social skills such as: teamworking skills, leadership skills, communicative skills, problem solving skills, critical thinking skills, collaborating skills, etc which are very useful and valuable for me. Today, I am much better than me before thanks to Access program.

At present, I am a university student with passion and eager to experience more. 2 months ago, Ms. Ha Thi Hai Nguyen, Ms. Thanh Thi Kim Ban, Ms. Ngoc Thi Hai Ngoc Pham gave a chance and helped me a lot during the time being a contestant in IOELL20 and representative of Vietnamese students telling our great story when the Covid-19 pandemic broke down. I was really happy, lucky, proud and excited to take part in this global contest because it helped me gain many precious things. I had more friends and knowledge about their countries in different aspects as well as having chance to be trained and improve my soft skills.

At last, I think I am really lucky and proud to be a member in Access program and IOELL20 program, I had a great time, awesome experience and valuable knowledge after joining them. I want to thank the US Embassy, the founder of Access program, the founder of IOELL20, my enthusiastic teachers and my friends for giving me this chance, helping me a lot and I greatly appreciate that. I hope that in the future, there will be more programs like these programs for students like me to broaden our minds, brighten our future and better off their life!

Improving Access Students' Life Skills Through Enhancement Activities

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I. AIMS OF ENHANCEMENT ACTIVITIES FOR ACCESS STUDENTS IN BOARDING HIGH SCHOOLS

Beside in-class lessons, enhancement activities play an important role in increasing students' knowledge about American culture and their English language skills. Moreover, participating in enhancement activities, students will be provided hands-on and interactive opportunities to engage in discussions, games, personal development and community service.

Access students in Tuyen Quang Provincial Boarding High school in Vietnam have to suffer from many difficulties on the way to literacy. Almost all students in the school are ethnic minority groups such as the Muong, the Tay, the Thai and the H'Mong... They live far away from the city centre and their families mainly rely on agriculture, which partly has impact on their education in general and their life skills in particular.

Living in a Boarding high school, life skills are very important for students to get along with the others, to solve real-life problems and to build good relationships with people around them.

To develop Access students' life skills, Access teachers design some special enhancement activities which are appropriate for Boarding schools and easy for other Access classes to apply.

II. SOME ENHANCEMENT ACTIVITIES FOR ETHNIC MINORITY ACCESS STUDENTS

Activity 1: Connecting with Fellows to learn about American culture and celebrate some festivals at school.

Access students have connected and have had very interesting Zoom lessons with American Fellows who have taught them a lot of amazing information Knowledge about

different American festivals such as Halloween, Thanksgiving, Memorial Day, Independence Day, Veterans' Day.... They also designed some motivating activities for students to voice their opinions and to have chances to get accustomed to American culture. In return, Access students shared information about important festivals in Vietnam like Hung King Temple Festival, Tet holiday or Fire Jumping Festival of the Pa Then - a group of ethnic minority people in Vietnam.

Access class also celebrated some festivals such as Halloween, Christmas and New Year, which helps students have opportunities to experience American culture.



Activity 2: Solving real-life tasks.

Access students have learned how to deal with some tasks in real life. When living in a Boarding high school, they have to do all the things by



themselves so they need to be well-prepared for almost everything in their daily lives. In some lessons, Access students played the role as sellers and customers. They learned how to persuade the customers to buy their goods, how to bargain to buy things with reasonable price. They also learnt to make cards to give to other students and teachers in some special occasions such as Vietnam's Teacher Day, Christmas or New Year



Activity 3: Doing real-life project

Students in Tuyen Quang Provincial Ethnic Boarding High School in Vietnam live and study at school. They have three meals a day in the school kitchen. Everyday, there is quite a big amount of kitchen waste which is collected



by Access students. They have been carrying out the project _ Recycling kitchen waste into organic fertilizer. After lessons, Access students go to school kitchen to take out kitchen waste to the garbage tank where Access teachers

and students use bio-products to decompose kitchen waste into organic fertilizers. Then, they can use the organic fertilizers for their organic vegetable garden.

Activity 4: Teaching weak students in English

“Give-and-take” is what we always remember in our mind. We really want to contribute to our community by our own way” one Access student said. Access students often spend some hours



after classes helping grade 10 students learn English at school. Access teachers have helped them to connect with grade 10 students who have difficulties in learning English, provide materials; then Access students take responsibilities for tutoring these students. Thanks to the effort of tutors and students, they try their best and gradually learn English better.

III. CONCLUSION

Thanks to enhancement activities, Access students have better understanding about American culture and obtained proper life skills. Besides, they have learned how to deal with some authentic tasks, know how to get on well with other people and how to contribute to the community by their own ways. Access students in Tuyen Quang, Viet Nam founded a Life Skills Club where they are important members to inspire other students and help other students to improve some important life skills such as presentation skill, communication skill and problem-solving skills... which help ethnic minority students have better preparation for real life as well as for the future.



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