



A. S. Hornby Educational Trust

REPORT ON HORNBY-FUNDED TEACHER ASSOCIATION PROJECT

Please complete the following form in full.

(Suggested length: 1,500–2,000 words. Please include photos/video links if you have some to share with us.)

Title: Connecting Underprivileged Children and Tertiary Students Through Cross Age Teaching: A Hand-in-hand ELT Approach

Country: Bangladesh

**Dates: First Phase: November 2019 - March 2020
Second Phase: March 2021 - April 2021**

1. BACKGROUND AND RATIONALE

What are the main issues in your English teaching and learning context?

How did these issues influence your choice of project?

Were there also other important contextual factors to consider?

There are numerous issues that need to be addressed to enhance the inclusive lifelong learning of the primary and tertiary students of Bangladesh. However, in order to attain a tangible goal of benefiting both target groups who deserve more attention because one determines the foundation of the education while another represents the harvest we have after years-long teaching. Therefore, the current project aimed at three distinct objectives. First of all, in Bangladesh, there are different types of schools helping young children obtain mainstream primary education. However, the ones who are unable to attend privately funded or well-placed public schools and belong to a family earning as less as 70-80 British Sterling Pounds a month do not get an enjoyable learning experience resulting in drop out, social and/or gender (digital) divide and inequity. The 'Bangladesh Education Fact Sheet 2020' report prepared for UNICEF highlighted the increased drop out rates of male primary children at urban and semi-urban bustees and at grade 4 requiring more investigation and efforts to help sustain their interest in education. Hence, we chose to teach English to the primary children of garments' workers at a designated schools named Ashraf Textile Mills.

Secondly, the findings of 'Bangladesh Tertiary Education Sector Review: Skills and Innovation for Growth' by World Bank in 2019 suggested a dismaying prospect of the graduates in Bangladesh following prolonged and frustrating joblessness among this group. The absence of academia industry linkages and innovation were held majorly responsible for the inability of this group to be part of the increasingly globalised world. Therefore, this bi-fold project benefiting two target groups involved in it were to help create an enjoyable learning experience for the underprivileged children taught by our young adult beneficiaries: the final year undergraduate students.



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Finally, the 2013 article written by Prithvi Shrestha identified that many primary learners of Bangladesh, out of 600 interviewed for the research, shared their negative perceptions of the existing story-telling activity as a teacher-led less-communicative one. Therefore, this project aimed at emphasising the student-led storytelling activities aiming social change and global peace.

Since we could not proceed with the proposed plan due to school closure in Bangladesh since March 2020, we went to teach the street children. Some of these children have one of their parents working as sex workers or as beggars, some did not have any parents. Few of them lost their drug addicted father or mother at second marriage. The representative of the association who hosted this children to attend our classes would keep track of them as part of her work with the organisations working at Kamlapur Railway Station for the wellbeing of these children. As a result, for not having any prior experience of teaching children of this community, we took help of the representative and the Founder to assist us with the arrangement. As these children did not have any literacy in English, we aimed to teach them basics of English alphabets, vocabulary, and pronunciation.

2. PROJECT OBJECTIVES

What did you hope to achieve?

The overall objectives of this project were to:

1. involve the underserved community in the learning process through active participation;
2. engage the tertiary students in the community work through voluntary teaching;
3. attain enhanced graduate attributes through cross-age teaching;

In the first phase, we hoped that our students will have enhanced English reading comprehension, ability to participate in small-talks and story telling activity. However, we could only conduct two classes before the school closure in March 2020 in Bangladesh due to pandemic that hindered the planned objectives of the project.

In the second phase, we taught the street children with no ability to read and write in English, let alone speaking. Hence, our primary objectives were to introduce the English alphabets, commonly used vocabulary, and pronunciation to them.

The specific objectives were to:

1. help them write their names in English;
2. recognise and pronounce the common vocabulary;
3. make them aware of the moral values of life following story reading activity by the teachers;

3. PROJECT MEMBERS AND THEIR ROLES

Who was involved? What were their roles? How were they selected?



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Team Leader: Rabeya Binte Habib
Assistant Professor, Daffodil International University
Publications Secretary 2019-2021, BELTA
Responsibilities: Proposer, Organiser, Trainer, Materials Developer, and Coordinator of all actions relating to the project.

BELTA Team Members: Dr Arifa Rahman
Advisor, BELTA
Email: arifa73@yahoo.com
Dr Rubina Khan
President, BELTA
Email: rkhan@agni.com
Harunur Rashid Khan
Immediate Past President, BELTA
Email: harunrj@gmail.com
Dr Akter Jahan
Treasurer 2019-2021, BELTA & Hornby Alumni

Responsibilities: Trainer, Materials Reviewer
Email: akjahan20@gmail.com

Facilitator: Professor, AMM Hamidur Rahman
Lifetime member, BELTA and an Advisor of BELTA Journal
Dean, Faculty of Humanities and Social Science
Daffodil International University
Contact: +01811458889; hamidurrahman@diu.edu.bd

Responsibilities: Trainer, Facilitator

Student Teachers:

Four final year undergraduates from Daffodil International University (DIU) who had previous experience of peer tutoring through Students Teaching Students (STS) project arranged by the proposer since 2016. The student teachers were:

1. Md. Samsus Sajeedin DIU ID 163-10-419 Email: sajeedin10-419@diu.edu.bd
2. Tasnim Hadiya DIU ID 171-10-430 Email: tasnim10-430@diu.edu.bd
3. Umme Habiba Nafsi Zahan Lima DIU ID 172-10-445 Email: nafsi10-445@diu.edu.bd
4. Kazi Rima Akter DIU ID 171-10-441 Email: rima10-441@diu.edu.bd

Responsibilities: Materials developer, Teacher, Surveyor

4. DESCRIPTION OF ACTIVITY

What did you do during the project and when?

Phase I (Before Pandemic):

Initial screening for the selection of student teachers: November 2019

Training sessions and meetings with the finally selected and agreed student teachers: November-December 2019

Baseline Survey (Students and Two English Teachers of Ashraf Textile Mills): 8 December 2019

Daylong Training Session of the Student Teachers: 11 January 2020

School Visits: February 2020 (Initial Survey, Consent Form Distribution in Fig 1, and Two Classes)

First Pandemic Cases and Subsequent Lockdowns in Bangladesh: March 8, 2020 onward



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Fig 1: Initial Survey and Consent Form

Second Phase (During Pandemic):

Communications to look for an alternative school: January 2021

Contract with the finally selected association named 'Let There Be Light': February 2021

Initial Survey: 13 March 2021

Completion of the Fieldwork: March 2021-April 2021

Strict Lockdown in Bangladesh: April 22, 2021

5. EVALUATION

What was the impact / were the effects of the project on:

a) your Association?

b) the wider community?

What evidence do you have for this impact / these effects?

BELTA, Bangladesh English Language Teachers Association, as its full name suggests has been part of a project that includes empowering university students for the first time. Therefore, allowing the proposer to submit a proposal including university students, a few of who may turn into teaching in the long run, to teach English to the disadvantaged children of the community was itself a step ahead to BELTA's pathway of working for improving English teaching learning situation in the country. Besides, four senior most members of the BELTA Executive committee trained the student teachers on a daylong training in January 2020 (Fig 2 & 3). This beginning may lead to plan and implement student development to reach the long term goals of attaining an enhanced English language situation as a whole.



Fig 2: The BELTA Hornby Trust TA Project team with a few students of the department of English, DIU on 11 January 2020

From left to right: Student Teacher (ST) 1 Umme Habiba Nafsi Zahan Lima, ST 2 Kazi Rima Akter, Facilitator A M M Hamidur Rahman, Dean, FHSS, DIU, Team Leader, Professor Arifa Rahman (BELTA Advisor), a few students, second right: ST 3 Samsus Sajeedin and Immediate Past President, BELTA



Fig 3: Hornby Alumni and BELTA Treasurer 2019-2021 Dr Akhter Jahan during her training session

On the left: ST 4 Tasnim Hadiya

As for the wider community impacts, evaluation was done in two different ways on three different target community: underprivileged children studying at a mainstream lower-end school, street children including children with or without any parents, and the student teachers.

For the first group, we could not reach any tangible goal except evaluating their current level of bare reading proficiency in English. Only one student out of 50 could somehow read the short story we provided to them. The following link includes a contrastive performance of total and the best performance during our initial survey at this school: <https://www.powtoon.com/c/bb8Zw1DYi2A/1/m>. Most of our students were just silent while we asked them to read while a 2/3 could read a few words. The findings echo with what National Academy for Primary Education (NAPE) observed in their 2019 study where only 8% could read an English sentence out of their textbook.

Report for the Baseline Survey

The survey was conducted on 8th December, 2019 at Ashraf Textile Mills School and College. There were two sessions in that survey. The first one was conducted by interviewing 38 students of class IV with a set of 13 questionnaire. The second one was for the two remaining English teachers of the school where both teachers were asked several questions and to comment on the current academic condition and family background of the interviewed students.

Questions for the Students

1. Do you like to learn your English subjects?

- Yes-30 students
- No-8 students

2. Does your teachers use English language when they deliver lecture?

- No-35 students
- Yes-3 students

3. How often you get chance to talk in English with your teacher and classmates?

- Never-33 students
- Sometimes-5 students

4. How often you are asked to memorize your lessons?

- All the time- 38 students
- Never-0 students
- Sometimes-0 students

5. In what way you learn English in your school?

- Reading-23 students
- Writing-33 students
- Speaking
- Listening

6. What kind of homework do you get mostly?

- Writing-52 students
- Reading-4 students
- Speaking
- Listening

7. Does your teachers translate texts in your mother tongue?

- Yes-33 students
- Sometimes-5 students

7. Do you spend time to create lesson plans?

- Sometimes- both

8. Does motivation is necessary for these children?

- Very much- both

9. Do you think lack of equipment affect the growth of these children in language learning?

- Yes- both

10. How many students here suffer to have general stuffs for their education?

- 5%- 1
- 7%-1

Comments of the first English teacher -Female

"Apart from all the things, actually these children's family life creates a huge obstacle for their education. When we give them HomeWorks, due to their family environment mostly they appear unable to study at home. Therefore, certain amount of motivation is very important for them so that they can set their mind to carry on their study regardless of any hard situation.

Comments of the Second English teacher-Male

"I think the syllabus and the education policy made by government authorities for primary schools should be addressed as a disaster. For example, a student of class four can't even read a single passage but ultimately, he or she is given three passages in exams. So, I strongly believe that the on-going trend of teaching and examination of English should be changed in primary schools for the betterment of the students.

Fig 4 & 5: Baseline Survey (partial image) with the students & English teachers of Ashraf Textile Mills school

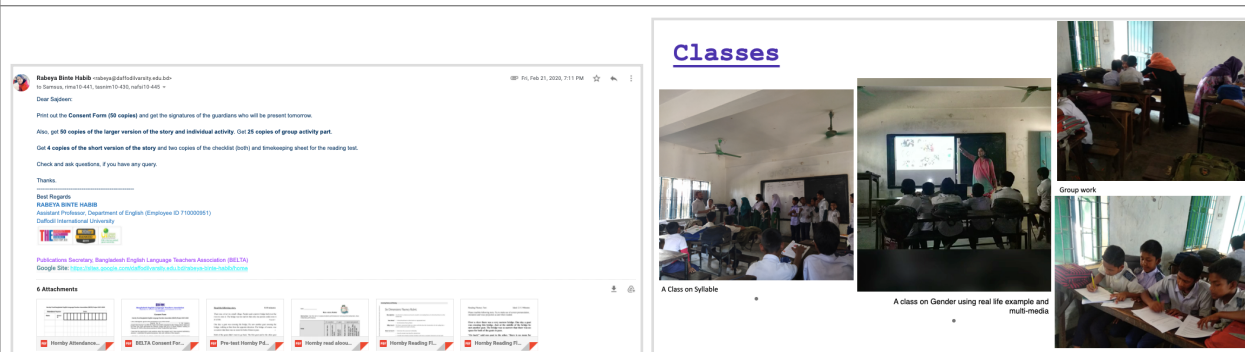


Fig 6 & 7: Pre-test and varied teaching learning strategies through individual and group work including multimedia

Figures 4-7 illustrate our efforts to assess the students' current level of English proficiency in reading and speaking and varied teaching learning situations in two classes we could have with the students of Ashraf Textile Mills before the new normal. We evaluated the student community of the project through various means such as the pre-test, post-test, worksheets, games, and interactive talks in class following our baseline survey at Ashraf Textile Mills on December 8, 2019 and Initial Survey with the street children on March 13, 2021. Most of the street children of the sex workers or beggars or without any parent were totally illiterate and did not have any previous English knowledge. Hence, we planned to teach them basic alphabets, vocabulary and pronunciation through games, crafts, and worksheets using multimodal learning materials following the initial survey (Fig 8-13)

HORNBY TRUST A PROJECT
2019-2020 (extended)
"Connecting Underprivileged Children and Tertiary Students through Cross Age Teaching: A Hand-in-hand E.L.T. Approach"
Date: 13th March, 2021

Report for the Baseline Survey

Personal information:
Child's Name: Arif Khan Profession: Unemployed
Gender: Male Age: 10
Father's Name: Shamshad Khan Profession: Unemployed
Mother's Name: Shahida Begum Profession: Housewife
Address: Dandabady Room Contact Number: _____

1. Have you ever been to a school?
☒ Yes ☐ No

2. Do you know Bengali Alphabets?
☐ Yes ☒ No

3. Do you recognize English alphabets?
☐ Yes ☒ No

4. Can you spell simple Bengali words (like- কান্না, কে, খাব, কবির)?
☐ Yes ☒ No

5. Can you spell simple English words (like- Book, Sheep, Apple, Pen)?
☐ Yes ☒ No

6. Can you write in Bengali (at least your name)?
☐ Yes ☒ No
Sample writing: _____

7. Can you write in English (at least your name)?
☐ Yes ☒ No
Sample writing: _____

8. Can you communicate with others in Bengali?
☐ Yes ☒ No

9. Can you communicate with others in English?
☐ Yes ☒ No

10. What you have learnt so far from your school?
a) only the alphabets
b) _____
c) _____

11. Can you recite any Bengali rhyme or tell any story?
☐ Yes ☒ No

12. Can you recite any English rhyme or tell any story?
☐ Yes ☒ No

Would you or your parents like to give us the permission to take your photos and videos and use these in our printed and online documents?
☒ Yes ☐ No

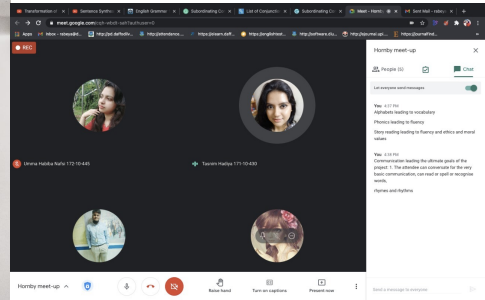


Fig 8 & 9: Initial Survey report of a student; One of our online meetings to decide teaching plan



Fig 10: Using multimedia in a class

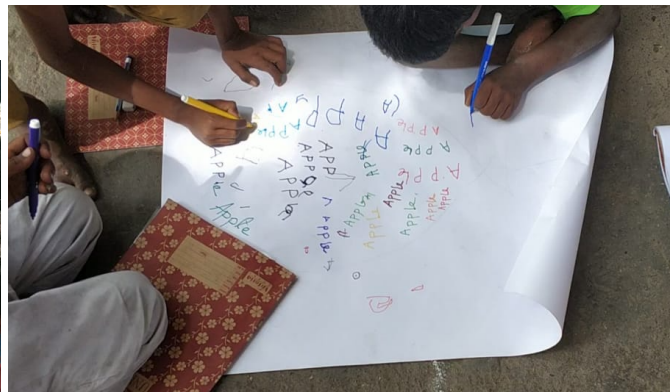


Fig 11: Group-work in vocabulary class



Fig 12: Playing a game in class



Fig 13: Donation of stationery and books to the children

Outcomes of Our Teaching at Phase II:

Since, these children were totally unable to read and write in English, with our best efforts we tried to help them write their names, say and write an introductory sentence (Fig 14), know and recognise vocabulary, identify and craft things with the given vocabulary, such as balloon or candy or fan with craft papers and finally write them on paper or on our worksheets (Fig 15 & 16).



Fig 14: A student on Day 10 writing his name in a full sentence on board
(*Disclaimer: Non-compliance of wearing a mask)



Fig 15 & 16: Students doing classwork and solving a worksheet in English
(*Disclaimer: Non-compliance of wearing a mask properly)

*Details of the disclaimer can be found at section 8.

For the third group involving the brilliant minds of tertiary students as student teachers submission of reflection and peer observation reports were used to assess their learning Submissions were done through email (Fig 17) and hardcopy forms before COVID-19 and the links of online submissions (Fig 18) during the phase II.



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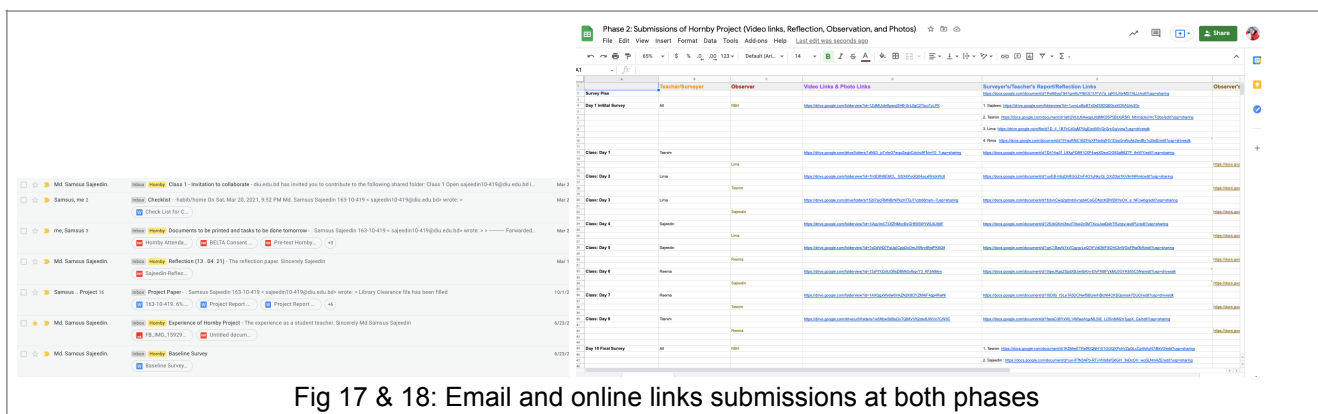


Fig 17 & 18: Email and online links submissions at both phases

6. EXPENDITURE

Please give details of your project expenditure. Where there are significant differences from the budget, please explain why.

British Sterling Pound Conversion Rate: 1 GBP= 109 BDT

For this project, many planned expenditure was re-thought since the context and the overall country situation were changed. When we started the Phase I before COVID-19, there was no large amount for transportation or online communication, and H& S measures which we had to take into consideration for the safety of the student teachers who travelled from out of Dhaka to the last part of Dhaka: Kamalapur Railway Station.

Also, since we had some remaining money, we donated some stationery and books to the street children's school and decided to encourage the student teachers for their efforts and cooperation during this difficult time though a gift voucher.

Phase 1: Before COVID-19

Expenditure	Frequency	Unit	Total cost BDT	Cost in GBP
Daylong training	1	12	BDT 2400	22.02 GBP
Food during the introductory visit, initial survey and two classes	4	50	BDT 6650	61.009 GBP
Materials	4	50 for each session	BDT 2791	25.605 GBP
Phase I total cost			BDT 13,841	126.981 GBP

Phase II: During COVID-19

Transportation to and from the venue *Due to COVID-19, we had to provide privately rented car to take to Kamalapur Railway station from their home in Gazipur	Day 1- Day 10	BDT 3,800	BDT 38,000	348.7 GBP
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Sanitizer *H&S Safety Measure		BDT 240	BDT 240	
Internet Data Support *For online communication and multimedia support in class		Data connection	BDT 1,940	
Mobile Communication			BDT 500	
Masks *H&S Safety Measure			BDT 380	
Snacks	Day 1- Day 10	BDT 2,500	BDT 25,000	229.4 GBP
Let There Be Light's Representative Cost *As per the contract	Day 1- Day 10	500 per day X 10	BDT 5,000	45.9 GBP
Materials Cost (Printing, Photocopying, Chocolates etc.)	Day 1- Day 10	BDT 6,903	BDT 6.903	63.4 GBP
Connveyance (local transport usage while buying materials)			BDT 500	4.58 GBP
Breakfast of student teachers *Since they travelled far from another city to the last part of Dhaka city, they had taken their breakfast only for 2 days out of 10 visits			BDT 850	7.8 GBP



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Certificates for Student Teachers and the Team Leader (designing, printing, and postal cost) *Due to COVID-closure, we will sent them the certificate at home			BDT 1000	9.2 GBP
E-banner design for the upcoming BELTA webinar on the sharing session of Hornby Project *Online event		1 E-banner	BDT 500	4.58 GBP
Token of Appreciation to the Student Teachers *For their resilience and dedication	4	1000 BDT Gift voucher to Each	BDT 4.000	36.7 GBP
Donation to the street children through Let There Be Light: Stationary (Pens, Notebooks, Books, Pencils, Eraser etc.) *As a token of appreciation			BDT 4,000	36.7 GBP
Phase II total cost			BDT 96305.38	878.76 GBP
Total Cost of the Project				1005.4 GBP

7. SHARING WITH A WIDER AUDIENCE

Who did you share information about the project with? Why?
When and how did you do this?
What reactions did you get?
Do you have any further plans for sharing more widely?

Although it has been repeatedly mentioned that the project progress was hampered due to COVID-19, the pandemic rather helped reach the project to the wider audience. Fortunately, the Team Leader was invited for a Panel presentation of the project exclusively at Africa TESOL and at TESOL (USA) at a session titled 'What's Happening Globally? Advocacy Among TESOL Affiliates' at its TESOL Advocacy Summit 2020 (Fig 18).

Panel Presentation

Panelist of 2020 TESOL Virtual Advocacy and Policy Summit held on June 22-24

Presented about BELTA's activities and the Hornby Project as its Team Leader



Panel Presentation

Panelist of Africa TESOL Webinar held on June 30 titled Spotlight on Current Hornby Projects

Presented about the Hornby Project as its Team Leader. The project involves few students of English department in the internationally funded project.

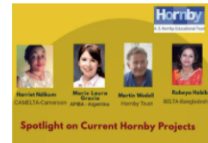
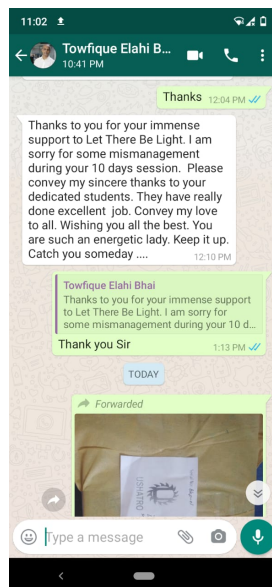


Fig 18: Details of the presentation at Africa TESOL and TESOL Advocacy Summit 2020

The common comments that I have received from my presentation at Africa TESOL was about the uniqueness of the project having consideration impact on the student teachers from the audience. I still remember a comment by the moderator of the event who complimented the project impact with a Bible verse. He mentioned about that the project made its impact on student teachers' employment readiness echoing the common saying that it is better to teach a person to fish than to feed one a fish for a day. Dr Martin Wedell shared his positive remarks about the innovation of the project and the detailed reflection reports of the student teachers.

Our student teachers have already been praised by many at BELTA, DIU, and the facilitators of the association named Let There Be Light where we conducted the second phase. After the completion of the fieldwork, the Founder of the association: Dr Towfique E-Elahi sent a WhatsApp text mentioning about the dedication of these young brains (Fig 19).



Successful Completion of the Fieldwork of Hornby Trust TA Project

A BELTA team led by Ms Rabeya Binte Habib under the guidance of BELTA Advisor, President, Immediate Past President and a Hornby Alumni, has completed the fieldwork of Hornby Trust TA Project 2019-2021 (extended due to COVID) titled 'Connecting Underprivileged Children and Tertiary Students through Cross Age Teaching: A Hand-in-hand in ELT Approach'. The team consisted of four final year undergraduate students of Daffodil International University who taught several English lessons to the underprivileged children of RMG workers at Ashraf Textile Mills School before pandemic and the street children at Kamplapur Railway station during COVID-19 facilitated by a voluntary association named Light of Hope.



Fig: A student writing his name on board

The team incorporated the hygiene and safety measures of WHO regarding masks

Fig 19 & 20: WhatsApp text from the Let There Be Light Founder; Report of the Project at BELTA Newsletter



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Moreover, in order to reach the wider English teaching fraternity of the country and beyond, we have shared the news of the fieldwork completion of our project at the quarterly BELTA E-newsletter in June 2021 (Fig 20). You can find the complete news at <https://www.belta-bd.org/newsletter-current>

There are two upcoming sessions on the project report as well. One at monthly BELTA Webinar as part of 'BELTA Webinar Series' and another at Daffodil International University(DIU)'s Campus TV event titles 'Success Stories of Our Students' arranged by HRDI, DIU. The former was supposed to be held earlier; however, due to BELTA Election 2021, it will take place in August or September 2021 so that the newly elected committee gets some time. The second session at DIU was delayed because two, out of four, of our student teachers were supposed to start their postgraduate study in Sweden and Canada from September 2021. Since, they had to defer till December 2021 due to the Corona situations in Bangladesh, we are now planning the event to be held in August 2021.

8. OVERALL REFLECTIONS

As a result of planning, designing, implementing and disseminating THIS project, what did you learn about:

a) organizing / managing a project?

b) the strengths / weaknesses and future needs of your TA and / or working context?

Would you do anything differently next time?

Would you like to suggest anything to another TA planning to undertake a similar project?

As a Team Leader, I had to play all roles mentioned here but what made my contribution more challenging was the entrance of the pandemic. At one stage, I thought that we might need to call-off the project and surrender to the pandemic and submit an incomplete report. Right after the pandemic hit the world, I was baffled with my own role at my workplace. Though I had to take up the responsibility being a member of Online Support Team at my workplace which was announced in March 2020, once I got settled with my added responsibilities I knocked the Head Teacher of Ashraf Textile Mills with a hope that we will be able to help us conduct our classes online with these students since he, at first, responded positively about the online project completion possibility. Later, we found that most of these students were not having any class and the attendance ratio at their infrequent online classes was about 1 or 2 out of 45/50 we were regularly teaching. We planned to wait.



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Once I realised that this is a waiting for Godot due to the prolonged school closure till date, I started looking for an alternative and luckily came across an initiative from a colleague of mine at DIU who was teaching the street children. The we resumed our work in March 2021 and finished before the country wide lockdown since 22 April 2021.

What amazed me was my student teachers' resilience to the odd situations and sincerest efforts to complete the project within the stipulated time. Working with a person who looks for every detail and careful measures was not an easy task for them. My strength was the dedicated team members of the project without whom it would never see the light.

At our adversity, we lost the track of these children on our second day as we made it mandatory to wear the mask properly all the time with us on the first meeting. This was not quite possible as the children would not wear masks properly throughout. We provided them fresh masks on each visit but quite a few excused about breathing issue and refused to join our classes since we persisted. Our student teachers tried their level best to make the children wear masks and tried to maintain social distance during classes, although it was a difficult task at country's largest and most crowded railway station. Nevertheless, we provided them with masks and sanitiser and ourselves wore masks and maintained all health and safety guidelines provided by WHO. We also made sure to keep track of these children if any of them had any health issue during or within two weeks after our visits. Finally, none of our participants including the underprivileged children and our student teachers contacted COVID-19. A short clip of an English alphabets and vocabulary class will best depict our efforts and the obstacle which we could not handle well due to time constraint fearing another lockdown to take place at anytime wasting our last chance to complete the project. Check out a partial clip of our class here:

<https://drive.google.com/file/d/1-iKdMD2fp3f3ISUv1hEsAjlRbwxd2SaP/view?usp=sharing>

If anyone or a TA is interested to take up a project of cross-age teaching for social and emotional learning, I would suggest them to have the student teachers properly trained and advised with all possible situations and contingency plans like I did while training these students from November 2019 till January 2020. Four of my student teachers who were initially selected later dropped giving personal excuses. It was difficult but I waited to get the members with complete dedication and desire to work voluntary without any selfish gain which I could successfully manage to have at last. Finally, since the beneficiaries included students, as a Team Leader I needed to be really understanding, empathetic, and tactful while handling young children and young adults of varied backgrounds. One needs to be really careful when handling children from disadvantaged community. Getting parental consent was a challenge in phase II for us; hence, we took parental



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consent for the children without parents from the children, the Founder: Dr Towfique E Elahi and the Representative: Ms Rina Akter, of Let There Be Light, who had the responsibility of arranging these children in our classes, both for participating as well as for taking photos and using the children's photos in our report. As the parents are illiterate, they could not sign any papers but we took oral consent in front of the Founder and Representative. To be more careful, we asked each student at our initial survey whether they like to be filmed or photographed which have been duly noted and maintained (Fig 8).

9. GOING FORWARD/ LOOKING AHEAD?

a) How does your TA plan to continue and / or build on what has been achieved through this project?

b) What might your TA want to try to do next? Why? How might you begin?

The most recent text that I have received from the BELTA President, Dr Rubina Khan, is that she wants to have a collaborative project of the same involving other teacher associations in the region. I am planning to share the project update with the executive committee members of a few other teacher associations to know if they would like to join as collaborators. By involving other teacher associations and with increased funding, the project can run for a long period of time and may have more significant impact on both the tertiary and underprivileged community at low-income schools and at various places.

BELTA can also take up the opportunity to submit similar Hornby Trust Project proposal for 2021-2022 including student teachers from varied higher education institutions: both public and private to get the enhanced involvement. As this was BELTA's first endeavour to work with student community, another project is highly needed.

More importantly, projects like this will not only create employable graduates but also socially responsible citizens who will contribute to the betterment of the socio-economic condition of the country or countries involved.

Besides, the promotion of projects like this will help achieve the local ELT pedagogy and prospective teachers with hands-on experience to help them give their best to improve the local ELT practices. I strongly believe that more implementation of cross age teaching will help develop our future contributors of the nation with social and emotional learning to thrive lifelong. It therefore will create a worthwhile gain for everyone involved in the process.

To sum up, I will do my best to sustain this practice due to my personal interest of promoting learner autonomy, innovation and critical thinking via the long run project 'Students Teaching Students' at Eng 314 course and at ENG334: Project Paper where I will try to involve students in teaching the children of the deprived community once we go back to the previous normal.



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10. PERMISSIONS

This report is primarily for the Hornby Trustees and British Council internal review and records. However, we do want to promote your hard work and would like to share what you have done with other Hornby awardees and publicly via the Internet.

Can you please tick here if you give your permission to share your report? ☒

Please tick here if you would like your project to be considered for presentation at the 17–20 May 2022 IATEFL conference in Belfast, UK (the Hornby Trust will select two projects from reports submitted and will support one team member from each of these projects to attend the conference). ☒

Please indicate who would give the presentation if selected **Rabeya Binte Habib** (name of presenter)

Signature:

A handwritten signature in black ink that reads "Rabeya Binte Habib".

Name: Rabeya Binte Habib

Contact email address: rabeyasumi23@gmail.com

Date: July 15, 2021