

MA in TESOL Thesis

Exploring the possibilities of teaching English through community Radio in Bangladesh: A qualitative survey on “Radio Pollikontho-99.2FM”

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Declaration

I declare that the Dissertation titled **“Exploring the possibilities of teaching English through community Radio in Bangladesh: A qualitative survey on “Radio Pollikontho-99.2FM”** is submitted to the BRAC Institute of Languages (BIL), BRAC University in partial fulfilment of the degree MA in TESOL. This paper is the result of my personal investigation; it has not been presented and submitted wholly or in part for any other degree.

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Supervisor

Coordinator, TESOL Programme

Director, BRAC Institute of Languages

Key Concepts

Community: According to the Community Radio Installation, Broadcast and Operation Policy (2008) by Ministry of Information, People’s Republic of Bangladesh “A ‘community’ is considered to be a group of people who share common characteristics and or interests such as sharing a single geographical location i.e. a specific town, village, or neighbourhood; sharing of economic and social life through trade, marketing, exchange of goods and services.”

Community Radio: According to the Community Radio Installation, Broadcast and Operation Policy (2008) by Ministry of Information People’s Republic of Bangladesh “Community radio is, in effect, a form of public-service broadcasting, which serves a community rather than the whole nation. It is in fact a govt. approved non-profit radio station with limited range coverage area, mainly; these radio stations broadcast awareness programmes for the community targeting the requirements of the community. In addition to that, community radios are usually run by a group of volunteers from the community. Community radio is an own resource of a community, which will reflect the outlook and attitude, norms and culture and thought and ideology of the very community people.”

Distance learning: Learning from distant without having face to face communication between the teacher and the learners. Usually, using ICT equipments or postal system people are used to learn.

ICT: Information and Communication Technology, and related equipments. For example, Multimedia and combination of computer hardware’s interconnected through internet networking system.

Teaching English: Teaching someone or a group of learners the English language to make them able to communicate effectively using this Language,

Teaching through technology: Teaching something without having the real time communication through Internet, Radio or Television.

Key Words: BELFORA, Community Radio, English Language Teaching, Radio Pollikontho, Radio Programmes

Abstract

This research attempts to find out ways of making community radio more functional to teach English language to students living in the rural areas of Bangladesh. For this purpose, a qualitative survey has been conducted on a BRAC Community Empowerment Programme (CEP) Project, Radio Pollikontho FM 99.2FM. In this study, qualitative data collection tools such as FGD and individual interviews with the different stakeholders currently involved with this radio have been used. Also, for this survey, relevant documents, scripts, recorded programmes have been analyzed in the light of existing literatures. All the collected data have been analyzed to formulate effective recommendations for making the radio programme more effective in teaching English.

Dedication

*This paper is dedicated to the loving memories of my Father, **Late Kazi Mozibur Rahman***

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Statement of Original Authorship

The work contained in this dissertation has not been previously submitted to meet requirements for an award at this or any other higher education institution. To the best of my knowledge and belief, the thesis contains no material previously published or written by another person except where due reference is made.

Signature: _____

Date: _____

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Chapter 1: Introduction

The first three sections of this chapter outline the **background** and **context of** the research, and its purposes. The next section describes the **significance and scope** of the research and **provides research questions** for this study. Finally, the last section includes an outline of the remaining chapters of the thesis.

Recently, a report published in the daily *Prothom Alo*, the renowned Bangla daily from Dhaka, claimed that almost 47% of our educated people are unemployed. Among the reasons, the reporter stated that lack of skill in communication through English was one of the major reasons for these highly educated young people not being able to get any suitable job relevant to their education and expectations. In Bangladesh, since the independence, changing education policy has shifted our focus from teaching English holistically in our education institutions. As a result, our university graduates failed to achieve the desired level of efficiency. Day to day, in consequence of that failure, they are gradually getting derailed from the race of competition. Neither are they getting enough scope to disseminate their ideas and creativity beyond Bangla speaking community, nor do they have the opportunity to take ideas from the rest of the world according to their requirements, as the most recent ideas are mostly written in English.

In addition to that, according to the baseline survey of NCTB (1990) majority of students do not have the proficiency required. Therefore, they are encircled in the same world of frustration and embarrassment. Since the independence of Bangladesh in 1971, Bangladesh govt. and a number of donor agencies have taken some projects to improve the quality of teaching English language and develop the efficiency of the students in English. Besides, a few alternative initiatives like “ELTIP”, “BBC English”, “English in Action” and “English in Schools” are some of the projects of the development agencies are also doing the same job in recent past. However, English teaching-learning is not getting the desired pace in spite of investing a handsome amount of resource from different sources (Hamid & Baldauf, 2008; Chowdhury & Le Ha, 2008; as cited in Power & Shrestha, 2010). As a result, satisfactory outcomes are yet to be achieved and students are failing to communicate through English due to various reasons (Masumbillah, 2013 & Haque, 2008). For solving these enormous challenges, collective efforts from teachers, students, educators and policy makers

are necessary. However, collaboration with new technology, perhaps, can be a potential resource for both teachers and learners to teach and learn English language more efficiently.

Teaching English through Community Radio is a new addition with the initiatives taken by Bangladesh Government and other donor agencies. According to a news report published in Association for Progressive Communication's blog, an international organization working for the grassroots level people to ensure their access to radio and internet, by Rahman (2012) that Bangladesh is the 2nd country in South Asia in formulating policy for Community Radio. This is a noticeable evidence of progressing in the information right for the marginalized people. It is also mentioned in the same report that Bangladesh Government has given the approval of 14 community radio channels for starting their operation and broadcast in different parts of the country. BRAC, the world renowned development organization of Bangladeshi origin has also attained a license from the government for broadcasting programmes in Moulavi Bazar district of Bangladesh. The name of the radio is "Radio Pollikontho-99.2FM" which is, apart from addressing local problems, broadcasting regular programmes on teaching-learning English language to the young and adult learners of that area within the coverage area of 17km. of radius adjacent to the Moulavi Bazar district headquarter. This is the first endeavour of such kind in Bangladesh history, when media diversification allowed community people to be involved in community broadcasting and teaching English language through radio channels.

In 21st century, radio is becoming an effective medium of involving people in learning about multifaceted areas of human society. In fact, radio is a strong mode of communication and help capacity building of the common people with limited resources. Aleaz (2010) commented that "Community radio is supposed to empower the marginalised and give them a voice" (p. 29). Also, Waters, James & Darby (2011) emphasized that community radio appears to be a valuable tool in facilitating and encouraging social change and development by producing programs that are community focused and relevant by addressing community specific issues and concerns. In Bangladesh, after 2000, cell phones with radio signal receiving facility has become a popular item for people of all ages and can be a fertile land for using community radio to build awareness among the common people about socio-economic issues that influence quality of their lives.

In this context, this study attempts to explore the efficient approach to make the “Radio Pollikontho-99.2FM” a successful venture of teaching English language to the students living in rural Bangladesh, in terms of nature of programmes, content, and other issues relevant to radio broadcasting.

1.1 Background and Context:

In Bangladesh, a non-English speaking country, most students study English as a compulsory subject for 13 years. Imam (2005) cited in Power & Shesthra (2010) points out that Bangladesh is always associated with the mother language movement because the nation was found on the basis of the language movement (*Bhasa Andolon*) of 1952. About 98% of the country’s population speak Bangla and the majority of the people are Muslims (83%). However, as English is gradually rising as a global language, it has come back as an economically valuable language in Bangladesh. As a consequence, Bangladesh government has taken English language teacher training initiatives to improve the quality of English teaching in the country. Instead of this, according to the baseline survey of NCTB (1990) majority of the students do not have the proficiency required.

The quality of English language teaching learning is not quite satisfactory due to various reasons among which lack of opportunities in using English in the community and lack of motivation from the surrounding people are most dominating. Though, later, in 2001 a new curriculum for teaching English was introduced for 11 and 12 classes (Hoque, 2008). The newly introduced curriculum is a very well organized mentioning specific goals and objectives. Even, after the introduction of the new curriculum, researchers have claimed that the success rate is not satisfactory due to a number of reasons. It is also evident in different research that public examinations results indicate that students are performing poorly in English (Rasheed, 2012), students are reluctant to use the language inside and outside of the classroom (Rasheed, 2012), the English teachers hardly speak English in the class (Hoque, 2008), students feel bored in the class and show disinterest in the lessons and the method of teaching. Besides, teaching-learning English as a subject not as a skill is another important reason for such frustrating outcome (Masumbillah, 2013). Sometimes, in the English language class, students are taught only textbook contents rather than practicing English language skills (Hoque, 2008) that are some of the reasons behind the unexpected situation of English teaching in Bangladesh.

Bangladesh govt. with the co-operation of development agencies like DFID and British Council endeavoured to improve English language teaching process in Bangladesh. As an outcome of some of the initiatives, new curriculum has been developed with a number of “Teacher training” efforts and designing of teaching learning materials. Besides, a number of initiatives have been taken from both government and non-government or in some cases combined steps are taken. Among them, ELTIP (English Language Teaching Improvement Project) was outstanding and gave teachers new ideas about teaching English following communicative language teaching method. English in Action (EiA) is another DFID funded projects emphasizing the use of ICT tools for teaching English in Bangladesh and designing teaching learning materials with training imitative (www.eiabd.com). Even after all these efforts, till now, students are failing to demonstrate any remarkable improvement in English language skills. (Rahman, 2014)

Besides this, Govt. Task Force for English language teaching and Non-Govt. Projects like English in Action or English in Schools are praiseworthy. Though, all these initiatives are not proved enough because of not including the greater community in the teaching-learning and practicing process because in CLT method community is the place where the learners will get more opportunity to use their language efficiency. In this context, community radio can be an effective and useful tool to engage the whole community in the teaching-learning process. In this regard, BRAC, the largest development agency in the world realized the importance of involving community and tried to involve them in the English language teaching learning process.

In Bangladesh, since 2006, there was a revolution in terms of radio broadcasting. Before that, there was only the state owned “Bangladesh Betar” and its different stations. *Bangladesh Betar* broadcasted programmes of different tastes like music, news, drama with some other educational programmes also. In 2006, for the first time, Govt. of Bangladesh issued license for Non-Govt. Radio channels which are commonly known as the FM radio. FM radios gained popularity within a very short span of time for the variation of programmes selection and for focusing more on the youth based contemporary issues as their content. Here, Ishfaque (2010) cited in Ahmed & Tinni (2011) informed that “On 15 September 2006, Radio Today FM 89.6 began its journey as the first FM radio station of Bangladesh” (p. 1) and it became popular as a new mode of entertainment for the youngsters of Dhaka city.” Most of the FM radio stations were Dhaka based and their main focus was only entertaining

the listeners. They started broadcasting musical programmes and news reporting. There was a huge controversy in terms of using languages from the very beginning of FM radio broadcasting in Bangladesh. The presenters commonly known as RJ (Radio Jockey) tend to use a mixed code of Bangla and English vocabularies which became a colloquial register of the common city dwellers. Rarely, there were any educational programmes, though, currently, they have brought a variety in their programmes.

In this context, in 2013 Bangladesh govt. passed the policy for community radio, taking the power and popularity of Community Radio under consideration. As community radios are run by community and for the community, it is expected that they would be more aware of the problems of the community through those radio programmes. At that time, govt. also issued license for 14 radio channels to different national development agencies like BRAC, Dhaka Ahsania Mission (DAM) etc. to set up their radio stations in remote areas of the country which are beyond the coverage area of the mainstream FM radio channels. Those channels are non-profitable and the policy instructed them to broadcast mostly awareness raising programmes and some sort of educational programmes to raise the consciousness of the rural people and educate them about the state, society, law, health etc.

In this connection, a national level organization for networking is Bangladesh NGOs Network for Radio and Communication (BNNRC), which is mainly “working for building a democratic society based on the principles of free flow of information, equitable & affordable access to Information & Communication Technology for Development (ICT4D) of remote & marginalized population” (Rahman, 2012, p.1). Also, Rahman (2012) stated that Bangladesh NGOs Network for Radio and Communication (BNNRC) has been working since 2000 for the promotion of the support from the government to other organizations in relations to community radio in Bangladesh. They also provided support for training and capacity building of the staff who are currently working for different community radio in Bangladesh. In September, 2012, BNNRC has introduced a unique programme in collaboration with the American Centre, Embassy of the United States of America, Dhaka, Bangladesh as pilot project “Basic English Language for Outreach Radio Audience (BELFORA), Bangladesh” a one year pilot project for improving the English language skill of the outreach children.

In 2011, Bangladesh government permitted licenses for 14 community radio stations to different development organizations. Among them, “Radio Pollikontho-99.2FM” is one which is run by BRAC. According to the BRAC website (2013), “The advent of community radio has recently emerged as an important tool for empowering the marginalised sections of society across the world, transforming lives through giving them access to relevant, up-to-date information”. It also informs that “Radio Pollikontho-99.2FM” is a recent initiative of BRAC Community Empowerment Programme’s based in Chadnighat union of Moulvibazar, Bangladesh. The BRAC Website (2013) further claims that the station is broadcasting information within a 17km radius, reaching roughly 400,000 people about raising awareness and consciousness on a variety of social issues such as education, agriculture, healthcare, women’s empowerment, alongside other important areas related to that particular community.

Broadcasting English language learning programme is a unique initiative of “Radio Pollikontho-99.2FM” with the support of **BELFORA, Bangladesh** for developing students English language skills along with developing their consciousness and building capacity in different socio-economic issues of that particular region. Currently, they are broadcasting two programmes in a week. One of them for the young students is broadcasted every Friday morning for one hour named as “*Cholo Khelte Khelte Shikhi*” and the other one is 20 minutes programme targeting the adult learners titled as “*Aao English Hiki*” which is supported by the American Centre Bangladesh. Both programmes have a vast number of listeners with the 769 listeners clubs formed to assess the effectiveness of the programmes in that community. Those listener clubs are kind of voluntary clubs around the coverage area. Radio staffs visit the area and form the club with 20-25 listeners living in the same geographical area. The club members listen to the programmes together. Also, they share their opinions and practice together. The Radio authority provides them supports with different types of learning materials, for example, Radio. The listeners club is also a very effective initiative of “Radio Pollikontho FM 99.2.” They have formed listening clubs to ensure the community involvement and ease the inclusiveness of the community people with the radio programmes.

1.2 Statement of the purpose:

To state the importance of radio, in particular the Community Radio in the sector of development Orfella (1998) cited in Ahmed & Tinni (2011) argued that “radio is an intimate

medium that has the power to individualize its presentation in each listener's mind” (p. 2). Aleaz (2010), on the other hand emphasizes that “the multifarious uses of “community radio” not only as a means of communicating location-specific information for development of the communities/areas but also in eliciting the elusive voices of the marginalised, specially the women” (p. 29) to emphasize the applicability of Community Radio in the social development context. In a country like Bangladesh where most of the people are living in village and stay far away from the mainstream media penetration, community radio can be a powerful tool for communicating with the mass people. It can be used in a multidimensional way. For example, raising awareness among people and teaching them different issues about their daily lives. Programme for education, health, agriculture can be really effective and provide better knowledge to those rural people who are mostly deprived of quality education. As community radio focuses on the local problems and discusses local issues in local dialect, so that, it may reach to the heart of the villagers.

Also, when the local people administer a radio channel, they are more likely to be technically sound in terms of thinking and idea generation. That may also empower them to handle their problems locally. As radio can reach to individual’s heart, it may have the capacity to reach to the mass people living in the community. So, teaching through radio can be a cost effective tool for teaching hundreds of learners together with the same sort of materials. Considering the community radio a powerful tool to teach people, in particular, to teach a foreign language, like English, this paper explores the pedagogic possibilities of Radio programmes. Along with that, in present time due to the advancement of communication technology FM radio listening facility is in the grip of common people. As most of the cell phones are with the radio signal receiving option. A mobile phone set with FM radio signal receiving option costs only one thousand taka (Less than US\$15). Specially, the young learners of the country are availing a cell phone with this facility which can enable them to talk about and listen to the radio programmes. This availability of the radio set also increases the potentials of community radio to teach English language.

For more than 250 years, people of this region are accustomed with English language as we were a part of the British Empire. Since then, people of this region have been in touch with English language along with their mother tongue. Despite having a long history of using English, the irony is the common people of this region are not skilled in using this language. Rather, they have a kind of fear to this language. It becomes obvious that in Bangladesh the efforts of teaching English are not successful, yet, due to various reasons. Among them lack

of quality teachers and lack of supervision are the two main reasons. In case of radio, it may be expected that experts will make their scripts and experienced teachers will teach the students. As a result, in a short span of time, a good number of students will be taught.

Currently, in Bangladesh government is giving license to community radio channels and people from every walks are interested to listen to radio programmes through their mobile phones or traditional radio devices. Keeping this reality into consideration, the specific purpose of this research is to find out the nature and types of the English language programmes learners like to listen to and will be helpful to teach English language more efficiently. This research will also try to reveal the content of the programme with the duration and schedule. In most cases, it is experienced that, radio programmes are not broadcast according to the requirement of the locals. Furthermore, this research will try to find out the techniques of presenting the ELT lessons related with the language teaching-learning theories.

Based on the previously described situation in Bangladesh, the English language teaching programmes in radio Pollikontho 99.2FM can be a model to follow by Govt. and other stakeholders. As Pollikontho 99.2 FM is broadcasting programme of this genre for the first time in Bangladesh, there may have been certain deficit in terms of experience. Besides, this is a very new concept of teaching a foreign language like English targeting a particular community only. In this regard, it may be very common to make some gross mistakes or maybe there were some weaknesses regarding designing the programme, type of language for instruction, selection of broadcasting time and the duration of the programme. Considering all these points, it is valid to have a thorough investigation to find out the loopholes, the expectations and the reality.

In other words, this research will try to identify the ways or techniques to make the English language learning programmes of “Radio Pollikontho-99.2FM” more effective for the listeners.

1.3 Significance and Scope:

Gloria (2012) commented that radio is a communication device affordable to people of all classes and able to overcome the geographical and literacy barriers between people. FM radio facility is also available in a mobile set of US\$15 which is affordable to the villagers of Bangladesh at present. Additionally, we have eleven FM radio channels throughout the

country. Therefore, teaching through radio can be an effective tool in the context of Bangladesh as a developing country. As most of the rural people are illiterate in Bangladesh, radio can easily reach to the heart of the people. Furthermore, Akhter (2010) argued that in Bangladesh, Community Radio could teach the women of the rural areas to empower themselves and for leading them to a healthy and happy life.

In this journey, English language can be an effective tool to fight against the poverty and ensure the equality of women. In this regard, teaching English through community radio will take a major role of guiding the dominated society to the path of the light. Also, Akhter (2010) advocates “access to the means of communication must be supported by education and training to assist a critical understanding of the media and to enable people to develop their media and communication skills” (p. 3). Considering the availability of FM radio, teaching English through radio can be a successful endeavour to teach the language to the marginalized people of Bangladesh.

This initiative, for the first time, in Bangladesh is taken by “Radio Pollikontho FM 99.2”. They targeted the young people and the school going children of MoulaviBazar district, far away from the capital city to teach them English language to be more skilled to communicate with. However, the programme for the children was started without proper research initiative, so at the beginning, it had no certain goal to achieve. The second programme, targeting the young adults, was designed by the foreign experts who hardly had any idea about the level of understanding of the local listeners. So, after a long period of broadcasting both the programmes, it becomes inevitable to conduct an overall research and to take opinions of the listeners and other stake holders to take a policy and design an overall strategy to launch the programme more effectively for the target group of people. In the present time, radio has got a significant place in every class of people in Bangladesh due to the emergence of the cell phone companies and their features of radio installed in the cell phones. A poor villager is now able to afford a cell phone of BDT 1000 with radio receiving facilities which will help his family members specially the young learners to access to the radio programmes. If the community radios broadcast programmes based on the local content, English language teaching is more likely to help the learners to acquire the ability of using English more efficiently.

Teachers can also incorporate those lessons in their teaching in the school which will give them more opportunities to take their teaching in different dimensions. Researchers indicated that English is not widely used in Bangladesh and that is one of the most important reasons for the poor outcome of English language teaching in Bangladesh. These kinds of radio programmes of the community radio will be supportive for teaching English in Bangladesh.

Bangladesh has introduced the English learning programmes in radio recently, compared with the neighbouring countries like India and Nepal, still no research initiative, to my knowledge, has been taken in this field to evaluate or improve the quality of the programmes. In this case, this particular research will surely be helpful and provide a very much relevant data and idea for the future programme designers and ELT practitioners to design and organize their ELT programmes according to the requirement of the grass-root level listeners.

This study will enable the researchers to have an overall understanding and developing concept over the process of designing a radio programme for teaching English. Besides, this research will provide the opportunity of exploring the basic needs in terms of English language of the rural marginalized people. A good understanding on the requirement of techniques and types of materials and content will be another scope of this study. In fact, all this learning will help to design a better, more effective and learners friendly language teaching material which in reality will benefit the learners of all walks who want to learn English language by using the technology of FM radio as well as for the educators who are planning to teach their students by the help of FM radio technology in Bangladesh.

1.4 Research Questions:

a. How can community radio be a more useful tool for teaching learning English?

1.5 Specific research Questions:

a. How can the language learning programmes by “Radio Pollikontho-99.2FM” be helpful in English language learning?

b. What type of content is required to assist learners for learning English language?

Chapter One provides a brief outlines about the research and the thesis, including the background of the topic, the specific research problem, and associated research questions and objectives of the study; and lastly, the significance of the research.

Chapter Two explores the relevant materials from the extensive bodies of literature on Community Radio to determine the significance of Community Radio in Teaching English. It reflects on the nature and problems of community radio *in the field of teaching English to the rural marginalized people*

Chapter Three outlines the research methods for this study which is qualitative in technique. It provides a brief description of selection of the study areas, the data collection method and analysis along with the limitations.

Chapter Four provides a brief analysis of the collected data and tried to narrate the real situation of the programme.

Chapter Five reports on the results of the study. It explains in detail the challenges to face for making the programme really effective; the barriers to policy implementation; and prospective areas of participation. The chapter presents the data obtained from interviews and focus group discussions with participants from the stakeholders. The Chapter also contains a detailed description of steps to be taken.

Chapter 2: Literature Review

In this chapter, a brief review of the relevant research literature will be presented to generate a theoretical outline of this proposed research. This theoretical outline will guide the research strategy.

Fraser & Estrada (2002) commented that since late 1970s, the importance of community participation at all stages of a development initiative has been commonly acknowledged. Parvalla (2003) defined, as cited in Ballur (2012) community as “a territorially bound group with some commonality of interest” (p. 92) who are usually sharing a common language for daily communication with the same cultural heritage.

According to the Community Radio Installation, Broadcast and Operation Policy (2008) by Ministry of Information of People’s Republic of Bangladesh, in the guidelines part, it stated that

“Community radio is, in effect, a form of public-service broadcasting, which serves a community rather than the whole nation. Community radio is an own resource of a community, which will reflect the outlook and attitude, norms and culture and thought and ideology of the very community people” (p. 1).

While defining the community radio AMARC (the French acronym for the World Association of Community Radio) as cited in Ballur (2012) that community radio itself as “a non-profit station, currently broadcasting , which offers a service to the community in which it is located, or to which it broadcasts, while promoting the participation of this community in the radio” (p. 93). Fuller (2007) further added, further cited in Ballur (2012) that ownership and control of community media is rooted in and responsible to the communities they serve. According to Pavarala & Malik (2007) “Community radio helps to put the community members in charge of their own affairs” (p. 93) again cited in Ballur (2012). These suggest that community radio is like famous Abraham Lincoln quote about democracy as mentioned by Akhter (2010) community radio is for the community, of the community and by the community.

It is clear from this discussion that for developing any community, radio, in particular community radio can be a supportive tool to cover wide range of population. In addition, it has a great influencing power to motivate the marginalised group of people

Gloria (2012) commented that radio is the oldest and most common form of communication which plays a very instrumental role in spreading awareness to all people and in advertising. She further added that mostly people become more influenced if they hear anything through radio which can be afforded by the most of the domestic units in developing countries. In Bangladesh, the situation is more supportive as we have a traditional connection with the radio since the war of liberation in 1971, as *Swadhin Bangla Betar Kendro* played a pivotal role to encourage the freedom fighters of our country during the hard days of our liberation war.

Agarwal (2007) claimed that Canadian Rural Radio Forum was the first broadcasted radio programme for teaching in 1941. Then, India also had several attempts of teaching through the radio in 1941. Following the same model in 1984, All India Radio (AIR) Nagercoil (in Tamil Nadu) radio station gave a significant route in the use of radio for education and development. Agarwal (2007) again informed citing Basu (1992) that Radio for adult literacy was reported in West Bengal which was helpful for the learners and in adult learning it proved really helpful. Recently, Ghosh (2006), reported use of radio for adult literacy. Dighe and Reddi (2007) also indicated, as cited in Agarwal (2007) liberating power of ICT for women's education. In neighbouring Sri Lanka, "local radio was used for adult learning with some degree of success" (Foote, 1989). A number of similar efforts have also been made in Asia-Pacific region to educate the marginalized rural people.

On "Simli Radio" in Ghana, Al-Hassan, Andani & Abdul- Malik (2011) conducted a research and they narrated that there was increased enrolment in school through the School for Life (SfL) literacy programmes being broadcast on the station; reduced out-migration by young girls (who are engaged in menial jobs as head portage in Southern parts of Ghana generally known as *Kayaayo*) due to the station's enlightenment and an increased use of fertilizers by farmers. The programmes are popular and the listeners are inspired to improve upon their family's daily life. Especially the recordings from the communities and the direct access listeners have to the radio were found to catch the listeners' priorities. Most people found that "Simli Radio" programmes concerned their lives more than other radio programmes, due to the fact that they could identify well with the presenters and the programmes made directly in the communities.

At present, around the world more than 1800 million people are using English for their different types of daily communication (Hoque, 2008). English is being considered as an international passport and standard mode of communication with the developed world for business, academic and many other perspectives. In Bangladesh, it is considered as a stair of prosperity, a tool of acquiring knowledge and as a sign of sophistication (Hoque, 2008). To get this world renowned passport and getting access to the rich storehouse of knowledge written in English, a good training in English is mandatory. Though, after the Second World War there was a significant change in the sector of English language teaching (Hutchinson & Waters, 1987). A number of methods have been developed worldwide and practices by the experts around the globe. The most significant contribution and development in this field was the emergence of communicative approach which allows learners to use the language in their daily real life context. In Bangladesh, from the British colonial era different approaches, methods and techniques were applied to teach English to people of Bangladesh. Right after the liberation in 1971, Bangladesh Govt. did not put emphasis on ELT. As a result, the English language learning and teaching at different education institute suffered badly (Hoque, 2008). However, the students of our country are struggling to communicate effectively in English due to taking all those initiatives.

According to the report of the conference of femLINKPACIFIC's (2008) mobile women's community radio experience(2003–2008), as being considered as the most instrumental tool, radio is used for disseminating the information to the marginalised grass root level learners around the world, which proves the importance of the community radio for empowering the rural people. They also argued that:

Community radio is more than just a medium, it is an opportunity to further democratise information and communication channels to advocate for their issues, to tell their stories. Community radio and other appropriate technology will enable women to inform and lobby for their development needs, whether these are demands for governments to address local infrastructure needs, provide better medical services or through contributing to discussions on constitutional and human rights issues. For this advocacy to be successful it needs to start with capacity-building and training. (p. 10)

This reflects the applicability and importance of community radio. Recently, the evolution of cellular phone set and network technology globally, makes the rise of radio

communication easier. Now- a -days, even a \$15 cell phone also has the technology of receiving radio signals, which is a major change and “opportunity shifting” for the poor citizens of this country.

In the light of above discussion, it can be concluded that firstly, radio is a very strong medium of communication for rural people in particular and secondly, community can be instrumental for development through educative programme in radios. However, having all those benefits, still, in most cases possibility of teaching language, specially, teaching English as a foreign language is not experimented in a broader aspect. Only the prospect of radio, most specifically community radio is so far used for educating marginalised people the basic requirement of life. For example, health, law, environment, etc. Being the most diversified medium of communication, and having the authority to the community members it can be more supportive for teaching any foreign language, in case of Bangladesh which is English.

Power & Shrestha (2010) advocated that instead of radio, Mobile technology can be more cost effective and penetrative to the Bangladeshi rural society because of the low frequency and poor coverage of the radio, even though, it has proven highly effective in the Sub Saharan-Africa claimed by Hunt (2007) as cited in Power & Shrestha, (2010) However, it can be strongly claimed that community radio concept will be a solution to such argument. Besides, Mobile phone technology is a commercial venture requiring a big sum of set up charge and needs the usage charge per minute. On the other hand, community radio technology requires lesser amount of set up charge and almost free of cost for the users. In addition to this, for generating money, mobile phone providers and other vendors are prioritising Mobile technology and podcasting than giving emphasis on community radio concept. The capital economy always supports the revenue generation concept rather than lower invest and maximum production.

Another interesting point can be, in Bangladesh DFID supported projects like English in Action, BBC *Janala* is giving emphasis on podcast, laptop, and smart phone based English language teaching (Power & Shrestha, 2010) which are not commonly accessible to the rural marginalised people. As a result, after the completion of six years of nine years duration project English in Action is still struggling to chalk out a really effective way for teaching English for the marginalised rural people. Here, comes the question of radio, in particular, the community radio. A minimal cost of setting and practically no cost of usage and multi

dimensional usage of a radio station as well as radio set by the rural folks is more financially viable than any other popular technology. They can learn and entertain simultaneously through radio and community radio will be a source of income for them at the end of the day.

In this context, it can be concluded that community radio like Radio Pollikontho FM 99.2 can be the answer against those million dollar projects for teaching-learning English language for the poor, oppressed, marginalised community of Bangladesh and in this regard BRAC Radio *Pollikontho* is playing the role of a harbinger in Bangladesh through initiating the broadcasts of English language teaching programme in this radio.

2.1 Conceptual Frame work:

According to Al-Hassan, Andani and Malik (2011) community radio is a non-profit mass media type of radio broadcasting programmes beyond commercial and public service focusing on communities' interest which may often be overlooked by mainstream mass media. Usually, the contents of broadcasting are relevant to a particular group of audience. In India, field experimental design was used for evaluating the PREAL (Project in Radio Education for Adult Literacy) in 2007. This assessment process included pre and post measures of experimental and control group to assess the specific contribution of the radio programme (Agarwal, 2007). In this assessment both the learners and the instructors were included to measure the effect of the radio.

Agarwal (2007) further advocated that literacy learning was the major focus of the radio broadcast (reading of standard Hindi) and teaching. He further explained that enabling the adult learners to read with the help of radio briefing was the focal point of the PREAL project. The central part of the content of the radio programmes targeting on learning and teaching of reading skills was presented in a graded pattern.

Al-Hasan, Anandi & Abdul-Maliki (2011) conducted a research on Simli radio in Ghana. That particular study followed participatory approaches with in-depth evaluation. Combination of both desk study and field visit technique was used to collect data from the staff of Simli Radio and the listener to participate fully in the process. Among the specific techniques used to collect data, there were meetings, focus group discussions (FGD), stakeholder interviews, debriefing sessions and observations.

Waters, James & Derby (2011) applied participatory qualitative evaluative tool to evaluate the performance of the health promoting community radio programme. They applied most significant change (MSC) technique with dialogical and story-based data collection tool which promoted community participation while the process of evaluation encouraged empowerment as community members decided and evaluated the effectiveness of their project by sharing their personal stories of change.

In light of the above mentioned three research projects on community radio this proposed research project will engage all the stakeholders of the “Radio Pollikontha 99.2FM” to get the information from and follow the same theory of evaluating the performance of the radio programme which will enable the participants to share their ideas about the possible effective programmes and the content of the programme.

Chapter 3: Research Design

This chapter will discuss the research design used for this study. In this chapter a detailed discussion on the data collection tools and the procedure will be presented. At the end, the data analysis process will also be discussed.

A. Strategy and framework:

This proposed research work was a qualitative research in its very nature of data collection and analysis. It has covered the empirical type of research methodology as for data collection the researcher had to visit the spot and talk to the stakeholders directly. Besides, from the point of authenticity and nature of data collection it can be categorized as the ethnographic research, as well.

According to Brikci & Green (2007) “Qualitative research is characterized by its aims, which relate to understanding some aspects of social life, and its methods which (in general) generate words, rather than numbers, as data for analysis.” This research focused on the evaluation of the English language programme of Radio Pollikontho FM 99.2, therefore, the research work conducted by Al-Hasan, Anandi & Abdul-Maliki (2011) on Simli radio in Ghana was taken as a guideline for data collection. In that research, they used both desk-works as well as field level data collection tools for collecting authentic data. Here, also some table works or document analysis tools were used to develop the concept of radio programme, in particular, FM radio programmes.

For collecting data from the field level, according to the nature of qualitative research, this work focuses more on collecting qualitative data using mainly two different methods. Among them, FGDs (Focused Group Discussion) for the students-listeners have been conducted. For the FGD, two different groups of listeners were selected. They were adult listeners and children listeners. Besides this FGDs, interview with different groups of stakeholders were conducted. Among the interviewees, there were experts, teachers, planners, organizers, guardians and other group of beneficiaries like the local people who did not directly link with this kind of programmes.

Moreover, for document analysis as a part of table work, the related printed materials were examined carefully, for example, the scripts of the programs and other relevant research papers. The types of language used in those programmes and the objectives of those programmes were critically examined to understand the nature of the programmes. These

were cross checked by the listeners to justify the applicability of all those materials. Some recorded programmes were also listened to by the researcher to get a clear idea about the nature of the programmes. The radio stations, along with the studio and related infrastructural facilities were also visited for collecting data related to this programme.

B. Methodology:

3.1 Sample and sampling:

For sampling, two listeners clubs were selected from the 769 listeners clubs of the locality for conducting the FGD. From them, the basic queries were the way to make the English language programmes more interesting and effective. The researcher tried to highlight the language requirement of the listeners and to formularize a possible technique of teaching English which will be proven effective for different groups of listeners. With that, the impacts of current programmes were also discussed in those FGD sessions. Two purposefully selected ELT experts had also been interviewed about getting the theoretical ideas for improving the content of the programmes in the radio. Local teachers and primary school teachers' trainers also shared their ideas about incorporating ELT programmes of the "Radio Pollikontho 99.2 FM" with the content of the textbooks used in the schools for teaching the young learners. Also, managers of the "Radio Pollikontha 99.2FM" were interviewed for getting the background information related to this programmes as well as to assess the nature and types of challenges they have faced. Besides this, station managers were also interviewed to know about their assessment criteria and the impact of the programmes on the local people. For the authenticity of those information, randomly selected local people like businessmen, students, service holders, mechanic, shopkeepers were interviewed about their knowledge and understanding of the programmes. Local teachers were also interviewed for knowing about the problems and prospects of radio programmes to teach English to the rural people.

3.2 Focus Group Discussion (FGD):

In the data collection process, two FGDs were conducted with two different groups of learners. Combined group of learners like students, workers, unemployed village youth, small businessman and field level workers were in the group for the first FGD sessions. Around 20 participants of different ages in between 18 to 30 were presented in the FGD. It was conducted in a very cordial environment. They were informed before about this FGD and

they gathered in a roadside at their locality where they usually listen to the radio programmes together. The researcher had a prepared questionnaire for conducting the session. Before starting the session, the coordinator of the listeners club shared his experience: how did he organize this club and about the support they provide on behalf of Radio Pollikontho. At first, the researcher introduced him and described the purpose of this FGD. They had some queries about the purpose and outcome of this research which were explained clearly. Taking permission from them about recording the discussion the whole session was recorded electronically. They were a bit shy at the beginning but in course of time the environment became amiable and they started sharing different points and their experience of learning English from this radio programme. Sharing about their future plan, they requested the authority to arrange further programmes on learning English. They had given some constructive feedbacks to make the programme more attractive and fruitful and also shared some of the challenges they faced while listening to this programme.

As their schools were going on, in the second FGD session with primary school children was a bit difficult. Due to the time constraints, less number of participants was presented. At the beginning, the researcher started the session by telling stories and asked to know about their experience. They were very shy but were able to share their experience and made some recommendations. They were also asked about what they have learned and some of them shared the rhymes, word meaning to the researcher which were the evident of the positive impact of the English language teaching programmes. Some of the guardians were also present and they also shared their experience and thanked Radio Pollikontho FM 99.2 for arranging such programmes.

3.3 Interviews:

Besides the interviews, a number of one-to-one interviews were conducted with different groups of people. Among them, there were teachers, guardians, PTI instructors, program organizers and the station managers. Also, the ELT experts were included in the interviewee list. All of them shared their invaluable opinions regarding English language teaching and radio related issues. The PTI instructors who were engaged conducting the programme for the children shared their experience and effective recommendations about the radio programmes related to teaching English. ELT experts explained their observation and shared their idea from the theoretical perspective which allowed the researcher to come to a conclusion about making recommendations on an effective radio programmes for teaching

English language. The programme organizers also shared their experiences and feedbacks they received from the community after broadcasting their programmes. Also, they gave a background of introducing such a unique programme in their radio. Besides this, they pointed out the challenges they face and the reactions of the common people. The station manager gave his overall opinion about designing this programme and the future plans.

With these entire selected peoples interview, to evaluate the impact and to know the attitude of the community some random interviews were also conducted. Waiting on a busy roadside, the researcher stopped few people and asked some random questions about the radio programmes. Whether they listen to this programme or not? What is their opinion about this English language teaching programme? Will they continue listening to this programme? What do they expect from this programme? Knowing about the general people's comments helped the researcher to understand the attitude of the common people who are the main beneficiaries of those programmes. These interviews were also taken entering in to the shops and asking about the importance of the English language in their daily personal and professional life. Among the interviewees, there were students, workers, mechanic, service holders, small traders etc. they all replied positively about the importance of learning English, However, they mentioned about the challenges of learning English at the same time.

3.3 Document Analysis:

During the data collection period and even after a number of relevant documents were analyzed for relating the collected data with the relevant documents. Among those documents, there was scripts analysis. The programme for the adults had a pre-designed script for the presenters designed by the ELT experts of The American Centre, Dhaka. They send the materials to them prior to the programmes and some trained presenters who are mostly local college students or English language teachers practiced on those materials before going on air. After their preparation, they recorded the programmes and later on that were broadcasting according to the programmes schedule. Those programmes scripts gave a clear idea about the objective of the lessons and the target audience.

The second programme was a bit different from the programme for the adults. A local English language teacher hosts the programme live from the studio with some of the local students aged between 5-10 years. She starts the programme with a story related to letters or sometimes word meaning. She also teaches them different chunks of languages for example, "how to ask how are you?" "How to reply such questions?" etc. She tells them the meaning

of the words in *Bangla* and drew some of the real figures on board in front of her. She kept on talking with the children and also gave them the opportunity to share their answers. For this programme, there were no ready scripts but she had a plan and some noted points to discuss. Those programmes were recorded and some samples of those programmes were listened to and analyzed by the researcher for collecting the authentic data.

C. Data collection tools and analysis:

As mentioned earlier, for data collection two different FGD schedules were offered to students-listeners. A number of interviews were also conducted to the ELT experts/teachers/managers of “Radio Pollikontha 99.2 FM”. All the suggestions and ideas in the FGD sessions were noted down for analysis. Also, the interview notes with their ideas were analyzed and the summary of their ideas is presented here as the recommendation for the radio channels and other future endeavour who would like to teach English through radio programmes. This document analysis was another major technique for collecting data. Also, printed scripts of the programmes, policy and objectives were analyzed carefully to identify their relevance as well as loopholes. Recorded radio programmes were also analyzed to have the concept authentic for this research. In this research, as it is a qualitative type case study research statistical data is not be mentioned here, rather, the key findings are presented and analyzed in the light of the reviewed literature which would enable the reader to comprehend the major findings of this research at a glance. This finding is combined in different thematic areas and presented accordingly.

D. Limitations:

This was a very small scale research due to the lack of fund and time duration. The basic purpose of this research work is to learn the research process. The main limitation is the sample size. Only students-listeners of two listeners clubs among the 769 listeners clubs may not represent the attitude and experience of the whole community and may not be able to give a clear picture. If the data could be collected from more number of listeners clubs and even from other region of the country which are not familiar with the radio taught ELT programmes, it would have provided clearer ideas about the ELT programmes suitable for the radio. Besides this, before exploring the further development possibilities, it was logical for the researcher to measure the effect of the current programmes. As measuring the effect is a complicated process and related to many other factors which are not possible to conduct

without further organizational support, the researcher had to limit the research process to find out the further possibilities of radio programmes to teach English.

Chapter 4: Findings

This chapter will present the key findings of the study from different sources. They will be presented in an order of their importance. Those findings will also be examined in relation to the reviewed literature to form a strong theoretical base for the recommendations of next chapters. Connecting the literature and the analysis of the collected data is the key part of this chapter.

For collecting data, the FGD sessions were divided in two different parts. The first one targeted the listeners of the BELFORA programme while the second one was conducted with the children's programme. However, from the collected FGD data and the interview data, a number of common thematic areas have emerged. Those are radio Pollikontho and its' programmes, Motivation, Content, Time, Language, Activities, Theory and Problems etc. For the analysis and better understanding, the findings of both the parts are presented here thematically. Even, the data collected from the interviews of the experts were also included in this finding. Here, besides each of the thematic area question number used in data collection tool has been mentioned in parentheses.

After analyzing the collected data using FGDs, Interviews and document analysis, the following findings have been detected. From all these findings the recommendations will be given based on the theoretical perspective.

4.1 Programmes of Radio Pollikontho 99.2FM: (Appendix 1: A2, A3, Q1)

While giving their opinions the participants talked about different types of programmes of Radio Pollikontho 99.2FM. They shared that there were different types of programmes on the radio, among them, health related programmes, educational programmes, agricultural programmes, awareness raising programmes, musical programmes, news programme etc. are prominent. All the programmes mainly target the local community people of the broadcasting area. They try to deal with the common problems and provide solution through radio. Sometimes, they invite questions from the listeners and offer solution. The participants and the managers shared that they usually listen to all kinds of programmes. Though, most of them stated that they liked the musical programmes and other entertainment programmes. However, they also liked to listen different educational programmes with equal attention.

4.2 Motivation/Importance of English: (Appendix 1: A1, Q3, Q5)

At the beginning, it was evident that the language English is important for the people of all walks while they opined about the importance of the language. All the participants and the common people agreed that now-a-days, they need English more than any other skills. One mechanic, who is working to repair mobile phones, commented that they need to download different software from internet and for this English is an essential element. In Bangladesh, historically, English is playing a major role (Hoque, 2008) though the learning output is not satisfactory. The Managers informed that the common people of the community were the main target of those programmes. Besides the BELFORA programmes, they also targeted the local primary level children and for them they designed a unique programme. They also informed that they had included the local teachers and the schools and conducted some sessions there to involve the community in the learning process. Besides, listening clubs were doing a great job in organizing the community for learning and listening the radio programmes.

4.3 Importance of Radio for learning English: (Appendix 1: B1, Int1)

All the participants opined that radio can be a common and easy means of communication for the villagers to comment on the importance of the radio in case of learning English. They may listen to the programmes whenever they like. They also opined that they can listen to radio and do their household chores; as a result, it would not make any difficulties for their daily work. One participant told that working and listening radio would encourage them to work better and if at that time, radio plays anything educational like learning English they would be more encouraged as they were investing their time for doing something better for their future.

4.4 Content/Topic: (Appendix 1: B3, C1, Int 5, Q4)

While commenting on the content another interesting finding came out. They suggested that listeners would like to have content which is related to their personal or social life. Materials must have applicability, for example, how to greet people, how to introduce someone etc. In their daily lives, the type of vocabulary and the chunks of language they may need to use should be included in the content. They really did not like the content which is irrelevant and too much focused on grammatical rules and patterns. They also emphasized on the pronunciation and sentence construction so that they can communicate with their

counterparts, if required. Experts also opined that, if in the content level the daily English is incorporated they will be benefitted more by this kind of programme. Regarding this, the station managers and programme coordinator commented that, they mostly tried to incorporate the contextual content; however, most of the materials are designed by the American Centre, Dhaka's experts, as a result, they had to rely on them as they were not allowed to change the content. However, they ensured that, in future they would give priority to the local contents.

4.5 Material/Language of the content: (Appendix 1: C3, C4, D2, D3 Int 8)

About the material there were different opinions. Firstly, the programme managers commented that in most cases they got the materials at the last hour. As a result, it became difficult to manage those materials and prepare the presenters to conduct the programme properly. Secondly, and most importantly, the texts were too big to handle and most of the sentences were too long to practice. One of the texts was 45 minutes long and had 167 sentences. Most of the sentences were compound and complex sentence with some advanced level use of languages. For example, "*And Harun and Nabila, you probably know that there are also lots of Bangladeshis and Bengalis in the New York area.*" This sentence is an example of complex sentence and it uses a difficult word like "probably". This kind of sentences structure made the text difficult for the listeners to comprehend. However, the programme organizer, on the other hand, claimed that they publish the text of the programme on the local news papers. Still, the listeners argued that most of the time they did not get the newspaper as they live in the village. As a result, it is difficult for them to comprehend the correct sentence structure and use them in their own communication. They requested to use small texts with short and simple sentences. They further advised one text could be divided into several segments and presented on two or three consecutive programmes. After analyzing the text and listening to the programmes, similar opinion is formed by the researcher as well. Thirdly, the words used in the texts sometimes are unknown and difficult for the listeners' level. Instead, they suggested using easier and shorter words in the conversation. Words like "countryside" "excellent" were a bit difficult for them to remember. Experts suggested for contextualizing the language and using the words commonly used in Bangladeshi English.

One of the most interesting findings of this study is the use of dialect as the language of instruction. For both the programmes, they use the local languages of Moulavi Bazar district as the language for giving instructions to the students and translating the texts to the students. Though, the programmes for the adults use both Standard Bangla with the dialects

and the target language English. While for the children the whole programme is conducted through the dialects. Practice of the dialect enables the students to feel more comfortable and comprehend the English words and sentences easily. They also understand the contexts easily and as most of the listeners did have a very poor exposure of English language, it would be impossible for them to understand the instructions correctly. Experts also support this idea of using the dialects for instruction to make students more comfortable with the teaching-learning process.

Another point found from the analysis of collected data is about the programme for the children. It has no written scripts so it is difficult to evaluate the development of the learners after the programmes. The teacher conducts the programme in such a way that she discusses and makes them practice what instantly comes to her mind. This is one of the positive and lively points of the programme, however, according to the experts it is a weakness of the programme. For any teaching programme there must be some pre-set objectives and criteria to evaluate the students learning otherwise it may be only a programme not education or teaching, commented an expert. However, the PTI instructor who conducted the session claimed that she had some written documents and prepared lesson plan. She also claimed that she evaluated the students learning time to time known as formative evaluation and she also argued that some pre-selected words and some particular sentence structures were discussed in different programmes.

4.6 Timing and Duration of the Programme: (Appendix 1: A4, A5, A6, C5, Int 6)

Another finding of the discussion was the timing of broadcasting the programme. In the evening, most of the villagers have some leisure time with their family members. Traditionally, in villages right after the evening is considered as the high time for studies for the students so broadcasting a programme at 7.00pm is not convenient for the listeners to listen with other learners. Regarding this, they suggested to broadcast the programme after 9.00 pm and repeat the same programme at least thrice a day, so if any one misses any programme they can listen to it again at his or her convenient time. The station manager commented that already they were broadcasting the same show twice a week so that if anyone misses the programme he/she might have the repeat show. However, the suggestion came that broadcasting the programme at the same time twice a day would not benefit them at all, because may be the same person is busy at that time every day. As result, it would be

wise to change the broadcasting time to two different schedules almost every day of the week. May be, the same lesson could be repeated again and again.

During data collection, it was also revealed that the timing for the children programme was perfect. It is broadcasted every Friday morning and most of the students remain idle at their home during that time. Therefore, they will find it convenient listening to radio sitting at their home. This programme duration is also half an hour which is quite perfect for the teachers as well as for the students. However, as students are mostly enthusiastic about his programme teachers, guardians and the students suggested increasing the duration for 15 minutes considering the fact that the number of participants are increasing day by day. The station manger suggested that they will try to increase the time next.

4.7 Activities: (Appendix 1: C2, D1, Int 4, Int 7)

The participants told that they would like to learn through entertainment. They also though the activities should be real life oriented. One student suggested that story telling, jokes, songs short drama can be some of the activities for teaching English through radio. Experts suggested that authentic materials can be a very good way of teaching English. They further told that instead of only teaching anything traditionally, radio may adapt some classical texts to drama and broadcast them with a particular language focus. May be, at the end of those dramas there will be some question answer or word meaning session. Authentic tasks and authentic texts will be more effective than the general teaching learning materials. In reply, the radio managers claimed that in BELFORA, the materials were designed by the American centre; they had little authority to change it. However, they had taken these ideas into consideration to use for further programmes.

4.8 Problems: (Appendix 1: B2, Int 2, Q5,)

Moreover, the participants opined that the main problem of their English language learning was their speaking while they were speaking about their learning problems. They did not find the correct word while speaking. As a result, they stopped speaking and cannot continue; also, in case of learning when they had found it difficult they left the learning process. Experts suggested that in learning process at the beginning, things would be difficult and then they needed motivation and reinforcement regarding their learning. About radio

programme, one participant suggested that they could arrange some language competitions which would motivate them to practice after listening to the radio. There should be regular encouraging inputs to lessen the level of anxiety from the listener. Radio should broadcast some programmes that will encourage the listeners to use the language in their daily communications irrespective of mistakes.

Another finding from the observation is this programme is not advertised among the common people of the locality. However, the station managers claimed that they had 769 “listeners club” for both adults and the children. Most of the clubs give more priority to the programme related to agriculture, business and most commonly entertainment for sure, like music, drama etc. Even, the members of the listening clubs are not listening to the English language programmes in some places. Some random interviews around the radio centre with the common people who are the members of the community shared that they were not aware about any such programmes in this radio, though, they were well aware about the programmes and the activities of the radio Pollikontho.

One very interesting point about the programme for the children is the organizers of the programme and the station managers all think that students are more interested and are getting enthusiastic about taking part in the radio programme at the studio. As most of the guardians want to send their children to the programme, than listening to the programme sitting at home, organizers are considering it as one of the positive indications of the programme. As a result, the original purpose of the programme is mostly realized and students are showing their interests mostly for taking part in radio programme than learning the language. It is also supported by the evidence that one guardian commented “I have been trying for months to enrol my son here so that he can learn better English”. This suggests that guardians also have a wrong notion that enrolling there at the radio programme will enable their children learning the language better than merely listening to the programmes on their radio sitting at home and trying to learn the language.

4.9 Teaching Theory: (Appendix 1: D2, Int 3 and Q2)

Experts suggested that for making the teaching learning programme effective, this has to be incorporated with some language teaching-learning theories. They suggested incorporating the behaviourist theory combined with Vygotsky’s (1978) social constructivism theory which will focus on Scaffolding. Besides, for the methods, they suggested Audio Lingual Method (Fries, 1945) of language teaching with the Community Language Learning

(CLL) (Curran, 1976) and Communicative Language Teaching (CLT) method. The PTI instructor gave more importance on “drilling”, she thought that for the young children this will impact positively and help them to internalise the vocabularies and “chunks of language” and learners will be able to use them in their real life effectively. However, one participant thought that there should have some grammatical lessons on the scripts, though the experts strongly opposed the idea.

4.10 Miscellaneous:

According to the literature, community radio should be governed by the community people (Fuller, 2007) and Akhter (2010) commented that it will be for the community, of the community and by the community. It should be also mentioned that in case of “Radio Pollikontho” the staffs were mostly professionals and they were recruited from the community. Those staffs belong to the community and nearby villages who received their education mostly in local education institutions and most of them are young and still studying. From the recruitment process, it is evident that it is truly a community radio. They also invite the community people like teachers, farmers, students and other professional for conducting their different programmes. Sometime they record their programmes directly on the spot. They have programmes like news which always gives information and reports about local happenings. It is mandatory to let the people know about the programmes and educate them about the benefits of the programmes. The programme organizers claimed that they had some workshops with the students and teachers of the local schools and they educate them about incorporating the lesson taught by the radio with their lessons.

Chapter 5: Recommendations

This chapter will discuss the recommendations for the teachers, community people, radio authority, course designers and presenters. These recommendations have been made in light of the findings blended with the theories related to this study. There are recommendations for study as well for the betterment of English language learning programmes in Radio.

Firstly, the course designers have to design the course according to the requirement of the community. They should conduct a needs analysis before designing the course. However, people may argue that there are different groups of listeners so it would be impossible to identify any common needs. In this regard it can be recommended that the courses should cover the common requirement of the community as the first priority.

Secondly, the context of the community must be considered in designing the course. For each and every community, their context, culture, requirement can be different. For example, people of Barisal and people of Chittagong will have different cultural contexts, which need to be considered in designing the course. The text also can be relevant with the daily activities of the locality and the way they are used to communicate with their near and dear ones. Different awareness raising programmes like eve teasing or acid violence can be also translated in English for using in the language learning process. These authentic materials will help them to learn language as well as develop a sense of responsibility in the community.

Thirdly, for conducting the course of the students there should be a written script with specific aims and objectives. There should be the pre-designed materials for teaching the children. Having a well designed evaluation system is also mandatory for teaching the language. Students taking part in the class at the studio should be evaluated through this and the listeners should be well aware about the evaluation process, they may send their responses through text messages which will also be discussed in the class with the sender's name which will inspire the listeners to take active part in the language learning process. Also, this will be also helpful for the radio to generate revenue and support the staff working for this process. With a real time communication system, language learning will be lively and enthusiastic.

Also, the materials designers have to ensure the availability of the materials ahead of time of the broadcasting to ensure sufficient time difference for the preparation. One of the major complains was receiving the materials at the last hour. As a result, presenters did not get enough time to be prepared for the lessons to deliver. A good preparation is essential for the presenter, at least one week before the programme will be helpful for them to understand the text and take preparation for the presentation.

Also, broadcasting time can be changed and the same programme can be scheduled to broadcast twice or thrice every day. In that case, busy people will have a chance to listen to the programme once again. They will be also able to practice the same lesson more than once which will sustain their learning to a great extent. Regarding the duration of the programme, it should be noted that a short span of time will be more effective. People will not be remaining busy, listening to the radio programmes all day long.

Also, texts should be shorter than the current one. It should also be small sentences at the beginning and gradually the sentences structure could be complex. Easy and well known words need to be used in designing materials for making them more comprehensible for the listeners. Commonly used vocabularies along with their synonyms with their usage in different contexts can be a very effective task to be practiced. Materials should be more focused on vocabulary and making sentences with them. Simple and easy sentences will encourage them to learn.

Also, every day the lesson should be focused on a very specific topic. For example, “greetings” “saying good bye” “asking time” asking address” “telling time” etc can be the topic for each lessons, so that listeners can memorize this chunks of language at a time. Audio lingual method (Fries, 1945) of language teaching with the community language teaching (Curran, 1976) based on the behaviouristic theory (Skinner, 1957) should be followed as the principle methods of language teaching through radio. Drilling practices can be one of the main techniques for the listeners to practice the language with the presenter.

Also, pronunciation of the English words should be given preferences. In particular for the children, accurate pronunciation should be practiced through this programme. Teachers should also encourage and allow time to the listeners for practicing the accurate pronunciation while listening to the programme. For this, one sentence should be repeated several times, hence, listeners can practice the accurate pronunciation with the teacher.

Finally, a good campaign about this programme is a key for the success of this kind of language teaching. Community people should be included in the teaching learning programme. In the local schools, a rigorous campaign should be run including the teachers and the students. A school based language club/listeners club can be an effective method for involving the students in the learning process. In schools, during the lessons, students can listen to the programme and practice with their peers accordingly. They will also be the medium of advertising this programme to other people who left schools long back but still have a need for learning English. They will convey the message and information to their senior relatives and encourage them to learn the language. In rural areas, local teachers can play a vital role. For this, they should be invited in the programme to share their opinions about the programmes. Experts should also visit different schools and demonstrate the proper ways of practicing the language.

Chapter 6: Conclusion

Finally, it can be claimed that in this era of technology, teaching-learning has reached a different state of development. Incorporating technology has made this learning easier; however, it requires sincere attention and expertise to offer the best possible products to the learners. In this context, for teaching English language, in Bangladesh FM radio can be a wonderful technical gadget for teaching English Language. BRAC Community programmes, has introduced a really effective initiative through their community radio channel which is a milestone in this very field in Bangladesh.

Being the very first initiative, there may be some areas to be improved. In particular, selection of content and setting the objectives are the two key factors of teaching English through radio programmes. Schedule of broadcasting the radio programmes is another issue along with other major areas for the programme organizers. The radio should take more active role for including community people. By these initiatives, language teaching can be more effective as well as enjoyable for the learners.

Language learning is a continuous process and in this process community radio can play a pivotal role to encourage the community in the learning process. As English is the most demanding language in this current reality, community should come forward and take the lead for including the listeners in the learning process. Only making a good programme is not the end, rather, it is just the beginning for the community to teach the language. Encouraging, involving, including them in the whole process will give them a sense of ownership and allow them to be really instrumental in the language learning process. A programme is not only for the purpose of broadcasting a programme. Rather it should be the communities own programme to develop their communication skill resulting in more productive and contributing for the development of the country.

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Appendices

Appendix I:

FOCUS GROUP DISCUSSION (FGD) SCHEDULE

BRIEF INTRODUCTION: INTRODUCING MYSELF AND EXPLANATION OF OBJECTIVE AND PROCEDURE.

Question schedule: (Questions will be translated in Bangla and answers will be taken in Bangla)

A. THINK ABOUT THE RADIO PROGRAMMES YOU LISTEN ABOUT LEARNING ENGLISH.

- A1. How learning English is important for you? (ইংরেজি ভাষা শিক্ষা আপনার জন্য কতটা গুরুত্বপূর্ণ?)
- A2. What type of programmes does radio “Palli kantha” broadcast? (রেডিও পল্লীকন্ঠ কী ধরনের অনুষ্ঠান সম্প্রচার করে?)
- A3. What type of programmes does radio “Palli kantha” broadcast for learning English? (রেডিও পল্লীকন্ঠ ইংরেজি শেখানোর কী ধরনের অনুষ্ঠান সম্প্রচার করে?)
- A4. How long does radio “Pallikantha” broadcast English Language learning programme? Daily? Weekly? (প্রতিদিন রেডিও পল্লীকন্ঠ প্রচারিত ইংরেজী শেখার অনুষ্ঠান কত সময় ধরে প্রচারিত হয়? সপ্তাহে কত ঘন্টা?)
- A5. How long do you listen these programmes? Daily? Weekly? (আপনি গড়ে প্রতিদিন কত সময় এই অনুষ্ঠান শোনেন? সপ্তাহে কত ঘন্টা?)
- A6. How long the total broadcasting duration should be? Daily? Weekly? (ইংরেজী শেখার অনুষ্ঠান দৈনিক কত ঘন্টা হওয়া উচিত? সপ্তাহে কত ঘন্টা?)

B. HOW EFFECTIVE IS IT FOR YOU TO LEARN ENGLISH?

- B1. How can radio programmes be helpful for you to learn English? (আপনার জন্য রেডিও অনুষ্ঠান কিভাবে সহায়ক হয় ব্যাখ্যা করুন।)
- B2. What are the possible problems of radio programmes in teaching-learning English? (রেডিও অনুষ্ঠান এর মাধ্যমে ইংরেজী শেখানোর ক্ষেত্রে কি ধরনের সমস্যা হয়ে থাকে?)
- B3. What are the content of the programmes? (অনুষ্ঠানগুলোর বিষয়বস্তু কী কী?)

C. WHAT KIND OF PROGRAMME DO YOU NEED TO DO BETTER IN LEARNING ENGLISH?

C1. What should be the content of the programmes? (অনুষ্ঠানগুলোর বিষয়বস্তু কী কী হওয়া উচিত?)

C2. Which language skills can be developed through radio programme? (রেডিও অনুষ্ঠানগুলোর মাধ্যমে কোন ধরনের ভাষা দক্ষতার উন্নতি করা যায়?)

C3. What aspect (s) of English language should be emphasized in radio programmes? (ইংরেজী শেখানোর রেডিও অনুষ্ঠানগুলোর কোন কোন বিষয়গুলোতে বেশী জোর দেওয়া উচিত?)

C4. What will be the language of instruction of the programmes? (ইংরেজী শেখানোর রেডিও অনুষ্ঠানগুলোর শেখানোর ভাষা কী হওয়া উচিত?)

C5. What should be the standard duration for one programme? (একটি অনুষ্ঠান কত সময় দীর্ঘ হওয়া উচিত?)

D. WHAT ARE THE BEST WAYS TO MAKE ENGLISH LANGUAGE PROGRAMMES MORE EFFECTIVE FOR THE LISTENERS?

D1. What kind of teaching and learning activities do you like to have in those programmes? (ইংরেজী শেখানোর রেডিও অনুষ্ঠানগুলোর কী কী ধরনের “কাজ” করা উচিত?)

D2. Do you think grammar and vocabulary are important for this programmes also? What else? (Please mention) (আপনি কি মনে করেন, “গ্রামার” এবং “শব্দার্থ” এই ধরনের অনুষ্ঠানের উপযুক্ত? আর কি কি বিষয় হতে পারে? দয়া করে বলুন।

D3. What kind of material will be suitable for you? (কোন ধরনের শিক্ষা সামগ্রী এই ক্ষেত্রে সহায়ক হতে পারে?)

INTERVIEW SCHEDULE (TEACHERS/ELT EXPERTS)

BRIEF INTRODUCTION: INTRODUCING MYSELF AND EXPLANATION OF OBJECTIVE AND PROCEDURE.

Int1. How can radio be an effective medium for teaching English to the rural students of our country?

Int2. What are the possible problems of using radio for teaching English to the rural students? How can these problems be solved?

Int3. How do ELT theories support teaching English through radio?

Int4. What skills should be targeted in English teaching programmes in radio?

Int5. What should be the content of the radio programmes for teaching English?

Int6. What should be the duration/timing of the programmes?

Int7. What kind of activities will be effective for teaching-learning English?

Int8. What should be the language of instruction in this kind of programmes?

Int9. What is your suggestion about improving the quality of the radio programmes?

INTERVIEW SCHEDULE (RADIO PALLIKANTHA MANAGERS)

BRIEF INTRODUCTION: INTRODUCING MYSELF AND EXPLANATION OF OBJECTIVE AND PROCEDURE.

Q1. What are the procedures of broadcasting radio programmes for teaching English?

Q2. How do you relate the ELT theories in radio programmes?

Q3. Tell us about the stakeholders of the programmes? What are the impacts so far?

Q4. What are the contents of the programmes?

Q5. What are the problems you are facing? How are you solving those problems?

Q6. How do you incorporate the community in your English teaching learning procedure?

Appendix II:

Bst̄i wR শিফার Avmi 0AvI Bst̄ij k m̄wKÓ (ce©. 01)

ti wWI চললীKÉ, 99.2 Gd Gg, tgšj fixvRvi

kp̄tZ _vKb c̄Z g½j , ep̄, ep̄ -úwZ I k̄p̄evi m̄U'v 6.30 w̄gwbU

Mí m̄f̄ :

কিছু মেহমান সিলেটে বেড়াতে আসছে, তারা একটা বাস কাউন্টারের সামনে অপেক্ষা করছেন। একসময় তারা নিজেদের আলাপ শুরু করলেন।

1. English	Bengoli
<p>Introductions Faruk: I think all of you are going to Moulvibazar to see tea plantations. Is that right? Gloria: I am! Is this the right place? Faruk: Yes, it is. The bus will be here soon. Is this your first trip to Sylhet? Gloria: Yes, it is. How about you? Faruk: No, it isn't. I've been there two or three times before. Please let me introduce myself. My name is Faruk, and I'm from Bangladesh. Gloria: Hello, Faruk. I'm Gloria. I'm from Mexico. Faruk: I think you two are also Bangladeshi. Nabila: Well, we're actually British. But our grandparents were from Sylhet. You probably know that there are many Sylhetis in the UK.</p>	<p>cwi Pq ce©j æ dvi ূK: ḡtb nq, Avcbvi v meivB tgšj fixvRvi hv̄t"Qb, Pv evMvb t̄ L̄tZ wK wK bv t̄M̄w̄wi qv : Av̄gv̄t̄K ej t̄Qb! Aw̄g wK wK K̄vD>Uv̄t̄i Aw̄Q? dvi æK : n̄u n̄u wK K̄vD>Uv̄t̄i B Av̄t̄Qb, ev̄m GLbB Ḡtm cōte w̄m̄t̄j t̄U wK Gevi B c̄Ūg hv̄t"Qb? t̄M̄w̄wi qv : n̄u wK et̄j t̄Qb, Avc̄wb wK c̄Ūg hv̄t"Qb dvi æK : bv, Aw̄g Gi Av̄t̄M `ŷw̄Zbevi w̄M̄t̄q̄w̄Q Aw̄g dvi æK, ev̄sj v̄t̄ k t̄t̄K t̄M̄w̄wi qv : dvi æK, Aw̄g t̄M̄w̄wi qv, Aw̄g t̄ḡw̄ t̄Kv t̄t̄K dvi æK : ḡtb nq Avcbvi v `ŷRb ev̄sj v̄t̄ k̄x bv̄w̄ej v : Av̄m̄t̄j Av̄gi v w̄et̄UK bv̄M̄wi K, wKš̄Í y Av̄gv̄t̄ i ce©cj ǣt̄l i v w̄m̄t̄j t̄Ui R̄v̄t̄bb t̄Zv j Ū̄t̄b Āt̄bK w̄m̄t̄j w̄U emeim K̄t̄i b </p>

Visitor – পর্যটক, অতিথি, মেহমান,

To arrive- পৌঁছানো

Introduction – পরিচয়,

Soon – শীঘ্র, তাড়াতাড়ি, দ্রুত

Trip – যাত্রা, ভ্রমণ

How about – কিভাবে,

Please let me – দয়া করে আমাকে

Myself – নিজ, নিজে নিজে, আমি, আমার

Actually – প্রকৃতপক্ষে, আসলে

Grandparents - দাদা-দাদী, নানা-নানী

2. English	Bengoli
<p>Faruk: Yes, I've heard that. Nabila: My name is Nabila, and Harun is my husband. Harun, come here and meet our new friends! Harun: Hello, everyone. Are you all going to see a tea plantation? Ojal: I am! Harun: Is this your first time in Bangladesh? Ojal: No, it isn't. I live in Dhaka and work for the Nigerian Embassy. I have lived in Dhaka for six months, but this is my first trip to Sylhet. Greg: You're Nigerian! I was in Nigeria a few years ago for vacation. My name is Greg, by the way. Ojal: And my name is Ojal. Greg, from your accent, I think that you're American or Canadian. Greg: I'm American. I live in New York now. And Harun and Nabila, you probably know that there are also lots of Bangladeshis and Bengalis in the New York area. Harun: Oh, yes. We know that. Bengalis usually know a lot about all the places where other Bengalis live. Nabila: Ah, two more people are coming here. I think they'll also want to take the bus to Sylhet. Hello! I'm Nabila. Danny: Hi, my name's Danny. Penny: And I'm Penny. There are so many people here!</p>	<p>divi æK : niu kʃbiQ, bwej v : Awng bwej v, Avi wZwb nʃ"Qb nvi æb Avgvi ʃʃg nvi æb, Gw ʃK Gʃm Dvri mʃt_ cwi wPZ nI nvi æb : nʃtj v, Avcbvi v mevB wK Pv evMvb ʃ ʃLʃZ hvʃ"Qb? I ʃRj : niu wK eʃj ʃQb, AwngI ZvB ʃ ʃLʃZ hwrQ nvi æb : GB wK cŃg evsj vʃ ʃk? I ʃRj : bv bv Awng XvKvʃZ _wK, I LvBkvi bvBʃRwi qvb ʃ Zveʃm KvR Kwi hw ʃ 6 gym evsj vʃ ʃk AwQ, wKʃʃ y wmʃj ʃU Gevi B cŃg hwrQ ʃMM : Avcbv bvBʃRwi qvb? KʃqK eQi AvʃM GK QmʃZ Awng bvBʃRwi qv wMʃqʃj vʃ Avgvi bivʃ ʃMM I ʃRj : Awng I ʃRj , Av"Qv ʃMM Zgvi K_v kʃb gʃb nʃ"Q Zig Avʃgvi Kvb A_ev KvbWvi ʃj vK ʃMM : Awng Avʃgvi Kvb, Awng wDBqʃK©_wK nvi æb bwej v, mʃʃZ ʃZigi v Rvʃbv, wDBqʃK©AʃbK evsj vʃ kx Avi evOvj x evm Kʃi nvi æb : niu Zv Rwb, Avmʃj evOvj xi v Ggb me RvqMvB Rvʃb ʃhLʃb Abʃv evOvj xi v _ʃK bwej : I B ʃh, Avʃi v ʃRb Gw ʃK AvmʃQ, Avgvi gʃb nq Zvi vl wmʃj ʃUi evʃm DVʃe nʃtj v Awng bwej v Wwb : Avgvi bivʃ Wwb : cwb : Awng cwb, GLʃʃv Avʃi v AʃbʃKB AvʃQb </p>

Embassy – দূতাবাস

A few – কিছু কিছু, খুব সামান্য

Ago – পূর্বে/ আগে

By the way – যাইহোক

From – হইতে, হতে, থেকে

Accent – উচ্চারণ, উচ্চারণের ধরণ

Ah - ও

So many – অনেকেই

Other – অন্যান্য

To try to do – করতে চেষ্টা করা

3. English	Bengoli
<p>Harun: Yes there are. I'll introduce them to you. I'm Harun, and this is my wife, Nabila, and we are from London. I will try to introduce all the other people. I hope I remember your names. This is Faruk, from Dhaka.</p> <p>Danny and Penny: Hello Faruk.</p> <p>Harun: And this is Ojal from Nigeria, but she's living and working in Dhaka now at her Embassy.</p> <p>Ojal: It's a pleasure to meet you both.</p> <p>Harun: And...and...Oh no. I'm sorry, but I've forgotten your names. Ojal, can you help me.</p> <p>Ojal: I think I can. This is Greg from America, and he lives in New York. And this is Gloria, from Mexico. Is that right?</p> <p>Greg: That's right!</p> <p>Gloria: You've got a good memory.</p> <p>Greg: Gloria, you didn't tell us where you are from. Are you from Mexico City?</p> <p>Gloria: That's right! The world's biggest city. Well, many people say it's the world's biggest city, but I'm not sure.</p> <p>Nabila: Danny and Penny. We don't know where you are from. I don't think you're Bangladeshi.</p> <p>Danny: (laughing) No, I'm not Bangladeshi. I'm from China, from Shanghai. But there are some Chinese people who live in Bangladeshi, so I could be Bangladeshi.</p> <p>Penny: But you're not. And I'm also not from Bangladeshi. I'm from Malaysia.</p> <p>Greg: You're not from the same place?</p> <p>Penny: No we aren't. We met a week ago in Dhaka, and we decided to come to Sylhet together. I'm from Kuala Lumpur.</p> <p>Danny: And Penny speaks English really well. My English is not very good, so I am happy to travel here with her.</p> <p>Ojal: Penny, KL is a beautiful city!</p> <p>Penny: Have you been there?</p> <p>Ojal: Yes, I worked there in the Nigerian Embassy before I came to Dhaka. I think it's a very comfortable and well-organized city.</p>	<p>nvi æb : niw Zvi v GLvtbB, Ptj v Zgvi mv_t cwi Pq Kwi tq t`B Awg nvi æb Avi I nt`Q Avgvi `x bwej v Avgi v j Ub t_tK GmiQ Awg mevi mv_t tZvgvi cwi Pq Kwi tq t`e gtb nq tZvgvi bvg fj ebv Dwb nt`Qb dvi æK, XvKv t_tK GmtQb W`wb I c`wb : n`vtj v, dvi æK nvi æb : Dwb I tRj bvtRwi qv t_tK wKs` y wZwb XvKvZB _vtKb Avi KtR Ki tQb bvtRwi qvb `Zvevtm I tRj : tZvgv` i `Rtbi mv_t cwi wPZ ntq fvtj v j wvtj v nvi æb : Av`Qv.....I n.. bv bv, Avmtj Avcbvi bvgUv fjt tMwQ I tRj , AvgvtK GKUzmnv` Ki te Zng? I tRj : niw, cwi tev Dwb nt`Qb tMM Avtgi K t_tK, wZwb evm Kti b wDBqtK, Avi Dwb nt`Qb tMwvi qv tgv` tKvZ evm Kti b wK wK ej j vg tZv? tMM : GK`g wK etj Q tMwvi qv : Zgvi `si bk` A`bK fvtj v tMM : tMwvi qv, Zng wKs` y GLvtbv Avgv` i ej wb Zng tKv_v t_tK AvmQ Zng wK tgv` tKv t_tK AvmQ tMwvi qv : wKB etj Q, GUv wtkj metPtq eo kni A`bKB etj _vtK tgv` tKv wtkj metPtq eo kni , wKs` Awg cfi vcji wvDZ bv bwej v : W`wb Avi c`wb, Avcbvi tKv_v t_tK GmtQb Avgi v Rwbvb gtb nqvb Avcbvi v evsj vt`tk W`wb : (tn`m) bv, Awg evsj vtZkx bv Awg Pxtbi msvNB t_tK AvmQ wKs` y GLvtb KtqKrb Pxbv AvtQb hvi v evsj vt`tk _vtKb nqtZv GKmgq AwgI evsj vt`kx ntev c`wb : Zng wKs` yejsj vt`kx bl Avi AwgI evsj vt`k t_tK Avmwb, Awg GmiQ gvj tqwkqv t_tK tMM : I , tZvgi v GKB RvqMv t_tK Avmwb? c`wb : bv bv Avgi v GK RvqMv t_tK Avmwb, msvn Lv`bK AvtM Avgv` i t`Lv nq, ZLb wK Kwi Avgi v GKmv_t wmtj tU hvtev Awg Avmtj Kqvj vj vgcj t_tK GtmiQ W`wb: c`wb wKs` Lp fvtj v Bsti wR etj Awg wKs` Lp fij ej tZ cwi bv fij B ntj v I i mv_t Gtm </p>

	<p>I †Rj : c`mb, Kqyj vj vgcj Lye-B my` i kni </p> <p>c`mb: Zng wK KLbI Kqyj vj vgcj wMtqQ?</p> <p>I †Rj : nu, Awng XvKvq Avmvi Av†M tmLv†b bv†Rwi qvb G`v†††Z KvR K†i wQ Awng g†b Kwi bv†Rwi qv A†bK Avi vq`vqK I mksLj kni </p>
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To hope – আশা করা,

To remember – মনে করা, স্মরণ করা

Pleasure – আনন্দ, খুশি, উল্লাস

Both - দু’জনে

Memory – স্মৃতি, স্মৃতি শক্তি

World – পৃথিবী, দুনিয়া

To decide – সিদ্ধান্ত নেয়া

To have been to a place – এক জায়গা থেকে অন্য জায়গায়

Comfortable – সাচ্ছন্দ্য

Well organized – সু-সংগঠিত

4. English	Bengoli
<p>A short test</p> <p>Danny: You know, Penny and I came here late, so we really don't know your names. Let's have a little test. We can ask each other questions about the other people in our group. That way, we will remember everyone's name, country, and city.</p> <p>Nabila: That's a good idea. So, Danny, what's my name? And where am I from?</p> <p>Danny: You're Nabila, and you're from London. You are traveling with your husband. But I've forgotten your husband's name. Penny, what's his name?</p> <p>Penny: His name is Harun. And he's from London.</p> <p>Ojal: But that was very easy!</p> <p>Penny: OK, Ojal, I know you have a good memory, so I'll ask you a harder question. Who is from the biggest city in the world?</p> <p>Ojal: That's easy. Gloria is from Mexico City. And Gloria, who is from the biggest city in the US?</p> <p>Gloria: That's Greg. He's from New York. OK, Greg, now it's my turn to ask you a question. Where did Ojal work before Dhaka?</p> <p>Greg: She worked in Malaysia, in the Embassy in Kuala Lumpur. And, Danny, who has been to Sylhet two or three times?</p> <p>Danny: I think that's a hard question. I am sure that you are talking about Faruk because we have said the names of all the other people. I think that before Penny and I came here, Faruk told you he's been to Syleht two or three times. But I'm just guessing. Am I right?</p> <p>Faruk: Yes, Danny. You are right. Ah, here's the bus. Let's board the bus and start our trip to Moulvibazar. Once we are inside we can talk more.</p>	<p>msiv` B Zivj Kv :</p> <p>W`mb : Zng g†b nq Rv†bv, c`mb Avi Awng Avm†Z †`wi n†q†Q, ZvB Avgi v †Ziv†` i bvg Rvmbbv P†j v GKUv †QvU ci xy` v n†q hvK Avgi v w††Am Kwi Avg†` i `†j i evKx m`m†` i Avi G†v†e Avgi v c†Z†K†i †`k Avi kn†i i bvg g†b i vL†ev </p> <p>bviej : `vi æb e†j Q, †Zv W`mb ej †Zv Avgvi bvg wK Avi Awng †Kv_v †_†K Gm†Q?</p> <p>W`mb : Zng bviej v, G†mQ j Üb †_†K Avi Zng GLv†b G†m†Q Zgvi `†gxi mv†_ wKŠ` Zgvi `†gxi bvgUv ††j †M†Q c`mb Zng ej †Zv, Avgvi `†gxi bvg wK?</p> <p>c`mb : Dbvi bvg n†`Q nvi æb, Avi DwbI G†m†Qb j Üb †_†K </p> <p>I †Rj : wKŠ† yGUv†Zv A†bK mnR wQ </p> <p>c`mb : Av`Qv wK Av†Q, I †Rj , Avgvi hZUKzRwb †Zivvi mvZkiv³ A†bK gReZ ZvB Awng †Ziv††K GKUz KivVb c†K†Kie ej †Zv †K cv_exi met††q eo kni †_†K G†m†Q </p> <p>I †Rj : GUv†Zv GK`g tmvRv, †Møwi qv G†m†Q tgw †Kv †_†K Avi †Møwi qv n†`Q tmB th Av†gwi Kvi eo kni †_†K Gm†Q </p> <p>†Møwi qv : GB n†`Qb †M†M, wZwb G†m†Qb wbDBqK†_†K </p>

	<p>wK AvtQ tMm, GLb Avgvi cij v Awig cKæ Ki wQ tZvgtK ej tZv XvKv Avmvi AvtM I tRj tKv_vq KvR Ki tZb?</p> <p>I tRj : wZwb KvR Ki tZb Kqvj vj vgcçi gj tqikqvb G'v'f'x'Z Avi W'wb n't'Qb wZwb, whwb `wZbevi wmtj U G'tm'Qb </p> <p>W'wb : GUv gtb nq A'tbK K'wb cKæ Awig w'w'Z tZvigi v dvi æK m'ú't'K® ej Q, Kvi b Awig Ab'vb' mevi K_v etj wQ Avgvi Zvi AvtMB Awig Avi c'wb GLv'tb G'tm'Q dvi æK tZvgt' i etj tQb, wZwb `wZbevi wmtj U G'tm'Qb Awig k'p'Abg'vb K'ti ej wQ, wK ej j vg tZv dvi æK : n'w W'wb, GK`g wK ej Q I evm P'tj G'tm'Q P'tj v P'tj v ev'tm D'w, Gevi Avgv't' i tgšj f'x'ev'R'v'i i hv'v kj æ Pj b, ev'tmi g'ta' I K_v ej v hv'te </p>
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Late - দেরি

Each other – নিজেদের মধ্যে

To ask – জিজ্ঞাসা করা

Group - দল

That way – ও পথে, ও দিকে

Hard - কঠিন

Turn – বাক, মোড়

To guess – ধারণা করা, মনে করা

To board – আসনে বসা/ গ্রহণ করা

Inside - ভিতরে

5. English	Bengoli
<p>Inside the bus Ojal: About how long does it take to go to Moulvibazar. Faruk: I think it will take about one or two hours. Greg: Is the road good? Faruk: Yes, the road is pretty good. It's not very good, but it's OK. You know that sometimes travel in Bangladesh is slow and uncomfortable. Do you think that's true? Greg: Yes, probably. But it isn't always difficult. However, I want to say that people are really friendly. Everyone wants to help foreigners. They want to help us find places. Gloria: That's really true! They want to help us find the bus, find the restaurant, find the cyber café, find the museum. So far, people have been very helpful and kind.</p>	<p>ev'tmi g'ta' Z'v' i et'm th K_v nq: I tRj : Av'bg'w'bK KZ'ÿ b j wM'te tgšj f'x'ev'R'v'i th'tZ? dvi æK : g'tb n't'Q GK t_tK `yN'Èv mgq j wM'tZ cv'ti tMm : i v' í v wK f'v'tj v? dvi æK : n'w i v' í v tg'v'U'v't'g'w'U f'v'tj v Z'te L'p' f'v'j b'v wK's'í y'Pj vi gZ Avi Z'ng tZv R'v'bB ev'sj v't' tk wK'Qz-wK'Qz hv'q'M'v'q âgb Ki v KóKi Z'g'vi wK g'tb nq? tMm : m'æ'Z Z'vB, wK's'í y'mem'gq GKB i Kg b'v, hv'B't'v'K GL'v'bK'v'i g'v'b'j L'p'B e'U'm'j f, me'vB w'e't' k'x't' i m'v'v'h' Ki tZ P'v'q, Avi Z'v'i v Avgv't' i M's'í te' t'c'w'tZ A'tbK m'v'v'h' K'ti tM'ow'v' qv : GK`g wK etj Q, Z'v'i v Avgv't' i evm t'c'tZ m'v'v'h' K'ti , ti ÷ t'i vU, m'v'Bevi K'v't'd Ges R'v' Ni t'c'tZ I</p>

	mɪnvh̄ K̄ti Av̄mt̄j me ʋḡvj t̄q GLv̄bK̄vi gv̄bj Āt̄bK̄ fv̄t̄j v̄ Av̄i c̄ti v̄cK̄vi x̄
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About – সম্পর্কে

Probably – সম্ভবত

How long – কতদূর/কতদূর

However – যাইহোক

To take time – সময় নিতে

Museum – জাদুঘর

Pretty (adv) – মনোরম

Helpful – সাহায্যকারী

True – সত্য

Kind - দয়ালু

6. English	
<p>Faruk: I'm glad to hear that. And don't forget! I also helped you.</p> <p>Ojal: And thank you for that, Faruk. So, the bus might be a little slow. Is there anything to see on the way to Moulvibazar?</p> <p>Faruk: Oh yes. The countryside is excellent. People here say this is the greenest, most beautiful part of Bangladesh.</p> <p>Gloria: But maybe people in other parts of the country don't agree. Maybe they think that they live in the most beautiful part of the country.</p> <p>Faruk: That's probably true. People usually love their hometowns.</p> <p>Penny: Have any of you seen a tea plantation before? Faruk, I'm sure you have seen one. You've been here several times. What about the rest of you?</p>	<p>dvi æK : Aw̄g Av̄mt̄j B̄ Av̄b̄b̄ Z̄ GŪv̄ k̄t̄b̄ Av̄i GŪv̄ KLb̄B̄ f̄j eb̄v̄ Aw̄g Aek̄B̄ t̄Z̄vḡv̄t̄K̄ m̄nvh̄ K̄i t̄ev̄ Ī t̄R̄j : ab̄'ev̄` dvi æK̄ Av̄cb̄v̄t̄K̄, ev̄m̄Ūv̄ ḡt̄b̄ n̄q ʋK̄Q̄Ūv̄ Av̄t̄-Í Av̄t̄-Í hv̄t̄"Q̄ Av̄"Q̄v̄, t̄ḡſ̄j f̄ix̄ev̄R̄vi hv̄l q̄vi c̄t̄- ʋK̄ i v̄-Í v̄q̄ cv̄t̄k̄ ʋK̄Q̄t̄- L̄vi ḡZ̄ Av̄t̄Q̄? dvi æK̄ : nīʋ ʋK̄Q̄Ūv̄ Av̄t̄-Í hv̄t̄"Q̄ Ī nīʋ i v̄-Í v̄`cv̄t̄ki `k̄, t̄j v̄ L̄p̄B̄ fv̄t̄j v̄ j ʋM̄t̄e GŪv̄ ev̄sj v̄t̄`t̄ki met̄P̄t̄q mēR̄ Ḡj v̄K̄v̄ ej t̄Z̄ cv̄ti v̄ t̄M̄ōwi qv̄: ʋK̄ſ̄' ev̄sj v̄t̄`t̄ki Ab̄" Ḡj v̄K̄vi gv̄bj ḡt̄b̄ GŪv̄ t̄ḡt̄b̄ t̄b̄tē bv̄ Z̄vi v̄l n̄q̄t̄Z̄v̄ fv̄et̄Q̄ th̄ Z̄vi v̄ ev̄sj v̄t̄`t̄ki met̄P̄t̄q mēR̄Z̄ḡ Ḡj v̄K̄v̄q̄ ev̄m̄ K̄i t̄Q̄ dvi æK̄: K̄-ʋŪv̄ m̄ǣZ̄ ʋḡ-ʋ̄ bv̄ gv̄bj hv̄i hv̄i ʋb̄t̄R̄i k̄ni t̄K̄ met̄P̄t̄q t̄ek̄x̄ f̄vj ev̄t̄m̄ t̄c̄wb̄: t̄Z̄vḡi v̄ ʋK̄ t̄KD̄ Gi Av̄t̄M̄ P̄v̄ ev̄M̄v̄b̄ t̄`t̄L̄t̄Q̄v̄? Aw̄g ʋb̄ōſ̄Z̄, dvi æK̄, Z̄iḡ Aek̄B̄ t̄`t̄L̄t̄Q̄v̄ K̄vi b̄ Z̄vḡ GLv̄t̄b̄ Āt̄b̄K̄evi Ḡt̄m̄t̄Q̄v̄ ev̄ʋK̄ t̄Z̄vḡv̄t̄`i Aē-ʋ̄ ʋK̄?</p>

Glad – আনন্দ, খুশি, উল্লাস

Excellent – চমৎকার, খুব ভাল

Might – হতে পারে

To agree – রাজি, একমত হওয়া

Anything – অন্য কিছু

Maybe – হতে পারে

On the way – মাঝ পথে,

Hometown – নিজ শহর, যে শহরে বাস করে

Countryside – গ্রামে

The rest – বাকি অংশ

7. English	Bengali
<p>Greg: I haven't. I've only seen them in pictures. They look really beautiful.</p> <p>Danny: I haven't been to a tea plantation, but I have been to special rice fields in the mountains. I don't know the correct word in English, but these fields go up and down the mountains and look like stairs. I saw these in China.</p> <p>Gloria: I also haven't been to a tea plantation. I've been to other kinds of plantations: banana, coffee. But not to a tea plantation.</p> <p>Ojal: Penny, I think you've been to tea plantations before. Malaysia has many tea plantations.</p> <p>Penny: That's right. I've been to tea plantations many times in Malaysia. But I didn't usually go as a tourist.</p> <p>Greg: Why did you go, then?</p> <p>Penny: I went because my grandmother and grandfather had a store on the plantation.</p>	<p>†MM: bʋ, Avɣvi t̄m m̄f̄h̄v̄M nq̄ib Awig ī ayQw̄e†Z t̄†L̄uQ L̄p̄B m̄ȳ ī </p> <p>W̄w̄ib: Awig KLbI P̄v̄ evM̄vb t̄†L̄uQ †K̄S̄' Awig D̄B̄r c̄iv̄t̄oi w̄e†k̄l̄ ai t̄bi av̄b̄t̄ȳ Z t̄†L̄uQ Awig Gi m̄w̄K B̄s̄†i †R̄ k̄āŪv̄ w̄K R̄w̄ib̄b̄v̄ †K̄S̄' av̄b̄t̄ȳ Z, t̄j v̄ D̄c̄†i -w̄b̄†P _†i _†i L̄v̄†K t̄†L̄Z w̄K w̄m̄ioi gZ j v̄†M P̄x̄b t̄†k̄l̄ GŪv̄ t̄†L̄uQ </p> <p>†M̄w̄wi qv: AwigI KLbI P̄v̄ evM̄vb t̄†L̄uQ Z†e Ab̄† evM̄vb t̄†L̄uQ t̄hgb- K̄j v̄ evM̄vb, K̄w̄d evM̄vb †K̄S̄' P̄v̄ evM̄vb t̄†L̄v̄ nq̄ib </p> <p>I †R̄j : †c̄w̄b, g†b nq̄ Z̄ig Av̄†MI P̄v̄ evM̄vb t̄†L̄†Q̄v̄ ḡj v̄†q̄w̄kq̄†Z t̄Zv̄ A†bK P̄v̄ evM̄vb Av̄†Q̄ </p> <p>†c̄w̄b: w̄K et̄j †Q̄v̄ ḡj v̄†q̄w̄kq̄†Z Awig A†bKev̄i P̄v̄ evM̄vb t̄†L̄uQ †K̄S̄' ch̄†K̄ w̄n̄t̄m̄†e w̄K I f̄††e t̄†L̄vi R̄b̄† KLbI h̄v̄B̄w̄b </p> <p>†MM: Z̄v̄n̄t̄j , †K̄b w̄M̄†q̄uQ̄†j ?</p> <p>†c̄w̄b: Awig †M̄iQ̄j v̄g, K̄vi b, Avɣvi `v̄v̄-`v̄v̄xi I L̄v̄†b GKŪv̄ t̄†L̄v̄b †Q̄j </p>

To look - দেখা
Field - ড়েত, মাঠ
Mountain - পৰ্বত, উঁচু (পাখুরে) পাহাড়
Glad - আনন্দ, খুশি, উল্লাস
Stairs - সিড়ি
Might - হতে পারে
Anything - অন্য কিছু
Correct - সঠিক, নিৰ্ভুল
As - যেমন
Grandmother - দাদিমা, নানী
Then - তখন

Grandfather - দাদা, নানা

8. English	Bengali
<p>Greg: That's interesting. A store on a plantation. It sounds beautiful!</p> <p>Penny: Maybe you know that under the British, many people started new tea plantations. Often the owners were British and the workers were Indian, usually from South India. And many times the shop keepers were Chinese.</p> <p>Faruk: So maybe this trip will be a little boring for you. You're already really familiar with tea plantations.</p> <p>Penny: I don't think so. I want to see how Bangladeshi and Malaysia tea plantations are similar and different. I want to compare the plantations here with the Malaysian plantation I remember from when I was a child.</p> <p>Gloria: I'll be interested to hear your opinions about the plantations in the two countries.</p> <p>Penny: Thanks. But you should remember that I don't know a lot about the life of workers on the plantations. I know more about the life of my grandparents, who were store owners.</p>	<p>গ্রেগ: খুব মজার তো চা বাগানের মধ্যে দোকান! শুনতে ভীষণ ভালো লাগছে।</p> <p>পেনি: হয়তো জান যে ব্রিটিশ আমলে অনেকেই নুতন নুতন চা বাগান তৈরি করেছে। তাদের প্রায় সবাই ছিল ব্রিটিশ, কিন্তু চা শ্রমিকরা ছিল ভারতীয়া, বেশিরভাগই দড়িগণ ভারতীয়া। আর বেশীভাগ দোকানের মালিক ছিলেন চীন দেশের।</p> <p>ফারুক: তাহলে তো এ সফর তোমর জন্য একঘেয়েমী হবে। তুমি তো ইতোমধ্যে চা বাগান সম্পর্কে জেনে গেছ।</p> <p>পেনি: আমি তা মনে করি না। আমি দেখব বাংলাদেশ ও মালায়েশিয়ার চা বাগানের জীবনযাত্রার মিল আর অমিলগুলো। আমি তুলনা করার চেষ্টা করব এখানকার ও মালায়েশিয়ার চা বাগানের বিষয়গুলোম, যা আমি ছোট বেলায় দেখেছি।</p> <p>গেস্কারিয়া: আমি তোমার কাছ থেকে এ দুদেশের চা বাগান সম্পর্কে তোমার মতামত শুনতে চাই।</p> <p>পেনি: ধন্যবাদ তোমাকে, কিন্তু মনে রেখ, আমি কিন্তু চা বাগানের শ্রমিকদের জীবনযাপন সম্পর্কে বেশী কিছু জানিনা। আমি আমার চা বাগানের দোকানের মালিক দাদা-দাদির বিষয়ে অনেক কিছু বলতে পারব।</p>

Interesting - আকর্ষণীয়, খুব মজার, চিতাকর্ষক।	To sound - শুনতে,
Under the British - ব্রিটিশ শাসনে	Often - প্রায়ই
Owner – মালিক	Boring - একঘেয়েমী, অসহনীয়, অসহ্য
Already - ইতোমধ্যে	Familiar with - পরিচিত
To compare - তুলনা করা	Opinion - মতামত

9. English	Bengoli
<p>Narrator: Today we learned a little about a group of people who are in Sylhet. One is Bangladeshi, two are British but with Bangladeshi grandparents, and the others are all foreigners. They are traveling in Sylhet to see different places.</p> <p>Can you remember some things about them? Let's see.</p> <ol style="list-style-type: none"> 1. What is the name of the Bangladeshi man? What city does he live in? 2. What are the names of the couple from London? They are husband and wife, and their grandparents were from Bangladesh. 3. Ojal works in an embassy. What embassy does she work in? What country did she live in before? 4. Who speaks better English: Penny or Danny? 5. Is Greg from Canada or the United States? 6. What city is Gloria from? Some people say it is the biggest city in the world. 	<p>আজ আমরা সিলেটে বেড়াতে আসা একদল অতিথিদের বিষয় জানলাম। তাদের সফরের নানা সময়ের কথাবার্তা থেকে শিখলাম। তাদের মধ্যে একজন ছিলেন বাংলাদেশের, দুজন ব্রিটিশ কিন্তু তাদের পূর্বপুরুষ বাংলাদেশের, বাকীরা ছিলেন বিদেশী। তারা সিলেটে বেড়াতে এসেছেন, এখানকার বিভিন্ন জায়গা ঘুরে দেখবেন।</p> <p>তাদের কথা কি কিছু মনে করতে পারেন? দেখা যাক.....</p> <ol style="list-style-type: none"> ১. যিনি বাংলাদেশী, তার নাম কি? তিনি কোথায় থাকেন? ২. স্বামী-স্ত্রী, যারা লন্ডন থেকে এসেছেন, তাদের পূর্বপুরুষ বাংলাদেশের। বলুন দেখি তাদের নাম কি? ৩. ওজেল কোন দূতাবাসে কাজ করেন? ৪. এর আগে তিনি কোন দেশে ছিলেন? ৫. কে ভাল বাংলা বলতে পারে পেনি না ড্যানী? ৬. গ্রেগ কোন দেশের নাগরিক? কানাডা না আমেরিকা? ৭. গেন্সারিয়া কোন শহরে থাকেন? কেউ কেউ বলেন সে শহরটা পৃথিবীর সবচেয়ে বড় শহর।

<p>দ্য আমেরিকান সেন্টার, আমেরিকান দূতাবাস, ঢাকা'র সহযোগিতায়</p>
<p>বাংলাদেশ এনজিওস নেটওয়ার্ক ফর রেডিও এন্ড কমিউনিকেশন (বিএনএনআরসি)</p>
<p>ও রেডিও পলস্ট্রিকঠের একটি যৌথ প্রযোজনা</p>