

Application of ICT in English Classrooms: A Study of the Secondary Schools in Dhaka

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Abstract

At present, ICT (Information and Communication Technology) is being used in almost all fields of life, including education. The utilization of ICT in education has started to appeal the significant progress in language learning. ICT's role in fostering educational excellence is immense. The government of Bangladesh has taken substantial initiatives to integrate ICT in education. This research attempts to identify the various impacts of ICT on our education system focusing on English classrooms at the secondary schools in Bangladesh. Technologies permit students to work more efficiency nowadays. Here in comes the crucial issue of teachers' and students' usage of technology in classrooms. This research identifies the factors that influence the implement of ICT in teaching-learning situations. In addition, the benefits of using ICT in generating motivation of both teachers and students have been dealt with.

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Declaration

I declare that the Dissertation titled” Application of ICT in English Classrooms: A Study of the Secondary Schools in Dhaka” is submitted to the BRAC Institute of Languages (BIL), BRAC University in the partial fulfillment of the degree MA in TESOL. The 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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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

Information and Communication Technology (ICT) plays an essential role in the process of any language teaching program. Technology helps to make teaching and learning more meaningful and interactive. At present time educational institutions are aware about using ICT in teaching, especially in English language classrooms. Many educational institutions in Bangladesh at the secondary level have incorporated ICT in English language teaching and learning.

Within time, technology has upgraded itself in various degrees; technological innovation has created communication revolution and development of technological application in teaching and learning. This technology made contribution on improving language communication in Bangladesh. Most of the schools have been using ICT to facilitate the skills of teachers to teach more effectively in the classroom. The diverse kinds of function that they use in the classroom has improved and enhanced lessons.

In Bangladesh, ICT plays a significant role in developing educational condition. In this social context the effective integration of technology is the result of many factors, but the most important factor is the 'teachers' competence and ability to form instructional technology activities to meet students' needs. Teachers know their content and pedagogy, in addition it fundamental is that to know handling technological tools based on present requirement. Teachers focus on teaching students technology skills, which include how to work the technology for improvement teaching appeal. Educational technology is a pasture of study that investigates the process of analyzing, scheming, developing, implementing, and evaluating the learning environment and teaching materials in order to improve teaching and learning. It is important that the purpose of educational technology is to improve education. Technology can also be seen as a process of solving educational problems and concerns, which might include motivation, basic skills, critical thinking, and other educational concerns.

The learning materials have significantly expanded because of the various technological advancements. Instructional materials include more usual materials, such as the projectors, multimedia, computer, audio video, and picture as well as newer materials.

1.1 Background and context

The 21st century is the age of technological development and this is reflected in all sides of life, including teaching and learning of English as a foreign language. The use of ICT is very common in our lives and in the learning and teaching process in most of the developed world. The Government of Bangladesh's declaration of "Digital Bangladesh" is important to integrate the communication technology and classroom activities. In teaching English language, modern technological tools are essential, interesting and have proved successful. Language teachers decide to utilize the ICT as it can easily and effectively promote the language learning at the secondary level in Bangladesh. ICT provides an interactive way for engaging students, providing opportunities to group analysis and practice. It also provides better access to resource materials. Efficient use of ICT can facilitate student-centered active learning engaging students in collaborative learning and enhance their public interaction (Dodge, Colker & Heroman, 2003), improve their cognitive development, increase creativity and rectify their problems. It is clear that ICT is very much useful for teaching and learning. If ICT is effectively implemented at the secondary level in Bangladesh, students are anticipated to be able to use English for their real life communication and Bangladesh will be able to fulfill the goal of digitalization of education. So, it can be said use of ICT in language classrooms is not very common but how teachers implementing learning and teaching with effectively.

1.2 Purpose of the study

The purpose of this study was to expose the benefits of using technological tools in the classrooms and consequently how the use of technology plays a role in reshaping the teaching-learning attitude of English. This study also found out to what extent ICT helps students' motivation and participation as well as teachers' awareness towards technology integration.

In this perspective ICT is valuable fact on teaching and learning through the sources of information and arenas for interaction. From this perspective it is particularly important to look closely at the use of ICTs in relation of developing education system. ICT can make easier in learning process of English language. In this way students can be able to get closer with modern technology and students get more facility of learning by using technology.

1.3 Significance of the study

This research is significant as it can help teachers and policymakers realize the value of utilizing ICT in English language classrooms in our country. It is generally beneficial that the application

of technology in the English language classrooms radically affects students' attitude, stimulus, and participation. The study developed into all such relevant issues.

This research investigated the factors which motivate teachers to use ICT and to maintain their use of ICT in teaching. The significance in this research is using the factors identified to develop of practicing teachers to enable them to use ICT appropriately in their teaching. The intention of this study was to determine the effect that computer technology use in the classroom had on students' motivation, attitude and attendance.

1.4 Research Questions

General question:

To what extent is ICT utilized in English language classrooms at the secondary level through teachers and students?

Specific questions:

1. How do teachers and students benefit by technology usage in English teaching and learning?
2. How much are students motivated for utilizing ICT in English classrooms?

1.5 Thesis Outline

This thesis is divided into six chapters.

Chapter 1 explains a short plan about the research with the introduction, background and, significance of the research the general research question, it also includes specific research questions and purpose of the study.

Chapter 2 describes the preceding work and gives stimulus for the work performed in this thesis.

Chapter 3 presents the approach and tools used in the analysis. It also narrates the methodology used in the study.

Chapter 4 depicts the results of the study.

Chapter 5 presents the triangulation of the results' analysis.

Chapter 6 summarizes the study and conclusion.

Chapter 2

Literature Review

In this presented digital world, Information and communication technology (ICT) is providing in the usage of teaching and learning English globally (Chambers & Bax, 2006; Chapelle, 2003; Chapelle, 2010; Chen, 2008; Davies & Hewer, 2012). Prinzessinnadia (2013) repeated that ICT has already emerged as a very powerful tool in the language learning area. This growth has become an important issue from early schooling to higher education; it has largely facilitated the teaching-learning process. In the field of learning language, ICT has already played an important role.

Using technology to spread language learning, as Jewell(2006) states ‘allows for increased learner independence and control, providing a more student-centered pedagogy’ with learners at the center of the learning process and ‘more actively engaged in their learning than in traditional direct instruction methods’ (Jewell, 2006,P. 178).

Information and Communication Technology (ICT): It is defined as a sort of technological tools and resources used to communicate, and to create, store, and manage information Tinio (2003). The previously dominant common term for interactive electronic media, Information Technology, is now increasingly being replaced by Information and Communications Technologies (ICT).

ICT is an acronym for Information and Communication Technology. It includes ‘digital tools’ like smart phones, laptops, and computer. Technologies such as audio visual tools, projectors, smart boards and various technologies for use in education, development. It also includes internet, blended learning, online learning, and social media, computing classrooms, learning management systems, email, and online learning opportunities (NMC Horizon Project, 2013).

ICT gives facilitated international learning opportunities through programs such as collaborative websites. The ICT Educational possibilities are constantly changing, evolving, transforming, and progressing.

Arnesen (2010) explanation is that ICT, like background, is considerably challenging concept to join to a specific definition since it encompasses so much and since it is constantly changing. Arnesen (2010). At times, however, we precise in reference toward some specific ICT areas; we use the term ‘digital tools’ and ‘digital competence’ throughout the discussion. The application of ICT gives more opportunities for communication among learners: they can exchange information in real time, they can participate on different projects, exchange emails, search for information etc. By using the real material provided by the internet we will have a better imminent whose language we study (Padurean & Margan, 2009; Rozgiene, Medvedeva & Strakova, 2008). Moreover, Audio, video program of the particular lesson can provide students with extra opportunities to do meaningful language learning tasks. ICT has applied to education, are those technologies including computers, the Internet technologies. These technologies has been identified as an important tool for realizing a new standard of learner-centered education that better supports learners’ needs through differentiated and personalized instruction (Watson and Watson 2011). The mechanism such as providing interactive content, immediate feedback, find out student needs, providing effective remediation ,assessing learning are critical elements in digital technology that is able to support learner-centered teaching for different learners (Bush & Mott, 2009).

Technology tools are more available to teachers and students than before. Even though difficult factors exist, such as the ways in which technology has been introduced to different schools systems around our society and the amount of money that has been used to buy technology at individual schools, ultimately, the schools will be held accountable for these investments. Wilder (1997) discussed the fact most of the research has focused on the effective technology.

Motivation and enrolment are identified as the major benefits of using technological tools to support literacy teaching Andrews (2003). A common view is that in using computers, students are so engaged and motivated by a performance text they hardly realize they are accessing, reading, and analyzing information. Technological tools are everywhere in society and it are part of our everyday lives. Hence, the use of technological tools in teaching and learning experiences directly relates to the real lives of students. Van Kraayenoord (2002) stated, “Students with learning difficulties in particular will quickly become disengaged if classroom teaching does not connect with their lives, and if it does not engage them as learners with topics and issues that have interest and meaning for them” (p. 398). Reading information

on a website and downloading the latest hits from a radio website, and reading the latest gossip about film stars are just some examples that connect with students' real lives.

Multimedia as a concept has different utterance. Some teacher consider multimedia as devices that combine texts with images. (Parveen and Rajesh, 2011) considers multimedia as devices that comprise text, graphics and video into English lesson. Likewise, Chunjian (2009) refers to multimedia as surrounding texts, graphics, image video and sounds together and they are dealt with and controlled through computer. However diverse the opinions of teachers on multimedia may be, the concept refers to computer restricted devices that combine sound, images and texts. Through multimedia, real life environment are brought into the classroom.

Dockstader (1999) indicated that integrating technology in the classroom is a multifarious process that includes learning and using technology in the teaching and learning process, and integrating technology to improve student learning. (Sherritt and Basom,1996) assumed schools were ineffective at preparing students for life and work because the requirements of successful life and work conditions changed.

(Roschelle, Pea, Hoadley, Gordin, & Means, 2000) identify four fundamental characteristics of how technology can enhance both what and how children learn in the classroom: (1) active engagement, (2) participation in groups, (3) frequent interaction and feedback, and (4) connections to real-world contexts. They also indicate that use of technologies more effective learning. As a classroom tool, the computer has attracted the attention of the education community. This adaptable instrument can store, manipulate, and reclaim information, and it has the capability not only of engaging students in instructional activities to enhance their learning, but of helping them to solve complex problems to enhance their cognitive skills (Jonassen & Reeves, 1996).

The use of ICT in education as object refers to learning about ICT, which enables students to use ICT in their daily life. The use of ICT as aspect refers to the development of ICT skills for communication purposes. The use of ICT as medium focuses on the use of ICT for the enhancement of the teaching and learning process (Drent & Meelissen, 2007). It is a fact that teachers are at the center of learning change and they control the teaching and learning process.

Therefore, they must be able to prepare young people for the knowledge society in which the competency to use ICT to acquire and process information is very important Plomp et al.(1996).

During the 20th century, education has adopted technology, thinking that educational technology can make easy unique learning environments or contribute unique features to make learning more powerful and effective of learning language (Jonassen, 2000a; Roblyer & Edwards, 2000). Many educators, parents, and students believe that the reasons for using technology seem that everyone should recognize them based on two major beliefs: (1) “technology is everywhere and therefore should be in education” and (2) “research has shown how and where computer-based methods are effective” (Roblyer & Edwards, 2000, p. 12).

Furthermore, according to Jonassen (2000), technology has always been enthusiastically promoted as a modern solution to the problems of education—lack of productivity, inefficiency, and lack of focus. Likewise, one of the most important elements of using technology in education is *motivation* (Roblyer & Edwards, 2000). Therefore, educational technologies, especially but not limited to computers, have become as powerful in classrooms. They changed the way people believe about problems and solutions. Jonassen (2000) considered them “mind tools,” which refers to “computer applications that have been adapted or developed to function as intellectual partners with the learner in order to engage and facilitate critical thinking and higher-order learning” (p. 9). In sum, research shows that application of technology improves student performance, student motivation, teacher satisfaction, and other important educational results in technology-rich classrooms (Jonassen, 2000a; Thornburg, 1999). Consequently, the field of educational technology has grown and changed greatly over the past century, affected by various influences including chronological forces, paradigm shifts in educational psychology, rising technologies, and evolving approaches to analysis (Reiser, 2001; Roblyer & Edwards, 2000; Salomon & Almog, 1998). In the 1980s and 1990s, computer technology conquered the field (Roblyer & Edwards, 2000), while in educational psychology, theories of constructivism and situated cognition offered new ways of thinking about instruction (Jonassen, 2000; Roblyer & Edwards, 2000; Salomon & Almog, 1998). In the direction of the turn of the century, the World Wide Web made major inroads in telecommunication, enabling both asynchronous and synchronous communication and information sharing on a global platform (Jonassen, 2000a; & Edwards, 2000).

In spite of the strong critiques regarding effectiveness of educational technology (Becker & Ravitz, 2001), as a new field educational technology has come to provide as a multi function. On one hand, it provides the tools for the realization of learning as construction. On the other hand, it offers new opportunities that suggest novel learning activities and ways of teaching, which in require effective language learning (Jonassen, 2000; Salomon & Almog, 1998).

Estling Vannestal (2009, p. 17) finds out several benefits of using ICT in the language classroom. First of all, ICT helps to create more difference in the classroom, which leads to increase motivation in the students and thus better situation to learn the target language. The Internet provides the opportunity for students from all over the world to interact with each other. This is possible through emails, online calls or in a chat. ICT is likely to help develop the understanding of other cultures in participates. The use of ICT also gives the students an opportunity to write for others rather than only for their teacher or peers. Estling Vannestal (2009, p. 18) in addition states that ICT can help adapt the teaching to the individual level of the learners. Students who achieve well can receive more advanced. Also, students with learning disabilities can greatly benefit from the use of ICT.

There are some problems that might occur in language classrooms where ICT is implemented, and Estling Vannestal (2009, p. 19) deals with some of these. The first difficulty is the lack of computers, or that the computers are old and slow. Secondly there is a lack of technical support in many schools, and then the fact that many teachers do not possess enough knowledge of functioning with ICT, in general or specifically in the teaching of English. The next problem is that the students' lack sufficient knowledge of computers. The reality is that the young generation mostly uses the computer to play computer games and to chat with friends. Another barrier could be that students use the computer for other things than school work.(Estling Vannestal (2009 ,p.19-22).

Mumtaz (2000) declared that teacher' beliefs about teaching and learning with ICT are central to integration. To be successful in computer use and integration, teachers need to engage in conceptual change regarding their beliefs about the nature of learning, the part of the student, and their role as teacher.

The effective use of ICT into classroom largely depends on teachers' attitudes. In fact, it has been recommended that attitudes towards computers affect teachers' use of computers in the classroom and the likelihood of their benefiting from training Kluever, et al, (1994). It is found that less technologically capable teachers who possess positive attitudes towards ICT, encouragement to learn the skills necessary for the implementation of ICT in their design activities into the classroom.

Technologies are more accessible to teachers and learners than before. The concern is that does technology enhances learning? Recent advancements in educational technologies have positive outcome in our education sector. This new educational technology is supporting both teaching and learning processes; technology has digitized classrooms through digital learning tools like, computers, projectors, and multimedia, audio video and smart digital white boards. It has increased student's engagement and motivation towards learning.

Another hand, in our country, most of the teachers are not using technology in teaching. So it is important to show that if we use technology in the English language classroom. It is possibly to see a most important change in students' approach, enthusiasm, participation and performance.

Additionally, the issues in ICT implementation such as how the investment in compared with the amount of usage, correlates with learning outcomes. Despite the focus on similar issues over the years in the areas of 'digital divide', classroom management or the importance of using ICT to students, teachers and school capacity variations on the issues emerge continually.

Chapter 3

Research Design

This part focuses on the research methodology and data collection procedure that has been applied to find the outcome of the conducted work. It also highlights on the most important findings and the analysis of those results to get an effective conclusion.

3.1 Research Methodology

The aim of the research was to find out the impediments of ICT usage in the secondary level English classes in Dhaka city. In order to discover the challenges, a number of methodologies were designed to conduct the research that comprised students' survey through a questionnaire, interview of teachers, and observation of classes.

3.2 Participants

For this study, I selected Bangla medium secondary level students of government and non-government schools in Dhaka city. The interview participants were English language teachers of these schools. In Dhaka city, there were few schools where English language is taught with the help of technology. I selected forty students for questionnaire survey. Based on my survey question, I interviewed three English teachers who gave me the necessary information.

3.3 Instruments

The instruments were used for quantitative data, a survey questionnaire with 11 close-ended and open-ended questions among the students. On the other hand, 7 questions were prepared to conduct the interview of teachers. For qualitative data summary note was taken and the questions were descriptive by nature. In addition, a checklist was followed for classrooms observation.

3.4 Procedure

The data was collected through the following procedure: questionnaire survey was among students where they responded to close and open ended questions. For this purpose, I had to visit two Bangla medium schools in Dhaka city. I conducted face to face interview of the teachers. I took note of their valuable opinion. I then observed two classes to find out implication of using technology in classroom.

3.5 Analysis

The data analysis process was done by manual tallying of the quantitative data. The quantitative data was collected through the students' survey on questionnaire containing eleven questions based on Likerts Scale. Then, I had classified the findings of the survey through a manual counting of the students' participation. Then, I combined all the responses from the two classes together in total of hundred percent and published the results through Microsoft Excel. On the other the results of the qualitative data were analyzed from the notes that I had taken. Furthermore, the classrooms observation results were found through the classroom observation checklist.

3.6 Ethics and Limitations

I tried to prepare this research carefully being aware of its limitations and shortcomings. The research was conducted in the two secondary classes during rush time. The time was not enough for me to observe all the teachers' classroom management styles. It would have been better if I could do observation for a longer period of time. I also had to adjust with the official limitations from the school to get enough time for survey activities. I wanted to record the teachers' interviews but did not get permission. I had to strictly follow the ethical issues of schools authorities.

Chapter 4

Results

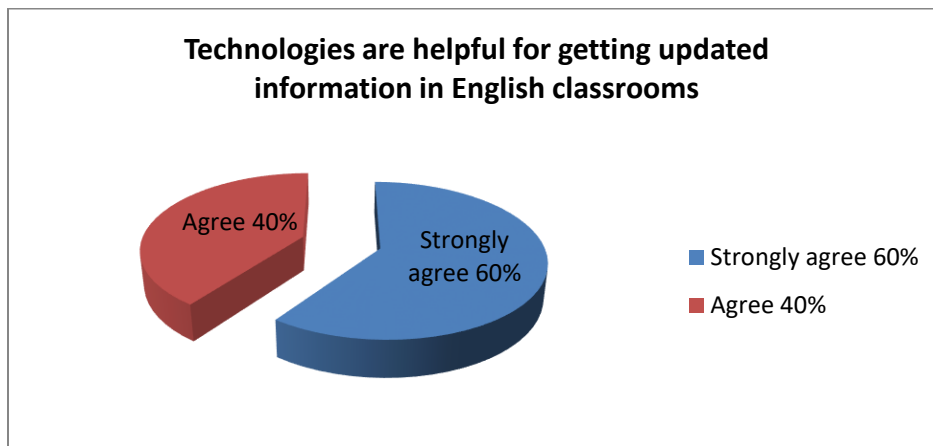
The purpose of this study was to explore the use of technology in extend benefit of using technology and significance in the teaching-learning motivation and participation in students. As the investigator, I found schools were using technologies to teach English language. The study attempted to find how the teachers are concerned to use technology in the language classroom. Here, contains the survey results, the teachers' interviews and classroom observations findings.

4.1.0 Results of students questionnaire

In this part I found the students opinions based on my questionnaire that dealt with information of using technology in English language class room. Students' performance, motivation and perception were searched in this part.

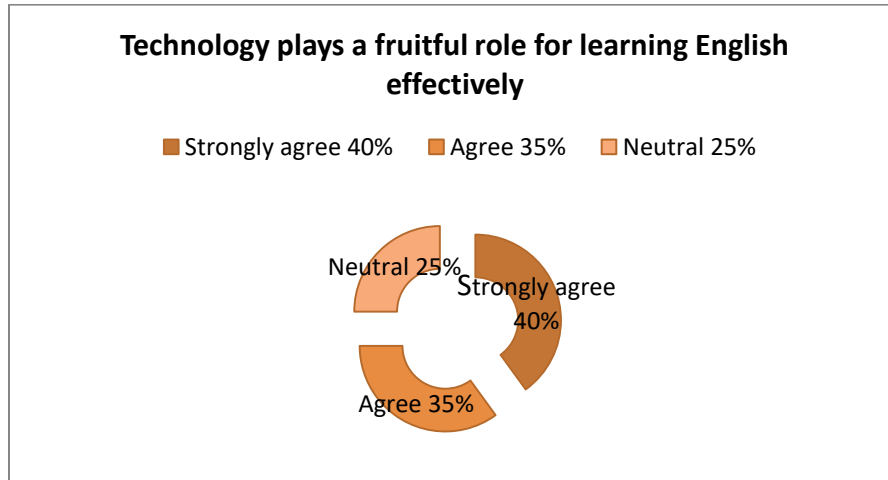
4.1.1. Technologies are helpful for getting updated information in English classrooms-

In response of this question most of the students agreed on this option. The most of students gave opinion that the cause of technology they were getting more effective information in their classroom. So in my survey it was come out that most of 60% students agreed that they got different and new informative information by the using of modern technology. It was found that 40% were strongly agreed that technology was very useful in their English language classroom.



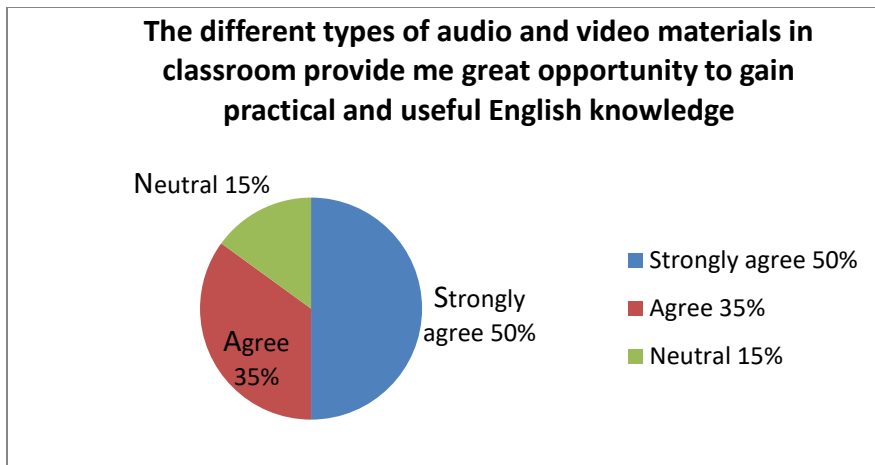
4.1.2. Technology plays a fruitful role for learning English effectively-

Learning English effectively is an important matter of teaching and learning part. So in this question student's opinion that they agreed on that in learning part was getting very useful for using technology. Their learning was more strong and easier by the use of technologies tools. In this case it was found that 40% students were strongly agreed about usefulness and 35% agreed and 25% were neutral that their learning was very beneficial by the technologies tools.



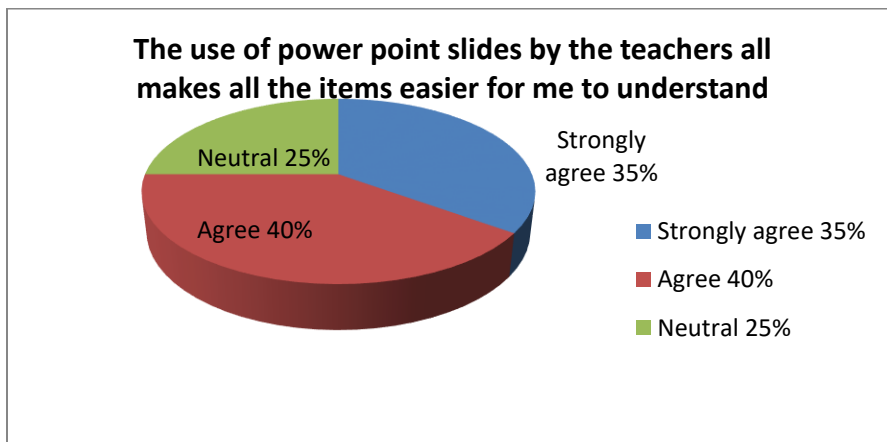
4.1.3. The different types of audio and video materials in classroom provides great opportunity to gain practical and useful English knowledge-

In learning English the uses of different types of materials were very benevolent in English classroom. It was visible that they liked to watch interesting and informative audio and video clips in their classroom. In their action they wanted to see more and more visual elements. Their opinion was that by audio video they can improve their listening and speaking skills. And they can learn easily in their learning topic. In this replication 50% agreed and 35% strongly agreed and 15% were neutral on using audio, video were highly provided practical knowledge of increase English language knowledge.



4.1.4. The use of PowerPoint slides by teachers makes all items easier to understand-

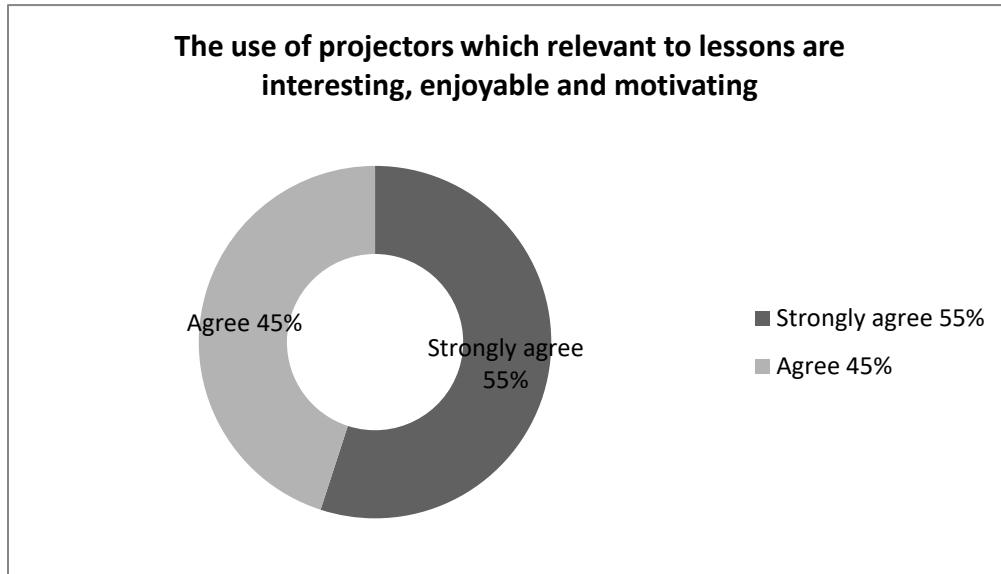
The use of PowerPoint slide was makes English class more effective of learning language. The students' opinion were that the use of different slides with pictures and interesting topic it would be helpful of learning language because they got lot of information beyond their text and it was easier for their understanding. They preferred to utilize this equipment .In this regard 35% were strongly agreed and 40% were agreed and 25% were neutral of using power-point in the class.



4.1.5. The use of projectors which relevant to lessons are interesting, enjoyable and motivating-

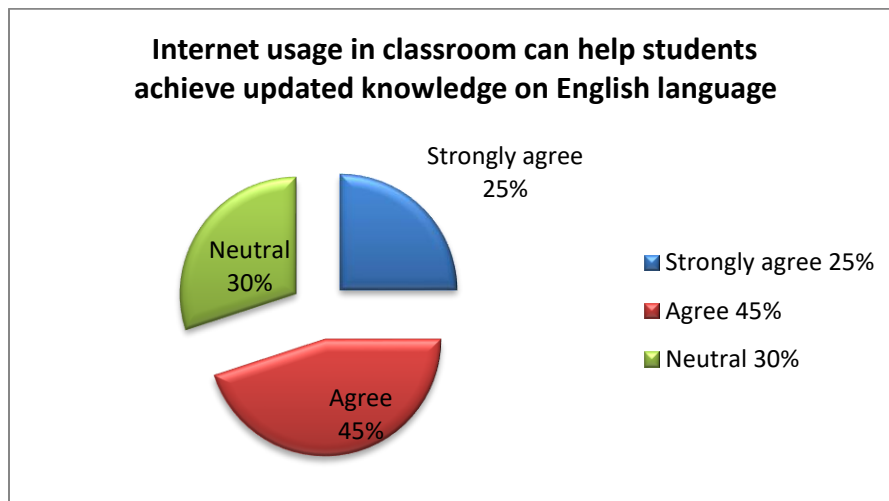
The use of projector was very helpful of learning English by the use of projector the teachers can use many interesting materials which were interesting, enjoyable and motivating. By the use of projector teachers used power point slide, interesting audio, video and picture in more teachers

can show interesting and relevant picture based on the learning lesson. In this answer students opined that 45% agreed and 55% strongly agreed of using projector in their English class.



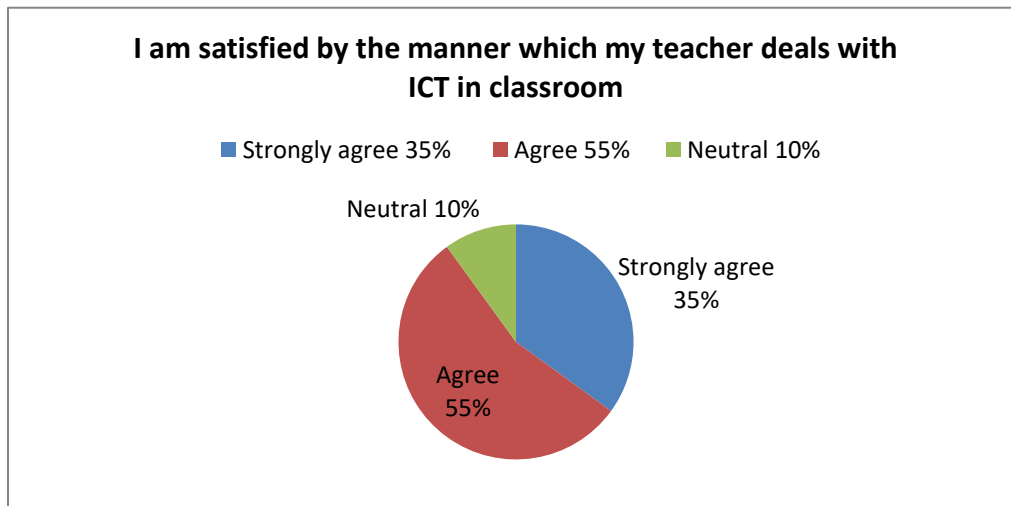
4.1.6. Internet usage in classroom helps students achieve updated knowledge on English language-

According to the students, internet using was substantial in classroom. They said that use of internet was helpful of learning language. They preferred to use internet in class. They answered that through the internet they got update information and learning component of English language. In this response 25% were strongly agreed and 45% were agreed and more over 30% were neutral of using internet in English language class.



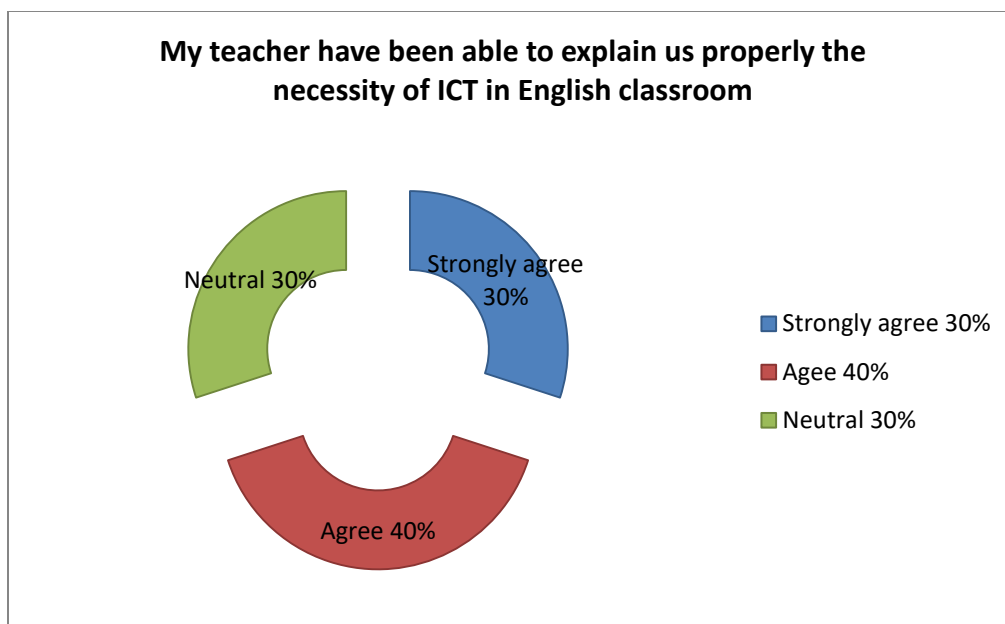
4.1.7. Students are satisfied by the manner which teachers deal with ICT in classroom-

The students liked to utilize technology in their English language class .It was visible that the knowledge of using technology in class the teachers were not same qualified in this causes the dealing approach was a important thing of learning language properly. Here it was found that 55% students agreed of using manner were commendable in their language class and 35% strongly agreed and more over 10% were neutral about dealing ICT in English language classroom.



4.1.8. Teachers explain properly about the necessity of ICT in English classroom-

According to the students' opinion, the necessary of using ICT in English language classroom was an important issue. In response of this answer 40% students agreed that their teachers were able to utilize ICT in Language class fruitfully and 30% were strongly agreed that their teachers were well qualified and spontaneous of using ICT effectively in their class another 30% were neutral of teachers' motivation of using in the English language classroom.



4.1.9. Students feel interested by different visual equipments in the English language classroom

In this question 45 % of the students' opinion was that they felt that more usage of visual aids on their class room would be more effective and fruitful of learning English skills thoroughly. They said that it helped them to develop their knowledge and action on language. Another 55% of students said that they could achieve more knowledge by using audio, video, pictures. They added that they felt interest and enjoy their class by using of these equipments.

4.1.10. Use of internet in English language classroom provides additional help for learning English

According to students, they preferred that in learning English operatively through using internet because internet provided lot of ideas and effective information in classrooms. They said that they can be able to know more deductive knowledge though the online recourses. Some of students thought that online can help them to improve their knowledge of English language in classroom and they got different term and different way which would make easier their learning.

4.1.11. The kinds of roles technology-related classrooms play in English language learning

In this open-ended question, most of the students said that they can gain more knowledge by using technology in their classroom some students said that they can remove difficulties of English language through the equipment of using ICT related materials of teaching and learning.

Another some students said that they can be able o know many new words, terms of learning by using technology. They added that through the ICT centered classroom they were able to know more information on their easily an interesting way.

From this results it was found that the utilized of ICT in English language classroom was admirable .In the students' opinion about using ICT were meaningful and constructive .They used technology in classroom very eagerly and interesting way. Another query like benefit of using ICT students got more useful and fruitful knowledge by using ICT related materials in their classroom. They got new terms and methods of English language learning by using internet, audio, video, pictures. In addition students' motivation was effective by using ICT related tools. Here I can mention that the use of technological tools in teaching and learning experiences directly relates to the real lives of students. Van Kraayenoord (2002) stated.

In this questionnaire survey it was revealed that technology related learning lesson and it was helpful for increasing their knowledge. The students were very positive to use technology in extent they want more facilities of using technology. Here it was found that they get more satisfaction by using technology in language learning .The technology related materials helped them to get more easier in their learning topic. So, it was visible that they want utilize different type of technology in their language learning.

4.2.0 Results of teachers interviews

To explore the study I conducted face-to-face interview with the teachers that how they had been integrating ICT in classrooms. Teachers gave me valuable opinions and condition the use of technology in English language classroom. Their activity, opinion, suggestion all were focused on this interview which were discussed below.

4.2.1. In your English classroom, do you have enough scopes of using technology?

In this query two teachers said that they got enough opportunity to use technology in their classrooms. They were able to use multimedia effectively in their classes and can use different types of audio, video and power point slides too. They used interesting and informative materials relevant to their learning topics. In addition to the teachers opinion that they said the students also liked multimedia classrooms and they enjoyed enough in multimedia classroom. Another

teacher mentioned that they could not get enough opportunity to use multimedia in their English class. However, whenever he got opportunity to use multimedia, students were seemed to be more interested in the class proceedings. They mentioned that they did not have enough recourse to use ICT related materials.

4.2.2. What kinds of technology do you personally think can be used effectively in classrooms?

In this question all teachers' opinions that there could be many types of interesting and informative materials which would be more effective of their English Language learning in their classroom .They opined that the students mostly liked audio and video which were related with their lesson. One teacher added that it was important to use audio which would be helpful to improve their listening skill. They mentioned that visual aids should be used more which were made their lesson interesting and easier to learn.

4.2.3. As a teacher, are you able to motivate your students by using ICT in classrooms?

In this response two of the teachers said that they were able to motivate their students properly. They mentioned that they encouraged their students to use ICT related materials in their learning. They said that they used interesting audio, video and picture so that students got interest. They said that they talked with students the important of ICT in learning English language .One teacher said that in the class they used multimedia related materials which were effective of their learning English language. In addition, they tried to make lesson easier and interested so that they can grab the students' attraction.

4.2.4. Do you use internet in your English language classroom?

Most of the teachers said that they could get enough opportunity to use internet in their class. Very few times they got the chance using online resource in their language class. Two teachers said that they sometimes got opportunity use internet in their class. Another teacher said that he had not get opportunity to use internet in his class. Those got opportunity o use online resources in their class that time they provided different types of funny informative resources for learning English effectively in the language class. In furthermore, they added that they used many education related website which were helpful to their learning contents.

4.2.5. Can a teacher make the English language class more interesting by adding extra items (like—pictures and illustrations) in the PowerPoint slide which are not incorporated into the textbooks?

They said that in their multimedia class they tried to arrange it resourceful and knowledgeable through the use of interesting visual aids. They said that they thought differently to organize multimedia class so that students can be able to get adequate knowledge about their learning lesson. In addition they can improve their English language skills. One teacher added that he uses different types of audio video, documentary in his multimedia classroom. Another teacher mentioned that sometimes he used informative movie which would be helpful for students listening and speaking skill.

4.2.6. You think that existing technology usage needs to be improved in English classroom and how?

In this question all teachers said that the elements of ICT need to improve. Their opinion was that the multimedia, internet, projectors should be available for English language class. They mentioned that for developing the technologies knowledge teachers preferred lots of training to get more ideas about using technology. They more added that they need more and more materials and resources which would be helpful for better understanding of students. So they opined that the overall the technologies related things need to be organized and developed. They also preferred that they wanted to introduce with new technology which would be fruitful for learning and teaching language in classroom.

4.2.7. You think that the communication with the students and teacher has become easy by the use of technology?

All were accompanied that the use ICT made teaching and learning approach more easy and interesting. They said that the use of multimedia related contents they were able to make more interaction with students. It helped to get more attraction to students which were make their learning topic more reliable and catching. Teacher can be able to use funny pictures, videos which make classroom friendly. They used of modern technologies the class becomes both the teachers and students centered. So, all teachers said that through the usage of technologies they enhance the communication between teachers and students.

From this teachers interview it was exposed that the utilized of ICT in English language classroom was occurred various way. Here it was visible that teachers' way on using ICT was taken important part. All of the teachers were trying their level best to use ICT tools in class productive way. They were concerned on benefited of using ICT in English language classroom by using projectors and playing interesting audio, video to grab the students' attention. In addition they were exploring new concept to motivated students' to use ICT related materials.

According to the teachers' opinion and suggestion it was revealed that technology played an important part of teaching learning. To explore on this study it was visible that the use of technology were increasing in extend it was used in different way .Day by it is developing with new tools and ideas. Teachers were motivating students positively of using technology. Teachers also got successful by using modern effective technology in English language classroom.

4.3.0 Results of classroom observation checklist

In this regard, I observed two classes to get more effective information about using ICT in English language classroom. Here, I got real picture of utilizing technology in language classroom.

4.3.1. Classroom Ambience and Management

In this regard, I observed two classes. I found that Teachers were very interactive while conducting the classes. But they took more time to talk and students did not get enough scope for discussions. On the other hand, the seating arrangement of the classes was fixed and thus very difficult for the teachers to observe each student. While in one class two students sat together in a bench, another class had four students sitting together. The interaction between teacher and students were mixed: teachers interacted more in one class, much less in another class and quite satisfactorily in the remaining class. In fact, in the third class, students discussed very actively and made teaching-learning look more enjoyable. This class Ss' participation was active and lively.

4.3.2. Types of Technological Tools' Usage in Classroom

One of class it was found that there were enough ICT tools—like projector, computer, for students and other class it was found that there was not enough opportunity of using technology related tools. One class was furnished with necessary equipments of technology but another class was not well furnished and adequate equipments. Both of classes it were visible that Teachers used appropriate ICT tools with relevant topics frequently .In this observation it was appealed that it was moderately fulfill their needs. The technology-related items fulfill teacher's need. Teacher selected materials was not effective as much as with the relevant topic.

4.3.3. Language Use with Technology

It was found that most of the tools which were use in multimedia classrooms that were used in English. Most of the audio, video components were used English so that learners can be develop their listening, speaking skills properly. When teacher gave instruction in English that time he had to translate it to Bengali for students' better understanding. Some students tried to peak in English in their English class that time it was found that teacher gave them inspiration .Some of the students they were not spontaneous in their activities and they were not understand properly of teacher instruction. Furthermore, they did not try to use English in their English language class.

4.3.4. Teachers Designed Materials

Teachers' presentation on technology-related material were meaningful and contextualized in this context .In one class I found that the presenting materials were meaningful and learners centered but other class it was not enough meaningful on their using materials. It was visible that the using materials were appropriate according to the age and level. Teacher used materials effectively and efficiently .In this regard, it was reveal that in one class it was very effective and efficient for language learners but another class it was less of effective and proficient according to the learners level. The one class it was highly appreciated that the materials were used which was interesting and motivating .But another class materials presenting were not inspiring and motivating enough for students.

In these observations part according to my query it was revealed that the utilization of technology in English language learning class was exemplary .Although some of the classes had some limitations of using ICT tools but the effort of students and teachers were positive.

Teachers were uncourageous and enthusiasm of using ICT related materials. Students were very supportive on ICT tools like audio, video, picture and documentary. The query about benefitted of using ICT it was found the overall learning process getting benefitted by using different type ICT related tools. In further more students can improve their language skills by technology tools. Teachers gave enough effort to motivate students' to use new term and method of using ICT materials so that they can improve their language skills properly and thoroughly.

So according to the Estling Vannestal (2009, p.19) are some problems that might occur in language classrooms where ICT is implemented. The difficulty was that the lack of ICT tools. Another is lack of technical support in many schools, and then the fact that many teachers do not possess enough knowledge of functioning with ICT, in general or specifically in the teaching of English.

Chapter 5

Triangulation of the Results

In this part based on my research questions, I have analyzed my results findings on students survey, teachers interview and classrooms observation. Here, I found more effective results on my study.

5.1. ICT utilized in English language classroom

The most of students gave opinion that the cause of technology they were getting more effective information in their classroom. Learning English effectively is an important matter of teaching and learning part. So in this regards most of the students' opinion that use of ICT was helpful for learning English language learning. Their learning was more strong and easier by the use of technologies tools. In this concern, teachers' opined that they utilize different types of interesting and informative materials which would be more efficient in English Language learning. In addition they can improve their English language skills. All were accompanied that the use ICT made teaching and learning approach more easy and interesting .They said that the use of multimedia related contents they were able to make more interaction with students. It helped to get more attraction to students which were make their learning topic more reliable and catching. So, all teachers said that through the usage of technologies they enhanced the communication between teachers and students. In classroom observation, it was found that there were enough ICT tools—like projector, computer, for students and other class it was found that there was not enough opportunity of using technology related tools. One class was furnished with necessary equipments of technology but another class was not well furnished and adequate equipments. Most of the classes it were visible that teachers used appropriate ICT tools with relevant topics .In these observation it were appealed that it was moderately fulfill their needs. So it can be said that all of findings of relevant query it was revealed that utilize of technologies were appreciable in classroom and it made learners learning capability more effectively. In this concept, in the classroom teachers and students participation towards using technologies tools were praiseworthy. In contrary lot of lacks their efforts were satisfactory. So, the use of ICT in education as object refers to learning about ICT, which enabled students to use ICT in their daily life. The use of ICT as aspect refers to the development of language skills for professional

purposes. The use of ICT as medium focuses on the use of ICT for the enhancement of the teaching and learning process (Drent, Meelissen, 2007).

5.2. Teachers and students benefit by technology-usage in English teaching-learning

In learning English the use of different types of materials are very beneficial in English classroom. It was visible that they liked to watch interesting and informative audio and video clips in their classroom. In this action they wanted to see more and more visual elements. Their opinion was that by audio video they can improve their listening and speaking skills. By the using of projector teachers used power point slide, interesting audio, video and picture in more teachers can show interesting and relevant picture based on the learning lesson. According to the students, internet using was significant in classroom. In addition to the teachers opinion that they said the students also liked multimedia classroom and they enjoyed enough in multimedia classroom. Sometimes he got opportunity to use multimedia that time students got interest in this class. Some of the teachers mention that they had not enough recourse to use ICT related materials. In these classrooms observation, it were found that most of the tools which were used in multimedia classrooms and used both of Bangla and English. Most of the audio, video components were used English so that the learners can be develop their listening, speaking skills properly. In this exploration, It was appealed that the use of technology provided an extensive opportunity to develop students language learning skills .It was found that the cause of use technology in classroom they got chance to improve their knowledge of language. In this related Estling Vannestal (2009, p.17) finds out several benefits of using ICT in the language classroom. ICT helps to create more difference in the classroom, which leads to increase the benefit of using technology in the students and teachers thus better situation to learn the target language.

5.3. To motivate students' to exploit ICT in English classroom

The students liked to utilize technology in their English language class .It was visible that the knowledge of using technology in classes the teachers were not same qualified in this causes the dealing approach was an important thing of learning language properly. According to the students' opinion that was the necessary of using ICT in English language classroom important fact. In this regards, most of the students' opinion was that they felt that more usage of visual aids on their class room would be more effective and fruitful of learning English skills

thoroughly. They said that it helped them to develop their knowledge and action on language. Some of students said that they can achieve more knowledge by using audio, video, pictures. They said that they can be able to know more deductive knowledge though the online recourses. Some of students thought that online can help them to improve their knowledge of English language in classroom. They added that through the ICT centered classroom they were able to know more information on their learning lesson and it is helpful for increasing their knowledge. In addition they can learn English language easily an inspiring way. In this response, some of the teachers said that they were able to motivate their students properly. They mentioned that they encouraged their students to use ICT related materials in their learning. They said that they talked with students the important of ICT in learning English language .Teachers said that in the class they used multimedia related materials which were effective of their learning English language. They tried to make lesson easier and interested so that they can grab the students' attraction. In this perception it can be said that according to all of survey results it is visible that in classroom teachers and students were trying to motivate to enhance their learning ability. The teachers' roles were making sense of important of learning English commendable. They increased students' compatibility about the ICT related tools of learning English in classroom. It can be connected that motivation is identified as the major benefits of using technological tools to support English language teaching and learning Andrews, (2003). A common view is that in using projectors, picture, audio, video in classroom are more effective to motivated students to learn target language more successfully.

Chapter 6

Conclusion

From this study we can conclude that there is a majority opinion that using ICT in teaching as favoring a number of processes related to teaching and learning – in particular, those involving attention, perception, responding, motivation and application of learning and understanding.

It is noticed that in language classroom teachers' performance and activity related with technology are more interesting to students'. Teachers incorporate ICT development plan to ensure coherence of ICT implementation in the language teaching-learning activities.

Teaching and learning are in evolution in the era of modern technologies. Technologies have extended accessible educational opportunities for the students to achieve their goal. There need to experiment appropriate tools of ICT for educational development and to consider the role that technology can play supporting role.

The study has shown that the use of multimedia and internet have constructive impact in language teaching. It helps to support communicative approach of teaching, use of reliable materials, introduce a lot of exposure to students. Technology provides learners communicative learning environment and develop their knowledge from outside textbooks. Technologically supported classrooms are becoming popular day by day to teach language. I also found that students are very enthusiastic to learn language through technology. By using technology, students are motivated to learn language accurately and learn how to use English in real life. Teachers can teach different skills English language efficiently as well as students can learn the language with proper understanding.

It is revealed that the greater parts of the learners enjoy the use of ICT during the lessons. This causes the teachers usage ICT related tools in English language classroom. This study has been founded that ICT has effected on students' motivation when it comes to learn a second language and in this way that motivation can be affected. This conclusion is that the majority of students are positive about incorporating ICT in the classroom. The students' corresponded have showed that they are happier and thought it is more fun when they use ICT in class. The ICT technology

in the classroom is beneficial for learning as a result of it being a motivational tool for learners. A conclusion can be made that the students believe it is pleasurable when the teachers use ICT.

In future study can be about effective ICT use in English language learning and teaching that need to increase teachers' training and professional development skills .ICT is important tools to help to improve such professional development skills. There can be explored on effective teaching practices, and enable to progress learners support technological tools. Teachers need to exploit about modern technology so that they can be able to evaluate and choice the most appropriate resources. However, this query would be helpful further studies which can be taken part to develop ICT related language learning tools.

Teachers evaluate their use of ICT with a view to expanding the settings in which it can be used of teaching strategies, including opportunities for students' engagement with the technology. The implement ICT tools, materials, multimedia presentation, and the internet enhance students' language skills. Teachers exploit the potential of ICT to develop of students' skills, investigation skills, writing and presentation skills, communication skills, teamwork and collaborative skills, and analysis, and evaluation.

ICT is used to support the language learning and the technology has the potential for wider application in constructive education settings and for supporting students with effectively in English language classroom.

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Appendix-A

Questionnaire for Students

Dear Participants,

The following questionnaire is for your response that will help this study to get a clear concept of the using ICT in the English language classrooms. The secrecy of your identities and shared information is guaranteed.

Your thoughtful responses will help to find out the practical scenario of using ICT English language in classroom practice.

Thanks

Sonya Khanom
MA in TESOL
BRAC University
Contact: sonyakhanom@gmail.com

Student's Class:

Student's Age:

Date:

Instructions:

➤ *Please put only a tick mark () on the box that you prefer among all the options.*

1. Technologies are helpful for getting updated information in English classrooms-

Strongly agree Agree Neutral Strongly disagree Disagree

2. Technology plays a fruitful role for learning English effectively-

Strongly agree Agree Neutral Strongly disagree Disagree

3. The different types of audio and video materials in classroom provide me great opportunity to gain practical and useful English knowledge-

Strongly agree Agree Neutral Strongly disagree Disagree

4. The use of power point slides by the teachers all makes all the items easier for me to understand-

Strongly agree Agree Neutral Strongly disagree Disagree

5. The use of projectors which relevant to lessons are interesting, enjoyable and motivating-

Strongly agree Agree Neutral Strongly disagree Disagree

6. Internet usage in classroom can help students achieve updated knowledge on English language-

Strongly agree *Agree* *Neutral* *Strongly disagree* *Disagree*

7. I am satisfied by the manner which my teacher deals with ICT in classroom-

Strongly agree *Agree* *Neutral* *Strongly disagree* *Disagree*

8. My teacher have been able to explain us properly the necessity of ICT in English classroom-

Strongly agree *Agree* *Neutral* *Strongly disagree* *Disagree*

9. Do you feel interest by using of different visual equipment in the English language classroom? why or why not?

10. Do you think that the use of internet in English language classroom can provide additional help for learning English? Why and why not?

11. What kinds of role do technology-related classrooms play in English language learning? How discuss from your perspective?

Appendix-B

Teachers' Questionnaire

Dear Sir/Madam,

I would like to request you to complete the below questionnaire which will help me out to conduct a collaborative analysis of the classroom research data.

I am hereby giving you the confirmation of maintaining the secrecy of your shared information and identities within me.

Thanks

Sonya khanom
MA in TESOL
BRAC University
Contact: sonyakhanom@gmail.com

Instructions:

Please read the questions carefully before you attempted for giving the answers.

Date of Interview:

Gender: Male /Female:

Educational qualification:

Teacher's School:

Designation:

Years of teaching experience:

1. In your English classroom, do you have enough scopes of using technology? Why or why not?
2. What kinds of technology do you personally think can be used effectively in classrooms?
3. As a teacher, are you able to motivate your students by using ICT in classrooms?
4. Do you use internet in your English language classroom? If you do, how?
5. Can a teacher make the English language class more interesting by adding extra items (like— pictures and illustrations) in the PowerPoint slide which are not incorporated into the textbooks?
6. Do you think that existing technology usage needs to be improved in English classroom and how?
7. Do you think that the communication with students and teachers have become easy by the use of technology? Why or why not?

Appendix-C

Checklist for classroom observation

Number of participants:

Date:

Subject:

Topic of the lesson:

Class time:

Classroom Ambience and Management					
	<i>Wholly</i>	<i>Frequently</i>	<i>Moderately</i>	<i>Slightly</i>	<i>Not at all</i>
The classroom is spacious (allows enough movement for both T and Ss) to organize the technology-related tools effectively					
The seating arrangements are suitable for activities and presenting visual aids properly					
Interaction pattern in general: T-S					
Interaction pattern in general: T-Ss					
Interaction pattern in general: Ss-Ss					
The class atmosphere is warm, open and accommodating					
Ss' participation is active and lively					
There exist Teacher Talk and Student Talk throughout the class					
Comments (<i>Specific comments please</i>):					

Types of Technological Tools' Usage in Classroom

	<i>Wholly</i>	<i>Frequently</i>	<i>Moderately</i>	<i>Slightly</i>	<i>Not at all</i>
There are enough ICT tools—like projector, computer, internet connection—for students					
The classroom is furnished with necessary equipment of technology					
T uses appropriate ICT tools with relevant topics					
Students respond towards the technological tools is favorable					
The use of technology and the topics complement each other					
The technology-related items fulfill Ss' needs					
Comments (<i>Specific comments please</i>):					

Language Use with Technology

	<i>Wholly</i>	<i>Frequently</i>	<i>Moderately</i>	<i>Slightly</i>	<i>Not at all</i>
T uses audio or video items in English inside the classroom					
Ss react and respond in English regarding the technology-related items					
Comments (<i>Specific comments please</i>):					

Treatment of Errors and Feedback					
	<i>Wholly</i>	<i>Frequently</i>	<i>Moderately</i>	<i>Slightly</i>	<i>Not at all</i>
T provides feedback on Ss' activities based on technology-related items					
T uses internet to instantly rectify Ss' errors					
Comments (<i>Specific comments please</i>):					

Teacher-Designed Materials					
	<i>Wholly</i>	<i>Frequently</i>	<i>Moderately</i>	<i>Slightly</i>	<i>Not at all</i>
T's presentation on technology-related material is meaningful and contextualized.					
Materials are appropriate according to the age level of Ss					
Materials are relevant according to the content of the lesson					
T uses materials effectively and efficiently					
Materials used are interesting and motivating					
Comments (<i>Specific comments please</i>):					