

**THE IMPACT OF ICT INSTRUMENTS ON INTERACTIVE
LEARNING IN EFL SECONDARY CLASSROOM**

**By
Tanjila Sharmin
16277003**

**Masters of Arts in TESOL
BRAC Institute of Languages (BIL)
BRAC University
October 2019**

Declaration

It is hereby declared that

1. The thesis submitted is my own original work while completing degree at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

Student's Full Name & Signature:

Tanjila Sharmin
ID : 16277003

Approval

The thesis “The Impact of ICT Instruments on Interactive Learning in EFL Secondary Classroom” submitted by

Tanjila Sharmin, ID: 16277003

of Fall 2019 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Masters of Arts in TESOL on 12 September 2019.

Examining Committee:

Supervisor:
(Member)

Abdul Karim
Lecturer, Brac Institute of Languages (BIL)
Brac University

Program Coordinator:
(Member)

Dr. Faheem Hasan Shahed Associate Professor,
Brac Institute of Languages Brac University

External Expert Examiner:
(Member)

Dr. Faheem Hasan Shahed Associate Professor,
Brac Institute of Languages Brac University

Departmental Head:
(Chair)

Lady Syeda Sarwat Abed Senior Director, Brac
Institute of Languages Brac University

Ethics Statement

I declare that the thesis entitled „**THE IMPACT OF ICT ON INTERACTIVE LEARNING IN EFL SECONDARY CLASSROOM**’ shall be presented to the Brac Institute of Languages (BIL) Brac University, in full compliance with the MA degree in TESOL. That no portion of this dissertation was copied or plagiarized from published or unpublished copied or unauthorized from other published works of other authors and that all materials, borrowed or reproduced from other published or unpublished sources were either placed under quotation or duly recognized inappropriate place(s) with complete reference. I know that the program conferred on me may be cancelled / removed if it is eventually found that this thesis is not my original work and that it includes copied, plagiarized or borrowed materials without adequate recognition.

Abstract

In current world, ICT (Information and Communication Technology) is being utilized in practically all fields of life, including instructing and learning. The utilization of ICT in instruction has made interest to make movement in language learning. ICT's job being developed of instructive prevalence is colossal. The administration of Bangladesh has taken critical activities to fuse ICT in instruction. This examination attempts to perceive the effects of ICT on our EFL study hall with respect to association at the auxiliary schools in Bangladesh. These days innovations bolster understudies to exertion more and concentrating on correspondence just as systems administration with individuals. Here the fundamental matter of effect in regards to connection and correspondence with the utilization of ICT in EFL study halls. This exploration acknowledges the impact of ICT in the EFL study hall on intuitive teaching conditions. Also, flexibility in the study hall, interactive media capacities, inspiration, the fun and happiness ICT moved to learning has been managed.

Keywords: Technology based English Learning; ICT; interactive classroom; interaction; students' views; Higher Secondary level, Bangladesh.

Acknowledgements

I would like to thank my supervisor, Abdul Karim, as well as my coordinator, Dr. Faheem Hasan Shahed, of the TESOL Program at the BRAC Institute of Languages (BIL), for their constant assistance and encouragement throughout my thesis. I thank them in particular because he always encouraged me to proceed with my thesis and submit my chapters on time. It truly assisted me in the specified moment to finish this job. I am pleased to convey my heartfelt thanks and appreciation to Dr. Sayeedur Rahman, former MA Coordinator in BIL's TESOL program, whose suggestions and guidance have helped me a great deal. My sincere thanks also go to the learners and educators who supplied me with their learning experiences materials. I am obliged to write this research paper to the various authors mentioned in the reference their ideas and experiences progressively me. Any suggestions and recommendations for the growth of this research paper would be extremely valued.

Table of Contents

Declaration	ii
Approval	iii
Ethics Statement	iv
Abstract	v
Acknowledgement	vi
Table of Contents	vii
Chapter 1 Introduction	1-11
1.1 Problem Statement	6
1.2 Research Question.....	6-7
1.2.1 General Question	7
1.2.2 Specific Question.....	7
1.3 Theoretical Background	7-10
1.4 Aim.....	10
1.5 Objective.....	11
Chapter 2 Literature Review	12-17
Chapter 3 Research Design	18-21
3.1 Methodology.....	18
3.2 Participants	18-19
3.3 Instruments	19
3.4 Procedure	20
3.5 Qualitative Data Analysis	20
3.6 Findings.....	21
3.7 Ethics and Limitations	21
Chapter 4 Finding and Analysis	22-32
4.1 Expressions of strengths in integrating ICT.....	22-25

4.2	According to the teacher, different opinions on strengths and concerns about weaknesses in ICT use	25-29
4.3	Different views on strengths and concerns about weaknesses of ICT use in accordance to Students	29-30
4.4	Fun and games	30
4.5	Versatility	30-31
4.6	Advantages and disadvantages in the English classroom when using ICT	31-32
Chapter 5 Conclusion		33-36
5.1	Some recommendations are as follow	35-36
References		37-40
Appendix		41-44

Chapter 1

Introduction:

The developed prestige of English has demanded a growing number of English teachers in EFL settings who are expected to have high level of proficiency in English language. The technology and ICT based classroom support teachers designing better and more successful lessons in English Language Teaching (ELT). Teachers can use technology based tools that help students about gathering information on English and lead to facilitate language acquisition through communication (Islam, 2017).

In the developed and economically advanced non-English speaking nations, excellent changes have occurred in the field of education since the 1990s. For instance, educators in Japan, Germany, South Korea, Malaysia (and many other technologically advanced nations) decide to investigate the authority of ICT to deliver the lecture more effectively. That implies they include the use of ICT instruments as well as the syllabus for teaching and learning in the curriculum.

Teachers take advantage of the amount of possibilities provided by computers and internet technology to update means and equipment by using ICT in school to better perform their work. Teachers want to create modifications that are in the instruments used by ICT and are using technology in their own manner due to language enhancement educators and learners. The infinite potential of both hardware and software is used to make learners more efficient and gain greater participation whenever educators bring ICT into their usual operations and add particular values (Martorell, 2017).

The learning exercises are improved and quickened by the abuse of the new advancements' abilities: prompt access to a huge measure of assets and data, the likelihood to do relational trades, and to start an exact contact with the outside world. There is likewise another obvious

incentive outside contribution and viability is the verifiable improvement of language aptitudes and techniques identified with taking care of data and the language that passed on in the phases of looking, breaking down and handling data. ICT can give the understudies: the prompt, normal and frequently related procurement of the IT abilities, important to deal with equipment and programming so as to satisfy language obtaining assignments. This is combined with different abilities that speak to another significant understood extra esteem that the utilization of PCs which is being utilized to cooperate with the world for language procurement (Dudeny and Hockly, 2012).

Mostly EFL educators used technology in teaching in various EFL environments. Iranian teachers used ICT to listen, followed by speech, vocabulary, pronunciation, reading, grammar, and writing. Study also reported that English teachers in Taiwan most often used technology in listening and talking operations, while technology was least used in grammar teaching (Yadollahi and Rahimi, 2011).

EFL's Korean educators have favorable attitudes towards using ICT as they acknowledge the advantages of using ICT in the classroom of English language. Institutional authority should closely allow the teacher's computer equipment and technical support and overcome obstacles that make educators feel unwilling to use ICT in the classroom. Training of teachers from various studies is highly suggested (Lee, Kim and Park, 2009).

Azmi insists that the use of ICT without careful planning and well-defined goals is more likely to be a waste of time and effort. In addition, an adequate use of ICT in English language learning and in specific multisensory delivery needs adequate instruction and pedagogical planning. (Saudi Journal of Social Sciences and Humanities, n.d.) In the late 1990s, Bangladesh's Ministry of Education (MoE) brought about an innovative shift in the pattern of English Language

Teaching in the nation as it thought that the age-retroactive language teaching tradition was no longer sufficient to attain the required objective. The shift is necessary to create a fresh attitude to English teaching, but not just to introduce fresh textbooks. It is necessary to replace the prevalent strategy known as Communicative Language Teaching (CLT) with the previous technique known as the Grammar Translation Method (GT) (Ullah, November 2016).

The concept of the communicative and interactive strategy may conflict with the current ideas on the positions of educators and learning techniques of Bangladeshi EFL educators. Before 1971, the English teacher in Bangladesh used Translation Method, Grammar-Translation Method, Direct Method, Audio-Lingual Method, Humanist Teaching Approaches, Principled Eclecticism, Task-Based Teaching, and CLT at all levels of English language teaching academic organizations (Mondal Kumar, 2012).

In our social, political and educational lives in Bangladesh, the use of information and communication technology (ICT) is becoming very prevalent. The curriculum developer and educational scientist, like the developed world in Bangladesh, are now emphasizing the need for ICT in teaching and learning. The Govt is therefore digitalizing instructional materials. of Bangladesh. In order to incorporate the ICT and classroom operations of teaching and learning English as a Foreign Language (EFL), this digitalization of education is essential. Modern technological instruments can function as vital and exciting instruments for both learners and teachers for all language abilities (Moedu.gov.bd, 2019).

Presently, the world cannot be imagined without the use of new technologies. In recent times, every aspect of our lives has deep connection with social media and ICT. Consequently, teaching methods and students needs have intense relation with technology. Therefore, the transformation of digital teaching cannot be conceived without including digital competence in the process. This

will provide teachers with new chances to make students interact and learn by using the tools which are already familiar to them in order to look for and acquire information which will later be revolved into knowledge (Ware and Warschauer, 2012).

Considering different aspect of diverse countries EFL using situation, many research presented that students' levels of motivation is lower for using ICT in classroom. The reason behind for this includes the unwillingness of teachers to give chance of using computer in the classroom by the student. The immense majority of the students have shown their enthusiasm to use computer in classroom (Guerza, 2015).

Language learning has already been efficiently promoted in Bangladesh with traditional materials (such as blackboards, textbooks, charts, images, posters, maps, flash cards, quizzes, storytelling, dramatisation, dictionaries, encyclopedias, reference books and learning toys, etc.).

In specific, the revolution of technology such as multimedia devices and the Internet can bring drastic modifications to English teaching as a multitude of instructional instruments, their potential, and their combinations. Laptops, electronic notebooks, web surfing, e-readers, online educational games, online dictionaries, online encyclopedias, photo dictionaries, talk dictionaries, online exams, online e-books, audio video teaching aids will therefore generate a sustainable interest in language learning (2019 Nctb.gov.bd).

Through this fresh edge, the Internet, language educators can explore and create the option of using a fresh language teaching tool and communication for their learners; as English is the language of online communication. Students not only enhance their language understanding, but also use the language to study topics that they find interesting from various content articles. This skill is related to the reality that "21st Century Literacy Skills" is known as ICT literacy, which is much more than just having good technology skills; it is an important focus for applying these

teaching abilities and communication instruments. The abilities that learners need to be useful as early as the 21st century include: information and communication skills (accessing, managing, evaluating, creating and communicating data), creativity and problem-solving abilities (complexity management, problem solving and critical thinking), interpersonal abilities (e-learning, time management and cooperation through adaptability and responsibility), digital technology. Finally, they need to use the 21st century valuations that assess the abilities of the 21st century to ensure adequate teaching and learning. In order to develop those 21st century skills, it is essential to create high quality coherent exams in classroom assessments for teaching and learning (Egbert, November 2005).

Computers with internet connection are announced as the communicative instruments that can make active learning possible in Higher Secondary language teaching to above-level levels. In 2013, the Bangladesh Education Boards launched ICT as a fresh mandatory topic for every student in the curriculum as a step forward in the digitalization of education (Iqbal and Milon, 2017).

As Seymour Papert stated in a Venice interview, "I believe the greatest way we can do that (internet-connected computers) is by generating situations in classrooms where kids follow from their hearts with their own enthusiasm. They follow projects they are really interested in, they find out by obtaining from the Internet the data they need. They're working with each other. They're doing something hard. The teacher functions as a guide, as a counselor. So the teacher has to get used to the concept of respecting kids as learners, of acknowledging that they generate their own understanding, of lastly realizing the ancient ambition that many teachers have had- that kids can learn by doing experientially in a manner that is really meaningful to them. So, it's not about what learning technology does. It's about ancient well-established concepts about how

we want kids to learn, and technology makes it possible to make previous educators ' dreams come true.”

1.1 Problem Statement

Education undergraduate level is a significant landmark for learners seeking a basis in life or hoping to join the global field. In Bangladesh, English as a second language or a foreign language, like other developing countries, enjoys a strong regard for a variety of reasons with further research at home and overseas. As a result, English's position and prestige here is increasing as ever (Bates, 1998).

As such, Information and Communication Technology (ICT) creates fresh problems, prospects, future possibilities for blended learning through the effective application of technology-mediated teaching, and web-enhanced classroom (Salaberry, 2001).

In addition, efficient use of ICT can simplify student-centered active learning, involve learners in mixed learning and enhance their social interaction (Dodge, Colker and Heroman 2003), expand their mental growth, boost imagination and enhance their problem-solving abilities and creativity (Khan, Hasan and Clement 2012).

Government of Bangladesh is presently planning to implement more English-language classroom equipment with the assistance of Information and Communication Technology (ICT) instruments that have been widely accepted to teach English worldwide as it fulfills students ' graphic and auditory senses. It can therefore be an active concept to digitalize the language learning process.

1.2 Research question:

The questions that come to my mind need to be answered for the digitalized EFL/ESL classrooms particularly in Bangladesh.

1.2.1 General questions:

- To what extent does ICT use in EFL courses introduce any modifications to the classroom??

1.2.2 Specific questions:

- How functional or beneficial is digital equipment in the classroom?
- At what scope does the utilization of ICT provide an effective atmosphere for diversified and active learning?

1.3 Theoretical Background

The SLA theories outlined to link research and technology development in language teaching with current SLA opinions. Underwood's 1984 book, *Linguistics, Computers and Language Teacher*, explored the consequences of Krashen's (1982) monitoring theory for technology-assisted teaching by illustrating how technology builds grounds for interactive and communicative teaching. Evidence has been expressed as statements that teachers have been able to develop activities and take accountability for any kind of pedagogical decisions. The author also stated that communicative or interactive learning "would be aimed at acquisition rather than teaching exercise," "not attempting to assess and assess everything the student does," and "using the target language solely" (pp. 52–53). The aim of these principles is for the computer to provide learners with understandable feedback rather than what most educational designers would consider being teaching.

The interaction hypothesis of Michael Long is a second language acquisition theory which states that language skills development is encouraged by face-to-face interaction and communication.

Strong interaction itself adds to the growth of language. While weak forms of communication always simplify the way learners find possibilities for learning. Using technology thus promotes interaction between learners. Similar to the input hypothesis of Krashen, the hypothesis of communication argues that understandable input is essential for language learning. It also argues that the efficacy of understandable input is significantly improved when learners need to speak for significance (Johnson, Keith).

While there are several studies that connect interaction with active language learning, not all scientists are contributing to the concept that interaction is the main means of development of language skills. Larsen-Freeman and Long say that for language learning and development, communication is not essential; they do, however, say it helps in some situations. Gass and Selinker indicated that it could also work as a grooming tool as well as interaction promoting active learning. Interaction operates as a teaching phase rather than as a means of learning. Moreover, Ellis notes that there is not always a favorable interaction. He claims it can sometimes complicate the input, or generate quantities of input that overwhelm learners.

Noam Chomsky first used the word "Generative grammar" as a scheme of laws that produces precisely those combinations of phrases that in a specified language form grammatical phrases. Questions about educational pedagogy those are far beyond the reach of generative linguistic theory in the *Modern Language Journal* Garrett (1991). For instance, she questioned, "What level of learners can most help in analyzing errors for what purpose? Do learners only have to communicate with genuine "natural" language? Or should they (or rather, or also, or first) participate in pre-digested, pedagogically or linguistically structured language?"(p. 93) She also questioned how instruction could be tailored to satisfy the requirements of individual students, pointing out, and "Recent study on particular variations in how learners approach

learning tasks firmly indicates that real individualization of materials backed by technology should provide students with alternative methods or presentations? Eventually, advanced programs should enable learners to select from a multitude of methods "(p. 93). In other words, while generative linguistics assumes input, technology-assisted language learning designers need to be prepared to theorize the function of different kinds of learning inputs because they have the choice to select, sequence, and modify inputs.

Accommodation Theory has been created by the British language psychologist Howard Giles that defines the attitude of a speaker towards another speaker in discussion can affect the manner they speak. This theory explains why speakers adapt to new conditions and alter the way they talk-in face-to-face communication.

Speakers can linguistically signal social harmony and resemblance through convergent accommodative acts. This behavior reflects their desire for social agreement or desirability and inclusion, whether conscious or unconscious. Likewise, speakers can articulate and emphasize their personal distinction and distance from and disapproval of the addressee and his / her communicative inclusion by means of divergent communicative acts. In comparison to that of another person, the implementation of divergence policies demonstrates the uniqueness of a person (e.g. socio-economic, religious, and cultural) (Hommel and Akbari Chermahini, 2011).

The convergent principles describe the efficient interaction design to promote, promote and guide the dialogical relationship between learners and their educators, other learners and any particular curriculum in terms of constructed' structures' as well as' contexts' of ICT-mediated teaching in both extrinsic and inherent ways (i.e. both effectively and virtually) (Kounani and Nosratinia, 2016).

Second Language Acquisition Theoretical Approaches, Their Focus, and Language Learning Example Implications for Technology:

Theoretical SLA approach	The theory's focus	Example Implications for ICT oriented interactive classroom
Input Processing	Mechanisms of psycholinguistic processing and learning from input to intake language learning (Anny Sun, 2008)	Psycholinguistic processing mechanisms and learning from input and next level processing.
Interactionist	Psycholinguistic procedures for language learning in inter personal and intra personal assignments (Chapelle, C. A. 2005).	Provides a foundation for proposing inter personal actions that involve the attention of learners to language.
Generative grammar	Internal mechanisms of language (Barman, 2014)	May serve as a basis for sequencing grammar forms in a syllabus for individual language learning needs.
Linguistic Accommodation	Psycholinguistic mechanisms for speech interaction (Ðallois, C., Ogay, T., & Giles, H. 2005).	Learners ' dialogical relationship with their teachers, other learners.

1.4 Aim: By using ICT in EFL courses, the study will assist identify the effect of interactive learning for learners.

1.5 Objective:

- The study aims to find about the impact of communicative classroom with the help of the power of technology based learning tools for teaching language skills in EFL classes.
- The research targets at finding out the institutional and student demands of using ICT in EFL classroom.
- The study attempts at discovering the situation of digitalization or ICT use that may or may not affect learners for interactions in EFL courses.
- How educators create interactive teaching using pcs or other technological instruments in EFL courses.

Chapter 2

Literature Review

Conferring to Crook and Light (1999) changes in teaching and learning process has been established through digitalization.

While computers and technology are common throughout our culture, due to certain obstacles, developing nations are far from reaping their advantages. The use of ICT now provides strong learning atmospheres and can transform the process of learning and teaching so that learners can communicate and cope with information in an interactive, self-directed and constructive manner (Khan, Hasan & Clement, 2012).

Khan, Hasan & Clement define that we can provide high quality schooling through the adoption of ICT. Technology has acknowledged four different aspects of quality education that ICT can support: learning by doing, discussion in real time, delayed discussion and guided instruction.

Rahman (2012) found out very interestingly that, above 90% people are motivated to ICT facilities for their daily communication necessities.

Adequate examples can find of many educators who want to integrate social media and ICT tools in the classroom to make the class interactive. Undoubtedly, these devices and applications have an undeniable ability which may create transformation on students learning (deNoyelles, 2013). These instruments offer a broad range of possibilities regarding activities, tasks, and interaction within classroom.

Consequently, the introduction of these ICT tools becomes an indispensable part of the curriculum, and teachers and educators must find a technique to implement these tools in a meaningful way to make the classroom interactive.

According to Kim and Xie (2013), new technologies may offer a wide range of opportunities to fulfill the need of meeting all students learning demand. Moreover, Pons (2012) claims that teacher should think about the way how our present and future generations should be shaped. So, it seems that there is evidence that education needs to meet the requirements of the recent age in which we live. In this sense, teachers should take advantage of the current condition and provide students with meaningful technological opportunities to learn and acquire knowledge, instead of being reluctant to incorporate old methodologies in their classrooms. Kaware and Sain (2015) take this argument further in suggesting that, nowadays, the traditional approaches to teaching and learning of the past have no longer acceptable to make the classroom interactive. So time has come to introduce the new and innovative methodology implementation in an efficient and effective way.

Conversely, the fact is the use of ICT devices does not automatically guarantee a positive environment and interactive classroom for students“. Brun and Hinostroza (2014) make a valid point when they say that “it should not be expected that the use of ICT is an essential and adequate condition for a good pedagogical practice” (p. 223). Therefore, teachers need to be thoughtful when choosing how and when to incorporate ICT tools in the classroom to make it interactive.

Authors like Higley and Seo (2013) claim that “there is a gap between older and younger users of digital media” (p. 20). In an educational context many advantages has been initiated to the use of ICT tools. Cowie and Jones (2009) stated that ICT can foster current educational objects, such as teamwork, reflection, and knowledge selection and creation, interaction among students. In addition, “lessons are more interesting, interactive enjoyable for both teachers and students, more diverse, more motivating and sympathetic of productive learning by using ICT in classrooms”

(Uluyol & Şahin, 2014, p.67). Indeed, ICT tools permit teachers to create diverse activities to be executed in class, such as peer work, group work, instant presentation and workshops (Paliwoda-Pękosz & Stal, 2015), which can help raise students' collaboration and motivation in learning. In fact, as Yang and Chang (2012) claim, "technology has generated opportunities for learning to make a more interactive learning practice between teachers and learners, as well as among learners" (p. 128). Thus, there are evidences that the introduction of ICT devices appear as a positive and helpful learning tool that allowing both teachers and students to be benefitted. The possibilities of ICT devices is to offer interaction among learners for acquire knowledge and language.

The government of Bangladesh likes to spread the knowledge of English to keep pace with the globalization and provides the minimum working knowledge to everyone. In his research he find out the different goals among the students in secondary high school and tertiary level students one to learn the use of language and the other one more based of the need of their future professional requirement (Hashanat,2017).

In addition, some authors (such as Mylläri et al., 2011) have wondered whether students notice the use of ICT in the classroom as purposeful and meaningful. Their findings confirm the hypothesis that, generally, students enjoy using ICT tools in the classroom context. It has been created a practical and positive value to general students. However, it is worth mentioning that teachers in this study selected specific activities which they thought would be suitable and significant to the students. Thus, the choice (and creation, perhaps) of tasks in EFL classroom is decided by the teacher which seems to be appropriate to the learning outcome and teachers should consider the impact of using ICT when they are planning to implement ICT tools.

Similarly, Cebrián de la Serna, Palomo, Ruiz and Sánchez (2009) provide statement that positive motion can be observed when ICT tools are used in classroom, especially regarding inspiration and attitude improvement. Furthermore, these new technological support permit teachers and educators to provide students with various methodological strategies since ICT tools, and especially the Internet, offer a high number of resources, potentials and alternatives.

However, several authors (Cowie & Jones, 2009; Lai & Chen, 2011; Livingstone, 2012; Tondeur et al., 2016) discuss how schools in general, and teachers in particular, seem unwilling to adapt their lesson plans to these new trends in education. Indeed, these authors point out the fact that, whereas governments have quickly delivered schools with numerous ICT tools and devices, this has not always been complemented by proper teacher training.

Moreover, this situation is raised to the debate (a discussion which is, by the way, unresolved) over whether ICT is being understood only as a support for the traditional ways of teaching, or an entirely altered approach to pedagogy (Livingstone, 2012). Both ideas have supporters and critics. Yet, reaching an agreement is certainly not an easy task since a significant number of factors must to be taken into justification.

Although ICT tools are common and available in most schools, it is not easy to prove “a positive impact of ICT on students’ learning outcomes” (p. 223) as stated by Brun and Hinostroza (2014). In the same way, I discover a view of Uluyol and Şahin (2014) that describe ICT introduction the introduction into schools is a significant challenge considering their inflexible timetables, as well as the stress of examination demands. Moreover, conferring to Highley and Seo (2013), it cannot be anticipated that digital technology and social media are the dreamlike solution to the issues which schools currently face in language acquisition. In the same way, as stated by Cebrián de la Serna, Palomo, Ruiz and Sánchez (2009), teachers and educators should never forget that,

although new technologies certainly need to sustain today's educational practices, these have to be based on a good pedagogical project. Thus, these authors believe that ICT tools are the means by which a high-quality education system can be developed, but certainly not its only element.

Furthermore, a study by Pons (2012) indicates that both teachers and students have just assimilated those digital competences which they need in order to accomplish their professional and particular tasks. As a consequence, this situation leads to a conflicting phenomenon, because if either teachers or students are not actually skilled of using ICT tools in the classroom, use of technology is being declined and, thus, none of the parts makes growth in the field. Therefore, teacher formation in the field becomes crucial, in the sense that it is necessary that teachers have the capacity and aptitude that lead to the acquisition and practise of these basic skills and competences. As it has been mentioned before, trainers and educators are often observed as „digital immigrants“, and the reality is that continuous updating is required when talk about ICT devices and social media. Hence, it can definitely be a highly challenging job.

Another issue regarding the use of these tools in the classrooms is that, it may be true that students consider these devices beneficial and stimulating, but it is certainly difficult to prove whether they lead to a meaningful learning or not (Cebrián de la Serna, Palomo, Ruiz & Sánchez, 2009).

The current educational programme of Bangladesh has started the process called „*digitalisation*“ has been realized the need of the students development in new literacy skills and to keep up with the demand of integrating technology in the classrooms both at schools and higher educational institutes. However, it is not a very simple mission because of the financial constraints of our emerging economy. The cost of providing computers in every government owned higher secondary schools and in public universities, and also asking private institutes to organize for

such accommodations, along with internet connections is a massive task. The financing needed for purchasing hardware and software, connection fees, and other technical supports like machine breakdown, slow speed of internet support, poor electricity supply, etc. make it very difficult for our country. Further, the time required for such cohesive classes, lack of infrastructural facilities, higher number of students in every class (average 80 students per class), the inelastic characteristics of curriculum, the result oriented exam methods or the exam-oriented teaching technique, deficiency of teachers' training in computer literacy along with language teaching all reduced the process of digitalization process in Bangladeshi context (Moedu.gov.bd, 2019).

There is a project called „Education in Action“ funded by the British Council did several survey where certain queries were there regarding using ICT in Bangladesh. In addition, from individual teachers (including the writer of this research paper) several efforts were made to explore the level of using ICT use in EFL teaching and how it affects EFL teachers' and students personally and academically. Many research uncovered the facts that very few digital handy devices were used by the English teachers at Secondary level and no internet services were found obtainable in most of the classes even at tertiary level. Mostly the uses of technology were found in listening and speaking skills rather than all for skills of language learning (The Daily Star, 2019).

Hasan (2017) stated that, in the renowned institutes at major cities like Dhaka and Chittagong used ICT and by the comparatively younger teachers only. Frequency of using ICT is higher compare to experienced elderly teachers with younger teachers or new teachers in EFL classroom. A kind of computer anxiety was seen in the more experienced an elderly teachers. The digitalization process face constrains on contributing the improvement it imagined to language learning process and specifically in ESL/EFL in Bangladesh.

Chapter 3

Research design

3.1 Methodology

This examination is grounded on subjective strategy utilizing an elucidating and interpretive methodology, contingent upon individual meetings and investigation of their outcomes. This kind of study allows the specialist to perceive the members' recognitions, positions, and activities (Rubin and Rubin, 2012). This method has taken into consideration the evaluation of the individual views of the participants in the current inquiry. The meetings additionally give portrayals of the educators' utilization of ICT incorporating its fuse in their instructing. The semi-organized meetings welcomed the members to express their discernments about their sentiments on the utilization of ICT as instruction arrangement. The examination gives a subjective investigation dependent on inside and out, semi-organized meetings of 8 educators and 4 students in the Secondary non-public school arranged in Dhaka city. Every one of the meetings were recorded with an advanced recorder at S schools and later interpreted for their investigation.

The points fixated on the effect of joining of ICT in the English study hall, the preparation of instructors around there, the utilization of PCs in the study hall, contemplations as concerns their spreading, the span of exercise periods and the present English prospectus at these levels.

3.2 The Participants

In Dhaka City, Bangladesh, students and educators were chosen from participants in an English language course at S colleges. Participants in the course had researched secondary school and it

was regarded that educators had obtained a minimum level of ICT literacy as well as a medium to excellent computer skills command.

Eight teachers from the gathering of 20 teachers and four students from this gathering of 50 were picked arbitrarily for meeting. Professional recognizes the individuals who may lean toward offering responses on leading EFL class utilizing ICT or conventional language instructing and its consequence. These chose instructors and students were consented to do semi organized meeting on the announcement of incorporating ICT advancements and its effect of connection in EFL study hall. The age of the members went somewhere in the range of 12 and 40.

3.3 Instruments

To analyze the exploration questions, use was made of a semi-organized meeting, as indicated by Sabar Ben Yehoshua's model (1990). In this technique, the interviewee is mentioned to identify with inquiries built up ahead of time in regards to their situation about various focuses while urging dialog to create other in headings. This offers degree to the member to express their position regarding the matter under assessment and to relate their encounters.

The meeting comprised of in excess of 15 inquiries, which were open. The respondent was asked to answer the inquiry and clarify by giving a model. The poll was set up with the end goal of this examination and was checked for legitimacy and dependability. The meeting comprised of three sections. The initial segment uncovered the recurrence and motivations behind ICT use. The educator was approached to give delineations demonstrating their inclination for ICT use over instructing without ICT, just as to express their own perspective in regards to the favorable circumstances and drawbacks of utilizing ICT instruments in instructing. The subsequent part analyzed the understudies' instructive contemplations in utilizing ICT as an answer for intuitive learning. The understudies were approached to give models demonstrating their inclinations for

ICT use over language educating. They were approached to express their own standpoint in regards to the favorable circumstances and hindrances of utilizing ICT instruments in intelligent learning. In the third part, the understudies were posed inquiries looking at consciousness of the requirement for changing instructional strategies, and the understudies' situation in advanced homeroom.

3.4 Procedure

After their preliminary choice, a thorough interview was provided to the four respondents using the above questionnaire. All respondents agreed to the interview procedure and the secret use of their information after hearing clarification of the research and its result. A numerical code and a false name were provided to each participant. The interviewees were frank and enthusiastic about working together. Transcribed and recorded the interviews. The interviews at their class moment and after class were performed during breaks.

3.5 Qualitative Data Analysis

The interview processes were divided into parts and prepared into appropriate assumptions (Kassen & Krumer-Nevo, 2010). Each interview started with close reading of the main assessment. In the second phase, the responses of the learners were classified according to their ideas concerning: the need to use ICT as an interactional instrument, the benefits and disadvantages of using it, and the need to alter the approaches to learning. In addition, their desire to use ICT methods has been categorized as communication within the classroom based on the real mode of use. The third phase engaged looking for links and relationships in their exercise between their ICT attitudes with their desire to use ICT and beneficial learning results. Data analysis was conducted using the technique used by Rubin and Rubin (2012) to interpret and comprehend the field itself using the remarks of the respondents from the field.

3.6 Findings

The findings are presented in their ongoing teaching and student life through the perspectives and self-reported actions of teachers and students regarding the use of ICT. I discovered that a number of advantages as well as weaknesses were agreed by the respondents. Though, there were ICT learning features about which educators disagreed. The study starts with the strengths mostly agreed upon by the educators. Then I present the issues of concern raised by the respondents. These ideas are then connected in the use of ICT for English language school against their preferred school practice.

3.7 Ethics and Limitations

I attempted to make this study aware of its constraints and shortcomings. The study was performed through busy moment in the secondary classes. The time was not enough for me to see all the perception and practical advantages and motivation of the students. If I could do reflection for a longer period of time, it would have been better. I also had to adjust for analytical operations to the formal constraints of educators. The educators were not prepared to allow their interviews to be recorded. I had to strictly follow school authorities ' ethical problems.

Chapter 4

Findings and Analysis

4.1 Expressions of strengths in integrating ICT

Study participants described in their teaching the strengths of assimilating ICT. First, teachers notice the use of ICT in language classroom to support meaning and interesting learning tool. It is therefore an instrument for establishing relationships and linking with the student. D said in this context: "I prefer to use ICT during the class because the computer attracts the learners automatically; the computer speaks to the generation of today. S added: "We need to talk in a language familiar to kids to increase interest in the learners and give them motivation for learning. But when we teach without ICT, we always speak to formal language and most of the time we don't talk to the learners in the language to which they are accustomed and exposed.

Secondly, ICT instruments allow teachers to diverge teaching and are viewed as a welcome shift in techniques of learning. D noted this advantage: "We've offered more learning life, more opportunities. The learning considered is the same material, but there has been massive growth in the way of variation. I can readily add a movie, a video clip, a game, a text, ICT assignments, etc.

A third benefit noted by one teacher is the prevalent graphic feature of ICT-based language class that makes it easy to communicate with the learner. ICT allows educators to make accessible physical characters to help learners communicate with each other. This visual element of technology use enables learners to communicate with their own school friends as well as with other schools that also require sophisticated technology in a school classroom.

S, a teacher at secondary school:

It's hard to define grammar procedures and the computer helps the teacher because there's no need to describe how grammar connects with English, I just display grammar videos, and that's the task.

L also defines how technology is used to define processes, encourage learning, and internalize content: "Using technology draws the learner nearer to the subject and clarifies procedures. Processes and activities are graphically demonstrated to promote internalization by learners.

Influential is a fourth argument in favor of using ICT. There are teachers who display language related movies or use animation instead of conducting a standard lecture-based class. These mentors define as time-saving the virtual experiment. "Time is required to organize the groups, distribute the materials, collect it, etc. to perform lecture-based class in the classroom. With the existing technology of today, the process can be shortened and time saved.

A fifth advantage observed its effectiveness in encouraging student concentration during the class by half of the respondents in the research. For instance, Q maintained: "I don't have to concentrate the learners when I use ICT in language classroom. The moment the projector turns on; all eyes are on me right away. "Concentration is linked to memory improvement and interaction inclusion. Teachers asserted that ICT offers a physical motive that enhances the capacity to integrate the ideas into their current schema. L stresses this point: "The language studied is better absorbed by using the computer because the kids are better able to see, hear, and remember. Sound, picture, and emotion will lead to longer-term memory. "L added her opinions on the advantages of ICT in assimilating thoughts:

Grammar is sometimes very difficult for kids to comprehend. When kids see a process image, they can readily comprehend it. They see what happens at distinct stages when I

demonstrate them an illustration of the process. This makes it much easier for the student to comprehend it.

By emphasizing meaningful learning, S contributes to these statements.

To my mind, communication with the assistance of ICT in language class is much more important to the student. In an ICT-based classroom, the student feels free to communicate in order to acquire and comprehend information more easily. Therefore, the learning of the student is more meaningful and sustainable because interaction is higher.

A sixth advantage of using ICT is enabling active learning to be stimulated. S outlined that when she performs ICT assignments, she selects those that activate the learners rather than merely providing visual understanding. P shares this perspective:

From my classroom experience, I'm speaking to you. The teens are pleased to work when there is a lesson with laptops and they have a job to activate them. They are asking me to take every lesson to pcs.

A seventh benefit is the satisfaction of various learners' requirements. Many of the respondents in the research indicated that learning assimilation with ICT technologies deals with distinct students' issues effectively. ICT instruments can be adapted for differential measures and level of capacity, adapting learning to the requirements of each student. H observed: "I basically allow each student to work on a job that matches his level, talent, and individual speed when I perform assignments. In a lecture or traditional teaching, I've never been able to do that with a whole class." Teachers also noted adapting teaching to the learning style of a student. Some remarked that using ICT helps to solve students' interaction problems by offering them with a more

friendly and comfortable learning channel than a conservative classroom. Q proposed that communication and interaction are particularly useful in an ICT setting for learners with sickness interaction.

4.2 According to the teacher, different opinions on strengths and concerns about weaknesses in ICT use

Although there was extensive agreement in language school about the strengths of many features of ICT use, there were also regions of divergence as demonstrated in their interviews by the educators. These concerns about potential ICT disadvantages and weaknesses will be described below, using citations as proof of opposing views.

The first drawback to some educators is that ICT destroys the imagination of the brain of learners. This disagreement concerns the widespread use of ICT graphics. Such apps ruin the imagination and thus diminish creative thinking's evolution. S brings her resistance to using ICT's visual element:

It's not magic to learn. If the student works and internalizes, and there are professors whose use of ICT does not activate communication, for learning to be meaningful through communication.

Teachers expressed opposite opinions regarding their opinions on ICT as a motive for learning.

As shown in her reflective commentary, Sara was in favor of ICT as a beneficial stimulus:

I use ICT to boost my learners on the topic. For instance, I showed the kids a video linked to my lecture when I introduced the subject of my lecture. Following the video, we entered the lecture.

In this quotation, T describes how ICT enables her to take a current event that attracts attention to boost the interest of the learners in the topic under account. D, on the other side, sees ICT as a teaching barrier. Due to the extremely enjoyable stimulation enabled by ICT, dependencies on ICT are created. Students are used to relying on elevated excitement and becoming uninterested when there are no such attractions.

Different strategies were expressed in reaction to the issue of whether ICT use has focused on higher-order speaking abilities such as communication, group work and presentation. Many have suggested ICT as a tool that promotes such abilities. N, a secondary school teacher, stated that ICT encourages rational abilities of greater order, such as "communication, group work and presentation." He went on to say that ICT "makes it possible to use communication and interaction more widely. R defines her opinions on ICT as a means of encouraging thinking.

I believe ICT use has the option of using greater order assistances, but this depends on how it is used. If a teacher takes an "ICT activity," develops proper duties with it, and provides adequate direction, it can certainly be an instrument that requires strong rational abilities.

Despite these favorable opinions, some educators believed otherwise about the contribution of ICT to promoting higher order thinking. In this quote, the adverse opinions of G on this aspect are articulated. ICT use does not allow interactive and communicative skills to be developed. It may originally be used to show advances for the junior level student who has a need for visual concern. W knows ICT differently compared to the favorable opinions of her peers. She argues that ICT is most helpful to weak learners who need visual appearances due to their tendency to generalize language ideas and causes harm to the powerful learners.

For both the teacher and the student, some value this function. P asserted:

There is much more information accessible and interactive class work. The teacher can access accessible sources of data, images, videos while teaching a topic and demonstrate them in real time, the most appropriate methods possible. Students can also discover accessible and relevant job that can assist facilitate interactive communication for better language acceptance.

Other teachers view this argument in favor of ICT through a negative lens. They argue against the teaching process using ICT job because they lead to a decrease in studies in the living classroom. Accordingly, H commented about himself, "I used to take demonstrations such as dialogs and photo components to the classroom, and the learners used to discuss the phenomenon of how images and other materials are linked.

"I am lethargic today, and instead I use a computer device." F acknowledges that the accessibility of digital instruments decreases his need for hands on class experiments. This pull and push regarding the use of ICT technology sometimes adds to the teachers ' dilemma.

K, who advocated using digital incentives, also considers this exercise's adverse side. ICT help educators to solve certain discipline issues in the classroom, because they encourage interest and motivation for the learners through ICT, they also underline the fact that it becomes more complex to focus the student on the operations to be carried out in the English school by using traditional learning methods.

J said this,

The PC is a twofold edged sword that has clear favorable circumstances, yet that has the partner that a huge piece of the understudies relate it to the game or to the enjoyment, with which the class isn't even so genuine, and huge numbers of them separate.

No of the taking an interest educators have gotten any preparation in incorporating ICT in their instructing during their college thinks about or in the Postgraduate Teachers Training Course. Therefore they face issues to consolidate the subjects which build up the utilization of ICT in the English class during these investigations. Similarly they place their assessment of the need of incorporating this ICT preparing in the showing practice which thinks about a piece of the preparation of auxiliary teachers, similarly as it is obligatory for elementary teachers too.

There have been mixed views about upgrading student accomplishment as a consequence of ICT teaching. Some educators aimed that ICT-enhanced interaction leads to increased learning of students, while others did not acknowledge any shift.

There was only one ICT criticism that none of the educators challenged. It addresses differences in the teaching preferences of learners. Z asks, "What are you going to do with learners not connected to the desktop? ICT is not suitable for any student!"

To sum up, respondents in this research stated a number of powerful points in the use of ICT in their teaching, including: possibilities to generate interest and motivation for learning, the ability to prove, and an increase in the attention and activity level of learners. ICT-supported teaching is tailored to the level of the individual student and makes learning stress-free for learners with communication and interaction problems. Moreover, data is accessible constantly and ICT offers for the development of interpersonal skills of greater order. On the other side, true anxieties offset some of the benefits of ICT and observed a number of drawbacks. Among the critiques were a decrease in meaningful learning owing to a decrease in the use of imagination by the learners, a decrease in the use of profound thinking, a failure to tackle the teaching preferences of the learners, and a decrease in experimentation in the classroom.

4.3 Different views on strengths and concerns about weaknesses of ICT use in accordance to Students

Students offer the feeling that they particularly appreciate the technology's multi-media capacities, particularly the visual aspects (color and motion), audio (music, voice recordings, sound effects) and the ability to interact or communicate. Students noted the ICT-based language classroom's multi-media characteristics as advantageous particularly in gaining and paying attention to them. These characteristics may assist to increase in classes their commitment, motivation, interaction, and length of attention.

The students' explanation has demonstrated the motivational effect that ICT can have on learners if the teacher uses it in particular ways. Students shared some logic, remarks, enthusiasm and activity when using digital devices in classes, which contrasts sharply with the non-digital classroom's somewhat motionless nature. As described by one learner:

It's really boring in that normal classroom, you feel like you're going to sleep. But you're still awake about that one use of ICT tools, and I'm interested.

Sousa (2001) and Walker-Tileston (2004) indicated that since birth, young people of the 21st century have been part of a multi-media globe and as a result are comfortable with such digital techniques and this participation can be exploited in the teaching setting. Walker-Tileston (2004) argues that by seeing, listening and touching, young people learn best through their dominant intellects. The ICT can simultaneously appeal to all three of these senses through a variety of visual re-presentations, sounds and the ability to interactive the classroom. In the present research, students reported enjoying sounds, visual characteristics like video dialogs, color, motion, and concrete components.

We can watch a video cut and that encourages us to give more consideration watching something than simply tuning in.

B: It's fun and it's incredible to use in language class.

Int: You like talking in the class?

All: Yeah (eagerly).

B: I like it since it gets us increasingly associated with the thing we are doing.

Int: Is it all the more energizing?

All: Yeah (noisily and energetically).

ICT instruments efficiently create wall less classrooms, bringing concrete examples of real-life circumstances derived from the direct culture of the learners into the classroom. These variables assist to enhance learners from the view of language.

4.4 Fun and games

The group of students said that ICT contributes to lessons in terms of making them more enjoyable and fun.

B: It's just really good entertaining and then when we've got 5 min additional time to see funny English video clips on English language.

G: It's got quite worthy things that make it fun as well as teaching and learning. It makes language fun, we play vocabulary games.

4.5 Versatility

Students are aware that there is no real connection between the ordinary classroom and the classroom based on ICT. The conclusion is more flexible in that it can contact and utilize more resources such as the Internet, educational software, video clips, games, documents on student

evaluation assignments, and examples of other students' job (Milon and Iqbal, 2017). A term that learners use frequently when speaking about the ordinary whiteboard is 'boring,' as indicated in the following remark:

G: It's like better than the ordinary board because all you can do is write and draw on that board like boring images, but you can do lots of distinct things and play videos and audios on that board.

With ICT classroom, there are some overwhelming feelings of 'more' accessible and going on:

B: Because we can do more than that.

B: we can discover out innovative things on that than the blackboard.

G: There's internet on it

4.6 Advantages and disadvantages in the English classroom when using ICT

Among the advantages to the utilization of ICT in the English class, the taking part instructors consider the PC as an instrument which pushes students; particularly as a result of the wide differentiate assets which it gives; the likelihood to know the language, culture, collaboration and the truth of English talking nations (Kozma and Anderson, 2002).

As per Martorell (2017) the independence gave to the student to work at their own mood; the thought of decent variety particularly when working with students with uncommon educational needs; lastly the assistance ICT accommodates keeping up collaboration and correspondence in the class is perceived as points of interest by the educator. As concerns the weaknesses to the utilization of PCs, the instructors met named the present supply of the PCs in the study hall as not being the most appropriate for the viable open class which the English class requires (Milon and Iqbal, 2017).

More often than not the specialized issues, for example, visit disappointments in the net or absence of consideration of the material with respect to the students; the absence of parts essential for the acknowledgment of exercises identified with the advancement of open perspectives, for example, amplifiers, headphones or amplifiers on each table; the hour of every exercise which isn't adequate to take into account the loss of time which changing over on every one of the PCs in the class. Classes in which have a high number of understudies, and with which an educator with couple of PC abilities has confronted incredible issues to adapt. A few instructors contended that this absence of preparing in utilizing ICT in the study hall, now and again prompts the educator losing control of the class and result lost expert. (Uluyol and Şahin, 2014)

Makura (2014) expressed that, there gives off an impression of being, nervousness among students with respect to the utilization of video in language and education exercises. Recordings unquestionably include a component of energy and a good time for understudies and there is proof to propose that they can in specific conditions have gainful impacts .Nevertheless, parity must be struck among arranged and noteworthy employments of ICT in homeroom and unstructured uses will decrease the motivations behind satisfaction of watching recordings in language study hall.

There is a worry that with a developing enthusiasm for PC interactive media at home and school ICT use understudies may misinform themselves to complete the correct direction of teachers in regards to ICT (Ullah, 2016).

Chapter 5

Conclusion

Research results have revealed that the problem of student involvement in the instructional procedure appears that while surveying learners through questionnaires, individual interviews and/or group interviews may help to determine what 'works' they are doing in relation to ICTs and interaction, the likely effect of their opinions on enhancing their involvement may be restricted by the present. There are some evidence to suggest that students ' opinions are influenced and then ignored by educators as they are under pressure to carry out other more urgent syllabuses.

Real student interaction in the EFL classroom is not simple if the requirements of an inflexible national curriculum and norms syllabus stress compiled in a classroom scenario where professors are compelled to strictly regulate classes and restrict student participation and access to ICT. A latest research in Europe (EC 2003) indicates that where educators have superior independence in the classroom.

Participation of learners in its broadest sense should certainly include room for autonomous or semi-autonomous activity where students can learn from their own mistakes, selections and decisions but with the help and support of a knowledgeable monitor and facilitator like the teacher.

Information and communication technologies require a higher level of ingenuity and collaboration between educators and learners. The pressure placed on schools and educators to meet the goals of a uniform and nationally implemented curriculum diminishes the beneficial interaction result of ICT. It should also be disclosed in passing that the teacher's perception of

interactivity' was not completely and possibly more operationally well-defined, which could be challenging in itself for educators (English 2002; Burns & Myhill 2004; Hargreaves et al. 2003).

The findings of the study openly demonstrate the necessity of assimilating technology into English language teaching and learning for interactive EFL classroom in Bangladesh. It is time to mutually change our approach to the education process, and mainly, take benefit of the influence of technology to expand learning outcomes, improve economic opportunities, foster better creativity, inspiration, and realize the dreams of young generation in developing countries(Milon and Iqbal, 2017).

The results shown here were drawn from a tiny qualitative study and it would be early to create any strong and quick ICT decisions for communication in classrooms as ICT execution for Bangladesh's view is still in a long-term process. There is a need to start further research into the classroom access to ICTs for learners. Nevertheless, students provide some helpful insights into ICT uses that it would be unwise to ignore. While the technology is obviously appealing from the students ' point of view, there is concern that any improvements in this direction may be misleading if the technology is not compatible, if educators are not adequately trained to use it, and perhaps more importantly, if the instructional curriculum influences enhanced student access to technology to make interactive EFL classroom. It would be a disappointment if the advantages that could be enhanced by throwing away ICT's more open, cooperative and creative uses merely for failing to familiarize with fresh technology's requirements.

For Bangladeshi perspective integrating technology into English language teaching and learning is noticeably necessary. It is high time to revitalize English language education across the country through technology. Though most of the students do not use technology for education

purposes they stand optimistic perceptions that technology can be used for enhancing overall learning English communication.

5.1 Some recommendations are as follow:

- Hardware, software, network connectivity, audio visual aids, teaching aids and other accessories supported by technology should be made available for learners to provide technological support in this industry.
- Training session should be introduced to strengthen students' digital literacy skill and knowledge, technology application in learning for all students. Negative perceptions of using technology can be cause of production of less skilled learners and teachers. This will result in a reduction in literacy abilities in classroom use of ICT, interaction and communication. Therefore, shifting adverse perceptions of people to positive is a crucial need to enhance literacy abilities. Accordingly, "Such perspectives are created when respondents are adequately comfortable with technology and are familiar with its use and advantages" (as mentioned in Khan, Hasan, & Clement, 2012).
- English Language classrooms must be equipped with internet links and techniques such as pcs, interactive white board, internet connectivity, television, projector, etc.
- It is extremely suggestive that cost-effective techniques should be achieved in order to reduce expenditure. It will create in the interactive classroom of EFL the smooth development of technology-mediated teaching / learning.
- Learning software's, educational websites, online videos, mp3 podcasts, educational apps in smart phone and tablets have positive impacts and therefore these tools should be presented in the classroom by the teachers with due motivation.

The finding implies that students of this School, Bangladesh have shown positive perception of technology adoption into their learning practices than traditional pedagogy. Consequently, it is hoped that by following the recommendations, an effective technology focused learning atmosphere can be formed to enable interaction in English language learning. The results of this research will also support the ELT professionals, ESL / EFL educators, students, curriculum designers, and experts.

Reference

- [1] Akbari Chermahini, S. and Hommel, B. (2011). Creative mood swings: divergent and convergent thinking affect mood in opposite ways. *Psychological Research*, 76(5), pp.634-640.
- [2] Anny Sun, Y. (2008). *CDRS Journals Network*. [online] Tesol-dev.journals.cdrs.columbia.edu. Available at: <https://tesol-dev.journals.cdrs.columbia.edu/> [Accessed 20 Sep. 2019].
- [3] Barman, B. (2014). The Linguistic Philosophy of Noam Chomsky. *Philosophy and Progress*, pp.103-122.
- [4] Brown, H Douglas (2000). *Principles of Language Learning and Teaching*. White Plains, NY: Longman. pp. 287–288.
- [5] Brun, M., & Hinostroza, J. E. (2014). Learning to become a teacher in the 21st century: ICT integration in initial teacher education in Chile. *Journal Of Educational Technology & Society*, 17(3), 222-238.
- [6] Burns C. & Myhill D. (2004) Interactive or inactive? A consideration of the nature of interaction in whole class teaching. *Cambridge Journal of Education* 34, 35–49.
- [7] Cebrián de la Serna, M. (coord.), Palomo, R., Ruiz, J. & Sánchez, J. (2009). *El impacto de las TIC en los centros educativos: ejemplos de buenas prácticas* (1st ed.). Barcelona: Síntesis.
- [8] Chapelle, C. A. (2005). Interactionist SLA theory in CALL research. In J. Egbert & G. Petrie (Eds.), *Research perspectives on CALL* (pp. 53–64). Mahwah, NJ: Erlbaum.
- [9] Cowie, B. & Jones, A. (2009). Teaching and learning in the ICT environment. In L. J. Saha & A. G. Dworkin (Eds.) *International Handbook of Research on Teachers and Teaching: Part One* (volume 21., p. 791-801). New York: Springer.
- [10] Crook, C. & Light, P. (1999). Information Technology and the Culture of Student Learning. In J. Bliss, R. Saljo & P. Light (Eds.), *Learning sites: Social and Technological Resources for Learning*, New York: Pergamon
- [11] deNoyelles, A. (2013). Analysis in virtual worlds. In K. K. J. Seo (Ed.) *Using Social Media Effectively in the Classroom: Blogs, Wikis, Twitter, and More* (1st ed., p. 3-18). New York: Routledge.
- [12] Dodge, D.T., Colker, L.J., & Heroman, C. (2002). *The Creative Curriculum for Preschool* (4th ed.). Washington, DC: Teaching Strategies, Inc.
- [13] Dodge, D.T., Colker, L.J., & Heroman, C. (2003). *The Creative Curriculum® for Preschool Implementation Checklist*. Washington, DC: Teaching Strategies, Inc.
- [14] Dodge, D.T. & Colker, L.J. (2001). *The Creative Curriculum Developmental Continuum Assessment System*. Washington, DC: Teaching Strategies, Inc.
- [15] Dudeney, G. and Hockly, N. (2012). ICT in ELT: how did we get here and where are we going?. *ELT Journal*, 66(4), pp.533-542. *Oxford Review Of Education*, 38(1), 9-24.
- [16] Egbert, J. (2005). *CALL Essentials: Principles and Practice in CALL Classrooms*. 9th ed. Alexandria, Virginia: TESOL, p.Pp. xi + 206.
- [17] Ellis, R. (1994). *The study of second language acquisition*. Oxford: Oxford University Press.

- [18] Ellis, Rod (1997). *Second Language Acquisition. Oxford Introductions to Language Study*. Oxford, New York: Oxford University Press. pp. 47–48.
- [19] English E. (2002) Pedagogical dilemmas in the National Literacy Strategy: primary teachers' perceptions, reflections and classroom behaviour. *Cambridge Journal of Education* 32, 10–26.
- [20] GARRETT, N. (1991). Technology in the Service of Language Learning: Trends and Issues. *The Modern Language Journal*, 75(1), pp.74-101.
- [21] Gass, Susan; Selinker, Larry (2008). *Second Language Acquisition: An Introductory Course*. New York, NY: Routledge. p. 350.
- [22] Gass, Susan; Selinker, Larry (2008). *Second Language Acquisition: An Introductory Course*. New York, NY: Routledge. pp. 353–355
- [23] D'Allois, C., Ogay, T., & Giles, H. (2005). Communication Accommodation Theory: a look back and a look ahead. In W. B. Gudykunst (Ed.) *Theorizing about intercultural communication*. (pp. 121-148). Thousand Oaks: Sage.
- [24] Guerza, R. (2015). ICT in the Algerian EFL Classrooms: An Innovative Means to Enhance Learners' Autonomy. *International Journal for Infonomics*, 8(1), pp.979-985.
- [25] Hargreaves L., Moyles J., Merry R., Patterson F., Pell A. & Esarte-Sarries V. (2003) How do primary school teachers define and implement 'interactive teaching' in the National Literacy Strategy in England. *Research Papers in Education* 18, 217–236.
- [26] Highley, T. & Seo, K. K. J. (2013). Blurring the lines: teacher insights on the pitfalls and possibilities of incorporating online social media into instructional design. In K. K. J. Seo (Ed.) *Using Social Media Effectively in the Classroom: Blogs, Wikis, Twitter, and More* (1st ed., p. 19-33). New York: Routledge.
- [27] Islam, M. (2017). TECHNOLOGY TO USE IN EFL CLASSROOMS: DIGITALISATION OF ENGLISH TEACHING IN HIGHER SECONDARY TO TERTIARY LEVELS IN BANGLADESH. *ACADEMIA*.
- [28] Johnson, Keith; Johnson, Helen, eds. (1999). "Interaction Hypothesis". *Encyclopedic Dictionary of Applied Linguistics: A Handbook for Language Teaching*. Oxford: Blackwell Publishers. p. 174.
- [29] Kaware, S. S., & Sain, S. K. (2015). ICT application in education: an overview. *International Journal Of Multidisciplinary Approach & Studies*, 2(1), 25-32.
- [30] Khan, M. S. H., Hasan, M., & Clement, C. K. (2012). Barriers to the Introduction of ICT into Education in Developing Countries: The Example of Bangladesh. *International Journal of Instruction*, 5, 61-80.
- [31] Kim, S. H. & Xie, Y. (2013). Designing assessments for differentiated instruction using social media applications. In K. K. J. Seo (Ed.) *Using Social Media Effectively in the Classroom: Blogs, Wikis, Twitter, and More* (1st ed., p. 169-189). New York: Routledge.
- [32] Kozma, R. and Anderson, R. (2002). Qualitative case studies of innovative pedagogical practices using ICT. *Journal of Computer Assisted Learning*, 18(4), pp.387-394.

- [33] Kumar Mondal, N. (2012). Higher Secondary Level Students' Evaluation of Communicative Language Teaching in Bangladesh. *English Language and Literature Studies*, 2(3).
- [34] Lai, H., & Chen, C. (2011). Factors influencing secondary school teachers' adoption of teaching blogs. *Computers & Education*, 56(4), 948-960.
- [35] Larsen-Freeman, Diane; Long, Michael (1991). *An Introduction to Second Language Acquisition Research*. London, New York: Longman. pp. 143–144
- [36] Lee, S., Kim, M. and Park, Y. (2009). ICT Co-evolution and Korean ICT strategy—An analysis based on patent data. *Telecommunications Policy*, 33(5-6), pp.253-271.
- [37] Livingstone, S. (2012). Critical reflections on the benefits of ICT in
- [38] Makura, A. (2014). Students' Perceptions of the Use of ICT in a Higher Education Teaching and Learning Context: The Case of a South African University. *Mediterranean Journal of Social Sciences*.
- [39] MARTORELL, M. (2017). Use of ICT tools in the EFL classroom and their impact on students' motivation. *UNIVERSITAT DE LES ILLES BALEARS*.
- [40] Milon, S. and Iqbal, M. (2017). Students' Perception towards Technology in Learning English as a Foreign Language: A Case Study of Higher Secondary Students of Pabna, Bangladesh. *IOSR Journal of Humanities and Social Science*, 22(06), pp.47-53.
- [41] Milon, S. and Iqbal, M. (2017). Students' Perception towards Technology in Learning English as a Foreign Language: A Case Study of Higher Secondary Students of Pabna, Bangladesh. *IOSR Journal of Humanities and Social Science*, 22(06), pp.47-53.
- [42] Moedu.gov.bd. (2019). - . [online] Available at: <https://moedu.gov.bd/> [Accessed 18 Aug. 2019].
- [43] Mylläri, J., Kynäslahti, H., Vesterinen, O., Vahtivuori-Hänninen, S., Lipponen, L. and Tella, S. (2011). Students' Pedagogical Thinking and the use of ICTs in Teaching. *Scandinavian Journal of Educational Research*, 55(5), pp.537-550.
- [44] Nctb.gov.bd. (2019). ৩ (). [online] Available at: <http://www.nctb.gov.bd/> [Accessed 18 Aug. 2019].
- [45] Nosratinia, M. and Kounani, K. (2016). Comparing the Impact of Divergent and Convergent Tasks on Extrovert and Introvert EFL Learners' Writing Performance. *Theory and Practice in Language Studies*, 6(6), p.1305.
- [46] Paliwoda-Pękosz, G., & Stal, J. (2015). ICT in supporting content and language integrated learning: experience from Poland. *Information Technology For Development*, 21(3), 403-425.
- [47] Pons, B. (2012). *Disseny d'un programa de capacitació en competències bàsiques TIC per alumnes de secundària*. (Unpublished PhD thesis). Universitat de les Illes Balears, Espanya.
- [48] Rahimi, M. and Yadollahi, S. (2011). Computer anxiety and ICT integration in English classes among Iranian EFL teachers. *Procedia Computer Science*, 3, pp.203-209.

- [49] Richards, Jack; Schmidt, Richard, eds. (2002). "Interaction Hypothesis". *Longman dictionary of language teaching and applied linguistics*. London New York: Longman. p. 264
- [50] Rubin, H. J., & Rubin, I. S. (2012). *Qualitative interviewing: the art of hearing data*, 3rd ed. Thousand Oaks, CA.: Sage.
- [51] Salaberry, M. (2001). The Use of Technology for Second Language Learning and Teaching: A Retrospective. *The Modern Language Journal*, 85(1), pp.39-56.
- [52] Saudi Journal of Humanities and Social Sciences. (n.d.). .
- [53] Sousa D.A. (2001) *How the Brain Learns*. Corwin Press, Thousand Oaks, CA.
- [54] The Daily Star. (2019). *The Daily Star*. [online] Available at: <https://www.thedailystar.net> [Accessed 20 Sep. 2019].
- [55] Thorne, S., & Black, R.W. (2007). Language and literacy development in computer-mediated contexts and communities. *Annual Review of Applied Linguistics*, 27, 133–160.
- [56] Tondeur, J., Forkosh-Baruch, A., Prestridge, S., Albion, P., & Edirisinghe, S. (2016). Responding to challenges in teacher professional development for ICT integration in education. *Journal Of Educational Technology & Society*, 19(3), 110-120.
- [57] Ullah, M. (2016). CLT at the Higher Secondary Level in Bangladesh: Theory and Practice. *IJUC Studies*, 12, pp.71-86.
- [58] Uluyol, Ç. & Şahin, S. Elementary school teachers' ICT use in the classroom and their motivators for using ICT. *British Journal of Education Technology*, 47(1), 65-75.
- [59] Walker-Tileston D. (2004) *What Every teacher Should Know About Media and Technology*. Corwin Press, Thousand Oaks, CA.
- [60] Ware, P. and Warschauer, M. (2012). Qualitative Research on Information and Communication Technology. *The Encyclopedia of Applied Linguistics*.
- [61] Yang, C., & Chang, Y. (2012). Assessing the effects of interactive blogging on student attitudes towards peer interaction, learning motivation, and academic achievements. *Journal Of Computer Assisted Learning*, 28(2), 126-135.

Appendix

Focus Interview

1. How can ICT expansions and problems best support instructors?
2. What needs to be done to ensure that teachers are aware of the variety of available hardware and software?
3. In particular in secondary education, what do you see as the future of ICT?

Issues: • Awareness of future hardware and software opportunities
• How ICT can help EFL classroom educators

Main Questions for Semi-structured Interviews

1. ICT teacher awareness what do you think are the advantages of using ICT, both personally and for students?
 - How did you see educators modify their teaching in the classroom when using ICT?
 - How does the learning of pupils benefit from using ICT?
 - Do ICT helps educators discover their workload; if so, how?
2. Teacher knowledge of the advantages of using ICT
 - Do you think educators know how ICT fits in the secondary EFL classroom?
 - How could educators use ICT to prepare classes?
3. **Interaction**

Do you have an interactive classroom class? What is your support / training for the use of the Inter-Active class and its use in the classroom?

 - Teachers seem confident when ICT is used; why do you believe this is so?
 - How do you believe teaching and learning aids mediated by ICT?
4. **Training**

How can further training assist ICT educators?

 - Is there any other kind of assistance that educators can receive to assist with ICT abilities?
 - Should particular teaching be provided in which fields i.e. pedagogy, shooting problems, etc.?
5. **The Future**
 - What future vision do you see in classrooms for ICT, and how do you prepare your college for that vision?

- How do you see school leadership helping move the college forward with ICT to interact in the classroom?
- What needs to be done at home, locally and nationally when looking at the broader image?

Questionnaire for teachers' interview

1. In your teaching, do you use ICT?
2. Is there a chance to use it? Would you prefer to teach an ICT lesson rather than an ICT lesson? Explain.
3. For interactive classroom, many educators are assisted by ICT. Are you helping with ICT in this manner as well? What is the extent to which ICT is used as an interactive classroom instrument?
4. Mention film names / simulations / sources of data about the encyclopedia that you used.
5. Do you think there is a distinction between pre-computerization training and how to use it? How do you express the differences / similarities?
6. Does the use of ICT produce more meaningful learning in your opinion? Explain.
7. Does ICT, in your view, substitute a teacher's need? Explain.
8. Does ICT use mean that traditional training is left? Are there benefits that are missed by using ICT in traditional training? What's your view?
9. Does ICT use during training cause you to change / feel the need to modify the instruction technique?

Questionnaire for Teachers Interview:

- 1) What does Interactive Learning mean to you?
- 2) What kinds of Interactive Learning tools you used in the classroom so far?
- 3) Can you describe how you first became aware of interactive learning procedure with the help of ICT tools?
- 4) How do you see yourself the importance of Interactive Learning through ICT on Knowledge Retention?
- 5) Can you describe any particularly difficult experiences related to establish ICT for Interactive Learning in your classroom?

- 6) To what extent do you consider yourself as a successful person in conducting the class based on Interactive pedagogy?
- 7) Do you have particular examples / experiences of using technology as an interactive learning instrument with learners?
- 8) How does your student view your activities concerning Interactive Learning?
- 9) How ICT based interactive learning style impact students' engagement at classroom activity?
- 10) How does their interaction differ between lecture based class and ICT based class?
- 11) Kindly share your experiences on the basis of students' knowledge preservation due to ICT centered interactive learning in your classroom?
- 12) Are certain topics suitable for ICT inclusion better than others?
- 13) What is the gender effect of ICTs on access, use, attitudes and teaching results in education?
- 14) What is the impact of „computer-literacy“ instruction in schools?
- 15) How does classroom exposure and use of ICTs impact future jobs?
- 16) How do distinct ICT apps, audio / verbal versus visual depictions of instructional material and communicative modes affect communicative activities and create / reinforce / reinforce distinct exclusions and inclusions as internet curriculum and communication techniques are shifted?
- 17) What are the best and most important strategies for changing pedagogical methods using ICTs?

Focus group discussion questions (For students):

- 1) Student information: age, gender, on/off campus, discipline, ethnic.
- 2) What kind of learning interactions takes place in classroom between teacher and students? Do your teachers give any space for question answering session? Is it helpful? If so, how?
- 3) Do you use computers and the Internet in classroom? If so, what kinds of activities are those?
- 4) Do you use computers and the Internet for education purpose? If so, what kinds of activities do you do for education?

- 5) What are the practices of classroom interactions have you ever experience in your classroom? Are those activities helpful for your learning preservation?
- 6) How do students interact with each other?
- 7) Do ICT uses in education have differential effects on recognizable boys and girls subgroups?
- 8) What is the role of teacher during group or pair activities?
- 9) How good or do you feel when you are at dealing with group activity in classroom?
- 10) What are the major advantages or disadvantages of ICT based classes?
- 11) How much does it cost / benefit to locate ICTs for school use?
- 12) Is it possible to introduce and maintain the same kinds of pedagogical methods and transformations in settings where ICTs are not used?
- 13) Do you have any feedback session from the instructor? If so, what is the role of students and teacher during that feedback session?
- 14) Please tell me the positive or negative aspects of interactive feedback regarding your learning performance?
- 15) Do you think your knowledge preservation is supported by ICT supported interactive classes?