



ENGLISH in ACTION

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Changing Learning. Changing Lives.

Audio Production for ELT in Bangladesh

Contextualization: Challenges and Practices

NELTA Conference 2013

Ahmed Orko Nur





England



USA



China





Bangladesh

ENGLISH  ACTION

Tea and biscuits.....

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

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?"



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



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



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.

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



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.

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.)

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.

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

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)



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



Demonstration

- Audio file 1



Demonstration

- Audio file 2



Experience Sharing/Feedback

