GRUNDTVIG LEARNING PARTNERSHIP Our multilingual future Unsere mehrsprachige Zukunft Notre avenir plurilingue O Nosso Futuro Multilingue

The project **\*\* iTongue : our multilingual Future \*\* N° 2013-1-DE2-GRU06-16304** has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Leisure Language Learning

Mūsų daugiakalbė ateitis Nasza wielojęzyczna przyszłość Többnyelvű jövőnk Cok dilli gelecečimiz

# **Audio Language Decoding Scheme**

Note:

1<sup>st</sup> record = collecting the raw material.

then process = decoding by cutting, combining, tuning etc.

Store these 2 steps in 2 different files within the sound file of a product. This avoids confusion while working. Establish all the files of a product (its sound, its images) **\_BEFORE** processing. When creating videos you can't move or rename files or items. It would destroy you work on the video.

You hear the following (different languages with different voices) Only the target la	anguage appears written on the screen.
---	--

- The sentence is heard in the own language
- "In .... (name of the target language) people do not say .... (repeat the sentence in the own language) They say .... (in the own language the word by word translation of the target language sentence is heard)
- 3. The first word of the word by word translation is heard in the following sequence:
  - a. in the own language instantly followed by
  - b. this word in the target language
  - c. the music, which is all the time very silently in the back ground, is now heard a little bit lauder, approximately for the same duration of the word that has been

#### The same is heard again.

- d. ol
- e. tl
- f. m

#### The same is heard again.

- g. ol
- h. tl
- i. m

### Followed by

This scheeme is to be used flexibly, for example nouns together with their article, or words the declination of which depends on each other, should be treated together. Introduce them briefly seperately, to make sure each is precisely identified, but then treat them straight away as a unite.

E.g. for English speakers to learn how to say in French "a nice apple" or how to say "a good meal". You hear:

a, une, a une, a good, une bonne, a good, une bonne, a good apple, une bonne pomme, a good apple, une bonne pomme. a, un, a un, a good, un bon, a good, un bon, a good meal, un bon repas, a good meal, un bon repas, a good meal, un bon repas.

Ad to gender depended flexions the symbol for the screen version, eg. Une ponne pomme.

Un∂ bon∂ repas.

- several times just the word in the target language. For short words 3 times. The longer the word, the more often it is repeated (for example in the rhythm of the music like rap)
- k. like before, the back ground music becomes now a little bit stronger, this time for the duration of the triple repetition just heard the same as for number 3., now with the second word of the word by word translation. Then the same with the third word, etc.
- 4. Once all the words have passed the described procedure, number one and number two come again:
  - a) The sentence is heard in the own language
  - aa)"but in .... (name of the target language) people say.... (in the own language the word by word translation of the target language sentence is heard)
  - b) Entire sentence is heard in the foreign language
  - c) music for the duration of the foreign sentence that has been heard.
  - d) The sentence is heard in the own language
  - dd) immediately followed by the word by word translation (own language in the melody of the target language sentence)
  - e) Entire sentence is heard in the foreign language
  - music for the duration of the sentence that has been heard
  - The sentence is heard in the own language
  - Entire sentence is heard in the foreign language
  - music for the duration of the foreign sentence that has been heard.
  - Entire sentence is repeated in the foreign language several times. Minimum 3 times, the longer the sentence, the more often.
  - music for the duration of the tripple repetition of the foreign sentence that has been heard.

#### This is how it looks for example in Cubase.

!	This is, now it looks for example in Cubase.																																
		3. this sequence for each word separately											l se	para	atel	у	4. once alle the words have been introduced, the entire sentence																
1.	2.		а	b	С	d	е	f	g	h	i		j			k	а	aa		b	С	d	dd	е	f		g	h	i	j			k
own																																	
target							-								Г																		
music								Т								П																	

## Decoding a text for beginners

For advanced level part 3 is skipped and the sequences start directly at 4.