



Proceedings

Third Conference

English Pronunciation in
Bangladesh (EPIB3)

Issues and Practices

Conference

**Friday,
January 13**

9:00 A.M. - 6:00 P.M.

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3rd English Pronunciation in Bangladesh (EPIB3) Conference

January 13, 2023

Venue: University of Liberal Arts Bangladesh (ULAB), Dhaka

CALL FOR PAPERS

The Third English Pronunciation in Bangladesh (EPIB3) Conference will be held at the University of Liberal Arts Bangladesh (ULAB), Dhaka on January 13, 2023.

The EPIB3 Conference Committee welcomes presentations/papers in either Bangla or English from students and teachers of schools, colleges, and madras in Bangladesh, as well as, from academics, researchers, and policy makers, about the current Status, Issues, and Remedies to problems of teaching and learning to speak English with an intelligible accent which can be understood all non-Bangladeshis, home and abroad.

This will be a non-academic conference and the committee gives exclusive stress and importance to

learning what students and teachers from rural schools, colleges and madrasahs have to say about the effectiveness of current day teaching practices of English Pronunciation. It is also hoped that by their deliberations academics, researchers and educationists, will be able to make informed decisions about future research and ELT policy.

This will be bilingual conference. Presentations can be made either in BANGLA or ENGLISH. It will also be a hybrid conference. Those unable to present in person but want to say from their personal experiences will be able present via ZOOM.

Important Dates and Deadlines

- | | |
|--------------------------------------|--|
| Deadline for submission of abstracts | - October 1, 2022 |
| Notification of accepted abstracts | - October 10, 2022 onwards |
| Early Bird Registration deadline | - November 30, 2022 |
| Regular Registration | - December 1, 2022 to January 12, 2023 |

Registration Fees

Early Bird General: BDT 750 | Early Bird Students: BDT 350 | General: BDT 1000 | Students: BDT 500

Abstract Submission Guidelines

- Language: Bangla or English
- Must contain full names of all author(s)
- Email addresses of all author(s)
- Mobile number(s) of all authors
- Title: maximum 15 words
- Abstract: 200-250 words
- Where to send: EPIB3Conference@outlook.com

All abstracts will be reviewed by two reviewers.

Accepted abstracts

Authors of accepted abstracts will be notified by email within 10 days of submission. They will have to register to be included in the Conference program.

Presentation

- Time = 15 minutes
- Presentations may be in Word, PowerPoint format that will be displayed on the screen

Conference Schedule

<p align="center">Third Conference English Pronunciation in Bangladesh (EPIB3) Issues and Practices 13 January, 2023 University of Liberal Arts Bangladesh, Dhaka</p>			
<p align="center">REGISTRATION BEGINS (8:30 AM) Venue: Lobby, Research Building</p>			
<p align="center">INAGURAL SESSION (9:00-9:30 AM) Venue: Auditorium, Research Building Address by: Amin Rahman, CEO, ZAMOSC (Convener) Address by: Arifa Ghani Rahman, Associate Professor and Head, Department of English and Humanities, ULAB Address by: Dr. Faheem Hasan Shahed, Center for Language Studies (CLS), Associate Professor & Director Address by: Prof. Imran Rahman, Vice Chancellor, ULAB Address by Chief Guest: Prof. Farhadul Islam, Chairman, National Curriculum Textbook Board</p>			
9:30 am	9:50 am	<p>Plenary speech by Professor A M M Hamidur Rahman, Daffodil International University, Dhaka, Bangladesh Title: Overcoming Problems of Pronunciation for Bangladeshi Learners of English</p>	Amin Rahman
9:50	10:30	<p>Workshop by Muhammad Yeasir Title: Teaching the Pronunciation of English through Entertainment</p>	Amin Rahman
<p align="center">TEA BREAK (10:30-10:45 AM)</p>			
10:45 am	11:15 am	<p>Plenary speech by Dr Raqib Chowdhury, Senior Lecturer, Monash University, Clayton, Australia Title: Contesting Linguistic Identities and the Persistence of Standardised Pronunciation</p>	Golam Kader Zilany
11:15 am	11:45 pm	<p>Plenary speech by Dr. Urmee Chakma, Lecturer, La Trobe University, Australia Title: Learning English as a third language – Challenges of a linguistic minority speaker in Bangladesh</p>	Arifa Rahman
11:45 pm	12:15 pm	<p>Plenary speech by Professor Maniruzzaman, Jahangirnagar University, Savar, Bangladesh Title: English Pronunciation of Bengali Speaking Persons: Exploring Typical and Atypical Attributes</p>	Golam Kader Zilany
<p align="center">LUNCH and PRAYER BREAK (12:15 PM-2:00 PM)</p>			
2:00 pm	3:00 pm	<p>Keynote speech by Professor Andy Kirkpatrick, Professor Emeritus, Griffith University, Australia and Professor SOAS, University of London Title: English as a language of Asia: implications for the teaching of English in Asia</p>	Amin Rahman
3:00 pm	3:30 pm	<p>Plenary speech by Dr Azizul Hoque, International Islamic University of Chittagong Title: Chittagonian Influence on English Pronunciation: A Critical Insight</p>	Dr Faheem

PARALLEL SESSIONS			
3:30 pm	5:30 pm	<p>Room No. 1</p> <p>1. Dr. Jasimuz Zaman, Former professor of Chemical Engineering, Bangladesh University of Engineering and Technology. Title: An Experiential Method for Effective Learning of English Pronunciation in Rural High Schools</p> <p>2. Md. Abdul Qader, Senior Lecturer, Tarash College, National University Title: Irrelevant Phonemes in English and Bengali: Inconvenience in ESL Pronunciation in Bangladesh</p> <p>3. M. Nasim Ali, Student of BA First Year in English, Brojolal College of National University, Khulna. Title: শিক্ষার্থীদের মধ্যে ইংরেজি উচ্চারণের প্রতিবন্ধকতা এবং আমার মতামত।</p> <p>4. Debjyoti Biswas, Student of Class X, Chingrakhali High School, Satkhira. Title: Difficulties and problems Bangladeshi English learners face and their solutions</p>	ULAB Student
3:30 pm	5:30 pm	<p>Room No.2</p> <p>5. Mr ABM Lutful Alam Title: ইংরেজি শিক্ষার প্রতিবন্ধকতা ও করনীয়ঃ</p> <p>6. Md. Nesar Uddin Title: Teaching EFL Pronunciation at SSC level to Learners in Bangladesh: Constraints and Possible Considerations</p> <p>7. Mr. Rafiz Uddin Title: Mobile Assisted Pronunciation Training: A Literature Review (2016–2022)</p> <p>8. Nahid Bhuiyan Nahid Bhuiyan Title: Finding opportunities to integrate pronunciation practice into everyday English Lesson</p> <p>9. Paritosh Mondol Title: The role of mobile phones in Enhancing EFL Speaking Skill of the school students.</p>	ULAB Student
5:30 Pm	6:00 pm	<p>CLOSING CEREMONY Winding up the Sessions Vote of Thanks Handing over to Organisers of EPIB4</p>	<p>Masum Billah Amin Rahman Arifa Rahman Dr. Faheem Dr. M. Azizul Hoque</p>

Message - Professor Farhadul Islam, Chairman, National Curriculum and Text Book Board, The Peoples' Republic of Bangladesh



I am delighted that ULAB, ZAMOSC, and VAB have jointly initiated the 3rd Conference on English Pronunciation in Bangladesh. English pronunciation is a vital issue in this global village as English is not only a language anymore. Rather, English is a passport for jobs, education, intercultural communication, business, diplomacy and many other aspects of life where pronunciation matters. Sensing these needs, National Curriculum and Textbook Board (NCTB) has made relentless efforts to improve the English language competency of primary and secondary-level learners in Bangladesh. A communicative curriculum has been operational for our learners where the emphasis has been given to English-speaking practice. However, for different reasons, the communicative competence of our learners is yet to be satisfactory, and pronunciation occupies a large room here. In this background, such a conference would help improve English teachers' awareness of pronunciation practice and make English pronunciation understandable at home and abroad. I thank the organisers and wish every success of this conference.

Speech:

English teaching is a British colonial legacy, and we have an English language teaching history that is more than two hundred years old. Yet, learners of Bangladesh are weak in English conversation. They have fluency as well as accuracy problems; they have problems with pronunciation. Very few learners at the primary and secondary levels can express themselves in English in real-life situations. The reason behind this is that English is taught as a subject, not as a skill. This is sad that learners cannot express basic information in English, like describing their own families, everyday breakfast, and likes or dislikes. Learners have the same ambition and the same family description as they learn everything from their help books. Teachers, instead of teaching them to express their own situation, guide them in rote learning and memorization. We cannot but agree that the country has an acute lack of competent English teachers both in urban and rural areas. Even metropolitan cities or the capital are not free from these problems.

Though I'm speaking about primary and secondary education, the situation is almost equally grim in higher education too. Graduates working for NCTB or the government are generally unable to prove their competence in English.

Bangladesh adopted a communicative curriculum in 1995. Thus, we have passed 27/28 years. I am not sure how much the English language teaching-learning situation has improved. English curriculum has an equal emphasis on 4 skills, and school-based assessment is there to improve learners' communicative competence. However, different studies show that English teachers tend to take classes in Bangla, and extremely limited time is spent inside the class for target language practice.

The national curriculum suggests pairwork and group work, project-based learning, presentations, pronunciation practice and using English in English classes. Unfortunately, very

few of these dreams come true. Teachers' own English is sometimes awful. We do not expect RP or BBC or CNN English from our teachers or learners. But we do expect that when a learner or a teacher speaks, at least she or he is understood by others. In many cases, I have noticed that foreigners ask 'sorry, what?' four or five times to understand what we say. Stress and Intonations are two neglected areas in our classroom. I understand that there are different variants of English around the world, like British English, American English, Australian English, African English, Indian English, Singaporean English, Chinese or Japanese English and the English of the middle east. Likewise, we may have our own English as well. But it has to be understandable by others. Human beings speak to share information with others. If we speak and others do not decode it, it is a problem.

Pronunciation practice is easier nowadays. If anyone has any confusion, she or he can google the word to know the pronunciation and then practice it. But no doubt, it has to start from the classrooms. Many learners do not have English-speaking parents. Classrooms are the only place for them to practice English as well as English pronunciation. Teachers can take the help of YouTube and short audio and video files to teach pronunciation.

Many learners in our country are taking admission to foreign universities. They are to sit for IELTS. Speaking and pronunciation matter there. So, we all need to be careful here.

NCTB has done their duties by producing a syllabus for pronunciation practice, but NCTB alone can't go far. The English departments of the universities have vital roles here as they are producing future English professionals. We all need to come forward. It is not something that we can change over time. However, if we take little but consistent steps, we can gradually improve. For this to work, such conferences and workshops are very important. Before I have concluded, I must say without smart teachers with smart pronunciation, our learners cannot have smart or acceptable pronunciation because they learn from what they listen to.



I would like to extend a warm welcome to everyone attending the 3rd English Pronunciation in Bangladesh (EPIB3) Conference organized by the University of Liberal Arts Bangladesh, ZAMOSC, and Volunteers Association for Bangladesh (VAB).

English today in a globalized world has become the lingua franca of much of the world and being able to communicate coherently in the language can pave the path to many opportunities. Knowledge of the language has, thus, become a necessity and the ability to sound out the words in an articulate manner is desirable to establish a good connection with listeners or the target audience.

This conference focuses on the issues and practices involving English pronunciation among language learners. This academic setting will, I hope, generate some interesting ideas and solutions that will benefit all the attendees. I also hope that teachers and students will be motivated to create innovative ways to help each other improve in all areas of language learning.

My gratitude to Prof. Farhadul Islam, Chairman, NCTB, for gracing the inaugural session of the conference as the Chief Guest, and to the keynote speaker, Dr. Andy Kirkpatrick, for promptly accepting our invitation. Dr. Kirkpatrick's speech on "English as a Language of Asia: Implications for the Teaching of English in Asia" will, I'm sure, serve as a great motivation for all the participants at this conference.

I would also like to thank the Department of English and Humanities in association with the Center for Language Studies for helping to organize this event. I appreciate each presenter and participant for their interest in this conference. Your presence, undoubtedly, will make the conference a successful event.

I wish the conference a grand success.

Professor Imran Rahman
Vice Chancellor, ULAB

Bio: Imran Rahman is serving his second term as the Vice Chancellor of the University of Liberal Arts Bangladesh (ULAB). He has been with ULAB since 2006. Earlier he was a faculty member at the Institute of Business Administration, the University of Dhaka for twenty-two years. He co-founded a merchant bank, EVRD Ltd., in 1994 and led it for six years. He is the Chair of the Board of Trustees of Teach for Bangladesh and a founder-director of the Foundation for Learning, Teaching and Research (fLTR). He studied at the Manchester Business School, the University of Dhaka, and the London School of Economics. He is a member of the musical band, Renaissance.

Message from President of Volunteers Association for Bangladesh (VAB)



It gives me great pleasure to learn that 'The Third English Pronunciation in Bangladesh (EPIB3) Conference' will take place at the University of Liberal Arts Bangladesh (ULAB), Dhaka on January 13, 2023. I am delighted that Volunteers Association for Bangladesh (VAB) is a co-sponsor in this initiative. I fully endorse the objective and purpose of this conference which would seek views and perceptions of the students and teachers from rural schools, colleges and madrasahs on the effectiveness of current day teaching practices of English Pronunciation. We all know that grammar, vocabulary and pronunciation are integral to learning a new language. However, rural students face some endemic constraints in learning and practicing correct English pronunciation. Having difficulty in speaking and pronouncing English words properly are common problems for most rural students. Good English pronunciation enhances clear expression and helps improve ability to converse better in English. It is well known that correct pronunciation improves conversational skill in English which prepare them well for seeking subsequent employment opportunities in the public and modern service sectors.

I welcome this continuing EPIB initiatives and hope that this will augur well for future efforts to augment English pronunciation capabilities for rural students. I hope that teachers, students, academicians, researchers from all parts of Bangladesh attending the conference will share their valuable experiences, ideas, research outcomes with each other.

I wish the event all success.

A.T.R. Rahman
President, Volunteers Association for Bangladesh (VAB),
2 January, 2023

Bio: A.T. R. Rafiqur Rahman received his PhD. in political science from Duke University, USA and spent fifty years in teaching in Dhaka University, Carleton University, Canada, City University of New York and managing development programs in Cumilla Rural Development Academy, International Development Research Center, Canada and United Nations Secretariat, New York. He conceived and led three UN studies in Bangladesh in the 1990s on Public Administration Sector, Local Governance, and Human Security, which were published and critically acclaimed. The author published many articles and books in his profession. His two latest books are: Bangladesh in the Mirror: An Outsider Perspective on a Struggling Democracy and Bangladesh Election 2008 and Beyond, both published by UPL in 2006 and 2008 respectively.



This is the third conference on English Pronunciation in Bangladesh (EPIB3). The first (EPIB1) was held at Professor Muzaffar Ahmed Chowdhury Auditorium in the Social Science Building of Dhaka University on 31st December 2016. The second (EPIB2) conference was a virtual conference held during the pandemic on 25th February 2022 via zoom. This time we are holding a hybrid conference. We are grateful to University of Liberal Arts Bangladesh for agreeing to be a joint organiser and providing the venue for face-to-face presentations. We are also happy that Volunteers Association for Bangladesh (VAB), once again, agreed to be a joint organiser. On behalf of ZAMOSC, ULAB, and VAB, I welcome you all to EPIB3.

We are lucky to have among us today the world-renowned Professor Andy Kirkpatrick of Griffith University, Australia and SOAS of University of London who will deliver the Keynote speech.

I would also like to thank the five Plenary Speakers, all of Bangladeshi origin, who come from different regions of Bangladesh and have different experiences. They are: Professor A N M Hamidur Rahman (Daffodil International University), Professor Dr M Maniruzzaman (Jahangirnagar University), Dr. Raqib Chowdhury (Monash University), Dr. Urmee Chakma (La Trobe University), Professor Dr. Muhammad Azizul Haque (International Islamic University Chittagong).

Amin Rahman is a 1966 BUET graduate. After obtaining his B.Sc. degree in Electrical Engineering, he completed (a) M.Sc. by research in Computing Science from Glasgow University, (b) MBA in Technology Management from Deakin University, (c) MA in Applied Linguistics (TESOL) from UNE, and (d) Graduate Certificate in Education from Monash Education.

Amin has lived in different countries around the world including Pakistan, Scotland, Bangladesh, Iraq, Venezuela, Australia, Zimbabwe, and Kuwait, and worked at universities, research organisations, both in the private and the public sectors. In 2003, after retirement, he set up ZAMOSC (Zobeda Amin mobile school), and since then has been involved in ELT in rural secondary schools in Bangladesh through VAB and via ZOOM from Melbourne in Australia. He published four books on English Pronunciation and two books on two regional languages of Bangladesh and is working on four other trilingual dictionaries for the regional languages of Noakhali, Chattagram, Cox's Bazar and CHT. He runs the weekly Adda in English (AIE) program and the English Pronunciation Car Driving School via ZOOM. He parks all his work – documents and flipbooks, audio, and video, on his website PronDriveSchool.com.

Message from the Head, Department of English and Humanities, ULAB



It is an honor for the Department of English and Humanities, ULAB, to be organizing the third conference on English Pronunciation in Bangladesh (EPIB3): Issues and Practices, with ZAMOSC and Volunteers for Bangladesh (VAB), and cohosting with the Center for Language Studies, ULAB.

Musician Robert Schumann famously stated that “there is no end to learning.” While he was referring to young learners of music, the same maxim holds true for language learners. In a country like Bangladesh where English is a second language, there can be many hurdles to making oneself understood by native and other speakers of the language. Hence, it is important to provide a platform where the issues, challenges, and practices of language learning and pronunciation can be discussed. I’m glad that we are able to do this here at ULAB.

I am grateful to Prof. Imran Rahman, Vice Chancellor, ULAB, for providing every necessary support. I would like to thank Prof. Amin Rahman for proposing to organize the conference with us. I would also like to extend my thanks to Mr. Masum Billah, VAB, for his support. And, last but not the least, my gratitude to Dr. Faheem Hasan Shahed, Director, CLS, ULAB, for agreeing to cohost the conference.

On behalf of the Department of English and Humanities, ULAB, I thank all the presenters and participants for being here. And, of course, most of all, I have to express my heartfelt gratitude to the IT Office, the Admin Office, my department colleagues, and my students, for their sincere efforts in helping to make this conference a success.

A handwritten signature in black ink that reads "Arifa Ghani Rahman".

Arifa Ghani Rahman
Head, Department of English and Humanities

Arifa Ghani Rahman is Associate Professor and Head of the Department of English and Humanities at the University of Liberal Arts Bangladesh. In addition, Arifa is an editor and translator, with translations of several short stories, a book of poetry, a novel, and an autobiography to her credit. She is also the Executive Editor of *Crossings*, the ULAB Journal of English Studies. Arifa has also been teaching online at Rivier University, New Hampshire, USA from Bangladesh since 2006. Arifa has a BA and MA in English from the University of Dhaka where she was awarded a gold medal for her Masters results. Following a three-year teaching career at Jahangirnagar University, she completed another MA in English degree from Texas A&M University, College Station, USA. Born in Bangladesh, Arifa grew up in Nigeria. At this point in her life, she likes to boast that she has spent approximately each decade of her life on a different continent.

Keynote Speaker

Professor Andy Kirkpatrick



Andy Kirkpatrick is Professor Emeritus at Griffith University, Brisbane, Australia and a Fellow of the Australian Academy of the Humanities. His research involves the study of the development of Asian varieties of English and the role of English as a lingua franca in ASEAN, language education policy in Asia, and Chinese rhetoric. Recent publications include *Is English an Asian Language?* (CUP 2021), *The Routledge Handbook of World Englishes* (Routledge 2020, second edition, editor), *The Routledge Handbook of Language Education Policy in Asia* (Routledge 2019, co-editor with Anthony J Liddicoat) and the *Wiley-Blackwell Handbook of Asian Varieties of English* (Wiley-Blackwell 2020, co-editor with Kingsley Bolton and Werner Botha)

Title of speech - English as a language of Asia: implications for the teaching of English in Asia

Abstract

In this talk I shall argue that English has become an Asian language. After contact with many of the languages of Asia, many Asian varieties of English have developed. English is also used as a lingua franca by literally hundreds of millions of Asian multilinguals. It is now a language not only *in* Asia but *of* Asia (Kachru 1998). I shall summarise the many current uses of English in Asia – including its use as an Asian lingua franca - and give examples of the wide range of functions for which English is currently used within Asia, functions which Asian languages might normally be expected to fulfil. I shall then consider the implications of this development of English as an Asian language for the teaching and learning of English in Asia.

The presentation slides

Slide 1

English as a language of Asia: implications for the teaching of English in Asia

Andy Kirkpatrick, Griffith University, Australia

a.kirkpatrick@griffith.edu.au

EPIB3, Bangladesh

January 13 2023

Slide 2

Outline

1 Increasing place of English through Asia.

2 Why this increase?

3 Problems and challenges

[Local languages?

Haves vs Have-nots?]

4 Suggestions for Possible Solutions.

5 Conclusion.

Slide 3, Slide 4 & Slide 5

In a recent survey of language education policy across Asia the following 5 major trends were identified.

- (i) the promotion of the respective national language as a symbol of national identity and unity;
- (ii) the promotion of English as the second language of education;
- (iii) as a result of (ii): an increasing division between the 'haves' and 'have nots', as government schools often face shortages of qualified English teachers and lack access to suitable materials;
- (iv) limited support for indigenous languages in education, and often these languages are present in policy documents but not in reality;
- (v) as a result of (ii) and (iv), many children are having to learn in languages they do not understand.

(Kirkpatrick and Liddicoat 2019:12).

Slide 6

In the overwhelming majority of cases:

English is promoted as the second language of education;

English is promoted as the medium of instruction for 'science' subjects such as maths;

English is being introduced earlier and earlier into the school curriculum, now typically taught as a subject from Grade 3.

Slide 7

How widespread is the use of English in Asia today?

Recent estimates suggest that there are some **800 million** users of English in Asia

This includes 276 million Chinese users (now more than in India) (260 million)

12.5 million in Japan

(Bolton and Bacon-Shone 2020, in Bolton, Botha and Kirkpatrick eds. *Asian Varieties of English*.)

Slide 8

It is worth reiterating that this figure of 800 million users of English in Asia far outnumbers the total number of native speakers of English worldwide.

Why then, are so many people across Asia learning and/or using English?

Slide 9

This desire for English is driven by a neoliberal agenda (Rana and Sah, fthc, Tupas and Metila, fthc) and by the need to participate in globalisation and international markets.

There is also the desire for people to be able to communicate their wishes and values to others; and English, as the international lingua franca, is an obvious language to learn to achieve this.

Slide 10

The teaching of English for Islamic purposes in Indonesian *madrassas* and *pesantren* represent an excellent example of this (Kirkpatrick 2021).

Indonesian academics' attitudes toward English.

'I learn English because I want to be heard.'

'English can deliver information about my religion.' (Dewi 2012:22)

This is the case, *par excellence*, of deculturation and acculturation, where English is being used to educate people about Islam.

Slide 11

Madrasas in Bangladesh, both state-run and private, also teach English, providing further evidence that English is both in and of Asia, although the standards reached are not very high in most cases.

(Asadullah, Chaudhury and Josh 2009)

Slide 12

There are also regional motivations for learning English.

The 21 countries of The Asian Pacific Economic Group of Countries (APEC) have actively promoted the learning of English for some time.

Slide 13

At the APEC Ministerial Meeting some twenty years ago, the member economies were encouraged to undertake measures 'to provide adequate knowledge and practical use of English as a working language within the APEC region' (Lazaro & Medalla 2004:278).

The major regional motivation for the learning of English in Southeast Asia is the fact that the Association of Southeast Asian Nations (ASEAN) has made English the sole official working language of the group.

Slide 14

Article 34 of the 2009 ASEAN Charter reads "The sole working language shall be English".

The then Secretary General of ASEAN, Le Luong Minh, speaking in 2013.

‘With the diversity in ASEAN reflected in our diverse histories, races, cultures and belief systems, English is an important and indispensable tool to bring our Community closer together...’

Slide 15

‘Used as the working language of ASEAN, English enables us to interact with other ASEAN colleagues in our formal meetings as well as day-to-day communications...In order to prepare our students and professionals in response to all these ASEAN integration efforts, among other measures, it is imperative that we provide them with opportunities to improve their mastery of the English language, the language of our competitive global job market, the lingua franca of ASEAN’ (ASEAN, 2013).

Slide 16

There are also local motivations and demands for learning English.

Colonial legacy is a major cause for the use of English in what were Outer Circle countries and this legacy can be realised in different ways.

For example, six of the eight government-funded universities in Hong Kong are English medium, a definite consequence of colonialism.

Slide 17

It was parental pressure that forced the Hong Kong government to ‘fine-tune’ its medium of instruction policy and allow more classes in Chinese medium secondary schools to be taught in English (Kan et al. 2011).

‘To actually forsake the public school system that teaches in your own language for the private one that teaches in English is an increasingly common phenomenon’ (Wang Gungwu, 2006: xiv).

Slide 18 & Slide 19

When is English introduced in ASEAN’s state primary schools?

Grade 1

Brunei, Myanmar, Malaysia, Philippines, Thailand.

Grade 3

Cambodia, Laos, Vietnam.

In Singapore, English is the MoI from Grade 1.

Indonesia is the only ASEAN nation that does not make English a compulsory subject in primary schools.

The Philippines is alone in providing ‘Mother tongue-based multilingual education’ (MTBMLE) (in 19 local languages from primary 1-3).

But, there are some 170 languages spoken in the Philippines.

Supporters of MTBMLE argued for it to be adopted for grades 1-6.

Slide 20

Until the introduction of MTBMLE, the Philippines had a bilingual language policy. From Grade 1, English was used for 'science –type' subjects while Filipino was used for 'arts-type'. Subjects.

But Filipino is something of a created language, being heavily based on Tagalog, the language of the capital, Manila

Slide 21

Children from elsewhere who spoken a different language (Cebuano, for example) and who were not middle class (the great majority) would find themselves at primary school having to learn in two languages (Filipino and English) that they did not understand.

This explains the popular demand for MTBMLE

Slide 22

As the Filipino linguist and educator Gonzalez despaired,

'The formula for success in Philippine education is to be a Tagalog living in Metro Manila, which is highly urbanized, and studying in a private school considered excellent. And of course, the formula for failure is the opposite: being non-Tagalog, studying outside of Metro Manila, in a rural setting, in a public or government school considered sub-standard.' (Gonzalez 1996, 333).

Slide 23

As noted above, MTBMLE has met with criticism.

'The problem was that teacher training in MTB MLE methods was inadequate and teaching-learning materials were provided in only 19 of the more than 170 Philippines languages.'

(UNESCO Case Studies Booklet 2016:32.

Slide 24

Some districts have therefore introduced further languages. For example, in South Central Mindanao, a scheme to teach in Maguindanao, Hiligaynon and Tboli languages has been funded by Save the Children (UNESCO 2016).

Where and when it is successfully delivered, however, MTB MLE has shown excellent results.

Now, to Malaysia:

Slide 25

Malaysia provides an interesting case study for the debate of which language to use and when.

'The journey of the English language in Malaysia has almost come full circle – from being relegated from the upper end to the lower end of the scale of importance, it is now gradually moving back to occupy an important position.'

(Gill & Shaari 2019:260).

Slide 26

This journey included the 'battle' between Dr Mahathir and Malay nationalists over the use of English in tertiary education.

Those who support the use of English would probably agree with Fairish Noor who argued:

Slide 27

'Yet the world will not wait for any nation, and nor does the world owe any nation a living. The champions of vernacular education in Asia and Africa may find momentary comfort and solace in the familiar territory of a vernacular culture that they recognise as their own, but refusal to face up to the realities of the global age we live in means we are in danger of condemning the future generation of our societies to a marginal position.' (Khaleej Times, July 11 2009 cited in Gill and Shaari 2019)

Slide 28

This looks very much like the position adopted by the Anglicists in their debate with the Orientalists in the context of colonial India.

The Anglicists are now winning the debate as

more and more countries are introducing English earlier and earlier into the primary curriculum.

Slide 29

For example, in 2014, Cambodia ruled that English should be introduced as a subject from Grade 4 (Kosonen 2019). However, it was clear that the basic requirements for this policy to be successful – suitable teaching materials and enough teachers with adequate English proficiency to teach them – were not met.

As an evaluation report noted:

Slide 30

'There is a lack of effective mechanisms to systematically prepare and support teachers who have low or no capacity to carry out the challenging task of teaching English to students.' (Sitha and Visal 2015:24, cited in Kosonen 2019:222).

'With no English competence and absence of English training, the teachers can neither use nor guide students to utilize the English books.' (Sitha and Visal 2015:13, cited in Kosonen 2019:223).

Slide 31

Cambodia has, however, also implemented the Multilingual Education National Action Plan (MENAP), but children whose mother tongue is not Khmer, the national language, only get to learn in their mother tongue up to Grade 3.

It is not surprising that many children drop out of school at around Grade 5.

Slide 32

In their report *Education for All by 2015*, UNESCO (2015) urged a number of Southeast Asian countries, including, Cambodia, Vietnam, Indonesia, Laos and the Philippines, to develop forms of multilingual education to help counter the alarming drop-out rate.

Now, to China

As noted earlier, China has the largest number of English users in Asia.

Slide 33

The PRC's language policy is explicit:

The variety of Chinese, *Putonghua*, is the language of education alongside its written form, Modern Standard Chinese.

Other Chinese languages such as Cantonese or Shanghainese are not to be used as languages of education.

Slide 34

English is the main second language of education and is introduced across the country at Grade 3.

In the national university entrance exams, English is a core subject and shares equal weight with Chinese and Maths.

English is seen as a vital tool for international communication.

Slide 35

'The need for English is reflected in the desire of Chinese to communicate across borders. English connects Chinese people to the world "either directly, through travel or education abroad, or even symbolically, by connecting young people to life outside mainland China, at a range of levels, from popular culture to current affairs or to various forms of academic knowledge.' (Bolton, Botha and Zhang 2020, 523).

Slide 36

While Indonesia remains alone in ASEAN for not prescribing the teaching of English at primary school, English is still the second language of education. The great majority of Indonesia's 700+ languages are not taught in school in a systematic way.

'With (the) emerging and mushrooming demand for English, schools then drop the local language in order to give more time to the English teaching. As a result, in the long run, children and the younger generation can no longer speak the local language. This is culturally and linguistically pitiful.' (Hadisantosa 2010: 31).

Slide 37

What about Bangladesh?

Is there tension between the public and private sector, especially in regard to the use of English medium?

Nationalism (pro Bangla) versus the market (pro English)

How are languages other than Bangla catered for?

NGOs or Government?

Slide 38

BRAC (Building Resources Across Communities) is heavily involved.

BRAC 'is the largest NGO in the world' and its education programme is 'the largest secular and private education system in the world'

In addition to operating thousands of primary and secondary schools in Bangladesh, it also runs 1,635 ethnic minority schools in the south eastern region.

(Hamid and Rahman 2019:391)

Slide 39

So, is it possible to combine the teaching of English with the teaching of local languages?

I argue that it is.

Two major developments need to be taken into consideration.

Slide 40 & slide 41

The first development is that English has become an Asian language. It is not only *in* Asia but *of* Asia (Kachru 1998).

- (i) It is a vehicle of linguistic communication across distinct linguistic and cultural groups;
- (ii) It is a nativised medium for articulating local identities within and across Asia;
- (iii) It is one of the Pan-Asian languages of creativity; and
- (iv) (iv) It is a language that has developed its own sub-varieties indicating penetration at various levels.
- (v) The second major development that needs to be taken into consideration is that the major use of English in contemporary Asia is as a lingua franca. It is used as a means of communication by Asian multilinguals (the first function identified by Kachru above).

Slide 42

Taking these two developments together – that English is an Asian language and its primary use is as a lingua franca means that English should be taught *not* as a language spoken and owned by native speakers of English, but as an Asian language and as a lingua franca.

This, in turn, leads to two overarching principles that can be adopted in the teaching of English as an Asian lingua franca.

Slide 43

Principle#1

The native speaker of English is not the linguistic target. Mutual intelligibility is the goal.

Principle#2

The native speaker's culture is not the cultural target. Intercultural competence in relevant cultures is the goal.

Slide 44

Asian children can recognise that English is a language that belongs to people like them and not solely to 'foreign' native speakers.

A lingua franca approach can be adopted, replacing an approach that sees the approximation of native speaker norms as the goal.

Slide 45

Perhaps most controversially, teaching English as an Asian lingua franca means that the teaching of English can be delayed, at least until Grade 5 of primary school, if not Grade 1 of secondary school.

The primary curriculum can be freed up to allow local languages to be taught, either as subjects or as media of instruction.

Slide 46

Delaying the teaching of English until children have achieved literacy in both their mother tongue and their respective national language can actually improve children's chances of becoming proficient in English.

(Benson 2019).

Slide 47

Results from successfully adopted MTB MLE produces children who are not only literate in their mother tongues, but whose proficiency in the national language *and English* is higher than those of children who are taught using only the national language and English as languages of education.

(Dekker 2003, Young & Igalinos 2019)

Slide 48

To conclude:

English is here to stay as a language of basic education throughout Asia.

But it can be taught as an Asian language and as a lingua franca.

Slide 49

Its teaching can be delayed at least until upper primary, if not Grade 1 of secondary school.

The primary curriculum can focus on local languages.

Far fewer children will drop out of school.

More children can therefore develop literacy in local languages, the respective national language *and* proficiency in English.

This also means that the division between the middle class 'haves' and the 'have-nots' has the chance of being reduced.

Local languages can be languages of /in education.

Slide 50

Thank you for listening

Slide 51 & Slide 52

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Plenary Talk



Prof. A. M. M. Hamidur Rahman has been working as Dean, Faculty of Humanities & Social Sciences at Daffodil International University since 2015. He retired as Professor of English at Institute of Modern Languages of Dhaka University in 2014. He completed his BA Hons. (1968) and MA in English (1969) from Rajshahi University. He also obtained Diploma in Teaching English Overseas from University of Leeds School of Education (1976) and M.Ed. with Teaching English as a Foreign Language from University of Wales Institute of Science & Technology, Cardiff, Wales (1978). He has written textbooks for the teaching of English at different

levels of education in Bangladesh and trained teachers for teaching English as a Foreign Language. He has published widely and attended seminars and conferences home and abroad

Abstract

Overcoming Pronunciation Problems of Bangladeshi Learners

Learning a language well means not only to acquire grammatical competence in the language, but also to be able to use it freely and fluently in oral communication situations. Understanding English spoken by native (and non-native) speakers and being able to speak with good pronunciation (so that other people understand us) are also important for learners of a language. Unfortunately, this aspect of learning English as a foreign language in Bangladesh is very much neglected. It has no significant place in our national curriculum for Primary, Secondary or Higher Secondary levels of education. But the teaching of good pronunciation is not as difficult as people may think. Teaching the right articulation of speech sounds, observing the rhythm of English speech (through appropriate use of correct stress and intonation patterns) may be done through enjoyable tasks and activities. The presentation will focus on how teachers can teach English speech sounds, stress-rhythm and intonation, and aspects of connected speech in an interesting way.

Plenary Talk

Dr Raqib Chowdhury is Senior Lecturer in the School of Curriculum, Teaching and Inclusive Education, Faculty of Education at Monash University, Australia. He started his teaching career in 1996 in the Department of English at University of Dhaka, where he taught until 2004 as Lecturer and Assistant Professor. He then joined the Monash Faculty of Education in 2009 upon completing his PhD at Monash University in 2008. He holds a Bachelors degree in English and Masters degrees in English Literature and in Education (TESOL). Raqib has published extensively in the areas of TESOL (Teaching English to Speakers of Other Languages) and ELT (English Language Teaching), culture and pedagogy, international education, social justice and identity.



His publications comprise of six books – including *Desiring TESOL and International Education: Market Abuse and Exploitation* (Multilingual Matters, 2014), numerous refereed journal articles, including award-winning papers, and book chapters for edited volumes published from Springer, Routledge and Multilingual Matters. He is on the editorial board of several reputed journals and is

the Editor in Chief of the TESOL Bangladesh Journal. His latest book is entitled *The Privatisation of Higher Education in Postcolonial Bangladesh: The Politics of Intervention and Control* (Routledge, 2021).

Raqib has been a visiting scholar at several universities in Indonesia, Brunei and Vietnam and has been invited to present at international conferences in universities across a range of countries in Southeast Asia. He is recognised as an Indonesian Expert with the Monash Herb Feith Indonesian Engagement Centre. Originally from Dhaka, Bangladesh, Raqib has been living in Australia with his family for 23 years.

Abstract

Contesting Linguistic Identities and the Persistence of Standardised Pronunciation

Despite a paradigm shift towards multilingualism and EIL (English as an International Language) in English language education, adherence to so-called ‘standardised’ forms of foreign languages persist in language teaching. Language teachers, as much as policy makers and curriculum designers, insist on the adoption of ‘standard’ varieties of a language as normative and unquestioned. Learners and their parents too continue to subscribe to these practices. These expectations are natural, given that language users are aware of the cultural capital that these standardised forms of pronunciations can afford to them.

This presentation discusses how both mainstream and social media, as well as formal education reinforce the pressure to conform to standardised pronunciation and how that implicates language learners’ identities. One may question why a Bangladeshi speaker would want to have a distinct ‘American’ or ‘British’ accent when they speak, and what real privileges these bring to them. One may also question why a Bangladeshi accent in English, a distinct identity marker, can be deemed to represent less prestigious capital, and whether this may disadvantage them in certain contexts. I argue that as language educators we have the responsibility to make our learners aware of their linguistic identities and how intelligible but non-standardised accents can represent the best marker of their identities as language users.

Keywords: foreign language pronunciation, standardised pronunciation, accent, native speakerism

Plenary Talk



Professor Dr M Maniruzzaman is a professor of English at Jahangirnagar University, Bangladesh, and Global Professional Member of TESOL International Association, obtained MA in English Language and PhD in Applied Linguistics & ELT from the University of Dhaka, completed e-Teacher Methodology for TESOL at the University of Maryland BC, e-Teacher Assessment at the University of Oregon, e-Teacher Educational Technology at Iowa State University and ELTLMCP offered by TESOL

International Association, and attended PDW-2013 at the University of Oregon, USA. His core interests cover TESOL methodology, curriculum and syllabus design, materials development, assessment and testing, educational technology, L2 teacher education, ELT leadership and management, and literatures in English. He has 29 years teaching and research experience and a large number of indexed and international publications including research papers, translations, book reviews, book chapters and books. His recent publications are “The post-method pedagogy: Critical reviews and contextual reflections” *The Postmethod Pedagogy: Issues of Learning and Teaching*, 1.1, 2020; “English Phonetics and Phonology: A Blended Learning Design Plan”, *Academia Letters*, Article 1313, 2021; “Technology in Teaching ESL/EFL: Integration, Application, Tools and Resources”, in Arvind Nawale, M. Maniruzzaman, Amar Singh and Saumya Priya (Eds.), *New Trends and Digital Adoption: A Paradigm Shift in Higher Education*, New Delhi: Authors Press, 2022; and “Teachers’ narratives from initial virtual classrooms and professional development during the COVID-19 pandemic in developing Bangladesh” (co-author), *Turkish Online Journal of Distance Education*, 23 (3), 2022.

Abstract

Title: English Pronunciation of Bengali Speaking Persons: Exploring Typical and Atypical Attributes

English pronunciation refers to the articulation as well as reception and realization of speech sounds or units to effectively use English language in meaningful contexts and/or to acquire communicative competence (Brown, 2007) leading to successful performance in real-life situations. While speaking, a person pronounces two different types of elements – segmentals and suprasegmentals (Goodwin, 2014), the former covering vowels, consonants, and syllables, whereas the latter encompassing chunking, rhythm, stress, stress-timing, tone, and intonation (Ladefoged & Johnson, 2011). In this presentation, I analyze, explicate and exemplify major features of English pronunciation, that is, segmental and suprasegmental qualities produced by Bengali speaking persons. More specifically, I basically zero in on the typical and atypical attributes of Bengali speaking persons’ English pronunciation marked as deviations from RP and/or standard American English pronunciation. Based on the analyses, explications, and exemplifications of the typical and untypical characteristics of Bengali speaking persons’ English pronunciation entailing articulation of segmentals and supra-segmentals, I make several recommendations for practicing, mastering and enhancing English pronunciation by Bengali speaking persons/learners gradually possessing their own distinctive variety sufficiently intelligible, comprehensible and interpretable (Burns, 2003).

Keywords: English pronunciation, Bengali speaking persons, typical and atypical attributes, possessing their own distinctive variety

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Plenary Talk



Dr. Urme Chakma is Lecturer of Humanities and Pedagogy in the School of Education at La Trobe University, Australia. She earned her PhD from the Faculty of Education, Monash University and worked as Teaching and Research Associate at Monash from 2018-2022. She has taught English as second and foreign language in Australia at universities and English language centres for over 15 years. Her areas of research interest include the politics of English, Indigenous education, diasporic communities, citizenship studies, and social justice.

Abstract:

Title: Learning English as a third language – Challenges of a linguistic minority speaker in Bangladesh

Growing up in Bangladesh as a Chakma native speaker, I started learning Bangla only at primary school. Although I became fluent rather quickly, learning correct Bangla pronunciation was difficult with certain sounds being very challenging, such as the ‘t’, ‘d’, ‘chh’, due to their phonetic absence in the Chakma language. One can then imagine the difficulties and challenges a Chakma native speaker would experience learning English - as a third language.

This presentation draws on my lived experiences of how I learnt English and its pronunciation over a lifetime of diligence eventually being able to use it as the sole language for my teaching and research. I firmly believe that if one is focused and determined, it is not impossible to overcome challenges in English pronunciation, however, the focus should not be on mimicking so-called standardised ‘accents’, such as American or British. The focus should be shifted to intelligibility and, being able to communicate meaningfully and eventually mastering the language without subscribing to dominant norms.

This presentation has implications for both EFL and ESL learners, as well as English language teachers who need to expand their critical stances towards this direction, and be aware that for many of our students, we are English as a Third, Fourth, Fifth, or Sixth Language teachers.

Keywords: linguistic minority, accent, dominant accent, language standardisation

Plenary Talk



Dr. Muhammad Azizul Hoque currently working as an Associate Professor at the Department of English Language and Literature, International Islamic University Chittagong, focuses his teaching attention on Spoken English and Phonetics, linguistics, sociolinguistics, psychology of language learning, English for Professional Purposes, and 17th century Literature. His major research interests lie in error analysis, L1 interference, language contact and translingual phenomena, dialectology, endangered languages, pantheism from theological perspectives and Nazrul's humanitarian literature.

Abstract

Title: Chittagonian Influence on English Pronunciation: A Critical Insight

Language is an art and so has its own artistic aspects. Proper pronunciation is an indispensable aspect of that art ideally fusing correct articulation of sounds, right accentuation, proper rhythm, correct intonation patterns, etc. All these give a charming musical quality to the English language and that is the artistic aspect about it. It adds to fluency and communicative skills and creates a better impression about a person. Therefore, one who pronounces English properly is like a good artist. Whereas Standard pronunciation of English facilitates greater international intelligibility and acceptability, a learner of the major international language as a second or foreign language undeniably encounters problems in acquiring proper pronunciation, usually for his/her proneness to transfer some L1 features into the L2 either intentionally or unintentionally. The phenomenon of transferring L1 features from standard Bangla and other dialects is intensely observed in the English pronunciation of Bangladeshi learners. Accordingly, the phonological transfers and the pronunciation errors are observed in the pronunciation of Chittagonian English learners and some of the most frequent errors due to replacing those sounds which are absent in Chittagonian by alternate Chittagonian sounds. Hence, this paper provides several English pronunciation barriers including some problematic English vowel and consonant sounds among Chittagonian learners, and a critical analysis of what kind of errors are produced by them on published materials. This paper critically looks at the global importance of standard pronunciation of English and recommends some pedagogical remedies to improve their pronunciation for effective oral communication competencies among Chittagonian learners of English so that they may find a solution to fill the gap between the barriers and correct pronunciation.

Presentation – 1



Dr. Jasimuz Zaman was a professor of Chemical Engineering at Bangladesh University of Engineering and Technology (BUET) from 1972 to 1992. Where he was a leader in academia, research, university-industry interaction, and inter-university collaboration.

Later, for eighteen years., he was involved in teaching and carrying on research at the University of Calgary and Devry Institute of Technology, and providing industrial consulting services to engineering companies in Calgary, Canada.

He was the founder and chair of several organizations in Calgary and Bangladesh, notably the Association of Engineers at Calgary to provide advice and mentoring immigrant engineers from Bangladesh, BUET Chemical Engineering Forum with expatriate alumni to provide assistance to BUET Chemical Engineering Department in teaching and research, Alliance for Progress Worldwide, a charity in Calgary to support quality education in rural High Schools in Bangladesh, and a company Engineering Resources International Ltd to help promote Chemical Engineering practice in Bangladesh.

Since his return from Canada in 2010 till 2021,, he worked as a volunteer to work for quality education in high schools in rural Bangladesh He developed a Model for Quality Education and successfully applied the model to fifty schools in different parts of Bangladeshs. He authored a book, ‘Quality Education in Rural Bangladesh’ which was published in 2021.

Dr. Zaman in the meantime, through his extensive experience with rural high schools, developed a novel procedure for implementation that will ensure the continuity of quality drive of the schools through a deep linkage between the community and school. He envisages launching the program with a new venture coined “Shikkher Shamajik Daaitto”.

Abstract

Title: An Experiential Method for Effective Learning of English Pronunciation in Rural High Schools

The entire mass of students does not need a high level of skills in English in their working life. Therefore, the school can focus on a minimum level of performance by all students in all segments of language learning – Vocabulary, spelling and pronunciation, Listening, Speaking, Reading, and Writing. Speaking was identified as the best tool to move to effectively learn English. The barrier to speaking is first addressed by letting the students speak out with their limited vocabulary and sentence construction skills. Resource materials in printed form and in DVD were prepared. The foundation of the program was the training of a Leadership Group taking students from every class. Through a demonstrative and participatory method, the students were trained on how to use the resource material solo, in pairs, and in groups to enhance their language skills through extensive practice. The technique generated spontaneity of interest in self-initiated learning by the students. These students later become trainers for their classmates. Opportunities for excellence are created through in-class, in-school, inter-school, and regional competitions. The scheme developed in 2018 was executed in 2019 in a total of fifty rural schools and it immediately caught the imagination of the students and teachers. Although the pandemic stalled the fieldwork, the work continued online in 2020 and 2021 in a limited way, and students were tested through online competitions.

Main Article

Years of work with rural high schools finally led us to the development of a workable method for enhancing English Language Skills in rural high schools that will meet the basic needs for English. We based our program on recognizing the following factors:

- The entire mass of students does not need a high level of skills in English in their working life. The individual need and aspirations of students will be the primary driving force to reach their intended level of skill. Therefore, the school will focus on a base level of performance by all students in all segments of language learning – Vocabulary, spelling, and pronunciation, Listening, Speaking, Reading, and Writing
- The single most important route for all students in the learning process is the ability to speak. They will be encouraged to build on their strength without fear of wrong pronunciation and wrong sentences. Intelligibility with nuances of stress, tone, and pitch will gradually come in a natural way with enhanced practice in conversation and acting out dialogs. Rather than reading grammatical rules, emphasis is give for practicing example sentences in the textbook on grammar and become habituated in sentence construction. Progress becomes rapid with repeated practice when the fear factor is addressed properly.
- Opportunities for further development are created through practice solo, in pairs, and in groups, and through holding competitions

The program is carried out following the methodology suggested by the author in his book **“Road to Learning English”** – A guide to learning English through individual and group practice. Based on this primary resource, the author designed a unique implementation scheme in 2018 when he was the Country Director of Volunteers Association for Bangladesh (VAB) as full-time volunteer during the period 2010-2021. The members of the VAB staff were trained on how to deliver the training effectively.

The training was directed to the students. But the teachers taking up English classes participate in the student training to become familiar with the methodology. The acquaintance with the methodology helps the teachers in classroom teaching.

In the implementation, to start off, the Headmaster and the teachers of the school are given an outline of the training program. This is followed by a one-hour introduction of the training program to students of every class, one class at a time. This creates an affirmative environment to execute the program.

With the help of English teachers, ten students are chosen from each class with a total of thirty students from classes VI to VIII. This group of students is designated as Leadership Squad in English. Using ‘Road to Learning English’ as the guide, these students are given training interactively in all the elements covered in the book – Vocabulary, Spelling, and Pronunciation, Listening, Speaking, Reading, and Writing. A supplemental resource with videos in pronunciation, speaking, reading, and writing is also used.

The training style is demonstrative and the message to the Squad is: Training provides the pathway how you can train yourself alone, in pair, or in a group. Skill development is individual responsibility. Teachers may oversee that the students are practicing, and provide guidance as needed. Students will be the drivers of the program.

After the training, these students are given six month period of time to hone their skills through work in groups, in pairs, and individually. The trainer will monitor their progress; and the teachers provide support, guidance, and encouragement. These students then take ownership of training their classmates in groups of 5 to 7 using the same technique that was used for their training. Thirty student trainers in classes VI to VIII make possible a very rapid spread of language skills among all students in the school. The school may choose to have similar program by forming Leadership Squad for classes IX and X also.

The beauty of the program is that the training is simple and straightforward, easy to follow, and the responsibility for skill development rests with students. The uniqueness of the training is to use the students as trainers and its strength is the demonstration of a clear pathway for self-training. An added benefit of the program was the impact it had on class-room teaching/learning. With experience gained in self-motivated practice through the English skill program outside the curriculum, the students were better able to take ownership of learning in curricular subjects.

English textbooks for schools are designed to enhance communicative skills. Students are encouraged to use the techniques in the training when they cover their textbooks. This adds to another outcome of our English Skills program.

The training program was launched in 2019 in fifty schools in rural Bangladesh in four districts. The Leadership Squads embraced it wholeheartedly, trained themselves, and took ownership of training their classmates. Within a period of one year, some of the schools were close to reaching the first target of the program – Conversation skills for 100% of students of the school.

The pandemic put a brake on the further spread of the skill; however, efforts continued to have the Leadership Squads continue their skill development using the pathway in the training module.

During the pandemic, VAB trainers and sixty volunteers from four universities in Dhaka continued training the members of the Leadership Squads so that the skills are not lost and they remained energized to get into action as soon as the school reopens. In 2021 when there was a lull in the pandemic, a three-level competition was organized on English Conversation skills with twenty-five schools: In-school, Inter-school, and then Inter-district. 250 students participated in the in-school competitions and 75 students in interschool. They were tested in vocabulary, pronunciation and conversation. This was followed by an English Proficiency competition among the participants at the Inter-District level. This involved advanced vocabulary, recitation of poetry, and public speaking as the components of the competition. The interschool and inter-district competitions were held virtually using the Zoom platform. The external judges in on-line competitions were impressed by the performance of the students.

It is expected that the program can be successfully replicated in more schools. Work already started in a number of new schools.

Presentation – 2



Md. Abdul Qader is a senior lecturer in English at Tarash College, Sirajganj affiliated to National University. since 2008. Earlier, he had worked as an interpreter and translator at an international NGO, *World vision*, Bangladesh. From 2008 he has been teaching English language to students of HSC, Bachelor of Arts (Pass), and BA Honours in this college.

He obtained his Bachelor of Arts degree in English literature from Govt. Edward College, Pabna under National University of Bangladesh, and Masters of Arts in English literature from Uttara University, Dhaka in 2005. He also completed a 2-year professional master's program in English language from Islamic University, Bangladesh in 2019. At present, he is conducting M.Phil. research on the topic '**Practices of Pronunciation in Primary and Secondary Level Education in Bangladesh**' at the Bangladesh University of Professionals, Dhaka. He is also conducting research on education management on 'Enhancing Learners' attentiveness in Classroom Learning through Collaborative Group Work' under the supervision of Nottingham University of Malaysia.

He has authored a peer reviewed journal article on "ELT: the present scenario of English pronunciation in secondary level CLT in Bangladesh, technology in teaching pronunciation, and significance of phonetics and phonology for reducing Bengali interference in learning ESL (English as a Second Language) pronunciation". He has also published articles on education management and multidisciplinary area of research.

Abstract

Title: Irrelevant Phonemes in English and Bengali: Inconvenience in ESL Pronunciation in Bangladesh

Language is a combination of meaningful sounds that is produced by the behavioural and cultural tone of the people of a specific geographical area. The tones, sounds and phonemes of one language differs from another and this creates variation in pronunciation among speakers of different languages. Consequently, several phonemes of English and Bengali languages do not match and this feature of irrelevance promotes diverse pronunciation between English and Bengali language speakers. Moreover, learners of Bangladesh are habituated in uttering Bengali sounds in everyday life and are not familiar with some English phonemes that are totally absent from Bengali sounds or phonemes. This is an unavoidable circumstance that misleads the learners to employ incorrect pronunciation in English as a second language (ESL) in Bangladesh.

This was a qualitative-research involving focus group discussions, as well as, content analysis of existing knowledge. The presentation points out the English phonemes absent in Bengali speech to the learners of Bangladesh so that they can differentiate among sounds of English and Bengali and after learning the English sounds missing Bangla, are able to pronounce English words intelligibly. The presenter expects that when the English learners of Bangladesh become familiar with all the 24 English consonant sounds, and 20 vowel sounds, their intelligible ESL pronunciation will be easily understood by both Native English Speakers and Non-Native English Speakers.

Keyword: BPA (Bengali Phonetic Alphabet), IPA (International Phonetic Alphabet), Irrelevant Phonemes in BPA and IPA, Inconvenience in ESL Pronunciation.

Presentation 3



নাছিম আলী, সাতক্ষীরা জেলার শ্যামনগর উপজেলার একজন গ্রামীণ মাধ্যমিক বিদ্যালয়ের শিক্ষার্থী। সুন্দরবনের কাছাকাছি কাঁঠালবাড়িয়া এ.জি মাধ্যমিক বিদ্যালয় থেকে ২০১৮ সালে এসএসসি পাশ করেন। নাছিম আলী ২০১৭ সালে ১৫ তম জাতীয় টেলিভিশন বিতর্ক প্রতিযোগিতায় অংশগ্রহণ করেন। প্রথম রাউন্ডের প্রতিযোগিতায় তিনি শ্রেষ্ঠ বিতর্কিক নির্বাচিত হন। ২০১৯ এর জানুয়ারিতে নাছিম আলী, ইংরেজী উচ্চারণের বিশেষজ্ঞ, জনাব আমিন রহমান এর ইংরেজি উচ্চারণ প্রশিক্ষণে অংশগ্রহণ করেন। ২০১৯ এর মে মাসে নাছিম আলী বাগেরহাটে জনাব আমিন রহমান এর একটি তিনদিন ব্যাপী ইংরেজি ভীতি দূর এবং সঠিক উচ্চারণ করা নিয়ে কর্মশালায় সহযোগিতা করেন। ইংরেজি উচ্চারণের বইগুলো পড়ে তিনি কি ফলাফল পেয়েছেন তা শিক্ষার্থীদের সাথে বিনিময় করেন। এভাবেই তিনি ভাব বাংলাদেশ এবং জনাব আমিন রহমান স্যারের সান্নিধ্যে ভলান্টিয়ার হিসেবে কাজ করতে থাকেন এবং শিখতে থাকেন। ২০২০ সালে এইচএসসি পাশ করে বর্তমানে তিনি খুলনার সরকারি ব্রজলাল কলেজে ইংরেজি বিষয়ে স্নাতক পড়ছেন।

অ্যাবস্ট্রাক্ট

শিক্ষার্থীদের মধ্যে ইংরেজি উচ্চারণের প্রতিবন্ধকতা এবং আমার মতামত।

ইংরেজি ভাষা শিক্ষা আমাদের জন্য কতটা গুরুত্বপূর্ণ সে বিষয়ে বর্তমানে সকলের মধ্যেই যথেষ্ট ধারণা রয়েছে। ইংরেজি সঠিকভাবে পড়া, লেখা ও বলা আয়ত্ত করা যেমন গুরুত্বপূর্ণ, ইংরেজি ভাষার শুদ্ধ উচ্চারণ ও ততটাই গুরুত্বপূর্ণ। কিন্তু আমাদের দেশে প্রাথমিক ও মাধ্যমিকে ইংরেজি বিষয় পড়ানো হলেও এখনও পর্যন্ত ইংরেজির উচ্চারণ নিয়ে যথোপযুক্ত পদক্ষেপ গ্রহণ করা হয়নি। শিক্ষার্থীদের ইংরেজি উচ্চারণের বড় প্রতিবন্ধকতা হলো ইংরেজি বিষয়ের যে টেক্সট বই এবং ব্যাকরণ বই রয়েছে সেটাতে ইংরেজি উচ্চারণের বিষয়ে আলোচনা নেই বললেই চলে। বইগুলোতে ব্যাকরণ এবং শব্দ, গল্প, কবিতা ঠাই পেলেও জায়গা হয়নি সঠিক উচ্চারণের বিষয়টি। দ্বিতীয়ত যে সমস্যাটি আমি নিজে ভুক্তভোগী সেটি হলো শিক্ষকদের মাঝে ইংরেজি উচ্চারণে বিভিন্মতা এবং মতভেদ। আমার তৃতীয় শ্রেণীর শিক্ষককে যেনে ইংরেজি উচ্চারণ করতে শুনেছিলাম, ৬ ঠ শ্রেণীর শিক্ষকের উচ্চারণ ছিল তার থেকে ভিন্ন। সাদ্য নিয়োগ প্রাপ্ত একজন শিক্ষক এবং ১০ বছর পূর্বে নিয়োগ প্রাপ্ত ইংরেজি শিক্ষকের মধ্যে ভিন্ন উচ্চারণ পরিলক্ষিত হয়। আমেরিকান উচ্চারণ এবং ব্রিটিশ উচ্চারণ নিয়েও একটা সমস্যার সৃষ্টি হতে দেখেছি। আমার শিক্ষকদের মধ্যে সুতরাং শিক্ষার্থীরা ইংরেজি উচ্চারণে অনেকখানি পিছিয়ে থাকবে এটাই স্বাভাবিক। আমরা সবসময় বাংলা শব্দের উচ্চারণ শুনেই থাকি, কিন্তু ইংরেজি ততটাও শোনা হয়ে ওঠে না। সে ক্ষেত্রে ও পিছিয়ে আছে আমাদের ইংরেজি উচ্চারণ। সর্বপরি টেক্সট বইয়ের ইংরেজি ব্যাকরণের পাশাপাশি উচ্চারণ শেখার সংযুক্তি, শিক্ষকদের মধ্য থেকে ভিন্ন মত দূরীকরণ এবং শিক্ষার্থীদের ইংরেজি উচ্চারণে আগ্রহী করতে পারলেই ইংরেজি উচ্চারণে সফলতা আসতে পারে।

ইংরেজি উচ্চারণে প্রতিবন্ধকতা

- * টেক্সট বইয়ে উচ্চারণের ওপর আলোচনা নেই।
 - * শিক্ষকদের মধ্যে ইংরেজি উচ্চারণ নিয়ে মতভেদ।
 - * অহরহ বাংলা শব্দ শুনেও ইংরেজি শব্দ না শোনা।
 - * শিক্ষার্থীদের মধ্যে ইংরেজি ভীতি।
 - * ইংরেজি উচ্চারণ বিষয়ক প্রশিক্ষণ/কর্মশালার অভাব।
 - * উচ্চারণের ওপর ইংরেজি পরীক্ষায় নম্বর বরাদ্দ নেই।
 - * ব্রিটিশ এবং আমেরিকান উচ্চারণ নিয়ে দ্বিধা।
- ইংরেজি উচ্চারণের প্রতিবন্ধকতা কাটিয়ে উঠতে হলে

- * পাঠ্য বইয়ে ইংরেজি উচ্চারণের বিষয়টি যোগ।
- * শিক্ষকদের মধ্যে ইংরেজি উচ্চারণ নিয়ে মতভেদ দূরীকরণ।
- * প্রচুর পরিমাণে ইংরেজি শব্দ শোনার ব্যবস্থা।
- * শিক্ষার্থীদের মধ্যে ইংরেজি ভীতি কাটাতে হবে।

- *ইংরেজি উচ্চারণ বিষয়ক প্রশিক্ষণ/কর্মশালার আয়োজন।
- *উচ্চারণের ওপর পরীক্ষায় নম্বর বরাদ্দ করতে হবে।
- *ব্রিটিশ এবং আমেরিকান উচ্চারণ নিয়ে দ্বিধা কাটাতে হবে।
- *ইংরেজি ভাষার শিক্ষণীয় সিনেমা, নাটক, কার্টুন চিত্র দেখার অভ্যাস গড়ে তুলতে হবে।
- *প্রাথমিক পর্যায়ে থেকেই ইংরেজি উচ্চারণের ওপর গুরুত্ব দিতে হবে।

Presentation 4



Debjyoti Biswas was born on 12 April 2006 in Shyamnagar, Satkhira, Bangladesh. He completed his primary schooling from Nakipur Primary School and currently studying in class 10 at Chingrakhali Secondary School in Satkhira. His favourite subjects are Physics, Geography, and technology.

Abstract

Title: Difficulties and problems Bangladeshi English learners face and their solutions

We, the Bengali community in Bangladesh, speak a well-developed international language called Bangla, which is now ranked seventh among all the spoken languages of the world. One would expect that we could learn a foreign language like English easily and use it effectively to communicate with non-Bangla speakers, both at home and abroad. But the English learners in Bangladesh face many difficulties while learning English. I experienced personally many problems at different stages of my education in learning, particularly, spoken English. In this presentation I shall talk about the various difficulties that Bangladeshis face that I have encountered personally and seen others struggling with. I shall discuss at length each of these hurdles and barriers and give my opinion on how the problems that I have noticed can be solved. These are all my personal experiences which I am sure others, my senior brothers and sisters, and teachers, will be able to articulate more coherently and solve to help the English learners in Bangladesh.

❖ **Things that we do wrong and the problems we face:**

- 1. We do not think in English. We only focus on grammar.
- 2. We learn English in a wrong way.
- 3. We do not take English as a medium of communication . On the contrary we think it's a rocket science.
- 4. Our vocabulary is limited.
- 5. Most of us do not listen enough . Some of us do not listen at all.
- 6. We are not ignorant but we have a lot of myths about English.
- 7. We have less exposure to English.
- 8. We are confused between different English accents.
- 9. We have a kind of social dilemma. We have a fear to make mistakes while in public.
- 10. We do not have community.

❖ **Solutions of the Problems in my opinion :**

- 1. Using Pictionary (picture dictionary) instead of dictionary.
- 2. Using technology while learning English.
- 3. Watching English movies , series , documentaries ,podcasts ,Vlogs . Reading books , newspapers , article , blogs . Listening to audiobooks.
- 4. Learning to make mistake.
- 5. Not only being a learner but also being a active user.
- 6. Getting the input of English . Exposing ourselves to English.
- 7. Curiosity doesn't always kill the cat.
- 8. Having fun while learning.
- 9. Building a community of learners.
- 10. Vocabulary - visualize to memorize.
- 11. Practice , practice and practice.

Presentation 5



এ, বি, এম, লুত্‌ফুল আলম, বি.এ(পাস), (বি.এড) ির্মতানে হেবি িঙ্গিছু মাধ্যমিক বিদ্যালয়, শ্যামেগর, সাক্ষীরানর্
প্রধাে বিক্ষক বেসানি কমরতর্। ২৬/০৫/১৯৯৮ সানল হেবি িঙ্গিছু মাধ্যমিক বিদ্যালয়র প্রধাে বিক্ষক পনে হ াগোে
পূিকত অধ্যবে কমরতর্। বিদ্যালয় ৮ম ও ১০ম হেগীনর্ ইংনরবি ২য় পত্র বিষনয় পাঠোনের পািাপাবি মাধ্যমিক ও
উচ্চমাধ্যমিক বিক্ষানিাড, ত নিার এর ইংনরবি ২য় পত্র, বিষনয় ২০০৯ সাল হেনক পরীক্ষক বেনসনি মনোবের।

Abstract

ইংরেজি শিক্ষার প্রতিবন্ধিকতা ও করনীয়ঃ

আমাদের দেশের প্রচলিত শিক্ষা ব্যবস্থায় ইংরেজি একটি অত্যাৱশ্যক বিষয়। অন্য অনেক বিষয় থেকে ইংরেজিকেই গুরুত্বপূর্ণ মনে করা হয়। কারণ এটি একটি আন্তর্জাতিক ভাষা। আমাদের শিক্ষার্থীরা পরিবার থেকে ইংরেজি শিক্ষালাভে বঞ্চিত হয়। শ্রেণিকক্ষ ছাড়া অন্য কোন ক্ষেত্রে এই ভাষা প্রয়োগের সুযোগ থাকে না। কিন্তু শ্রেণিকক্ষে শিক্ষকরা মাউশির নির্দেশনা অনুসারে অনেকেই ইংরেজিতে কথা বলেন, ফলে দুর্বল শিক্ষার্থীরা এক দিকে যেমন ভয় পায়, সেই সাথে বিষয়বস্তু সম্পূর্ণরূপে বুঝতে ব্যর্থ ও বিরক্ত হয়। কিছু শিক্ষক অতিদ্রুত সিলেবাস শেষ করতে যেমন মনোযোগি হয়, শিক্ষার্থীরাও মনে করে পরীক্ষায় পাশ করার জন্য যতটুকু প্রয়োজন ততটুকুই যথেষ্ট। শিক্ষার্থীরা ইংরেজি মুন্ডি, বুলেটিন দেখে না, খেলার ধারা বিবরনী শোনে না ও খবরের কাগজ পড়ে না, ফলে নিয়মিত চর্চার অভাবে একটা ভীতি কাজ করে। আবার গ্রামারের নিয়ম মেনে কথা বলতে হবে এই ধারণায় শিক্ষার্থীরা ভীতু হয়ে পড়ে।

শিক্ষা বিস্তারের শক্তি হচ্ছে শিক্ষা প্রতিষ্ঠান এবং প্রচার প্রসারের জন্য সম্মানিত শিক্ষকমন্ডলিই গুরুত্বপূর্ণ ভূমিকা পালন করেন। তাই শিক্ষকের আন্তরিকতা প্রত্যুতপন্নমতিত্বে মাধ্যমে বিষয়টি ফলপ্রসূ হতে পারে। শ্রেণিকক্ষে দুর্বল শিক্ষার্থীদের পৃথক করা, গ্রুপভিত্তিক পাঠদান, মজায় বিষয়টি ফলপ্রসূ হতে পারে। শ্রেণিকক্ষে দুর্বল শিক্ষার্থীদের পৃথক করা, গ্রুপভিত্তিক পাঠদান, মজায় মজায় ইংরেজি শেখা, নিয়মিত বিতর্ক প্রতিযোগিতার আয়োজন করা, ইংলিশ ল্যাঙ্গুয়েজ ক্লাব গঠন করা, এবং নিয়মিত ইংরেজি চর্চা করার মাধ্যমে শ্রেণিকক্ষে ইংরেজির ব্যবহার বাড়ানো ও শিক্ষার্থীদের সেভাবে যদি অভ্যস্ত করানো যায়, তাহলে উদ্দেশ্য সফল হতে পারে। ‘ভাল, মন্দ ইংরেজির তর্ক এখন অপ্রাসঙ্গিক। আমাদের গ্লোগান হবে পারস্পারিক বোধগম্যতা।’

Presentation 6



Mr. Nesar Uddin, faculty of the department of English at Bangladesh University, did his Bachelors and Masters from Dhaka University. He has also submitted a PhD thesis in the department of English at Jahangirnagar University. His research areas of interest are phonetics and phonology, ELT and Applied Linguistics, Socio Linguistics, and Psycho Linguistics. He has been teaching both English linguistics and literature for 10 years in different educational institutions. He was also awarded a TESOL (Teaching English to Speakers of Other Languages) Certificate by Trinity College, London, UK. His topic for his PhD thesis is Teaching EFL Speaking at the SSC Level: Constraints and Possible Considerations.

Abstract

Teaching EFL Pronunciation at SSC level to Learners in Bangladesh: Constraints and Possible Considerations

The present study was undertaken to focus on teaching EFL pronunciation to SSC level learners. It also tries to identify the limitations and find solutions to overcome the problems of pronunciation teaching and learning. Though English has been taught at the secondary level for ten years in Bangladesh, the learners lack phonetic and phonological accuracy. The present study of teaching pronunciation to SSC level will investigate the present scenario and suggest ways and means to overcome the problems by identifying learners' and teachers' constraints. This research follows the Mixed Method Approach (MMA) to collect data. To analyse data, Dalton and Sheildfer's (1994) bottom-up and top-down approaches are used. The findings suggest that the students have no specific lessons on English pronunciation in the syllabus designed by NCTB (National Curriculum and Textbook Board). As a result, English pronunciation is not properly taught in the class. Based on the findings, it seems that students do not get sufficient opportunities to practice English pronunciation. Apart from that, teaching and learning partnerships suffer from a lack of materials and infrastructure facilities for teaching English pronunciation. In addition, mother tongue interference is a reason for failure in teaching English pronunciation. The study is significant in the sense that it sheds light on the effective changes in the field of EFL teaching and learning for curriculum development, material development, and test design. Finally, both teachers and students should take responsibility for correcting pronunciation for effective teaching and learning in Bangladesh.

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Md. Rafiz Uddin is a lecturer at the Department of English, Daffodil International University, Bangladesh. He received a bachelor's degree in English in 2012 and a master's degree in applied linguistics and ELT in 2013 from the University of Dhaka, Bangladesh. He has published a number of papers in refereed journals and participated in a range of national and international conferences, seminars, webinars and workshops on English language teaching and learning. He also presented various research-based papers at several national and international conferences. His areas of interest include teaching English with technology, pronunciation, language skills, and language assessment.

Abstract : Mobile Assisted Pronunciation Training: A Literature Review (2016–2022)

Technology-assisted language learning including computer-assisted language learning (CALL) and mobile-assisted language learning (MALL) are requirements of the time due to their convenience and ubiquitous feature of learning. Computer-assisted pronunciation training (CAPT) can be taken as a subset of CALL while mobile-assisted pronunciation training (MAPT) is of MALL. This paper presents a critical overview of studies on mobile-assisted pronunciation training (MAPT) during the period 2016-2022. To conduct this review, certain keywords were used to search and identify specific empirical research papers to narrow down the study. Following strict inclusion and exclusion criteria, 7 articles were selected out of 52. Thematic analysis was done on the data found. Most of the research studies were done particularly in formal tertiary classroom settings. They mostly focused on comparing and contrasting CAPT and MAPT, MAPT and phonetics and the interactivity of mobile pronunciation apps. The result shows that learners have a positive attitude towards MAPT, enhancing their pronunciation learning. However, the result also indicates that most of the MAPT apps emphasize segmental practices rather than supra-segmental ones.

Keywords: MAPT, CAPT, CALL, MALL, supra-segmental, student attitude

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Mr Nahid has been in TESOL education from 2003 and TEFL teacher training since 2005. Presently he works as a Teacher Trainer at NAEM. He holds an MA in ELT, MA in English and MEd. He earned a BA (Hon's) in English, BA in ELT and BEd. He completed Advanced Certification in ELT from UO, USA and TESOL Methodology from UMBC, USA. Mr. Nahid is Cambridge ESOL certified with above standard grade to teach English. He has worked as a TEFL consultant, English trainer, material writer, ESP instructor, and English teacher for different national and international

level projects, institutions and organizations. He attended numerous professional development events on ELT both at home and abroad and is trained notably by IH London, InterPress IH, TESOL International Association and British Council. Mr Nahid presented papers at many national and international conferences, and his research articles were published in national and international journals.

Abstract:

Finding opportunities to integrate pronunciation practice into everyday English Lesson

Teaching English in traditional approaches is still very common in many teaching-learning contexts in Bangladesh. As the national English textbooks have been written in accordance with Communication Language Teaching (CLT) approach recommended in our national English curriculum since 1999, English language skills (LSRW) and systems (vocabulary, grammar, phonology and discourse) are recommended to teach in an integrated skills approach. From the early 21st century, the focus in our national English curriculum is given on developing learners' English language skills and systems for effective communication. Although pronunciation plays an important role in various aural and oral communications, it, unlike other language systems, is mostly neglected in English lessons in Bangladesh. But pronunciation learning improves speaking as well as listening skills. As what, why, when and how to teach pronunciation in an English lesson is not properly dealt with in existing in-service English teacher training courses in Bangladesh, even the trained English teachers often struggle to integrate pronunciation practices into an English lesson. In addition, since a number of teachers seems to be less confident of their own pronunciation, many of them are unwilling to introduce it in classrooms. As a result, students especially in rural and marginalized areas are unaware of its importance and find it challenging to speak and listen to foreign speakers, let alone native speakers. In this talk I shall discuss what aspects of pronunciation English teachers may consider to teach, where they may have opportunities to teach and finally how they can teach in English lessons.

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Dr. Paritosh Mondol obtained his MA in English Literature from Dhaka University and PhD from Jahangirnagar University. Prior to his research work in the teaching of ELT using ICT and mobile phones he published research papers on Agriculture. He is currently an Associate Professor at Titumir Government College, Dhaka.

Abstract:

Title: The role of mobile phones in Enhancing EFL Speaking Skill of the school students.

Mobile phone has become very useful tool in present education. It is frequently used by English language learners and teachers all over the world. This portable tool works for practicing EFL speaking skill in an excellent way. The study was conducted on EFL learners who use mobile phones more or less in acquiring EFL skills. Data were collected through applying questionnaire, classroom observation and in-depth interview. The findings reveal that EFL students at the secondary level in Bangladesh have a healthy access to mobile phones, social media and some apps to improve their speaking skills. The results reveal that using mobile phones in improving English speaking was effective to a great extent. The study concludes with some recommendations for enhancing EFL speaking skill with mobile phones.

Key Words: EFL, mobile phone, m-learning, secondary education, apps

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Teaching the Pronunciation of English through Entertainment

- Muhammad Yeasir

The workshop will take the participants through the following

- 0) Warm-up/Lead-in = 3 minutes
- i) 24 Consonant Sounds (following 6-beat system) = 5 minutes
- ii) 7 Short Vowel Sounds (following 1-beat system) = 4 minutes
- iii) 8 Diphthongs (following BG System) = 4 minutes
- iv) 5 Long Vowel Sounds (following rubber stretching system) = 4 minutes
- v) Aspirated Sounds (following rhythmic drum beats) = 4 minutes
- vi) Glottal Stop Sounds (following water swallowing system) = 4 minutes
- vii) YOD Coalescence (following chorus practice) = 4 minutes
- viii) Ending/review/feedback/QA session = 8 minutes



Mr. Muhammad Yeasir calls himself a 'phonetainer', who teaches phonetics with entertainment. He has authored five books on phonetics and phonics for different levels of learners. He is currently working at TESOL BANGLADESH. He has devised a teaching technique for teaching IPA called '6-beat System' which may be the fastest way of teaching phonemic symbols. He is a teacher trainer of Bangladesh Army-run schools, colleges, and medical colleges. Mr. Yeasir completed his MA in English (ELT) from Eastern University Bangladesh, TESOL from American TESOL Institute and CELTA from Cambridge University, UK. He has taught English at three different universities. He is also the founder of a school called Bangladesh Online School - BOS, a college called Future Commerce College, an English learning center, www.tesol.tv (an edutainment-based Online TV), www.tesolradio.com (an edutainment-based online radio station), www.tesolbangladesh.com (an e-learning platform), www.tesolpodcast.com (an audio edutainment virtual platform). He is also an enlisted ESL Trainer at the Prime Minister's Office, Ministry of Education, ICT Division of the Govt., NAPD, A2i, and BCS Admin Academy.

Registration

Register by sending the correct amount of money by bKash to Md Abdul Alim Khan, Assistant Country Director, VAB at 01912996804

IMPORTANT: In the reference field write your full name (as it will appear on the certificate) and your email address (where your zoom invitation will be sent).

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