

Challenges of Implementing CALL in Multimedia Classrooms of Bangladesh

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Declaration

It is hereby declared that this dissertation consists of original works conducted by the researcher except for the citations. In addition to this, this dissertation has not been submitted before to any other institution rather than BRAC University.

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ABSTRACT

With the technological advancements of modern science, classrooms in many developed country have been enhanced and influenced by the emergence of technology. Vygotsky (1978) suggests teachers stimulate effective learning with new activities in a language classroom. Tools and materials in multimedia classes can help to overcome obstacles of communicative language teaching and give the teacher new opportunities to enhance language learning. With the changing trend of language teaching, teachers and students are also evolving themselves to computer-assisted language learning (CALL). Technology supported task not only provides motivation for self-learning but also gives independence to the learner to master the target language in their own way. This study attempts to evaluate current practice of language teaching in multimedia classrooms in Bangladesh and find out the challenges of it. Besides, the current condition of classrooms, language learners, and their teachers was also discussed. Ways to implement CALL in such environment is suggested with the survey responses and secondary resources. How CALL can be implemented successfully in such an environment is analyzed relating to previous researches, supportive language methods and following the answer of central research questions.

CHAPTER 1

INTRODUCTION

1.1 Introduction

Today the aim of teaching foreign languages is first to ensure the communicative competence of the learner. Modern languages are not bound to rigid grammatical rules anymore; the speakers have to make sure of appropriacy, cohesion and coherence along with the communication strategies with the target language. The most spoken language in today's world is English. Many countries have accepted it as a state language, a second language, official language or even as the lingua franca. In spite of not being the official language, English is the most spoken foreign language in Bangladesh too. Since the British colonial rule, the government has given extra attention to English language teaching for a different purpose. From primary to higher secondary level of education, here students have to study English as a compulsory course for more than 10 years. Due to the global acceptance of it, universities also offer foundation courses in English and communicative language learning has been the most used method to teach this language here.

According to the UN report, Bangladesh has fulfilled the eligibility requirements to hold the 'Developing Country' status in 2018 (Rahman, 2018) the government is focusing on the digitalization of different sectors. Hence, many universities have adopted multimedia facilities to run the classrooms. Even though English has been taught with the assistance of technology in universities, there are still shortcomings to meet. Most of the students and language teachers here not yet have access to a personal computer and they often lack the minimum adequacy of technical skills for computer-assisted language learning. Besides, the underdeveloped highly priced internet services in the country cannot provide every student with the regular access to

computer-assisted language-learning tools from home. This gap between technology and people has also affected the whole learning procedures in universities. Though many institutes offer a multimedia classroom, the teachers and students are not able to get the best experience from there. Hence, the practice of CALL remained partially implemented here and the students are not getting the complete experience from it. Barson and Debski (2013) have agreed that CALL can be differentiated in three phases: behavioristic CALL, communicative CALL and integrative CALL (as cited in Dina and Ciornei, 2013).

When computer emerged as instructional material to students, behavioristic CALL was implemented for language learning by the second half of the twentieth century (Dina and Ciornei, 2013). It adopted a computer in the role of tutor and used materials for linguistic drills and grammar tests. Communicative CALL is the teaching approach based on communication and it involves the activities in the classroom that ensure the interaction and communication among the peers and teacher to optimize their conversational skills and other linguistic skills. Integrative CALL came after the development of multimedia and internet. It connected students with the outer world through the internet and gives them independence to learn from context and develop learning strategies from an authentic learning environment over the internet.

As Bangladesh does not have the full support of technology in the classroom to run Integrative CALL, the whole concept of CLT here is surrounding a small multimedia classroom that focuses largely on Communicative CALL and a bit of behavioristic. Therefore, without having the required skill to adapt to computer technology and not having a practice of CALL beforehand, both the teachers and students are facing difficulties in the language classroom in universities.

In addition, the practice of classroom learning here is often constructed between a teacher and his students. Therefore, people find it difficult to adjust to the multimedia environment and to find a computer taking the role of a teacher. This study aims to figure out such problems faced by students here in multimedia classrooms and find the possible ways for them to adapt CALL. Besides, this study is also going to focus on the responses of teachers and students and discuss the negative aspects of a multimedia classroom in Bangladesh based on their experiences.

1.2 Problem statement

In this modern world of science and technology, the earth moves around the internet sounds equally logical as the earth moves around the sun. Because of the internet, the world not only has shrunk into a global village but also made the villagers a part of one global community. Social networking and other features of the internet give people the platform to share ideas, emotions and information.. Due to a different geography, religion, culture and other factors languages get different patterns following global and local events and ongoing trends from time to time. In Bangladesh, 49% of our vast population has access to the daily internet (Mallick, 2018). People are getting familiar with technology day by day due to this wide usage of the worldwide web. Language learning is also getting this influence of technology and the necessity of CALL is increasing. Even though the government is forcing digitalization of education systems the classrooms and teaching practices are not yet digitally sound. The students are not receiving proper materials from the classroom that can help them to learn a language with the help of technology. Even the teachers are not ready to teach them with those materials with the assistance of computers. Besides, the technology used in classrooms is creating a gap between the learner and the instructor and the learning is often interrupted. To keep pace with the competitive world, it is high time for Bangladesh to adapt to teaching through technology. Both

the teachers and the students need to know the basics of language learning with multimedia tools and to use its challenges in their favor to enhance this learning process.

1.3 Purpose of the study

The purpose of this study is to explore the current practices of English language learning in multimedia classrooms in tertiary level of Bangladesh along with the problems faced by the learners and instructors due to the adaptation of CALL. First, the research will deal with the general perception of students and teachers towards the use of multimedia technology in the language classroom and from that, it will delve into the major shortcomings of this practice of CALL in university level and figure out possible suggestions to overcome those limitations.

1.4 Central Research questions

This research attempts to answer the following questions related to the implication of multimedia tools in CALL in universities of Bangladesh:

- i) What are students' and teachers' view towards multimedia classroom?
- ii) Which CALL programs are the universities using and what are negative aspects of it?
- iii) Which problems are they facing in the computer-assisted language learning?
- iv) How can they get the best out of CALL in a current multimedia classroom setting?

1.5 Significance of the study

The primary outcome of this research can help Bangladeshi universities, students and language teachers to realize their status of language teaching practices in the current platform. The discussion of CALL and different programs, methods, techniques associated with it and about the negative sides of those can benefit different institution to visualize the pedagogical

aspects regarding foreign language acquisition in the world in contrary to Bangladesh. As a secondary resource, it can also help agencies and the government to study or further research the technology-based classroom-learning system and its negative sides. Teachers and students can learn the drawbacks of multimedia language classroom and ways to overcome those.

1.6 Delimitation

The researcher conducted this research only on few of the private universities of Bangladesh based on the capital of Dhaka. In these universities, the use of multimedia is present. For the ease of conducting the study, the researcher decided to only focus on particularly these universities only.

1.7 Limitation

The researcher had to work on small sample size due to time constraint of the study. Not many participants have been involved for the survey and interview. Nevertheless, the collected data samples and related researches were firmly analyzed to get the actual picture of the multimedia language learning in the university level.

1.8 Operational Definitions:

Some terms and definitions frequently used in this research paper:

Computer Assisted Language Learning (CALL).

CALL stands for Computer Assisted Language Learning. Hardisty and Windeatt (1989) defined it as a general term used by teachers and students to describe the use of computers as part of a language course. Gunduz (2005: 197) refers CALL as presenting, reinforcing and testing of language items with the assistance of a computer. (As cited in Haider and Chowdhury, 2012)

Communicative Language Teaching (CLT).

Howatt (1984) suggests that “In CLT the heart of language lesson is the communicative activity itself.” Hymes (1972) and McNamara, (2000) agree that learning a language is more than knowing the rules and structures (As cited in Haider and Chowdhury, 2012). CLT focuses on the communicative competence of learner that enhances their ability to use language regarding ‘social demands of performance.’ Communicative competence may also include the knowledge of linguistics, socio-linguistics and discourse rules with the ability to use language appropriately, both ‘receptively and productively, in real life situations. Thus, CLT may appear as an approach rather than a method of learning a language. (As cited in Haider and Chowdhury, 2012)

Chapter 2

Literature Review

2.1 History of Computer-assisted Language Learning

Lee (2000) has suggested that the development of computer-assisted language learning can be divided into three stages: behavioral CALL, communicative CALL and integrative CALL. The computer was first introduced as an instrument for language teaching back in the 1960's. At that time only practice was repetitive language drills that helped language learners as the language was then accounted as a behavioral factor only. In 1970's they stressed CALL to be more focused on using forms, structures and general practice functions of a language. Integrative CALL became popular after the 1990's as computer became more available in most places and language was accounted as a socio-cognitive tool for communication. People prioritized the real-life use of language over rigid communications as context and meaning seemed more important than forms and grammar.

2.2 Applications of CALL

CALL is essential for many purposes as Lee (2000) suggests. Firstly, it can be adapted to experiment learning by letting students do things themselves and develop thinking skills by exploring. Motivation can be increased by associating computer-based games and activities. Network-based instruction can also help students to strengthen linguistics skills and build self-instruction strategies and self-confidence. Besides, authentic materials and interaction help to individualize learners and gives them an independent source of information. Lee (2000) also noted that the access to web helps students to practice and communicate with language on a global level and develop a better understanding.

CALL can also help students to make pen friends and write projects, compositions and newsletters. Brown (1991) stated that global information-based CALL can help communicate across languages and cultures but for that the teachers need to act not just as a source of information but also as a facilitator so that the students can actively interpret, organize given information and fit it to their prior knowledge (as cited in Lee, 2000).

2.3 Advantages of Multimedia Tools in Language Teaching

Lai C. (2006) says that helping students to study more independently and providing teacher the time to concentrate on other aspects of language teaching, is only possible with the assistance of computers. It motivates the students, enhances student achievement and encourages greater interaction between teachers and students and students and peers. It can also emphasize individual needs and enlarges global understanding.

Fun games and communicative activities reduce stresses and anxieties and give stimuli for second language learning in the classroom. Learners can strengthen their linguistic skills and build self-instruction strategies and self-confidence with the help of multimedia aided practices. Thus Robertson (1987) suggests that computer-assisted language learners might have significantly higher self-esteem ratings than regular students as studies show (as cited in Lai C., 2006).

Making sense of information, extracting meaning and relating information to everyday life and understanding the world through reinterpreting knowledge should be the purpose of language learning according to Ormrod (1999) which can be possible with the help of multimedia tools (as cited in Lai C., 2006).

2.4 Barriers to CALL

Although there are possibilities in favor of CALL, there are some barriers too. Cost of hardware, software, maintenance and training are the primary obstacles to CALL. Fork (1994) assisted that concerning the money the challenges are unique because of the nature of technology. Therefore, Lee (2000) separated these challenges into three criteria: Availability of Computer Hardware & Software, Technical & Theoretical Knowledge, and Acceptance of Technologies.

Here, Herschbach, (1994); Miller, (1997); Office of Technology Assessment, (1995); Noreburg & Lundbald, (1997) suggest that availability of high-quality software is the most pressing challenge in applying the new technologies in education. Besides, there are a few educators skilled in designing because software development is costly and time-consuming (As cited in Lee, 2000). Apparently, Dede (1995) thinks that artificial intelligence in computers might promote learning higher-order cognitive skills, but those are difficult to access with today's evaluation procedures for that there is a possibility for AI to be misused. According to the Office of Technical Assessment (1995), such improper use of technologies can affect both the teacher and learner negatively. On the other hand, Zuber-Skerritt (1994) referred to the existing tendency for organizations to resist such change in their system and their wrong conception about technology not only limits innovation but also threatens teachers' job. Therefore, computers can offer new opportunities to learn and teach language but can never substitute a teacher (as cited in Lee, 2000).

No language course can ensure best practice of teaching and learn alone with the help of technology unless it also fulfills the pedagogic demands of language teaching (Littlemore, 2002). Language programs have to make learners think about the subject and cause a change in their

behavior to assure meaningful and substantial developments in their language skills. Deb (2012) prioritized the necessary of context over the ‘the installation and application of systematized knowledge’ because the knowledge is more useful when the learner can use it in an appropriate contextual environment. There are other obstacles as well that can reduce the productivity of CALL in a multimedia classroom. Such as:

2.5 Challenges Promoting CLT within Current Computer Assisted Learning Environment:

As the focus of communicative CALL on the communicative approach to teach English, it is possible to make the best out of technology in language classrooms through it. According to Underwood (1984), ‘Premises for ‘Communicative CALL’ has to fulfill some criteria. It has to focus more on using forms rather than on the forms themselves. Teaching grammar implicitly rather than explicitly can allow and encourage students to generate original utterances rather than just manipulate prefabricated language. Teachers should also avoid telling students that they are wrong and help them using the target language exclusively both on and off the screen by creating such an environment in which using the target language feels natural.

2.6 Ensuring Proper Environment in a Multimedia Classroom:

Hoque and Alam (2010) suggest that students prefer this learning through ICT-based education as they find it more flexible than traditional textbook materials. Therefore upholding the level of integrity and moral standard of instructors is very important in such a scenario. Besides, stressing on the interaction patterns produced by learners with software or other forms of electronic materials raises the pedagogic awareness within the computer-assisted language classrooms (Seedhouse, 1995).

2.7 Importance of Teachers' Training for Effective Use of Technology:

Referring to the Council for Accreditation of Teacher Education's (NCATE) Task Force on Technology and Teacher Education (1997) Legutke, Muller-Hartmann & Ditfurth (2007) prioritize the importance of teachers' training for effective use of technology to improve classroom learning to ensure the best out of CALL. Besides, it also suggests that the absence of such training, the study materials provided by teachers often lack a coherent curriculum framework, within which the practicum often remains an alien element among university courses (Gabel, 1997 & Schocker-v. Ditfurth, 2001). Legutke & Thomas (1991) also agree that the teaching formats at universities are still underdeveloped and predominantly transmission oriented which contradicts ideologies of student-centeredness and communicative methodology.

Moreover, Legutke, Müller-Hartmann & Ditfurth, (2007) claim that this happens because of the system and setting of educational institutes where language teaching is constructed as a highly situated and interpretative activity. Therefore, Freeman & Johnson (1998) added that teachers must grow a habit of cogent analysis and self-understanding within the social, cultural, and political contexts of language teaching (as cited in Legutke, Müller-Hartmann & Ditfurth, 2007). Besides, it is better that teachers move on from a behaviorist view of teaching where they are conduits to students. Legutke M. K., Müller-Hartmann A. & Ditfurth M. S. V. (2007) also focuses on teachers' attitudes, knowledge and skills to teach a foreign language as a means of intercultural communication, which is the core component of any teacher education curriculum.

2.8 'Representation' in Multimedia Language Teaching:

Brown (2007); Celce-Murcia, Brinton & Snow (2013) coined CLT as a dominant theoretical and pedagogical paradigm in today's English language teaching that acknowledges societal and cultural factors of language over traditional practices (as cited in Pederson, 2016). It

focuses on practical purposes of language acquisition where according to Giddens (1995) and Street (2007) meaning does not solely exist within it rather it is conveyed in and around the language (as cited in Pederson, 2016). The mediating factor between this language and culture depends on 'representation.' Representation is the process where the construction of the meanings that people make of certain objects and ideas along with communication through these meanings occur. With the interaction of language, culture and the artifacts produced by culture meaning is constructed. Therefore, this representation must be kept intact while using multimedia tools in language teaching.

2.9 Minimizing Gap between Teacher and Students:

Pederson (2016) alerted that, "representation should minimize the theoretical gap between visual and linguistic input in the creation and understanding of meaning." Task-based teaching and learning can be a good solution for that. Multimedia practices in ELT can expand textuality, cognition, and help students to construct individual and social identities. In such a way, multimedia engages students in the lesson and gives them the ability to demonstrate what they have learned and experienced. Besides, it helps the classroom to resemble a community and communicate through peer feedback and responses. As students today are more attached to technology, they find multimedia teaching motivating and encouraging.

According to Turel (2014), Interactive multimedia Environment or IME provides students an opportunity to produce immediate, multidimensional and multi-sensory output. Gillespie & McKee (1999) and Herrington & Oliver (1997) believe that the opportunity to receive instantaneous and meaningful feedback from the inputs including audio, video, visuals, texts or optimum combinations makes it highly motivating and appreciable (as cited in Turel

2014) but to achieve those benefits the drawbacks of multimedia language classroom must be reduced in first hand.

2.10 Drawbacks of Multimedia Language Classrooms:

2.10.1 Inappropriate Study Materials and Strategies.

Appropriate study materials and strategies can help the learners discover what and why they could not understand and overcome those difficulties. Turel & McKenna (2013) added that these study materials including interactive samples, pictures or video clips could also illustrate cultural differences through annotations, feedback or advance organizers (as cited in Turel, 2014). It can also fulfill the demand of different type of learners such as visual, auditory, kinesthetic or tactile. Robinson (1991) added that *person perception theory* and *social learning theory* suggests that ‘people’s judgment about their potential ability to perform well or to cope in a situation actually affects their efforts (as cited in Turel, 2014). Therefore, the limitations of Multimedia classrooms are often bound to the material designers rather than the technology itself. Turel (2013) and Duncan-Howell (2012) remarked today’s students as digitally fluent and competitive and multimedia tools can respond to such learning demands and differences to accommodate the digitally literate, wise and efficient learning style preferences (As cited in Turel, 2014).

2.10.2 Necessity of Technology Knowledge for Multimedia Classroom.

Gips, DiMattia, and Gips (2004) indicated that computer and its assisted language programs increase educational costs and harm the equity of education (as cited in Lai C., 2006). Basic technology knowledge is required before attempting to learn through it. Also, the teachers many a time lack of technological training.

2.10.3 Limitation of Computers for Language Learning.

The limitation of the computer's artificial intelligence is a big factor as it cannot test students' critical thinking capacity or evaluate their communication skills properly. Lai C. (2006) also argued that "Today's computer technology and its attached language learning programs are not yet intelligent enough to be truly interactive."

2.10.4 Technology Replacing the Teacher's Role.

Mukundan (2008) criticizes the overly used trend of replacing the teacher's role with a computer in language classrooms. Learners' focus on screens than teachers may also have negative implications for both them and their teachers. Often time the use of multimedia in the classroom is taken as a decoration rather than a teaching tool. Audio-Lingual Method and Communicative Language Teaching can help to ignore reduction of teachers' presence in the classroom due to a multimedia environment.

2.10.5 Inappropriate Choice of Content and Tool.

Inappropriate choice of content and tool make the learning sophisticated and impractical and the process end up testing the learners rather than teaching (Mukundan, 2008). Heavily digitalized accommodation of projectors and the sound system gives a hard time to teachers to make it work smoothly with their teaching.

2.10.6 Taking Much Time to Start a Class.

The starting of a class takes much time in preparing the technical assistance. It also makes the instructor tired before he involves himself into teaching. Therefore, Mukundan (2008) suggested questioning the outcome, if it contributes to effective acquisition learning or not.

2.10.7 MM as an Equivalent to Textbooks and Teachers.

Instead of taking multimedia as an equivalent of textbooks, let use it to enrich the learning-teaching environment by incorporating aspects of entertainment into education (Mukundan, 2008). If Multimedia tools can be 'experiential' rather than 'studio', it can offer learning-style preferences and a variety of teaching methods, which textbooks fail to provide.

2.10.8 Conclusion.

From the above discussion, it is agreeably pointed out that the implication of CALL in a classroom not only needs knowledge of technology but also requires efforts from teachers and students to facilitate the learning. In Bangladesh CALL is still a new concept for language teaching. To ensure its successful implication, the teachers require a higher knowledge of computer and material design.

Chapter 3

METHODOLOGY

This chapter explains the methods applied to the study. The other parts will include the design of this research, theoretical framework, instrumentation, data collection and analysis procedure and problems of data collection. The researcher distributed survey questionnaires to the students and teachers of universities based in Dhaka.

3.1 Research Design

The collected data is the result of the responses coming from 50 students from private universities and 20 teachers from private universities with the experience of CALL in a multimedia classroom. This study is a descriptive and analytical research work based on those data and related resources. Questionnaires were prepared from the study of secondary researches related to the research. Firstly, responses were collected based on the teachers' and students' agreement and disagreement with 18 statements made from researchers' study of challenges of multimedia teaching. Secondly, the interview was also a method of collecting qualitative data from them as well. The researcher interviewed teachers and students during their appointed time ensuring their anonymity. Thus, both qualitative and quantitative techniques have been applied to analyze collective data from students and teachers and present those with relevant figures.

3.2 Theoretical Framework

The world is changing every year with the development of science and technology. The computer is no more used for office and research purpose only rather it has application for every aspect of life. Thus, education has adopted computer technologies to enhance learning and develop the functionality of classroom teaching. Language courses also demand technological support as its focus is no more bound to traditional practices. Many countries have computer-

mediated learning labs and classes for language learner whereas Bangladesh still has a long way to go. Even though many universities are now providing multimedia facilities, those are not sufficient to meet learners' demand. Besides, not many types of research are found on the negative aspects of this practicum. Therefore, this research has been done to bring out the perspective of teachers and students in universities of Bangladesh and figure out the negative aspects of multimedia classrooms to promote CALL. Vygotsky's (1978) and Krashen (1987) acquisition-learning hypothesis of *Social Constructivism Theory* has been used in this study to analyze the data. The research has found that both teachers and students of Bangladesh have shifted from traditional learning and teaching to CALL, but their lack of technological knowledge and inappropriate use of materials are depriving them to get the desired outcome of it. It also prioritizes the necessary changes in teaching methods and IT support for more interactive activities with CALL.

3.3 Sampling

The study focuses on private universities of Bangladesh based on Dhaka city. 50 students from and 20 teachers from private universities were randomly chosen for data collection. Among them, 5 teachers who teach English courses and 10 students were interviewed for this study. Minimum 4 teachers and 5 students from each university participated in this research. Besides, 50 Students and 20 teachers were given questionnaires to fill up for the survey. Each of these students has done a language course in their universities.

3.4 Setting:

The interview with 10 students and 5 teachers was conducted in an informal setting at their university campus. Random students were approached to identify target groups and the researcher scheduled a suitable time after their class. Five teachers from private universities in Dhaka attended the interview after their office hours. Apart from that, questionnaire was given to target groups over the internet to fill up with own responses. Besides, 20 teachers and 50 students submitted their responses online to the researcher's statement questions. A few teachers and students also helped collecting the survey responses by sharing with their mates and colleagues over online. Thus, inputs from the participants were possibly appropriate and not influenced by anyone.

3.5 Instrumentation:

To collect data from students, the researcher had used two sets of a questionnaire (appendix A and B) as instruments where teachers and students had to mark their preferred choice. Questions in the questionnaire were close-ended as they were asked for selecting direct answers such as 'agree,' 'strongly agree,' 'neutral,' 'disagree' and 'strongly disagree.' Moreover, participants were not allowed to choose more than one option. A total number of 18 statements focused on the Central Research Questions were provided. Moreover, another instrument of data collection was the interview session. Direct interviews helped the researcher to get authentic information from the participants. The researcher used a notebook to write the responses of teachers and students to keep their identity secret.

3.6 Data collection procedure:

Both primary and secondary research data is used in the study. The responses collected through survey questionnaire is used as quantitative data and collected response from the

interview of teachers and students is used as qualitative data. The survey questionnaires were distributed online and the responses were calculated through internet tools and presented in Pi chart. Besides, the researcher took notes from the interviews of target groups and used those data for qualitative research.

3.7 Data analysis procedure:

Collective data from the response of students and teachers are presented by pie charts to analyze quantitative research. For qualitative research, the researcher analyzed the interview of the target groups and matched them to the secondary resources. The researcher also analyzes the experience of teachers and students collected from the interview comparing with previous linguistic researches. Connecting to Krashen (1987) and Vygotsky's (1978) theories on language acquisition and psychological development of learners, the researcher processed the data responses and related those to practical implication of CALL.

3.8 Obstacles encountered:

There are a few obstacles faced by the researcher of the current study. Firstly, the researcher wanted to include classroom observation data to analyze further the practices and methods used in multimedia classrooms, but due to logistic issues of the institutes, the permission was not granted. It would have also helped to compare the atmosphere of an ideal CALL classroom and the traditional one in Bangladesh. Secondly, there was time bound for the researcher to study to conduct more practical researches and observations for a long time though the subjective and objective responses of the participants are presented with keeping the accuracy of. However, despite attempts, the researcher could not find any trained teacher or students experiencing proper CALL environment in their university.

Chapter 4

FINDINGS

The findings and interpretation of presented data are based on the collected responses from questionnaires and the information is obtained from interview sessions with the teachers and students.

4.1 Findings of the Survey

A total number of 18 statement questions have been delivered through two sets of the questionnaire, one for students and another for teachers. These statements are close-ended and are based on a framework of Lai C. Kriston, W. A. (2006); Dina A., Ciorneu (2012) and Hashemi M., Aziznezhad M. (2011). These include learners' and teachers' attitude, performance, preference, skills, experience, problem identified in a multimedia classroom.

In the students' questionnaire, statement no. 1-4 and 16 evaluate the language classroom materials and the preference of Multimedia tools for the students. Statement no. 5, 6, 11, 12, 13 and 14 evaluate the role of teacher and their performances in Multimedia Classroom from the students' perspective. Besides, statement no. 7-10 relates to the linguistic skill focus of multimedia tools in CALL. Apart from that, 15, 17 and 18, no statement is connected to the experience of students in the multimedia language classroom.

On the other hand, in the teachers' questionnaire statement no 1-5 is related to testing students' performances and experience in the multimedia classroom from teachers' point of view. No 6, 7 evaluate the teacher-student relationship in the classroom. 8-10 evaluate the materials and performance of tools. 11-15 focuses on the necessity of teachers and students' knowledge of CALL and again statement 16-18 evaluated the learners' skill focus of CALL in the classroom. However, the question provides choices for the participants to agree to any one

given option from there that matches their real-life experience in a multimedia classroom.

(Please see appendices)

4.2 Data Calculation and Interpretation:

The researcher observed the responses to the questionnaires of the survey and the findings are presented in following sections:

4.2.1 Students and Teachers Experience of CALL in Multimedia Classroom.

Counting on the responses from the survey questionnaire shows 37.5% of students agree that they are not getting a complete learning experience from the multimedia classroom and 9.4% students strongly agreed on the point. 50.0% teachers agree to the same point that the learning experience of students in the multimedia classroom is incomplete. Their dissatisfactions are related to the technical support of classrooms, internet access and materials available for CALL.

4.2.2 Evaluating Materials Used in Multimedia Classroom for CALL and its Effects.

A computer and a projector connected to it is the most common scenario of language classrooms in Bangladesh. 56% of participant students agree and 15.6% strongly agree that powerpoint slide is the most used material in a language class even though the whole concept of CALL is based on authentic materials. On the other hand, 50.0% of teachers agree and 41.7% strongly believe that powerpoint slide is the most used material in a multimedia classroom. Researchers agree that memorizing the slides can affect the thinking capacity of students, they often lack confidence and their learning needs are not fulfilled. Besides, 66.7% of the teachers agree and 25.0% strongly agrees that the materials also discourage students from taking class notes. 75.0% of the teachers agree that these multimedia materials also keep the students away from the textbook as they often try to get the skim off the milk by learning from materials only

without studying the textbook or other resources and as a result, it affects their depth of knowledge.

Power Point slide is the most used material in MM language classroom.

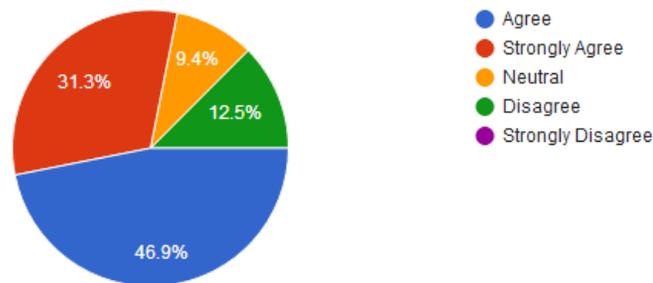


Figure 01: Students' response to the statement "Power Point slide is the most used material in MM language classroom."

4.2.3 Impact of CALL on Teacher-Student Relationship.

43.0% of the participant students agree and 18.8% strongly believe that some language teachers are totally depended on MM materials like power point slides and videos that they cannot deliver lectures without it. Thus, when these tools do not function the whole class properly has to suffer for that. 66.7% of teachers agree that the language teachers are depended on multimedia tools and they often find it easier to deliver their lecture with materials rather sharing own experience. 75.0% teachers' response to the survey also agrees that these multimedia tools create a distance between teacher and student in the classroom and it affects the understanding of the lesson. Moreover, 66.7% of the teachers agree and 25% strongly agree to

the statement that students give more attention to the materials and as the materials are available outside class they can easily collect it despite missing attendance.

MM creates a distance between teacher-student in classroom that affects the understanding of lesson.

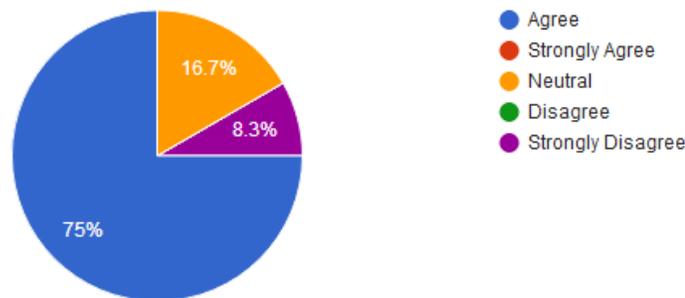


Figure 02: Teachers' response to the statement "MM creates a distance between teacher-student in the classroom that affects the understanding of the lesson."

4.2.4 Lack of technological knowledge for technology-assisted learning and teaching.

Many students and teachers here in Bangladesh still do not have access to a personal computer. Their technological skills are bound to typing and basic computing. Even the schools here do not provide multimedia facilities in classrooms often time. Thus, 75.0% of teachers agree that students often feel uncomfortable with multimedia tools, as they are not used to such technology in universities. 37.5% of the students agree and 10% strongly agree that teachers cannot use multimedia tools in the classroom properly. 58.3% of teachers agree and 33.3% strongly agree that language teachers need to be more adequate in handling computers. Even 100% of teachers agree including 16.7% of them firmly believes that teachers in Bangladesh lack the trainings for computer assisted language learning.

Teachers lack training for computer assisted language teaching.

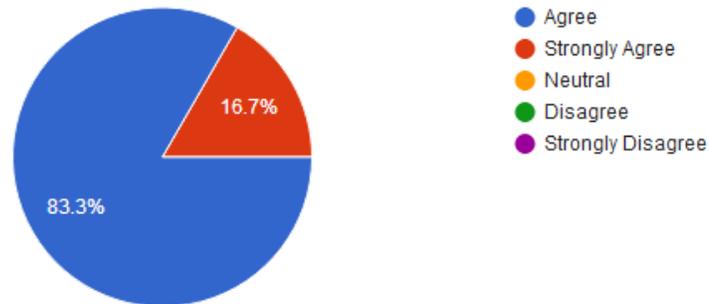


Figure 03: Teachers' response to the statement "Teachers lack training in Computer-assisted language learning."

4.2.5 Impact of CALL in Learner's Skill Development.

Before the technological assistance came into the classroom most of the students lacked the speaking skills as they had no practice of that in textbook-based English language teaching in those days. After communicative and computer-assisted language teaching has emerged here, the scenario gets the opposite. Activities here now mostly focused on speaking skills and their writing skills started to demote. 41.7 % of the teachers agree that the language teaching in the multimedia classroom is mostly focused on speaking activities and 41.7% believes that the multimedia materials are not helping the students to improve reading skills. Similarly, 43.8% of students agree to the same point that the focus of multimedia teaching is on speaking activities. Furthermore, 40.6% agree and 15.6% strongly agree with the statement that, the multimedia classroom is not helping to improve their reading skills.

MM language teaching is mostly focused on speaking activities

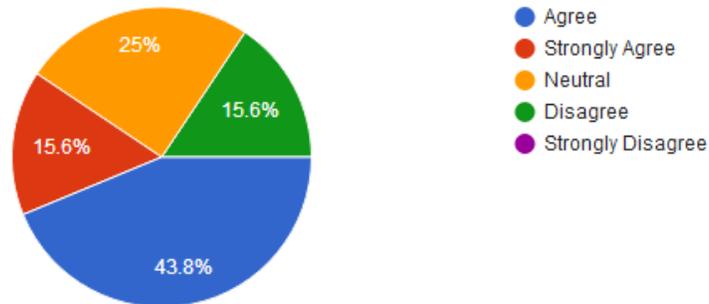


Figure 04: Students' response to the statement "MM language teaching is mostly focused on speaking activities."

4.2.6 Subjective Responses on Limitations of CALL in Bangladesh.

83.3% of the teachers respond that multimedia tools waste much time to setup and properly and that hampers the class time. As most of the universities provide limited credit hour for language 'time' is big factor to complete the syllabus. Besides, the malfunction of tools can also demotivate the students and it can distract their attention as well. Apart from that group activities often requires multimedia presentations and the students can lose a mark if they cannot finish their task in due time because of the bad performance of computers. As a result, the learning may not be satisfactory to them. Moreover, 66.7% of the teachers agree that the cost of the study is increasing due to the maintenance of multimedia tools in a language classroom. As tuition fee in universities is increasing the classroom management cost are often adding extra charges to that.

MM tools waste a lot of class time in setup and to work properly.

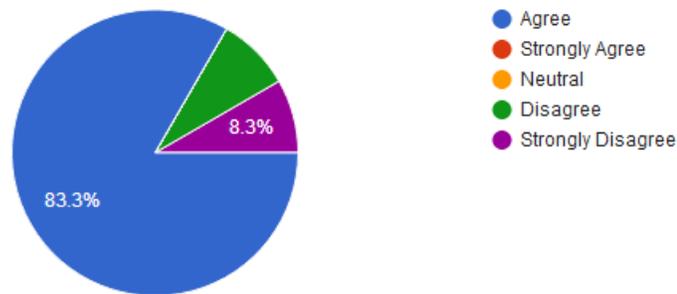


Figure 05: Teachers' response to the statement "MM tools waste a lot of class time in setup and to work properly"

4.2.7 Interview Session with Teachers and Learners.

To understand the real-time scenario, the researchers have interviewed some language teachers and students who attended language courses in universities by ensuring their anonymity. Many teachers are facing problems with conducting language classes with computers, as they do not have training on CALL. There is still not much opportunity for the teachers in Bangladesh to get technological training to teach languages. However, the teachers have access to personal computers in their office but the classrooms do not provide personal computers to students. Thus, they cannot help a student with software and apps that are used for language teaching purpose in the classroom. According to the students, even though they get access to a computer lab occasionally, that is not even designed for language learning. Individual assessment and self-evaluation in the classroom is an important part of communicative call the whole system is

running with group activities and peer feedbacks only. The students also raised concern about the internet connection in the classroom and its performance. Students from the English department also issued that their setting arrangement in the classroom is not appropriate for communicative discussion and the size of the classroom is very small for the huge number of students. As the teachers cannot provide appropriate authentic materials, they try to focus more on group activities and slides to teach the language students. Even the only computer in the classroom does not have the required hardware and software upgrade to run the class smoothly.

4.2.8 Response to Central Research Questions.

Following the central research questions of the study, this survey has satisfactorily met the demand of the researcher. The students' and teachers' view towards multimedia classroom has summed up the negative aspects of CALL in multimedia classrooms in Bangladesh. Their experience and expectations from multimedia materials are not met due to the lack of technological knowledge and technical support in classrooms. The universities here are trying to adopt to integrated CALL, but the materials are limited to videos related to the lesson and slides with bullet points from the class lectures. As the materials are not rich enough to develop students' reading skills, it is also depriving them of complete knowledge of a lesson.

Chapter 5

DISCUSSION

The multimedia classroom has become a common trend in most universities and communicative language teaching approach has been followed here in recent years. The language teaching did not reach the level of quality to adapt to computer-assisted language learning and achieve the best outcome of it. The finding of the research shows the challenging aspects of CALL in multimedia classrooms in. Previously the researchers have worked on researches those shade light to the benefits of CALL and its prospects in Bangladesh. In 2018 when the world has turned to more competitive and digitally enhanced, learning with technology has become necessary for every student.

5.1 General discussions based on theories:

According to Hashemi and Aziznezhad (2011), to ensure a proper learning environment in a technology-assisted language classroom, firstly, teachers need to evaluate the learners' computer skills. That includes basic computer skills such as word processing, email writing and operations of browser software. Secondly, the institutions must ensure the availability of a computer room that is designed for language learning. Finally, the teachers should give up the informative role in teaching process to the computers and hold the facilitator position to help the student learn through the materials and acquire knowledge from activities based on authentic materials provided by the instructor. This process can ensure the availability of comprehensible inputs to the students in classrooms according to Krashen (1987). Moreover, this comprehensible input not only motivates learners as they can self-assess their performances instantly but also increases their capacity of critical thinking. The study results show that both the language teacher

and the classroom fail to fulfill the basic requirements of computer-assisted language learning in multimedia classrooms.

The dependency on specific multimedia tools is vividly found in the response of participants in the survey. The dependency of slides rather than applying other authentic material is not only making the class boring but also minimizing the prospect of learners' autonomy. While Vygotsky (1978) stresses on social interaction to learn language faster, this approach can create obstacles to learners for communicating with peers. To reduce this risk, teachers can include real life case studies that include group work and management skill and as a result increases students' talking time in classroom. Besides, the lacking of facilities in the multimedia classroom has been discussed in a manner that urges that computer-aided teaching can coexist with regular practices of language learning. The classroom size and environment of universities have also been a matter of concern for recent years. Though the number of undergraduate students is increasing these days rapidly, universities are still unaware of ensuring the classroom capacity and facilities to support the education process.

5.2 Prospect of CALL in Universities:

There has been vast research in the field of computer literacy and digital learning that shows the current position of the people of Bangladesh and the prospects of language literacy is parallel to it now. Without basic knowledge of computer and CALL programs, both the teachers and students will suffer in a multimedia platform. Even though the students are enjoying the multimedia facilities in the classroom, these are escalating their utopia to escape from traditional classroom practices and achieve the best learning experience but this research shows the actual picture of it.

The research also indicates the fact that though the classroom teaching in universities is promising to ensure integrated CALT, the actual condition of it is a usual classroom that only holds minimum multimedia facilities and tries to develop communicative competency of the students within its limitation. Above all, there is always a risk that the development of learners in such an environment may not surpass the inter-language stage of second language acquisition.

5.3 Discussion on Survey Outcomes:

In figure number two, the survey outcome shows that there is also scope for communication gap between the teacher and the students in the multimedia classroom. As the teachers are often depended on materials, and trying to ensure learners autonomy by sacrificing teachers' talking time in class, there is also a risk of inhibiting knowledge exchange between them. Previously when technology was not available, the learning was teacher-centered and the teacher had to hold a certain amount of knowledge, experience and capacity to fulfill learners' demand. Whereas giving the role to a computer can give teachers a break from many responsibilities and they often engage them to find new materials rather than research and enrich their knowledge of language teaching. Hence, the learners will not only be deprived from the benefit of active learning but also be memorizing chunks of communicative phrases as the teacher will not be able to share own experience to them to visualize the real situation.

5.4 Areas of Improvement:

Language teaching in western countries had gone through an evaluation of pedagogical approaches and development of new methods. Whereas, in Bangladesh the evaluation was short and this paradigm shift has enormously changed the whole learning and teaching process. From grammar-translate method and audio-lingual method, the language teaching phase has stepped directly to the communicative language teaching. Therefore, the language teachers who have

been teaching for a long time are now facing many problems confronting the new methods and techniques. Although the government has taken certain steps to redesign the curriculum for schools and colleges and adapted a new book that supports communicative learning still now many school and colleges have not changed their classroom and teaching tools. As a result, when these students are coming to universities, they are facing difficulties to accept the communicative learning. Often time their anxiety, learning style and demand are different from students who are used to multimedia classes.

This states the existing problems to adapt CALT in multimedia classrooms and the reasons behind those consequences. Therefore, it can help to visualize and make decisions on the material and course design in multimedia classroom settings in Bangladesh considering the limitation of resources and settings. The survey questionnaire points out the experience of both teachers and students and their demands and expectations of a multimedia classroom in Bangladesh.

Chapter 6

Conclusion

6.1 Introduction

This study has found that most of the teachers and students in Bangladesh hold a positive attitude towards the adaptation of CALT in a multimedia classroom setting. However, it cannot fulfill their English language learning or teaching goals unless they recover limitations of classroom equipment, gather technological knowledge and perform accordingly. Nevertheless, the successful implication of technology-assisted learning can benefit the prospect as it upholds the autonomy of learner and fulfills the demands of communicative language learning method.

The concept of computer-assisted language learning in the multimedia classroom is a practical implication of linguist Krashen's (1987) language acquisition hypothesis. It insists that "Language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill." Krashen (1987) also emphasizes on 'meaningful interaction' in the target language for proper acquisition of it. Besides, 'comprehensible input' also elevates the learners' development of linguistic skills and performances in the process. This 'comprehensible input' is a crucial and necessary ingredient for the acquisition of language in any multimedia context (Krashen, 1987).

"The best methods are therefore those that supply 'comprehensible input' in low anxiety situations, containing messages that students want to hear. These methods do not force early production in the second language, but allow students to produce when they are 'ready,' recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production" Krashen (1987). This approach also prioritizes

real-life communications in the classroom to help the acquirer understand better, and computer-assisted language learning can ensure it to the best.

Technology is the most widely used pedagogical tool for language learning in the tertiary level. It not only provides the ‘comprehensible input’ to the learners through authentic study materials and group activities but also helps them developing various skills in the target language; but to ensure that environment classrooms, teachers and students have to have technological support and proper materials.

6.2 Summary of the findings

The collective response to the survey by teachers and students of language classroom has shown that there are still many obstacles here to overcome the negative aspects of multimedia classrooms. These improvements include learners’ access to personal computers, teachers training for computer-assisted language training, their knowledge of pedagogical software and appropriate classroom environment. The students’ and teachers’ experience and demands from the multimedia classroom are discussed here with the logical reasoning of statements. Besides, the research analyzes the practice of language teaching methods and materials followed by teachers.

6.3 Practical implications

The data from this study also reveals several practical applications worthy of future study on this field. First, it would be valuable to further examine classroom management and teaching in multimedia language classrooms in Bangladesh. Secondly, it can help to research on the prospect of students’ autonomy in EFL classrooms. Finally, the study has enlisted the traits of materials, pedagogical practices and tools used in Bangladeshi universities to teach foreign

languages. Following this data, the readers can visualize the ideas and solutions to construct an ideal multimedia language classroom.

6.4 Contribution to research

Multimedia classrooms added a new dimension to the education sector in Bangladesh but still many institutions and the teachers are not aware of the pedagogical aspects and required methods to conduct language classes in such environment. However, this study can provide the academic institutions, teachers, students, researchers, organization related to the educational development of Bangladesh an outlook of the multimedia classrooms used for English language teaching along with its negative aspects and possible shortcomings. This can be a secondary resource for other works related to ELT and its methodologies also. Teachers can evaluate their teaching approaches and materials used in the language classroom based on the survey and make corrections if necessary. Surveys can also help to evaluate the prospects of authentic materials in second language classroom education based on perception teachers and students.

6.5 Recommendations

As the technical support is not yet available to enhance integrated CALT in Bangladeshi context, teachers can also apply communicative and behavioristic CALT if necessary. They can adapt various types of authentic reading materials along with the slides to make learning more interesting and communicative. According to Hashemi and Aziznezhad (2011), there are some requirements to fulfill to achieve the best out of computer-assisted language teaching:

- (a) Teachers and students should be familiar with internet technology
- (b) Participants need to have basic knowledge of English to browse ELT websites
- (c) Computer skills of learners must be ensured beforehand
- (d) A computer room for language learners should be available on a regular basis

- (e) Classrooms must have access to the reliable network environment
- (f) A power pc or Macintosh with latest versions of software should be used for teaching
- (g) Fastest internet connection (at least 2Mbps speed) to be stalled in the classroom
- (h) At least one computer for three students is complementary for CALT
- (i) Printed, prerecorded, electronic authentic materials to be used for true/real interaction
- (j) Teachers should have training for CALL and handle modern technologies in class

6.6 Further studies

The condition of internet facilities in language, multimedia tools for students and skill-focused learning approaches to CALT for Bangladeshi universities can be the areas to research further in addition to this study. The prospect of integrated CALL in the higher secondary education sector of Bangladesh can be an extended approach to this as well. Besides, other researches can be done based on the information gathered through this research.

6.7 Conclusion

The computer plays a crucial role in language learning and teaching process in modern language teaching classrooms all around the world. The analysis and research of the following study shows the ways to develop multimedia classroom teaching in Bangladeshi universities. The changes of approach and methods discussed here are not only applicable for the implementation of technology in the classrooms but also crucial for making a bridge between learners and teacher in a multimedia language class. The teachers' adaptation to CALL and to learn new strategies in language teaching will sharpen their pedagogical knowledge and help understand the demand of the new generation of students. To keep up with the challenges of the competitive world everyone should adapt technology and computer. After all, language learning with the use of visual aid and technologies in the classroom help students learn the language more

effectively and learn by themselves. However, technology without teachers' guidance can never bring fruitful results. Therefore, teachers need to find out appropriate applications, methods and programs for students and ensure their acquisition and learning. Furthermore, it is important for every teacher to get proper training on CALT to give their best teaching of language in universities with multimedia facilities.

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Appendix A

Questionnaire for Students

This survey is part of an academic thesis for BRAC University Department of English and Humanities. All the responses will be confidential. Thanks for your cooperation.

Please read the following statements and according to your teaching experience put **a, b, c** or **d** as (a) Agree (b) Strongly Agree (c) Neutral (d) Disagree (e) Strongly Disagree.

1. MM creates a distance between teacher-student in classroom that affects the understanding of lessons.

- (a) Agree
- (b) Strongly Agree
- (c) Neutral
- (d) Disagree
- (e) Strongly Disagree

2. MM discourages from taking class notes as the materials are available after class.

- (a) Agree
- (b) Strongly Agree
- (c) Neutral
- (d) Disagree
- (e) Strongly Disagree

3. MM is used more for fun activities rather than language learning.

- (a) Agree
- (b) Strongly Agree
- (c) Neutral

(d) Disagree

(e) Strongly Disagree

4. PowerPoint slide is the most used material in MM language classroom.

(a) Agree

(b) Strongly Agree

(c) Neutral

(d) Disagree

(e) Strongly Disagree

5. Teachers are not providing enough information about the lesson outside MM materials.

(a) Agree

(b) Strongly Agree

(c) Neutral

(d) Disagree

(e) Strongly Disagree

6. Teachers depend more on MM to demonstrate lessons rather sharing own understanding.

(a) Agree

(b) Strongly Agree

(c) Neutral

(d) Disagree

(e) Strongly Disagree

7. MM language teaching is mostly focused on speaking activities

(a) Agree

(b) Strongly Agree

- (c) Neutral
- (d) Disagree
- (e) Strongly Disagree

8. MM is not helping students to improve reading skill

- (a) Agree
- (b) Strongly Agree
- (c) Neutral
- (d) Disagree
- (e) Strongly Disagree

9. MM does not help students to improve critical thinking or analytical skills

- (a) Agree
- (b) Strongly Agree
- (c) Neutral
- (d) Disagree
- (e) Strongly Disagree

10. MM is not helpful for students to improve their creative writing skill

- (a) Agree
- (b) Strongly Agree
- (c) Neutral
- (d) Disagree
- (e) Strongly Disagree

11. Teachers cannot make proper use of MM in classroom

- (a) Agree

- (b) Strongly Agree
- (c) Neutral
- (d) Disagree
- (e) Strongly Disagree

12. Teachers are not efficient enough to teach language with computers.

- (a) Agree
- (b) Strongly Agree
- (c) Neutral
- (d) Disagree
- (e) Strongly Disagree

13. Teachers cannot provide relevant multimedia study materials in classroom

- (a) Agree
- (b) Strongly Agree
- (c) Neutral
- (d) Disagree
- (e) Strongly Disagree

14. Some teachers are totally depended on MM and cannot deliver lectures without it

- (a) Agree
- (b) Strongly Agree
- (c) Neutral
- (d) Disagree
- (e) Strongly Disagree

15. Students are not getting complete learning experience from MM classrooms.

- (a) Agree
- (b) Strongly Agree
- (c) Neutral
- (d) Disagree
- (e) Strongly Disagree

16. Most of the time multimedia is only used for slide projection in the classroom.

- (a) Agree
- (b) Strongly Agree
- (c) Neutral
- (d) Disagree
- (e) Strongly Disagree

17. MM consumes more time to start a class.

- (a) Agree
- (b) Strongly Agree
- (c) Neutral
- (d) Disagree
- (e) Strongly Disagree

18. Multimedia is taking up the teacher's role in the classroom.

- (a) Agree
- (b) Strongly Agree
- (c) Neutral
- (d) Disagree
- (e) Strongly Disagree

Appendix B

Questionnaire for Teachers

This survey is part of an academic thesis for BRAC University Department of English and Humanities. All the responses will be confidential. Thanks for your cooperation.

Please read the following statements and according to your teaching experience put **a, b, c, d or e** as (a) Agree (b) Strongly Agree (c) Neutral (d) Disagree (e) Strongly Disagree.

1. Students are not getting complete learning experience from MM classroom.

- (a) Agree
- (b) Strongly Agree
- (c) Neutral
- (d) Disagree
- (e) Strongly Disagree.

2. Students feel uncomfortable with MM, as they are not used to such technology.

- (a) Agree
- (b) Strongly Agree
- (c) Neutral
- (d) Disagree
- (e) Strongly Disagree.

3. MM discourages students from taking class notes.

- (a) Agree
- (b) Strongly Agree
- (c) Neutral
- (d) Disagree

(e) Strongly Disagree.

4. Students give more attention to MM materials than teacher's lecture in classroom.

(a) Agree

(b) Strongly Agree

(c) Neutral

(d) Disagree

(e) Strongly Disagree.

5. MM materials like slides and videos keep students away from textbooks.

(a) Agree

(b) Strongly Agree

(c) Neutral

(d) Disagree

(e) Strongly Disagree.

6. MM creates distance between teacher-student in classroom that affects understanding of lesson.

(a) Agree

(b) Strongly Agree

(c) Neutral

(d) Disagree

(e) Strongly Disagree.

7. MM is used more for fun activities rather than language learning.

(a) Agree

(b) Strongly Agree

- (c) Neutral
- (d) Disagree
- (e) Strongly Disagree.

8. PowerPoint slide is the most used material in MM language classroom.

- (a) Agree
- (b) Strongly Agree
- (c) Neutral
- (d) Disagree
- (e) Strongly Disagree.

9. Teachers are not providing enough information about the lesson outside MM materials.

- (a) Agree
- (b) Strongly Agree
- (c) Neutral
- (d) Disagree
- (e) Strongly Disagree.

10. MM tools wastes a lot of class time to setup and work properly.

- (a) Agree
- (b) Strongly Agree
- (c) Neutral
- (d) Disagree
- (e) Strongly Disagree.

11. Language teachers need to be more adequate in handling computers.

- (a) Agree

- (b) Strongly Agree
- (c) Neutral
- (d) Disagree
- (e) Strongly Disagree.

12. Teachers lack training for computer assisted language teaching.

- (a) Agree
- (b) Strongly Agree
- (c) Neutral
- (d) Disagree
- (e) Strongly Disagree.

13. Teachers depend more on MM to demonstrate lessons rather sharing own understanding with students.

- (a) Agree
- (b) Strongly Agree
- (c) Neutral
- (d) Disagree
- (e) Strongly Disagree.

14. Students have to pay more for maintenance cost of MM in language classroom.

- (a) Agree
- (b) Strongly Agree
- (c) Neutral
- (d) Disagree
- (e) Strongly Disagree.

15. Students are not interested in MM activities in classroom.

- (a) Agree
- (b) Strongly Agree
- (c) Neutral
- (d) Disagree
- (e) Strongly Disagree.

16. MM language teaching is mostly focused on speaking activities

- (a) Agree
- (b) Strongly Agree
- (c) Neutral
- (d) Disagree
- (e) Strongly Disagree.

17. MM is not helping students to improve reading skill

- (a) Agree
- (b) Strongly Agree
- (c) Neutral
- (d) Disagree
- (e) Strongly Disagree.

18. MM is not helpful for students to improve creative writing skill

- (a) Agree
- (b) Strongly Agree
- (c) Neutral
- (d) Disagree
- (e) Strongly Disagree