England

ENGLISH in ACTION

USA

ENGLISH in ACTION

China

ENGLISH in ACTION

Bangladesh

ENGLISH in ACTION

Tea and biscuits……

Tea and biscuits in England	Tea and biscuits in Bangladesh
Tea: Comes in many flavors **Milk:** Powder, Liquid **Sugar:** Cane, Beet, Maple – sugar cube, granulated, brown, powder, icing etc.	**Tea:** Raw tea, Chai tea **Milk:** Condensed milk **Sugar:** Granulated cane sugar
Biscuits: Can be bought, can be baked at home. Can be served with jam, toppings. Personal.	**Biscuits:** Always bought. Eaten straight or dipped in tea. Less personal.

England

- "I am having tea and biscuits at my grandmother's place."
- "Enjoying yourself?"

Bangladesh

- "I am having tea and biscuits at my grandmother's place."
- "Just biscuits?"

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Contextualization

- Different interpretation of the same situation or discourse by different people. Primarily due to different backgrounds.

- John Gumperz (1980) defines contextualization as the process that sets the proper context of language for a given situation or discourse.

Contextualizing Audio

- Audio materials that can relate to the needs of a set of learners with a particular socio-cultural background.

- In this case:

Audio materials that can relate to the needs of a Bangladeshi primary or secondary school learner.

- Advantages
  - Removes learning barriers
  - Readily accepted and adopted
  - Helps to create a natural learning environment, which is conducive to second language learning

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Need for Contextualized Audio Materials in Bangladesh

- Lack of contextualization in the present audio content in Bangladesh

- Necessity
  - Speaking and listening improvement in general
  - Introduction of speaking and listening assessment in national curricula

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English in Action

- Intro Video

English in Action
(EIA)

- **English in Action (EIA)** is a **UK Aid** funded, nine-year English language development programme in Bangladesh.
  It is managed by **BMB-Mott Macdonald**, supported by **Open University-UK, BBC Media Action, FIVDB, UCEP** and implemented by the **Government of Bangladesh**.

- It works to reach **25 million** primary and secondary students and adult learners.

- By **2014**, EIA will reach **12,500** school teachers.

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EIA Materials

- EIA has developed a large range of printed and audio-visual materials for teacher training and classroom usage.

- The materials are used for:
  - Classroom usage
  - Teacher training

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Application of audio content in EIA

- Audio is a key component of the EIA materials. It is used primarily for classroom usage, played by the teachers on the EIA provided playback equipment.

- These interactive audio materials deliver language points and engage students in an immersive communicative language learning environment.

- EIA also uses audio materials for teacher training.

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Steps of Audio Production for ELT

- Pre-Production:
  - Identifying target audience
  - Setting the desired level of language
  - Script writing

- Production:
  - Voice recording
  - Music composition
  - Quality Assurance

- Post-Production:
  - Sound design (Ambience, Sound effects, Mixing, Mastering etc.)

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Contextualization in EIA Audio: Pre-Production

- Target Audience:
  - Primary and secondary school students and teachers

- Contextualization:
  - Language: 'Bangladeshi' version
    - Rationale:
      1. Learners can pick it up and reproduce the language easily.
      2. If there is a large gap in the teacher's level of English and the level of English in the audio, classroom practices will be disrupted.

  - Script development:
    - The textbook is the central material
    - Ensure that the script is sensitive to the Bangladeshi social landscape.
    - Bring in situations that the learners can easily relate to.
    - Design audio script that can be easily integrated with ELT activities.

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Contextualization in EIA Audio: Production

- Voice recording:
  - Language: Clarity, pace, stress, intonation, removal of accent, avoid tail drop
  - Voice acting: Friendly, engaging, appropriate emotion

- Music Composition:
  - Familiar composition
  - Engaging, rhythmic
  - Easily memorable

- QA:
  - Draft audio is reviewed by experts from EIA and OU-UK
  - Feedback is sent back to the studio for correction

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Contextualization in EIA Audio Post-Production

- Sound design:
  - Proper Ambience/SFX for realism

  - Proper mixing for clarity (i.e. music/sfx shouldn't dominate, the voice is highlighted)

  - Proper adaptation to hardware (i.e. file splitting for easy management, hardware appropriate sound design and compression, hardware appropriate file naming)

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Challenges

- New language style
- Bangla stress, intonation patterns often conflict with English stress intonation patterns(i.e. Bangla questions almost always follow a rising intonation.)
- Music composition is challenging: Bangladeshi musical patterns conflict with English voice stress and intonation pattern.
- Lack of voice artists with the necessary acting and English skills.
- Lack of infrastructural support in the schools.

Music composition and sound designing for Bangladeshi audience
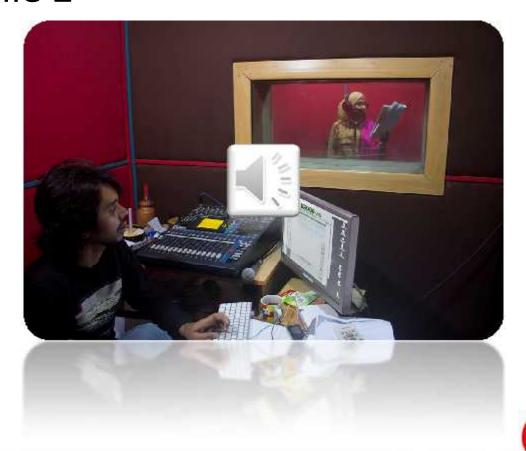
- Interview: Ripon Nath

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Demonstration

- Audio file 1

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Demonstration

- Audio file 2

Experience Sharing/Feedback