

## Paper Abstracts

### **First Session: 11:15-11:45 AM**

#### **Ethnic Diversity or Just Less Racist: Examining Racism in Comic Books and Graphic Novels**

##### **ATM Sajedul Huq**

Director, Center for Language Studies (CLS), University of Liberal Arts Bangladesh (ULAB)

While we have seen the comics medium championing issues like truth, justice, freedom and civil rights since its inception, the stigma of racism, that has historically been attached to the whole comic book industry throughout, remains very much alive. The fact remains that, though America has a black President, its society is still far from 'post-racial'; which, after witnessing the violence in Ferguson and other cities in the USA, is clearly evident. Inequalities of gender, race, class, religion, and ethnic/national identity still very much exist. These inequalities have also existed in comics because, like any other form of literature, comics are a reflection of society and culture. In recent years we have seen the mainstream comic book industry trying to diversify their characters' races, sexual orientation, and genders, as evidenced through introduction of characters like the Pakistani Muslim superhero Ms. Marvel, a female Thor, and a colored Human Torch among others. However, it has been argued that the industry is actually more concerned with the financial rewards that come from diversity than anything else; an advertising strategy that, from a historical perspective, has been in use since the Second World War. This paper will focus on whether introducing more ethnically diverse characters into the comic universe is indeed about a deliberate attempt to tackle Racism and Islamophobia or more about tapping into an ever-expanding niche market.

#### **Teaching English through Technology during *lagatar hartals***

##### **Muhammed Shahriar Haque Ph.D.**

Professor, Department of English, East West University

##### **Md. Tanvir Ahamed Siddiki**

English Teacher, Lakehead Grammar School

*Hartals* have always been an integral part of Bangladeshi politics. Last year's *lagatar hartal* had an adverse effect on education, particularly primary and secondary. Even though *hartals* were anticipated during the very politically volatile period in 2014, no one could have predicted the endless days of imprisonment because of *lagatar hartal* and/or *oborodh*. Education across the country had almost come to a standstill. Venturing outside to go to school, colleges and universities became life-threatening risk. It was under such circumstances that some private schools in Dhaka decided to take a bold initiative to unshackle themselves from the fetters of *lagatar hartals* and *oborodhs*, by continuing to teach their students through technology. 'Desperate times call for desperate measures' is the philosophy they adopted. It was the unpredictability of the political situation which led administration of some schools to take a calculated gamble and make a decisive decision which not only paid off, but also paved the way for exploring the innovativeness

of modern technology and the virtual world, which can offer infinite opportunities in the education arena of Bangladesh. The intention of this paper is twofold: to look at how technology was used to teach during *lagatar hartal*; to explore how English (language and literature) was taught. In doing so, this paper wants to look at the challenges of incorporating innovative technology in mainstream education, instead of merely employing them during desperate times.

## **Eco-feminism in Bangla Folklore: Reading *Khona*, *Chondraboti's Ramayana* and *Baromashi***

**Masrufa Ayesha Nusrat**

Assistant Professor, Department of English, East West University

The twenty first century has witnessed the height of environmental destruction by technological advancement. Eco-feminism views patriarchal domination on women in similar standpoint, of exploitation of nature in modern Western civilizations. Consequence of environmental destruction is acutely experienced by people living in the periphery of 'culture' and in approximation of 'nature'. It was only in the alternative ethnic cultures, that these patterns of destruction of woman/nature are reverse where life exists in harmony with nature. In ancient cultures women were identified with 'nature' because of their reproductive role akin to the cycles of nature. This paper is an attempt to unravel the deep connection of women with nature in Bangla folk narratives, such as-feminine songs, myths, ballads and proverbs composed, written, performed and enjoyed by female audience in an idyllic organic world from recent theoretical perspectives of Eco-feminism. Chondraboti, a sixteenth century Bengali medieval poet, rewrote the *Ramayana* from Sita's point of view in *Chondraboti's Ramayana* where she becomes the mouthpiece of every woman's private sorrows, happiness and life experiences passed down orally by generations of women from this region. Similarly in *Baromashi*, feminine songs, feminine experiences evolve through the monthly calendar with the seasonal changes of nature. Khona's proverbial sayings from the medieval Bengal are still popular among village women, bearing profound connections with environmental issues, weather, crop, practical knowledge and feminine wisdom for survival.

## **Enhancing English Language Learning Through Mobile Technology: A Bangladeshi Perspective**

**Afroza Akhter Tina**

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Mobile learning is a form of e-Learning which can take place anytime, anywhere with the help of a mobile communication device such as a mobile phone, a personal digital assistant (PDA), iPod or any such small portable devices. It can be defined as 'any educational provision where the sole or dominant technologies are handheld or palmtop devices' (Traxler, 2005) which is available 'anywhere, anytime' (Geddes, 2004). Through the advancement of mobile technology and their increasing affordability, mobile devices have transformed from a means of communication to tools for socialization, entertainment, work, and learning. In Asia, mobile penetration has doubled within a short span of time; in 2001, average penetration was 19.7 per 100 inhabitants while in 2005 the

penetration rate rose to 40.9 (Orbicom, 2007). In Bangladesh, the total number of mobile phone subscribers has reached 115.627 million at the end of April 2014 (BTRC, 2014). The paper focuses on the use of mobile phone—either alone or in combination with other technologies—to increase access to educational opportunities and resources in terms of English language learning in our country. In particular, it aims to highlight the immense possibility of the use of the device to improve educational outcomes in promoting *a new way of learning* which offers a way to extend the support of learning outside the classroom as well.

## **Second Session: 11:45-12:15 PM**

### **Machines, Dehumanization and Dystopia: Reading Orwell's *Nineteen Eighty-Four* in the Context of the Present World**

**M. Rakibul Hasan Khan**

Assistant Professor, Department of English, Daffodil International University

George Orwell's dystopian novel *Nineteen Eighty-Four* (1949) has often been criticized for being extreme in its portrayal of dehumanization, and therefore, considered as unrealistic. But, with the passage of time, the relevance of the novel has increased to such an extent that the horror is turning out to be real. Orwell creates his dystopia through the depiction of an absolutely totalitarian regime that controls and determines every aspect of individuals' life, and thus abolishes the very idea of individuality and causes utter dehumanization. On the other hand, the dystopian condition of the present world is far more complex, multi-dimensional and at a nascent stage. But the common thing in both cases is similar, that is, the manipulation of machines and technology. In the present world, the pervasive use of machines and technology is being ensured and encouraged with the same motive of the Party in *Nineteen Eighty-Four* to make sure /establish absolute control over everything. Technology is being aggressively marketed as a commodity to make people consume and get dependent on it. The entire system of the present world, consisting of various sub-systems and organizations, runs like machines disregarding most of the human values. Consequently, a large number of people are being deprived of their human rights, and many others, being dehumanized, are showing either animalistic or mechanistic behaviour. This paper argues that such a dehumanizing impact of machines and technology in the present world signals the emergence of a dystopia akin to the one envisioned by Orwell in *Nineteen Eighty-Four*.

### **Transliteration of Bangla Using Roman Letters: Problems & Suggestions**

**Tasneem Siraj Mahboob**

Associate Professor, Department of English, University of Dhaka

**Mirza Md. Adwit Rahman**

Senior Lecturer in English, Stamford University Bangladesh

With the recent emergence of techno-based virtual communication modes, connecting through texting, social networking, and micro-blogging has become a popular practice in Bangladesh. While doing so, Bangladeshi users are accustomed to transliterating Bangla

using Roman letters. The practice of transliterating Bangla into various languages dates back to fifteenth century when indigenous Bangla script was transliterated into Perso-Arabic script. Another prevalent example of transliteration in Bangladesh was transliterating the holy Qur'an using Bangla letters with a view to making Qur'anic verses easier to comprehend and read. However, Romanization of Bangla was introduced in the twentieth century and has recently become popular mainly for communication purposes. This research focuses on analyzing the reasons for transliteration and common patterns used while transliterating Bangla using Roman letters, and thus identifying the common mistakes in doing so. Analyzing the mistakes, the researchers have tried to find out the reasons behind it and concluded with some suggestions that could be used while transliterating correctly. The first part of the presentation will aim at defining transliteration along with describing its background followed by the reasons for transliterating Bangla into English from Bangladeshi perspective. In the later part of this presentation, the analysis of common mistakes made by the users and the reasons behind producing those mistakes will be focused on. In the last part, some recommendations will be made based on the research findings.

## **Gendered Machines or Mechanized Gender: The Influence of Machines in the Aqueous Gender-Roles in Selected Literary Texts**

**Abu Saleh Md. Rafi**

Senior Lecturer, Department of English, Daffodil International University

In today's techno-savvy world it is impossible to get through a single day without machines. Machines seemingly influence discrete domains of our lives where gender itself is a controlling authority. This research paper locates a discernible relation between gender and machine in selected literary texts with a view to questioning whether technology *structures* and *produces* the hierarchically organized binary opposition of masculinity and femininity that characterizes our present system of gender. As certain assumptions entertain that guns are masculine machines and curling irons are feminine machines, which turns the table to the controversy whether technology themselves are gendered. This research then takes a point of departure from the simple to the complex terms of living amidst a dramatic proliferation of new gadgets, gizmos, and high-tech devices where human being can easily indulge themselves into the freedom of oscillation between gender-binaries and beyond contesting the stereotypes and their specific roles attached to them. The increasing number of fake accounts on the social media is quite evidential in this regard. Involving a number of literary texts by Rokeya Shakhwat Hossain, Nadine Gordimer, William Gibson and John Scalzi, this research addresses technology as a productive system which opens up the space to observe how gender as well as those concerning race, nation, class and sexuality are themselves products of a larger technology.

## **Distortion of Bangla Language on Facebook by Tertiary Level Students in Bangladesh**

**Md. Didar Hossain**

Senior Lecturer, English Language Institute, United International University

Facebook has become such a widespread social media that besides being a mode of communication and expression, it helps people gain knowledge on various issues. But sometimes people's mode of expression carries some dangerous cultural consequences that make the expression confusing and vague. Using English letters on Facebook in writing or expressing something in Bangla is one of those elements of danger that carries the seed of preventing people from knowing the appropriateness of both Bangla and English language. Although there are some Bangla software applications like Avro and Bijoy, some people use English letters to write something in Bangla. And when they do that, be it consciously or unconsciously, they distort Bangla language and vice versa. For example, 'My life is finished' becomes 'amar gebon sas' which looks quite awkward. The paper locates the areas where university students of Bangladesh input this confused infusion of languages. The paper through both quantitative and qualitative methods finds out the reasons why some students express Bangla through English letters. It also vindicates that this mixed use distorts Bangla language and upholds the colonial mentality. It also deters the language learning of the students. It takes help of questionnaire, interview, and some other practical data collected from Facebook. Finally, it offers some solutions to reduce this 'interlingual' infusion problem by showing some ways of improving the students' idea of language and culture, and to accelerate their learning of both Bangla and English language through encouraging them to use one language at a time.

### **Third Session: 12:15-12:45 PM**

#### **Romesh Gunesequera's *Monkfish Moon*: Loneliness and Failure in Human Relationships in the War-torn Life in Sri Lanka**

##### **Rama Islam**

Assistant Professor, Department of English, Metropolitan University

Sri Lanka, known as Ceylon until 1972, is a beautiful island country in South Asia which contains tropical forests and various scenes with biodiversity. Multilingual and multicultural people live in this place. The culture of this country is influenced primarily by Buddhism and Hinduism. There are two main traditional cultures here – the Sinhalese and the Tamil. Later the British colonial culture has also influenced the local people. Though Tamils co-existed with the Sinhalese from the third century, the latest history of this country has been faded by a thirty-year civil war which came to an end when the Liberation Tigers of Tamil Eelam (LTTE) surrendered to the Sri Lankan military in 2009. *Monkfish Moon* (1992), a debut literary work of the Sri Lankan writer Romesh Gunesequera (b. 1954), is a collection of nine beautifully modulated and outstanding short stories where the direct reference to specific historical and political event, the conflict between the Tamil and the Sinhalese, becomes vital to understanding the context of the stories. This paper suggests a revision of the ethnic and political tensions that have endangered Sri Lankan people's lives since their independence in 1948 and investigates into Gunesequera's reflections on human relationships, collision due to political and social turmoil and enhancement of loneliness for the damage of that interaction.

## **Massive Open Online Course and the English Language Courses**

### **Dr. Tan Bee Hoon**

Associate Professor of Applied Linguistics, Faculty of Modern Languages and Communication, Putra University of Malaysia

### **Md. Masudul Hasan**

PhD candidate in the Department of English, Faculty of Modern Languages and Communication, Putra University of Malaysia

The rapid development in communication and information technology has expanded English language learning and teaching opportunities through different forms of technologies. Massive Open Online Course (MOOC) is a dynamic instructional model, catering free education for all. Many elite universities such as Stanford University, Harvard University, MIT, Duke University and the University of Tokyo have embraced the MOOC instructional pedagogy, offering courses on various disciplines in collaboration with the MOOC providers. The study initiates a survey on language MOOCs (LMOOCs) provided by three leading MOOC providers namely Coursera, edX and Futurelearn. Firstly, the present study introduces MOOC pedagogy as a revolutionary and challenging model within the related fields of formal education, lifelong learning and non-formal training, and its impact worldwide is analyzed in the light of practical considerations. The study also highlights the number of participating universities by region and the number of LMOOCs, MOOC instructional features and tools, completion rates, and the certification of MOOCs. It is anticipated that the results of the study will provide valuable insights for the application of MOOCs in English language education.

## ***Brave New World: A Namesake of Civilized Dys(u)topian Savagery in the Garden***

### **Ariful Islam Laskar**

Assistant Professor, Department of English, Daffodil International University

Adloux Huxley's *Brave New World* demonstrates how future science and, more appropriately, technology will dominate to change human life, especially the life of a small elite class. In this context H.G. Wells wrote a letter to Huxley terming *Brave New World* as a novel of "treason to science and defeatist pessimism" (Baker, 1990, p. 11). This paper thus will try to explore how the sugarcoated modern inventions will carry the germ of destruction in it and will shroud the 'normal' process of life by adopting tricky camouflages of science. This paper is, to some extent, a showcase of extravagant design of social/ cultural reforms that *Brave New World* addresses and how people use their scientific knowledge to destroy/ unlearn the long practiced and accepted phenomena in life. Furthermore, an attempt is taken to investigate how/why technology becomes an adorable fetish for human race in the new world thereby creating a '(para) normal' situation – a dystopia indeed.

## **Google Classroom: What Works and How?**

### **Shampa Iftakhar**

Senior Lecturer, Department of English, Daffodil International University

A virtual classroom is an online classroom that allows participants to communicate with one another, view presentations or videos, interact with other participants, and engage with resources in work groups. The very recent addition to virtual classroom is Google Classroom. Google has announced Classroom in May 2014 as a new tool in Google Apps for Education. More than 30 teachers of Daffodil International University have started using Google classroom from September 2014. The purpose of this study is to report the overall view of Google classroom adopted in different English Literature classes. This paper presents brief features of Google Classroom. Roger's theory of diffusion of innovation has been used as a theoretical framework for this paper. In addition, some adoption factors (such as organizational, social, personal and technological) have been reassessed for the research purpose. The research questions are a) What factors influence the teachers to use Google Classroom? b) How do the teachers use Google Classroom in their teaching? c) What are the barriers to using Google Classroom? D) What are students' responses to Google Classroom? The analysis of the results of the questionnaire indicates that this study can be effective in understanding and evaluating teachers' and learners' perceptives to ensure quality learning through Google Classroom. This study also presents some new evidence on the potential of Google Classrooms in teaching literature classes. Finally, some suggestions regarding the expectations of the learners are also provided for literature teachers who wish to use Google Classroom.

#### **Fourth Session: 01:30-02:00 PM**

### **Google Classroom for EFL Learner: A Study at Daffodil International University**

**Md. Mustafizur Rahman**

Assistant Professor, Department of English, Daffodil International University

This paper tends to study whether EFL learners are developing as a result of their using of Google Classroom at Daffodil International University. The common justification for the use of a Learning Management System (LMS) is the belief that it develops skills. A great number of DIU students are using Google Classrooms as a LMS for their academic purposes. So let us investigate how much they are improving in their English skills as a result of their using this LMS tool. At the beginning of the paper an overview of Google Classroom will be provided; later, it will investigate the perspectives of both teachers and students regarding their use of Google Classroom. Thirdly, an analysis of the implementation of Google Classroom for the practice and improvement of the English language skills of learners will be developed. And finally, a list of suggestions will be provided for the maximum benefit of EFL learners from the Google Classroom. So the paper will be divided into four main parts: (1) a brief history of Google Classroom (2) a questionnaire survey on the current uses of Google Classroom at DIU, (3) an analysis of the survey study and (4) a proper guideline for the learners and teachers to be best facilitated from Google Classroom. The researcher will attempt to demonstrate how Google Classroom can improve EFL learners making learning more interesting, appealing, motivating and authentic.

## **Web Tools for Literature Courses: A Means to Effective Learning**

**Tahsina Yasmin**

Assistant Professor, Department of English, Daffodil International University

Literature courses at the tertiary level are usually taught in a passive manner with feedback coming from the students mostly in written forms in tests, assignments and exams. Their learning is assessed in somewhat traditional manner. However, the changing time demands that our students use technology and develop their critical thinking as these two skills are primarily needed to survive in the real world of the twenty-first century no matter from which discipline the students are coming from. Thus there is an inevitable demand on the teachers' part to develop and design tasks or assignments for students in their literature classes which will make students think critically and creatively, and also enable them to use technological tools. This paper shows how the author incorporated three Web tools, namely WebQuest, Padlet and Blogger while teaching literature courses at private universities. WebQuests are used to put up integrated information for the students undertaking a project, and Padlet is a collaborative tool where students can post their creative work or share video, files, and images. The paper exemplifies the use of WebQuest where students finally produce a skit in video; the use of Padlet where students share their creative writing; and finally, the use of blog for publishing students' creative writing. The use of these tools also paves ways for students to produce Web materials, to share their work with peers and teacher, and get feedback from them on the net.

## **Representations of the Struggling Voices in Nissim Ezekiel's Selected Poems**

**Mohammad Shafiqul Islam**

Assistant Professor, Department of English, Shahjalal University of Science and Technology

Nissim Ezekiel (1924-2004), a major figure in the history of Indian English poetry, explores diverse issues including the representations of the voiceless through his vast oeuvre of poetry. The poet portrays individuals from different strata of society who represent a great part of India. Some of his poems highlight the struggles of the underprivileged in various communities of Indian societies. The poet shows that these people go through difficult times without having attention from the upper class. The individuals are treated as 'other,' and they cannot raise their voice though they struggle to survive. Modern societies lay emphasis on justice to people of all walks of life in a country and inspire everyone to be guided by the teachings of humanism, but still there are appalling pictures of sufferings that the disadvantaged undergo in various parts of the world. Ezekiel, a post-independence poet, writes what he observes around him, and his poems, usually the ones in his later career, presents the actualities of Indian life. This paper is an attempt to explore Indian society through Ezekiel's selected poems in order to find out how a section of people are exploited. It also investigates how the exploited people suffer psychologically and their voice remains unheard.

## **Prospects and Challenges of Incorporating Technology in ESL/EFL Classrooms at the University Level in Bangladesh**



## **Sumana Gupta**

Lecturer, Department of English, Jahangirnagar University

The present era of computer and the Internet has witnessed an unprecedented advancement in the teaching-learning process through the utilization of technology. Linguists, ELT researchers, and communication experts have emphasized the need for all learners to master what they call the ‘21<sup>st</sup> Century Skills’ (which is also fairly similar to what the Government of Bangladesh dubbed “Digital Bangladesh”). Thus, the purpose of this paper is to explore the prospects and challenges of incorporating technology on teaching and learning English in ESL/EFL (English as Second Language/English as a Foreign Language) classrooms at the university level in Bangladesh. The paper argues that integrating technology in language teaching classrooms can improve students’ motivation, facilitate enhancing language skills, engagement in the learning process, and interest in the content. The survey conducted for this research shows that incorporating technology facilitates learners to be skilled, self-confident and creative. Apart from that, inefficient computer facilities, administrators’ ignorance, teachers’ belief and teaching styles and students’ computer competences are the basic challenges in the context of Bangladesh. The paper contends that English language teachers should understand the importance of using technology and encourage learners to use authentic and interactive activities for the maximum outcome. Educational institutions should modernize technical instruction capabilities by developing user-friendly language laboratories and organizing training, workshops, conferences, seminars for teachers. Moreover, University Grants Commission (UGC) should take necessary initiatives to train ESL/EFL teachers, provide sufficient funding, and arrange exchange programmes with foreign countries so that teachers may know the best way of using technology in ESL/EFL classrooms.

### **Fifth Session: 02:00-02:30 PM**

#### **Using Technology to Facilitate the Teaching of English Pronunciation to Native Bengali Speakers (NBS)**

##### **Dr. Khan Muhammad Anwarus Salam**

Assistant Professor, Department of CSE, University of Asia Pacific

##### **Amin Rahman**

Researcher

##### **Aniruddha Bhattacharya**

B.Sc. student in the Department of Computer Science & Engineering, University of Asia Pacific

This presentation discusses the IPA to BPA converter program, which accepts, as its input, IPA transcriptions of the pronunciations of English words and converts them into the Bangla Phonetic Alphabet (BPA), a simple and easy-to-learn transcription language developed for teaching English Pronunciation, including both segmentals and supra segmentals, to NBS (Rahman, 2015). BPA uses Bengali character symbols for sounds which are common in the two languages, English and Bengali. It also uses four additional English symbols, “f”, “v”, “z” and “w” and one IPA symbol – “ʒ” to represent those English consonant sounds not present in the Bengali language. It uses two new vowel symbols, i.e. “ə” and “ʌ” and the English vowel extender symbol “:” to represent new

English vowel sounds. Besides, transcribing individual IPA character symbols to individual BPA symbols, the converter will recognise which IPA vowel symbols will form vowel diacritics on the new BPA consonant symbols, i.e. (a) / Wfʃ/ (fish) (b) /V ɔ̃/ (vat) (c) /Hz.../ (zest) (d) /qwa.../ (wall), (e) / .. / (mirage) etc. The program also forms conjunct symbols from multiple BPA character symbols comprising a mix of Bengali and/or the five new consonant symbols. Such conjunct symbols take a single character space in the output transcription as in Bengali. Examples: (a) /..z/ (eggs), (b) /q.w./ (dwell), (c) / . f./ (loft), (d) /..vz/ (loves) etc. The converter program is now in the final testing phase and should be ready as a production program within the next few weeks.

## **Industrial Onslaught Vitiating the Blitheness of Nature: An Ecocritical Overview of Anton Chekhov's *The Cherry Orchard***

**Mahfuz ul Hasib Chowdhury**

Senior Lecturer, Department of English, Metropolitan University

This paper looks into Anton Chekhov's famous play *The Cherry Orchard* from an ecocritical point of view. The play illustrates the socio-economic and socio-individual phenomena that prevailed in Russia during late nineteenth century while industrialization was fast expanding across Russian towns and countryside as a result of which environmental resources came under the threat of termination and endangerment. In broad terms, this play portrays how expansion of industries in Russia and in other parts of Europe gradually obliterated orchards, forests and farmlands to build up factories. In terms of the plot and characterization of the play, it was a pathetic experience for some families in Russia to sell out their ancestral landscapes to industrialists. The destruction of the cherry trees at the end of the play movingly sketches the agony it causes to the characters who owned the cherry estate for several decades. The leading characters of the play seem to have developed a profound and passionate attachment with the cherry trees and they undergo a severe psychological trauma while these trees are about to be chopped down. In this way, this play underscores the inherent bonds between environmental entities and human beings and it also depicts the realignment of Russia from an agrarian country to the posture of an industrialized state and the consequences of this transition. The cherry trees symbolize the value the concerned characters add to heritage and sanctity while giving away the cherry grove shows their compromise with the mechanization of life.

## **Representation of Marital Sufferings in the Poetry of Kamala Das: An Evaluation of Her Gender Awareness**

**Subrata Chandra Mozumder**

Senior Lecturer, Department of English, Daffodil International University

This paper seeks to explore the representation of private humiliation, negligence, torture, frustration and alienation of married life in the poetry of Kamala Das that exposes her gender awareness. By revealing the marital sufferings, the poet not only asserts her 'self' but also unmasks the patriarchal social and cultural oppression. She unveils how her husband curtailed her freedom and made her an object of his lascivious desire. The poet focuses that both she and her husband are two representative figures of patriarchal

society, where one is dominated and the other is dominant; one is exploited and the other is an exploiter; one is tortured and the other is a torturer. By depicting her as a dominated, exploited and tortured woman and her husband as a dominant, exploiter and torturer man, Das manifests how she as a woman was trivialised and marginalised by him. Therefore, the paper will attempt to justify that disclosing her private sufferings, asserting her 'self' and depicting her husband as an autocratic and a tyrannical patriarchal figure, the poet represents her gender awareness.

## **“Whr Txt Spks”: Impact of SMS on Students’ Writing in Bangladesh**

**Prabal Das Gupta**

Lecturer, BRAC Institute of Language (BIL), BRAC University

The research has initiated observing the continuous advancement of communication devices and applications that have started to call forth hype and hysteria among the young users of technology in Bangladesh. The study investigates how the forceful knock of the mobile technology influences the target population shaping their socio-linguistic register and impacting on their academic writing. It aims at finding out the impact of the languages of SMS (Short Message System) in the activities of the users with academic affiliation. In text messaging, users tend to be bilingual mingling more than one language in the same text message. The research has been undertaken in the socio-cultural context of Bangladesh and it has considered the corpora of text message writing to comprehend and investigate. The research has demonstrated that besides harnessing the writing skill, text messaging has a repercussive impact on their writing skill since the users are irrespective of taking cognizance of syntactical arrangement and accuracy.

## **Sixth Session: 02:30-03:00 PM**

### **The Effect of Technology in Learning English on the Turkish Students in Bangladesh**

**Antara Basak**

Senior Lecturer, Department of English, Daffodil International University

Instructional technology has become a vital part of modern global educational system. Technology is very positively used by the non-native speakers to learn English. This study used qualitative research methods to explore the use of technology by the Turkish students at DIU for learning English language. These Turkish students use English as their second language and their medium of instruction. All the Turkish students enrolled in the undergraduate level in the department of English were surveyed to determine how technology helps them to obtain their desired English language proficiency in their academic setting. The researcher also conducted the survey on the experience of the teachers who are teaching English language to the Turkish students using different technological devices throughout their courses. By conducting the survey through research questionnaire and oral interview, the researcher has found that the Turkish students have developed their English language skill with the help of technology; sometimes used by themselves and most of the times instructed by teachers. Availability

of technology, training to use technology and to overcome technical obstacles to using technology in and outside classrooms have been focused to discuss this issue. The researcher has also pointed out how technology can benefit the Turkish students to enhance their language skill. Introduction of audio-visual language lab and troubleshooting center have been proposed as great ways to accelerate their desire for using technology in language learning.

## **Using Transmedia as a Pedagogical Tool in Teaching Literature**

**Shahriar Mohammad Kamal**

Senior Lecturer, Department of English, Daffodil International University

Transmedia is a technique which is used to narrate a topic or background of a subject matter using multiple formats or platforms, such as Facebook, Twitter, Vlog etc., by not limiting it into book but to expand the scope of the subject. To get critical or deep thought about any subject, searching for information is important and more materials are needed, and it is important to increase the depth of knowledge. Transmedia has various effects in teaching as its target is collecting individual idea on a particular topic from various perspectives. So, in a literature class, after teaching a particular poem, story or novel, if the instructor wants to examine the understanding of the learners, they can use transmedia. For example, after analyzing a poem to the learners in the classroom, they will be asked to present their thoughts and views on the poem. They will work in a group and share it in transmedia, thus it will be easier to identify their problem and they will get new idea to enrich themselves. Same process can be used in other sector of literature also. Transmedia, in this digital era, will be very effective for the learners as they will be able to interact with their instructor frequently and will get a good feedback about the literary topic, which will be very beneficial for them. This paper aims to show the usage of transmedia as a pedagogical tool in teaching literature.

## **William Wordsworth and His Eco-Consciousness**

**S. M. Maniruzzaman**

Lecturer, Department of English, Notre Dame University Bangladesh

This paper will interrogate the correlation between William Wordsworth's biophilia and his political ideals. Adopting contemporary theoretical frameworks, this paper will conduct the interrogation with an intention to appropriate his works as a literary tool to address today's environmental problems which disrupt our planet's ecological balance. Most of his literary works celebrate nature along with ordinary country lives and raise a voice of proto-ecological protest against the omni-engulfing urbanizing force. Wordsworth's works are also often informed of ongoing overseas English colonial dealings of his time. Incorporating his works and his ideals, this paper will present William Wordsworth as a radical proto-environmentalist who deprecated the anthropocentric (Anglo-Christian) worldview validating early industrial enterprises in the late eighteenth and early nineteenth century England. This paper will also address the issue that his celebration per se of nature as a spiritualizing force often hints at human dominion over nature and thus invokes and fuels another version of anthropocentrism which many ecocritics read as a primary cause of today's predicaments of our planet.

This paper will also show how Wordsworth's works possess an apocalyptic vision of the Anthropocene and today's critics' task is to bring this vision to the forefront and appropriate it to articulate a profound resistance to anthropocentric imperializing force which takes a hold over nature and puts thousands of species into extinction. Thus this paper will discuss the political and ecocritical potential of Wordsworth's poetics in conjunction with his eco-consciousness and pagan-pantheistic philosophy both from the new historicist and the presentist perspectives.

## **Merging Art and Culture with Technology to Teach Speaking Skills at Tertiary Level**

**Basmala Taharat Bidushi**

Graduate Teaching Assistant in Department of English, East West University

In the Department of English of most private universities, English speaking skill is taught at the undergraduate level. Among them, many private universities are technologically well-furnished with multimedia facilities. In order to effectively teach speaking, multimedia can be used in various ways, besides employing different methodologies, techniques and models. In the speaking courses of undergraduate level, multimedia is used when learners are taught to present with visual aids, that is, PowerPoint slides. Teachers also give lecture and demonstrate presentation skills accompanied with PowerPoint slides. However, these are not enough use of the technological facilities of the privileged private universities – the multimedia facilities can be used more dynamically in the speaking class to bring it to a new level. Pictures, film clips, songs and other elements of art and culture can be used in a variety of ways in the speaking class by using multimedia. The aim of this paper is to illustrate how different elements of art and culture can be incorporated in the speaking class of tertiary level through technology. This paper will encourage teachers to find even more innovative ways of using technology in teaching speaking skill. Also, this paper will demonstrate how the present time calls for merging elements of art and culture, created solely for entertainment and amusement, with technology to teach learners English language skills.

### **Seventh Session: 03:00-03:30 PM**

## **Audio-Visual Presentation as Assignment in ESL Class: When Learning Style Becomes the Teaching Style**

**Nujhat Afrin**

Senior Lecturer, Department of English, Daffodil International University

This paper reports on a study that was conducted to coordinate between the teaching styles and the learning style in ESL classroom through the use of the Audio-visual (AV) technology as a medium of presentation. The teacher gave the assignment of AV presentation on which the students worked in randomly formed groups according to the teacher's guideline that of shooting a 1.5 to 2 mins AV clipping recorded by their mobile camera and come up with creative videos arranged, captured and also performed by them. The study was done to find whether such assignment will motivate students to use

English spontaneously in their classroom presentation or not. This study is an analysis of classroom performances and questionnaires answered by the 100 students who performed the assignment on AV presentation in English listening and speaking course and the interviews of students and teachers who are practicing the assignment on AV presentation and also those who are not using such in the ESL classes. The study demonstrates the use of Audio-visual presentation as one of the effective teaching tools in the ESL class expecting the feedback will revitalize the learners and bring them an urge of learning and creating something new as well. It is a matter of consideration that the ESL classes are very often instructed with visual aids and materials by the teachers for their students, but here the teacher involved the students to recreate the visual study materials by themselves.

## **From *Emma* to *Emma Approved*: Changing Trends of Screen Adaptations in the Age of Social Media**

**Nazua Idris**

Lecturer in English at East West University

With the rapid growth of information technology, narrative techniques in literature have gone through an enormous transformation. These days, screen adaptations of literary texts are not confined to film or television series only. The literary texts are now adapted in different social media platforms, making literature more accessible to the wider audience. Transmedia Adaptation is one of such recent innovations in which a novel is adapted across online social media platforms. Recently, Jane Austen's *Emma* has been reworked in Transmedia Adaptation. In this adaptation, titled *Emma Approved*, short video episodes are posted in the form of video blogs in YouTube and the official website of this adaptation. Apart from those video blogs, the story is spread across different media outlets, like Facebook, Twitter, Pinterest, Tumblr etc., and the audience needs to stay tuned to all these outlets to understand the entire story. The popularity of this adaptation proves the future possibilities of Transmedia Adaptation of classic literature. Therefore, this paper discusses different traits of Transmedia Adaptation with particular reference to *Emma Approved*, and focuses on the new possibilities that this form of narrative has opened up for the audience as well as for the film makers. The paper is divided into three parts. It begins with a discussion of the features of Transmedia Adaptation, moving onto an analysis of *Emma Approved*, and it concludes by focusing on the cultural significance of this form of adaptation and taking a critical look at the rise of online fandom and the corporate motives behind this form of art.

## **Machine Obsession and the Belated Redemption of a Colonizer: A Critical Reading of Tennyson's Poems Regarding the East**

**Mohammad Saeid Hassan Khan**

Lecturer, Department of English, Presidency University

Science and its creation machines had adorned the Victorian era with lot many wonders. Among them the finest wonder was the machines' capacity to shrink the mother earth and as a result bringing the East nearer to the West. Like many other Victorians, Tennyson was mesmerized with the proceedings and became the champion campaigner of not only

the machines but also the newly found lands. Being a mouthpiece of an expanding empire, he vehemently supported the colonization of the East by the West for a certain period of time in his early poetic career. But, later on, conflicts engendered within the poet regarding the issue of colonization when he witnessed that the colonial expansion ensued wars using machines which resulted in brutal extermination of humanity. Therefore, the poet sought redemption for his former colonizer identity by unveiling the philosophical richness of the East to the Western readers. This paper attempts to clarify this evolution in Tennyson's formerly machine obsessed position to a critical stand against it in relation to colonial expansion by closely analyzing the poems like "Ulysses", "Locksley Hall", "Locksley Hall Sixty Years After", "The Defense of Lucknow", "The Ancient Sage" and "Akbar's Dream".

## **Linguistic Manipulation of English in Bangladeshi Advertisement Culture**

**Sharaban Tohura**

MA student in ELT, East West University

Advertisers usually use either Bangla or English as the text in the advertisement. But it has been seen that the advertisers frequently use English instead of Bangla. It can be considered as Banglish (mixing of Bangla and English). Upon hearing of a writ petition, The Supreme Court said limited use of English in advertisements could be allowed alongside Bangla if "it was necessary". The research aimed to investigate the text used in commercial advertisements and mass' response regarding linguistic manipulation in those ads. Commercial Advertisements in hoarding, print media, audio-visual media (Bangla and English) available in the city of Dhaka were observed, a questionnaire was given to the respondents, and executives from the advertising agencies were interviewed to collect the data. The findings suggest that this kind of mixing of Bangla and English has a fan following in the present context of Bangladesh. People specially the youth have very much interest in this kind of languages/words used in advertisements, plays, cinemas etc. They frequently use this kind of language in their everyday life. In Bangladesh, the advertisers are using Banglish words to grab the attention of the viewers in a creative way. Thus they are actually creating the Interlingua or an urban discourse through their manipulation of English in Bangladeshi advertisement.

### **Eighth Session: 03:45-04:15 PM**

## **Machine and Colonial Expansion: an Insight into Soyinka's *The Lion and the Jewel***

**Md. Habibullah**

Assistant Professor and Head, Department of English, World University of Bangladesh

Since the genesis of colonization, machine has been used as a tool to augment colonial expansion. Accordingly, in the nineteenth century, when Europe saw a rapid progress in science and mechanical inventions, the pace of colonial expansion of the European superpowers got a sudden acceleration all over the world. Nigerian dramatis and poet Wole Soyinka (1934) very ingeniously represents this correlation between machine and

colonial expansion in his play *The Lion and the Jewel* (1959). The play has its setting in the village of Illujinle in Yoruba, West Africa which was historically under the British colony. In the play we know about a media man who had come earlier to the Illujinle from Lagos on his 'two footed horse' (motor-bike) with 'one eyed box' (camera) and produced a magazine having Sidi's (village belle) picture on the cover page. So through machine the hegemonic persistence of the 'Whiteman's burden' makes Sidi dare to taunt the 'Bale' Baroka, a symbol of Afrocentric tradition. On the other hand, because of his fascination towards Eurocentric sense of progress, Lakunle emerges as Homi K. Bhabha's 'mimic' man who believes the machine-based progress will make life easier for them, and therefore, he dislikes Baroka for his opposing stand against such progress. The paper attempts to gauge how machine abets colonization through bringing so-called progress and thus creating cultural hegemony in the context of *The Lion and the Jewel*.

### **Technologies of the Roaring Twenties and the New Women: the Flapper, the Virago and the Renegade in F. Scott Fitzgerald's *The Great Gatsby***

**Sanjeeda Hossain**

Lecturer, Department of English, University of Dhaka

During the Roaring Twenties of the last century, the invention and operation of new technologies altered the gender roles of American women. As an aftermath of the Great War, many women replaced the men in job sectors. They successfully handled various mechanical instruments and deployed the skills of men while doing the tasks originally performed by men. As urbanization and industrialization provided new opportunities for them to come out from their familiar abode, the advent and mass production of new devices like radio, telephone and cars aided them in transcending the traditional gender barriers. As a consequence, they developed a unique identity through their association with various appliances and thus, came to be known as the New Women. Based upon their relationship with machines, these women can be classified into three major categories of the flapper, the virago and the renegade. F. Scott Fitzgerald in his novel *The Great Gatsby* portrays three different dimensions of these progressive women: the coquettish Daisy Buchanan turns telephone communication as an integral part of her existence; the bold and masculine Jordan Baker attempts to dominate others through her association with mechanically furnished sports; and the rebellious Myrtle Wilson struggles to achieve her fundamental rights from her lifelong relation to automobiles. This paper examines the role of automation upon Daisy, Jordan and Myrtle and how it transforms their feminine status in a male dominated society.

### ***Goodbye Blue Sky: Reading Post-Industrial Apocalypse in Pink Floyd***

**Kazi Ashraf Uddin**

Assistant Professor, Department of English, Jahangirnagar University

Leo Marx's conceptual incorporation of industrial intervention into American pastoral landscape is expressed in his 1964 book *The Machine in the Garden* through the metaphors of "garden" and "machine". Marx's delineation of the tension between the pastoral and the industrial in the American literature of the nineteenth and twentieth century is further catered by the notion of decay of physical landscape as well as the



mindscape or the inner psyche. Through the paradoxical symbol of “the garden of ashes” Marx mourns the act of ravaging the “virgin land” (Henry Nash Smith’s coinage) and innocent psychic space alluding to Blakean notion of “innocence and experience”. The British progressive rock band Pink Floyd through their sonic experimentation and conceptual lyrics delineate the post-war frustration of the society oppressed by the institutionalism, forced conformity, and industrial endeavors creating a “comfortably numb” population and spatially barren geo-scape, a “wasteland”. Pink Floyd turns out to be a critique of English society seemingly imposing the Althusserian Ideological State Apparatus (ISA) on its citizens to ensure subjugation. However, this English psychedelic band denounces the ISA and technological intervention in our quotidian. The term “machine” connotes the state or system in Pink Floyd’s parole which injects the speck of corruption into innocent human psyche. The present paper attempts a reading of two albums by Pink Floyd – *Wish You Were Here* (1975) and *The Wall* (1979) – to locate firstly the post-industrial abandonment and trauma and retromaniac nostalgia of post-war period and then, to trace the subcultural resistance and prospective challenge to the ISA articulated through music.

## **‘Affordable Beauty’, Plastic Surgery and Photoshopped Selfies: The Transition/formation of Gibson’s Cyborg(ic) Beauty to Hyperreal Photoshopped Beauty**

**Md. Shafiqul Islam**

Lecturer in English at United International University

Plastic surgery, as a beauty enhancing procedure has been in application for over 5000 years, but the procedure has got immense popularity only in the middle of the nineteenth century. William Gibson, the author of a number of highly popular science fiction novels, has popularly used the term ‘affordable beauty’ in his novel *Neuromancer* (1984) to present the idea of beauty enhancement even for cyborgs. Donna Haraway popularized the idea of cyborg; but it is Gibson who added a new diversity to the notion by attributing beautification of cyborgs. But, beauty is not for the mass when it comes to prosthetic body parts. It is ‘affordable’ only to the specific social class of people – the rich. Gibson’s coinage of cyberspace is practically similar to the idea of social media networks of the digital world of the twenty-first century. Even though clinical plastic surgery is ‘unaffordable’ for many, but they get it done virtually – by editing their social media profile pictures with photo editing software applications. But, it too requires certain level of computer literacy and high resolution camera, which also represents social class. As a result of enhancement and retouching, the photos become hyperreal and simulated reality – a distorted version of the original picture. This study, therefore, gives a Marxist postmodernist reading of Gibson’s presentations of Molly Millions, also known as Razor Girl and Henry Dorsett Case who are cyberpunks with prosthetic body parts. It also discusses Gibson’s illustration of ‘affordable beauty’ and digs deep to illustrate how Gibson’s idea precedes the notion of photoshopped beauty. For that, this paper draws both critical and theoretical analyses of *Neuromancer* and other literary and visual discourses.

## **Special Presentation: 04:15-05:00 PM**

### **English beyond the Classroom: Creating Language Learning Apps with LiveCode**

#### **Professor Claire Bradin Siskin**

English Language Specialist, Department of English, Daffodil International University

#### **Dr. Bipasha Binte Haque**

Assistant Professor, Department of English, Daffodil International University

#### **Shamsi Ara Huda**

Assistant Professor, Department of English, Daffodil International University

#### **Sadia Zafrin Lia**

Lecturer, Department of English, Daffodil International University

#### **Mir Sadia Siddequa**

Research Associate, Department of English, Daffodil International University

Students in the English Foundations Program at Daffodil International University (DIU) have limited time inside the classroom. In an effort to provide additional language practice outside the classroom as well as activities that are tailored to their own students, a group of faculty members in the English Department are developing apps with the rapid application development tool LiveCode. LiveCode is a flexible software tool that permits language educators to create their own language learning activities. As the program is easy to use and it is possible to integrate multimedia, LiveCode has enjoyed great popularity in the computer-assisted language learning (CALL) community. The activities may be deployed on desktop computers, smartphones, or tablets. DIU is a technology-oriented university, and all of its campuses have computer labs and Wi-Fi facilities. In addition, most of its students have laptops and smartphones. Therefore, the language learning apps can be delivered to them in a convenient form. The first presenter will give a brief overview of LiveCode and will show some of its capabilities. The remaining presenters will explain the rationale for the activities that they have designed, and they will demonstrate the apps of their own creation. A handout that points to resources about LiveCode will be provided.