

China-Taiwan problem

An honourable modus vivendi should be found



ARSHAD-UZ ZAMAN

THE HORIZON THIS WEEK

Although China-Taiwan escalation has remained restricted within words, given China's past track record, any adventurism can be safely ruled out. In the case of Hong Kong a solution acceptable to all sides was found. It should be within the realm of possibility for the two parties to find a modus vivendi honourable to all.

THE passage of time is not making the situation between China and Taiwan any simpler. The truth is that Taiwan is an internal matter for China and even Taiwan does not dare challenge this position.

Taiwan has existed since 1949, when the forces of Mao Tse Dong established his authority in Beijing and indeed throughout China. The retreating forces led by Chiang Kai Shek came to the southern city of Canton before fleeing to the island of Taiwan. The Chinese population of Taiwan have established a thriving state under the benign protection of American power. I recall that as a member of the first high level Bangladesh Delegation to China led by Gen. Ziaur Rahman in 1977 shortly after the death of Chairman Mao, we slept in the same guest house occupied by Chiang Kai Shek. The premises smelt damp and the beds were ice cold as they were never slept in after the departure of Chiang Kai Shek and his comrades.

China has maintained that Taiwan is an integral part of mainland China and sooner or later she would have to return to her. As 14 million Taiwanese continue to prosper, China continues to grow and gather great strength. As a member of the nuclear club and the most populous country of the planet with a population of 1.4 billion, she is a power to reckon with on the world stage. She has

faced world opprobrium for taking hold of the land of Dalai Lama, who has sought refuge in India. For all practical purposes Tibet is a settled issue. Indeed China, who in the 19th century saw the dismemberment of her country in the hands of colonial European powers, has been recovering her lost territories. Thus we have witnessed the passage of Hong Kong under Chinese sovereignty. The entire exercise with Britain was carried out in a civilized manner through negotiations between China and Britain.

We may note here in passing that China since assumption of authority has tried scrupulously to avoid conflict with any outside power. We recall that during the Korean war in the early fifties, she was nearly dragged into war against the US. In 1962 hostilities took place between China and India and China was careful not to escalate the conflict and withdrew forces, once she had made the point that the Himalayan area was a region of dispute. The most remarkable aspect of China's foreign policy is that it is very carefully crafted and does not go for any kind of adventurism.

While analyzing the China-Taiwan problem, we have to bear in mind the above observation. The possible declaration of independence by Taiwan carries within itself seeds of profound danger bilaterally and for the region. China is far too powerful and a very big player on the world stage to countenance

with equanimity the slipping away of a part of her own territory. Indeed the US, whose power props up the Taiwan regime, has signed an agreement that there is only ONE CHINA, and the capital is Beijing. Indeed the whole world accepts that there is only one China. I recall that in 1963, when I was a member of the Permanent Mission of Pakistan at the UN, my boss Sir Zafrulla Khan, was the President of the United Nations General Assembly. I was his spokesman and that year like every year the China question was on the UN agenda. US Permanent Representative at the UN Ambassador Adlai Stevenson had a meeting with Sir Zafrulla and I was present. Ambassador Stevenson raised the question of membership of the People's Republic of China. Sir Zafrulla said that this was a procedural question and the moment China would have a simple majority within the UNGA, she would automatically assume her seat. Later that was what had happened and Taiwan had to quit.

Although China-Taiwan escalation has remained restricted within words, given China's past track record, any adventurism can be safely ruled out. In the case of Hong Kong a solution acceptable to all sides was found. It should be within the realm of possibility for the two parties to find a modus vivendi honourable to all.

Arshad-Uz Zaman is a former Ambassador.

English language in Bangladesh

MD IKBAL AZAM

IN the age of globalisation, the English language has also been globalised in terms of trade and commerce, education, culture, mobility of labour, the exchange of views, and so on. People living in one part of this world have to contact other people living in other parts as frequently as everyday. English today is no doubt the most widely used means of communication among the people and the peoples round the globe. So, people whose language is not English have to learn it as far as their own benefits and objectives are concerned. The need of English in Bangladesh as elsewhere throughout the world is also at the highest peak.

In compliance with the need, students, businessmen, servicemen and people in common have conscientiously been learning English to meet the challenges of this century as well as to ensure their place in a competitive world. To meet the demand of this situation many English medium schools have been set up throughout the country and many others will be coming.

Provided this, a good number of English language teaching centres or institutes have grown up with an eye to achieve the objectives of the people in general. However, the feedback of all these endeavours does not commonly reflect the expectation as far as the country's demand is concerned. In fact, the target of learning English will hardly be achieved unless English is at a wider range implicated in the Bengali medium schools also. Below are some points of view to discuss the methods and approaches to teaching and learning of English language as well as to discuss how the prospect of the target language can be achieved more effectively and efficiently.

English is apparently a foreign language in our country rather than a second language although it is being used to some extent like a second language especially in English medium schools, where English is used as a language of instruction, examination, and evaluation. On the other hand, this language has not yet been geared up in an effective way in our mainstream schools and colleges despite experiments every now and then by the National Curriculum Board and others for the students' skill development with special emphasis on speaking skill, but the scale of learning the target language is not yet satisfactory partly because of the lack of favourable ambience where students or learners have to use the TL (Target Language) and partly because of the lack of skilled teachers who are to manipulate the TL among the students.

In the long search for the best way of teaching a foreign language, hundreds of different approaches or methods have been devised. Each method is based on a particular view of language learning and usually recommends the use of the 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. It is recognized that there are several ways of reaching the goal of FL (Foreign Language) competence and the teachers need to be aware of a range of methods. So it is frequently necessary to introduce an eclectic approach in which aspects of differ-

ent methods are selected to meet the demands of the learners in particular teaching situations.

As has already been mentioned, many approaches or methods have been devised for teaching a foreign language, we will now see at a glance some methods and approaches to teaching and learning a foreign or a second language.

The Grammar Translation Method: This method was particularly influential in the 19th century. It is based on the meticulous analysis of the written language in which translation, exercises, reading comprehension and the written imitation of texts play a primary role. Learning mainly involves the mastery of grammatical rules and memorization of a long list of literary vocabulary. There is little emphasis laid on the activities of listening and speaking.

The Direct Method, on the other hand, is an approach which is based on the active involvement of the learners in speaking and listening to the foreign language in realistic everyday situation. This is also known as the oral or natural method. No use of the learners' mother tongue is made, rather they are

encouraged to think in the foreign language and not to translate into or out of it. A great deal of emphasis is placed on good pronunciation, often introducing students to phonetic transcription. Formal grammatical rules and terminology are avoided. Though this method attracts interest and enthusiasm it is not an easy approach to use in school. In the artificial environment of the classroom, it is difficult to generate natural learning situations and to provide everyone with sufficient practice.

The Audio-lingual Method, also known as aural-oral method, is an approach which derives from the intensive training in spoken language given to American military personnel during the Second World War, which resulted a high degree of listening and speaking skill being achieved in a relatively short span of time. The emphasis is an everyday spoken conversation with particular attention being paid to natural pronunciation. Languages are seen as a process of habit formation. Structural patterns in dialogues about everyday situations are imitated and drilled (first in choral speech, then individually) until the learners' responses become automatic.

The origins of Communicative Language Teaching (CLT) are to be found in the changes of the British language teaching tradition dating from the late 1960s. Since the mid 1970s the scope of communicative language teaching has expanded. Both American and British proponents now see this method as an approach that aims to make communicative competence as the goal of language teaching and to develop procedure for the teaching of the four language skills that acknowledge the interdependence of language and communication. This approach has been developed as a reaction away from grammar based approaches such as aural-oral approach in Audio-lingual Method. Teaching

materials in communicative approach emphasize the process of communication such as using language appropriately in different types of situation, using language to perform different kinds of task e.g. to solve puzzle, to get information, to ask question etc., using language for social interaction with other people. Although the grammatical rules are taught to form grammatically correct sentences, the emphasis is rigorously laid on how, when and where to use these sentences and to whom. As a matter of fact, this approach rather than reading and writing primarily focuses on the knowledge of rules of speaking that is, knowing how to begin and end conversations, knowing what topics may be talked about in different types of speech events, knowing which Address Forms would be used with different persons one speaks to and in different situations. It also lays stress on knowing how to use and respond to different types of SPEECH ACTS such as request, apologies, thanks and invitation.

I have been working in an English medium school for considerably a long period of time and have experienced how the beginners start manipulating language through listening, speaking, reading, and writing. They are able to pick up the commonly used words, phrases and sentence structures when listening and speaking to teachers and when reading and writing the text. Primarily the mistakes are committed as in the process of learning, but the errors gradually decrease as their maturity increases. Ultimately, they become fluent English speakers among whom some turn into outstanding speakers.

The Parliamentary Debate Competition on BTv may be a substantial example of this fact. It will not be impertinent here to mention about the Language Acquisition Device (LAD) advocated by American Linguist Noam Chomsky and others. According to this device, a child is born with an innate capacity for language development that in the human being is in some way restructured towards the development of language, so that when the child is exposed to language, certain language structuring principles automatically commence to operate. This model of language learning is regarded as Language Acquisition Device (LAD) in which children learn language by being exposed to it.

With enlightenment of the empirical experiences I would like to put forward some proposals with a view to expediting the teaching and learning of English language in Bengali medium schools and colleges. The primary emphasis should be paid on reading and writing skills, as English is a foreign language here to the students. This will rather help them to prepare for listening and speaking skills at the next phase. In fact, all the four skills after a certain level of teaching will commence operating in combination among the students under the theory from simple to

complex. For reading skill development, both skimming and scanning techniques should be introduced to students for eliminating general as well as specific information in the form of reading comprehension. Writing should be much more creative than mimistry memorization. No topics should be given to students beforehand for premeditation or memorization prior to the test. However, these can be given for practice in developing their ideas, skills of organization and elaboration of thoughts. Evaluation of a composition should be based not only on structure of sentences and vocabulary (accuracy of language) but also on information and ideas and how they are organised. This kind of practice will certainly help them integrate their ideas as well as the language which ultimately will result in them a satisfactory level of writing skill. This sort of evaluation in composition for instance, is followed at O Levels and widely practised in English medium schools. Additionally, the students should be taught certain standard words and phrases that are used in English when we make a

request, suggestion, apology, information, complaint, etc formally and informally.

For the development of listening and speaking skills, the students or learners should be taught common words, phrases and sentence structures in aural-oral form with special emphasis on natural pronunciation as far as possible. Structural patterns in dialogue should be exposed to the students until their responses become habituated. Till this time they will be guided by a set of necessary words, phrases and dialogues and of course, by the teachers. At the later stage, they will be given opportunities to build up their communicative competence in relatively a free association where they will manipulate the language more on their own choice. Listening skill on the other hand, can be upgraded by providing audio-visual facilities if possible. At least a cassette player can be furnished in the class room for the development of listening skill connected with the sound system (phonetics) of English language especially at the elementary level in schools. This is the best way to ensure the learning of natural pronunciation and stress patterns of English among the students. Besides the teachers can also play important roles in the respect of this particular aspect of the language. Apart from all these steps, a separate examination paper can be introduced to students of schools and colleges, which will be based on aspects of spoken English and the students, like other subjects, have to pass this subject too. This sort of subject will mentally help them achieve a positive attitude toward something which is till now the weakest part of their education, that is speaking skill. This subject at a later period can gradually be included in the board examination depending upon the success of it at school and college levels.

The above stated proposal for the development of English language in our country, however, depends on the implementation level to a fair degree. It will also need intensive training for the teachers with a view to assuring maximum feedback by implicating the inputs and necessary variables. And this needs a concerted effort undertaken by the government as well as by other concerned organizations for achieving the target which can be made possible under a certain education policy designed to practise throughout the country. Only then we ensure the optimal scale of learning English and using it more efficiently in a wider range of interaction with people at home and abroad. What has been possible in a neighbouring country of ours can also be made possible in our country, provided a long-term policy is premeditated and properly guided thereafter.

To sum up, I feel that all measures and endeavours we take up today, in terms of building the foundation of English language, will bring forth a tremendously positive result as far as our whole nation is concerned when the whole world will turn into a global village sooner or later in the current century.

MD IKBAL AZAM is an English teacher at an English medium school in Dhaka.

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Government of the People's Republic of Bangladesh
Office of the Executive Engineer (RHD)
Road Division, Dinajpur

RHD Tender Notice for Works
Tender No. 11EE/DRD/2004-2005

1. Ministry/Division	: Ministry of Communication/Road and Railway Division.
2. Agency	: Roads and Highways Department.
3. Procuring entity name	: Executive Engineer, RHD, Road Division, Dinajpur.
4. Procuring entity code	: Not used at present.
5. Procuring entity district	: Dinajpur.
6. Invitation for	: Works (multiple lots).
7. Invitation ref. no.	: 200.
8. Date	: 14-02-2005.
9. Procurement method	: Open tendering method.
10. Budget and source of funds	: Development, GOB.
11. Project/programme code (if available)	: Not applicable.
12. Project/programme name (if available)	: Zila Road Development.
13. Tender package no.	: 05EE/DRD/2004-2005.
14. Tender package name	: Repair & development of diff. Zila Road under Road Division, Dinajpur during the year 2004-2005.
15. Tender publication date	: Within 02-03-2005.
16. Tender last selling date	: 28-03-2005 up to office hours.
17. Tender closing date and time	: 30-03-2005 up to 12:00 Noon.
18. Tender opening date and time	: 31-03-2005 at 11:00 AM.
19. Name & address of the office(s)	: Executive Engineer, RHD, Road Division, Dinajpur.
Selling tender document (principal)	: Executive Engineer, RHD, Road Division, Dinajpur.
Selling tender document (others)	: Executive Engineer, RHD, Road Division, Thakurgaon/Nilphamari/Panchagarh/Rangpur/Planning Division, Sarak Bahan, Ramna, Dhaka.
Receiving tender document	: (a) Additional Chief Engineer (RHD), Rangpur Zone, Rangpur. (b) Superintendent Engineer (RHD), Road Circle, Dinajpur. (c) Executive Engineer (RHD), Road Division, Dinajpur.
Opening tender document	: Office of the Executive Engineer (RHD), Road Division, Dinajpur.
20. Place/date/time of pre-tender meeting (optional)	: Not applicable.
21. Eligibility of tenderer	: All tenderers regardless of whether they are or not enlisted with the RHD may submit tenders provide that they are otherwise qualified complying "The Public Procurement Regulations (PPR) 2003". Qualifications details such as joint venture, consortium or association, general qualifications (documents), general construction experience, minimum average annual turnover, financial capabilities, equipment capabilities etc. stated in the tender document (Appendix-A).
22. Brief description of goods or works	: Repair & development of diff. Zila Road under Road Division, Dinajpur during the year 2004-2005.
23. Brief description of related services	: Not applicable.
24. Tender document price (per lot)	: Tk. 500/- (five hundred) only per lot (not refundable).

LOT INFORMATION

Lot No.	Identification of lot	Location	Tender security (Tk)	Completion time
01.	Widening of the existing flexible pavement at diff. km of Dinajpur-Bochaganj-Bokultola road under Road Division, Dinajpur during the year 2004-2005.	Different KM	Tk. 1,10,000/-	60 days
02.	Widening of existing flexible pavement at diff. km of Dinajpur-Birol road under Road Division, Dinajpur during the year 2004-2005.	Different KM	Tk. 1,10,000/-	60 days
03.	Widening of existing flexible pavement at diff. km of Dinajpur-Khanpur road under Road Division, Dinajpur during the year 2004-2005.	Different KM	Tk. 1,10,000/-	60 days
04.	Repairing the bituminous pavement providing carpeting & seal coat at diff. km of Chiribandar-Amtali Bazar-Amtali BOP road under Road Division, Dinajpur during the year 2004-2005.	Different KM	Tk. 1,10,000/-	60 days
05.	Widening of existing flexible pavement at diff. km of Brampur-Nawabganj-Bhaduria road under Road Division, Dinajpur during the year 2004-2005.	Different KM	Tk. 1,10,000/-	60 days
06.	Construction of flexible pavement at diff. km of Madhyapara Hard Rock-Atfaganj-Nawabganj road under Road Division, Dinajpur during the year 2004-2005.	Different KM	Tk. 1,10,000/-	60 days

PROCURING ENTITY DETAILS

26. Name of official inviting tender	: Md. Abdur Rahman.
27. Designation of official inviting tender	: Executive Engineer (RHD).
28. Address of official inviting tender	: Road Division, Dinajpur.
29. Contact details of official inviting tender	: Phone No: 65141 Fax: 0531-63201 E Mail: earhd@nirbit.gov.bd
30.	: a) The procuring entity reserves the right to accept or reject all tenders. b) Work order will be issued after availability of fund.

Md. Abdur Rahman
Executive Engineer (RHD)
Road Division, Dinajpur

DFP-4310-282/05
G-188

Government of the People's Republic of Bangladesh
Local Government Engineering Department
Office of the Executive Engineer
District: Tangail

Memo No: LGED/EE/Tang/2005/1248 Date: 01-03-2005

Invitation for Tenders (Work)
Tender Notice Number: 26/2004-2005

Sealed tenders are hereby invited from the eligible tenderers as defined in the tender documents for the under mentioned work as per terms & conditions stated below:

Sl. No.	Project name	Source of funds
1.	Primary Education Development Program-II (PEDP-II).	ADB, IDA, DFID, EU, NORAD, Netherlands, Canada, SIDA and GoB.
2.	Source of funds	
3.	Last date, time and places of selling tender documents	

Package No.	Name of the work	Amount of tender security (Tk.)	Price of tender documents (Tk.)	Time for completion
01.	PEDP-II/TANG/W6.17 Vertical extension including toilets & boundary wall of District Primary Education Office, Tangail.	35,000.00	750.00	90 (ninety) days.
4.	Last date, time and places of receiving tender	Date : 29-03-2005 Time : 4:00 PM Places : (a) Office of the Additional Chief Engineer (Maintenance) LGED, LGED Bhaban, Agargaon, Sher-e-Bangla Nagar, Dhaka-1207. (b) Office of the Deputy Commissioner, Tangail. (c) Office of the undersigned, (d) Upazila Engineer, LGED, Tangail Sadar, Tangail.		
5.	Date, time and places of opening of tender	Date : 30-03-2005 Time : 3:00 PM Places : Office of the undersigned.		

7. Tender shall be valid for a period of 60 days after tender opening and must be accompanied by the tender security specified above. The authority reserves the right to accept or reject any or all the tenders without assigning any reason whatsoever. Interested tenderers may obtain further information from the undersigned and purchase the tender document in Cash/Treasury Chalan/Bank Draft from the places mentioned above. The tenderer or their authorised representatives are allowed to attend the opening of the tenders.

DFP-5870-7/3/05
G-228

Md. Anwar Uddin Khan
Executive Engineer

OLYMPIC INDUSTRIES LTD.
Amin Court, 6th floor, 62-63, Motijheel C/A, Dhaka-1000

NOTICE FOR COLLECTION OF PAST DIVIDEND WARRANTS

For change of address of many shareholders, the Dividend Warrants sent earlier have been returned to the company which could not be resent for want of current address of those shareholders. Also, many shareholders are found to have kept their Dividend Warrants uncashed for long which require revalidation. Therefore, the shareholders who did not receive Dividend Warrants for change of their address / deposit Dividend Warrants for encashment are advised to collect their returned Dividend Warrants and provide their current address to / revalidate their uncashed Dividend Warrants for encashment from the Shares Department of the company immediately.

Md. Nazimuddin
Company Secretary

Dated: 19.03.2005

জাতীয় শিক্ষাক্রম ও পাঠ্যপুস্তক বোর্ড
“পাঠ্যপুস্তক ভবন”
৬৯-৭০, মতিঝিল বাণিজ্যিক এলাকা, ঢাকা-১০০০
স্মারক নং: শিউ/১৭১/২০০৫/(২য় অংশ) ৪৬ তারিখ: ১৭/০৩/২০০৫ ইং

বিজ্ঞপ্তি

জাতীয় শিক্ষাক্রম ও পাঠ্যপুস্তক বোর্ডের পক্ষ থেকে মাসিক স্বরের (৯ম-১০ম শ্রেণীর) একমুখী শিক্ষাক্রমের আওতাধীন নিম্নোক্ত পাঠ্যপুস্তকের পাদুলি রচনার জন্য লেখক/লেখককর্ম মনোনয়নের উদ্দেশ্যে অভিজ্ঞ ও দক্ষ লেখকদের নিকট থেকে দরখাস্ত আহ্বান করা যাচ্ছে।

ক্রমিক নং	বিষয়ের নাম	পাঠ্যপুস্তকের সংখ্যা
১.	মাসিক গণিত (১ম বর্ষ)	১ টি
২.	মাসিক গণিত (২য় বর্ষ)	১ টি
৩.	কৃষি শিক্ষা	১ টি
৪.	সামাজিক বিজ্ঞান (১ম পত্র) (ইতিহাস ও ভূগোল)	১ টি
৫.	সামাজিক বিজ্ঞান (২য় পত্র) (সমাজবিজ্ঞান, পৌরনীতি ও অর্থনীতি)	১ টি
৬.	পাঠ্যক্রম অর্থনীতি	১ টি
৭.	মাসিক উচ্চতর গণিত (১ম বর্ষ)	১ টি
৮.	মাসিক উচ্চতর গণিত (২য় বর্ষ)	১ টি
৯.	ঊর্ধ্বা ও যোগাযোগ প্রযুক্তি	১ টি
১০.	সাধারণ বিজ্ঞান-১ম পত্র (জৈব বিজ্ঞান-পদার্থবিজ্ঞান ও রসায়ন)	১ টি
১১.	সাধারণ বিজ্ঞান-২য় পত্র (জৈব বিজ্ঞান-উদ্ভিদবিজ্ঞান, প্রাণিবিজ্ঞান, পরিবেশ বিজ্ঞান ও জনস্বাস্থ্য শিক্ষা)	১ টি
১২.	ব্যবসায় শিক্ষা (ব্যবসায় নীতি পরিচিতি ও হিসাব বিজ্ঞান)	১ টি
১৩.	বাণিজ্যিক ভূগোল	১ টি

প্রয়োজনীয় তথ্যসমূহঃ
(১) নাম, (২) পিতা/স্বামীর নাম, (৩) মাতার নাম, (৪) যোগাযোগের ঠিকানা (কোন নম্বরে), (৫) স্থায়ী ঠিকানা, (৬) শিক্ষাপত্র যোগাযোগ, (৭) মাসিক পরীক্ষা বা তদুপরে শ্রেণীর উপরে উল্লিখিত পাঠ্যপুস্তক রচনার লেখক হিসেবে অভিজ্ঞতার বিবরণ।
লেখক মনোনয়নের ক্ষেত্রে অবশ্য পালনীয় শর্তসমূহঃ
(১) লেখক নিবর্তিত মনোনয়নের ক্ষেত্রে কর্তৃপক্ষের সিদ্ধান্ত চূড়ান্ত বলে গণ্য হবে।
(২) একক অথবা সম্মিলিতভাবে (সর্বোচ্চ ৩ জন) লেখকগণ আবেদন করতে পারবেন।
(৩) আবেদনপত্র জমা দেওয়ার শেষ তারিখঃ ২৮/০৩/২০০৫।
(৪) বোর্ড কর্তৃক নির্ধারিত হারে লেখকদের সম্মান স্বরূপ মনোনয়ন করা হবে।
(৫) লেখককে ন্যূনতম সাতক ডিম্বাধারী হতে হবে।

প্রফেসর হান্নান বেগম
সদস্য (শিক্ষাক্রম)
জাতীয় শিক্ষাক্রম ও পাঠ্যপুস্তক বোর্ড
ঢাকা

জিডি-১৯১