

Study on the Use of Technology in ELT classroom:
Teachers' Perspective

ARIFAH

ID: 12363008



Department of English and Humanities

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Arifah

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Abstract

The National Education Policy, 2010 has brought some changes in the English syllabus for higher secondary level, i.e. class XI-XII. It focuses on skill based teaching and learning through communicative method. The use of technology in language classroom can play an important role to implement the new curriculum. Nowadays some of the educational institutions are using different technology and internet to teach language. The use of technology and internet in ELT classroom enhance language learning. This study aims to find out how different technology and internet help to teach language as well as benefits and limitations of technologically advanced classroom. Teacher training has great impact on teaching. So, the researcher also finds out whether the teachers have any training on the use of technology or not. In order to do so a survey was done among the teachers of colleges, i.e. class XI-XII, of Dhaka city. The analysis of responses reveals that there is no training program on the use of technology in language classroom.

Chapter One: Introduction

In Bangladesh, the National Education Policy, 2010 has brought changes in the English curriculum. The National Education Policy, 2010 focuses the need for learning English for communicative purposes. “Therefore, the curriculum focuses on teaching - learning English as a skill-based subject so that learners can use English in their real-life situations by acquiring necessary language skills as well as knowledge, learning about cultures and values, developing positive attitudes, pursuing higher education and having better access to local and global employment” (National Curriculum, 2012, p.2). However, in this modern era, use of technology in language classroom can play an important role to implement this new curriculum. The aim of this research is to find out the teacher’s responses towards teaching with technology in technologically advanced classroom.

In today’s world technology is used in every sphere of life. Education system is not out of this circle, both for the purpose of teaching and learning. According to the International Society for Technology in Education (ISTE) of U.S. Department of Education: “Curriculum integration with the use of technology involves the infusion of technology as a tool to enhance the learning in a content area...The technology should become an integral part of how the classroom functions - as accessible as all other classroom tools. The focus in each lesson or unit is the curriculum outcome, not the technology” (as cited in Raihan & Lock, 2012, p. 18). Technology is also considered as an important tool for teaching English language.

In developed country, it is very common feature of using different technologies and internet in classrooms. They are benefitted of using them in classrooms. In recent times, government starts to set up computer and internet in schools and colleges throughout the country, but

technologically advanced classroom has not yet become available everywhere. Hence it is important to find out as to whether set up multimedia and internet can make teaching and learning English language better or not. What are the responses from teachers? However, use of technology in language classroom may have some limitations in the context of our country. Based on surveys and class observation of teachers of colleges, the researcher wants to know about the use of technology and internet in classrooms and explore its limitations.

1.1 Objective of the study:

The objective of this study is to know the responses from teachers about the use of multimedia and internet in classrooms and how are they teaching language skills and systems. The study also find out about teacher's training about technologically advanced classroom.

1.2 Research Questions:

In this paper researcher wants to observe the responses of teachers that how they teach different skills and systems of language by using technology and internet.

My possible research Questions are-

- What are the technologies being in ELT classroom in colleges of Dhaka city?
- How are the different language skills and systems being taught through technology?
- What are the benefits and limitation of Technologically Advanced Classroom?
- Whether enough training is provided to teachers to teach with technology?

1.3 Methodology of the study

The research methods implied for this study are

- Both online and library research to know the background theoretical progress and different opinions relating to use of technology in language classroom
- Teachers responses from different colleges
- List of Questionnaire for the teachers to know the how language is being taught by using different technology and internet.
- Class observation
- Unstructured interview with focus group of students
- Use graphs and tables to analysis the responses

1.4 Limitations of the study

This research was not free from limitations. I had to conduct the survey with limited number of teachers because there are available of a few colleges who have technologically advanced classroom. Moreover I was not permitted to observe more than a class. Because of time constraint, I could not cover all the colleges who technologically advanced classroom. If I could observe more classes than I could end up with high-quality findings and analysis and the study could be more reliable.

Chapter Two: Literature Review

This chapter deals with the theoretical works on use of technology in language classrooms. The use of technology “in second- and foreign-language teaching is characterized by the use of multimedia and the Internet.” (Patel,2014). According to Pandey(n.d), “multimedia is a combination of text, audio, still images, animation, video or interactivity content forms” (Multimedia).

2.1 What is TELL?

“(TELL) or Technology enhanced language learning deals with the impact of technology on teaching and learning a second language” (Patel, 2014, Technology-enhanced language learning (TELL)). Technology should be part of classroom utility as like other teaching tools or aids. It can be essential combination with other teaching resources. The purpose of using technology should be “assist and enhance language learning”. Recently, teachers are integrating different varieties of technology to assist their teaching, involve students in “learning process, provide authentic examples of the target culture, and connect their classrooms”. Some technology tools permit teachers to make a distinction in teaching and classroom activities and also homework or assignments.

In addition, technology has importance as a tool to support teachers of foreign languages in facilitating language learning for their students. Technology can play an important role in assisting and improving language learning, the efficiency of any technological tool depends on the knowledge and expertise of the qualified language teacher who runs the classes.

Technology-enhanced language learning (TELL) suggests “to the use of the computer as a technological innovation to display multimedia as a means of complementing a teaching method

language teacher. TELL is not a teaching method but rather an approach that can be used alongside a teaching method to help teach". (Patel, 2014, Technology-enhanced language learning).

According to Jonassen et al. (1999), teachers need to seek ways of using technology as a learning tool for their students even if they do not master the technology and cannot act as an expert. Although technology is usually viewed as a delivery and instructional tool, many instructors struggle to support their students to learn from, and about technology, but ignore the most important aspect -- learning with technology. Students learn meaningfully when they learn with computers, and not just about or from computers (Jonassen, 2000). When students learn with computers, technology is viewed as a resource to help them develop, among other things, higher order thinking, creativity, and research skills (as cited in Raihan & Lock, 2012, p. 25-26).

Moreover the use of technology "in second- and foreign-language teaching is characterized by the use of multimedia and the Internet." (Patel, 2014, Literature Review).

2.2 What is 'multimedia' in language classroom

As researcher concerns about how multimedia influence both teaching and learning of our country, so it is very important to know what is multimedia in language classroom. According to Pandey, "multimedia is a combination of text, audio, still images, animation, video or interactivity content forms. It is usually recorded and played, displayed or accessed by information content processing devices such as computerized and electronic media devices but also be part of a live performance (multimedia)." Multimedia is being used for information in form of texts, graphics, pictures, audio and video. When both images and sounds are presented together then it is more appealing to its audiences. That is why use of multimedia is becoming popular day by day to teachers as well as students. It is not enough to use multimedia in

classroom to motivate students. But also it requires to “use combination of teaching methods and to make the classroom environment as stimulating and interactive as possible (multimedia).” One more thing that multimedia cannot be “substitute for teachers” because s/he always works as “facilitator” in classroom. A good teacher knows well how s/he can make his classroom or lesson better by using technology.

2.3 Use of technology in language classroom

In recent years, revolutionary changes have come in classroom settings beside the teaching methods because “Chalk and Talk teaching method is not enough to teach English effectively” (Susikaran, 2013, Abstract). According to Raihan and Lock (2012), “with a well -planned classroom environment, the students learn HOW TO LEARN” (p.20). Both teaching and learning English language has become changed. Now-a-days it is proved that technology enhanced teaching environment is more fruitful than lecture based classroom. “Teachers need to seek ways of using technology as a learning tool for their students even if they do not master the technology and cannot act as an expert” (p. 25)

The use of technology has remarkably changed the English teaching techniques. “Technology provides so many options as making teaching interesting and also making teaching more productive in terms of improvement.” (Patel, 2013, p.116). In traditional classrooms teachers usually stand in front of students and give lecture and also give explanation and instruction by using blackboard or whiteboard. “These technique needs slightly to be modified regarding with the development of the technology” (Joshi, 2012, p.34). The use of multimedia texts in classroom helps student to become increasingly familiar with academic vocabulary and language structure. “The use of multimedia described here makes use of print texts, film and internet to

develop and enhance linguistics and knowledge” (Joshi, 2012, p.34). Use of print, film and internet give students opportunity to gather information and introduce them to various materials for analysis and interpretation of both language and contexts. “[I]nternet presents students a wide range of collection of English language texts in many discipline departments” (Joshi, 2012, p.34). Use of internet can make the benefit of increased student motivation. In addition, use of film in teaching can help students to understand the topic with enthusiasm and develop their knowledge. Sometimes teachers try to support their students to learn from and about technology, but ignore the most important aspect - learning with technology. Students can learn meaningfully when technology is used in the process of learning through use of computer, internet etc. When students learn with technology, it helps them to develop higher order of thinking and research skills. “Therefore, proper combination of multimedia and teaching methodology is appropriate to attract students’ attention towards English language learning” (Pandey, multimedia)

2.4 The growth of ELT through technology

In the article *Use of Multimedia Technology in Teaching and Learning communication skill*: *An Analysis*, there are description the growth of ELT through technology as “there are more Non-Native than Native users of the language and diversity of context in terms of learners, age, nationality, learning background etcetera has become a defining characteristic of ELT today.” English language as a Second language and English as a Foreign language is using most of the countries in the world. The numbers of non-native speakers are increasing day by day and one of the main reasons of using English is internet. Not only internet but also “rapid development of multimedia technology and its application to teaching, featuring audio, visual, animation effects comes into full play in English class teaching and sets a favorable platform for reform

and exploration on English teaching model in the new era.” Education experts found that technologies in language classroom have positive impact to promote communication skills. “Technological innovations have gone hand-in-hand with the growth of English and are changing the way in which we communicate.” So, it is very reasonable to say that wide spread of internet as well as availability of computer “facilitated the growth of internet” (Patel, 2013, p.117). According to Warschauer and Meskill (2000: 13), “appropriate use of new technologies allows for a more thorough integration of language, content and culture than ever before and provide students with unprecedented opportunities for autonomous learning” (cited in Ivy, 2010, p. 210)

2.5 Types of technology used in Language classroom:

There are different types of technology which can be used in language classroom. “The selection of appropriate technology in class is essential for ensuring effective learning. When used as learning tools, technology provides tremendous opportunities to enhance classroom instruction”(Raihan & Lock, 2012, p.25). Raihan and Lock (2012) had provided following figure which shows some technological options which can be used in classroom.



Figure 01: Technology in Classroom

Teachers can be benefited by using above shown technological options. Ivy (2011) mentioned about some technological options which language teachers can use for professional purpose and educational purpose (p. 207 - 216):

Internet:

Internet is a source of huge information and knowledge. The list of information available through internet is endless. “Teachers should be equipped with the necessary skills to track and sort out these resources” (Ivy, 2011, p. 207).

Multimedia presentation:

Multimedia projector and presentation software are two technologies which are frequently used in technologically advanced classroom. “Powerpoint presentations can be used by teachers to present organized lectures, aid ‘visual’ and inattentive learners and prepare students for their professional life” (Ivy, 2011, p. 208).

Office applications:

Creating worksheet, handouts, posters, newsletters, reports, spelling and grammar checking, presenting research data etc. can all be done effectively with these applications (Ivy, 2011, p. 208).

Images and soundtracks:

Sometimes teachers may want to add visuals, soundtracks, videos and animations to materials/worksheets (Ivy, 2011, p. 208). Some teachers use projected slides, images from an overhead projector (OHP) or projected computer images (Harmer, 2003, p.134).

E-mail:

E-mail has become an important means of communication nowadays. Of particular interest to teachers and students is the fact that documents can be attached to e-mail and sent along with

them, so that students can send word-processed work to their teachers who can then send back feedback in the same way (Harmer, 2003, p.134).

Multimedia Simulation software:

Through multimedia simulation software learners can enter computerized microworlds with exposure to language and culture in a meaningful audio visual context (Ivy, 2011, p.212).

Interactive whiteboards:

An interactive whiteboard (IWB) is a large interactive display that connects to a computer and projector. Some IWB allow teachers to record their instruction as digital video files and post the material for review by students at a later time (Ivy, 2011, p.212).

Electronic whiteboard:

Electronic whiteboard or the smartboard is the latest addition to the technologies used in classroom. However, Ivy (2011) states, “Although it is a very interesting add on to the classroom, implementation is costly and as such is not feasible in the context of Bangladesh” (p.213).

Podcasting:

Podcasting is a broadcast available on the internet anytime for downloading. It can be used by language teachers to listen to varied sources of authentic input, to make students create their own podcast in the foreign language, to listen to ‘semi-authentic’ language created specifically for language learners etc. (Ivy, 2011, p.215).

2.6 Role of teachers in Multimedia classrooms:

In multimedia classroom, because of communicative approach, “[a]s teacher and student roles shift with the integration of technology, a closer relationship seems to develop between students and teachers (Raihan and Lock, 2012, p 19). The multimedia classroom is very different than a traditional classroom. The teachers of multimedia classroom “have to attain sound competencies and skills on different types of advance technologies to integrate those in class to enhance learning (Raihan and Lock, 2012, p 27). That is why, the use of multimedia would revolutionize of “teacher’s role, learner’s roles, conceptualization of knowledge and the process of teaching-learning, and assessment” (Cited in Raihan and Lock, 2012, p 27). So, teachers “should guide students to construct their thoughts through activities such as problem solving, decision making, goal setting, and managing and preventing conflict and achievements”(p28).

2.7 Teaching method of Bangla Medium colleges:

‘Since 1971 there has been said to be a serious decline in the standard and status of English in Bangladesh, despite the expansion in the wider world of English linguistic globalisation’ (Sergeant and Erling, p.7). However, the English language teaching and learning in Bangladesh changed gradually since the independence of Bangladesh. Since the 1990s, however, there seems to have been a renewed awareness of the importance of English owing to globalization, satellite television, the growth of the IT industry and the Bangladeshi garment industry’ (Sergeant & Erling, p. 7). In 1995, the British Council on behalf of the University Grants Commission (UGC) conducted a study which identified two major problems in the development of English language teaching. Both of these two problems are concerned with the teachers. Recently, the Government

of Bangladesh has launched the English Language Teaching Improvement Project (ELTIP) funded by the UK government's Department for International Development (DfID) (Hoque, 2008, p.30). As part of the ELTIP the new curriculum of English language was introduced in 1998 and in 2000, the National Education Policy was adopted which made English an additional subject in I and II and a compulsory subject from class III onwards. This new curriculum aimed at relocating the teaching and learning of English from a traditional grammar based approach to a function-based communicative approach (Farooqui, 2014, p.442). "New textbooks with communicative view of learning have been introduced since 2001 in the different classes, and newer approaches and policies are being adopted time to time for further improvement of learning English. In 2001, the English textbook English For Today, For Classes 11- 12 is published and prescribed by the NCTB for the H.S.C. level in the general education system and for the Alim level in the madrasa education system" (Hoque, 2008, p. 30)

2. 8 Necessity of using technology in CLT classroom

As discussed above, communicative learning method has been introduced in the national curriculum up to college level, i.e. class XI-XII. In college level students prepare themselves to get admission in university and in university level the medium of education English. Without having a strong background in English it becomes difficult for students to survive in the universities. Therefore, use of technology in language classroom in college level can help teachers to teach English efficiently and promote English language skills of students. Ivy (2011) stated, "...technology is fused in every part of our lives, in fact "technology is no longer a tool to create an alternative environment - it is THE environment" (Gupta, 2010: 68). Academic institutions are, therefore, expected to prepare students for a technological era that awaits them".

She further stated, “Technology, whether for classroom purpose or for official purpose, has to be implemented for its pedagogical value and relevance-not just to jump into the bandwagon” (p.206). Patel (2013) discussed the necessity of multimedia in CLT classroom for the following purposes:

- To cultivate students’ interest in study
- To promote Students’ communication capacity
- To Widen students’ knowledge to gain and insightful understanding to western culture
- To improve teaching effect
- To improve interaction between teacher and student (p.117 - 119).

2.9 Benefits of using technology in language classroom:

The use of technology as a tool of learning can make students more creative, autonomous and collaborative than in classrooms where technology is not accessible to students (Raihan and Lock,2012, p.33). Pederson (1986) argued that the effectiveness of computer technology is directly related to the extent that it allows L2 teachers to implement effectively specific pedagogical tasks that may be difficult to achieve in other environments (as cited in Salaberry, 2001, p.46). Exposure to authentic materials is another boon of being able to integrate technology effectively in EFL classroom (Ivy, 2011, p.210).

2.10 Limitations of use of technology in classroom:

The use of multimedia and technology for teaching and learning are beneficial. But there are some limitations too. In Bangladesh, lack of training about the use of technology in classroom is a major problem which teachers may face. Without thorough understanding of the technology at hand it will be impossible to bring out optimum result (Ivy, 2011, p.216). “Teachers should be aware of the possible frustration resulting from the unfamiliarity of computer software” (Shih-Jen, n.d, Discussion). Teachers are benefitted by using different software for teaching. Sometimes it could have problem to run or other type of problem which could affect teaching. So, teachers should be aware of the problems of different software. The technical problems in the management of the ‘multimedia lab’ is another issue. Hunag (n.d) states, “For most of teachers, it demonstrate a major challenge” (Discussion). Teachers need some advance knowledge to face technical issues. But most of the teachers do not have that much knowledge to deal problems like this. Issues such as tracking down appropriate information, misspelt addresses, slow connections, blocked access, system crashes, loose wires, out-of-date plug-ins, out-of-date websites, lack of administrative privilege and antiquated hardware can ensure that many EFL instructors avoid using the web (Ivy, 2011, p.216).

Implementing technologies in classroom is another issue which cannot be ignored because it involves financial expenses. Ivy (2011) stated, “It is not always possible to fund language programs with such high cost, especially in the developing countries. Therefore, most of the technologies remain ‘distant dream’ to a good number of teachers in our country” (p.217). Moreover, in a country like Bangladesh, not all students have access to technology at home and as a result they cannot do homework.

As there are plenty of similar essays available online on same topic, students may adopt copy and paste tactics as a shortcut way. Therefore, there will be rise in plagiarism (Ivy, 2011, p.217).

Sometimes in internet-based multimedia large files take long time to download. Due to slow connect small files may even take long time to download. Ivy (2011) further pointed out that the waiting period slows down the interactions between the student and the materials, wastes time, and creates an uncomfortable impression. Moreover, in Bangladesh constant threat of power failure posing the question of whether or not a plan can be smoothly carried out (p.217-218).

Chapter Three : Research Methodology

This chapter explains the methodology of the study to gather information as to how English language is being taught by using technology in higher secondary colleges of Dhaka City, i.e. Grade XI and Grade XII. In Dhaka City there are a few higher secondary colleges which have technologically advanced classroom and where teachers use technology in teaching English language. In order to do research on this issue the researcher has followed systematic procedures such as data collection on the research issue, analysis of data, interpreting results and drawing conclusion. The main data collection instruments used in this research study were questionnaire, observation and discussion with focus group.

3.1 Participants and settings

For the purpose of this study the researcher selected a number of Bangla medium higher secondary colleges, government and non-government, of Dhaka city and participants were the English language teachers of those colleges. As mentioned above, in Dhaka city there are few colleges where English language is being taught with the use of technology. Adamjee Cantonment Public College, Dhaka and Udayan School and College, Dhaka are among those colleges.

In Bangladesh, some English medium institutions provide technologically advanced classroom. However, in Bangla medium colleges rarely such facility is provided. Recently some non-government schools and colleges are providing technologically advanced classrooms where technology is being used in different ways to teach English language.

The researcher conducted this study in two Bangla medium higher secondary colleges, namely Adamjee Cantonment Public College, Dhaka and Udayan School and College, Dhaka. In Bangla medium colleges, English language is taught as second language. Initially the researcher began to conduct the study in Bangla medium schools and colleges. But later on it was found that there is hardly any Bangla medium school where technology is used for teaching English language. Moreover, students of college level are matured enough to deal with technology and internet than school level. Therefore, in this study the researcher selected higher secondary colleges, i.e. Grade XI and Grade XII, of Dhaka city. Total participants in this study were 10 (ten), who were the teachers of English language in above mentioned two colleges.

3.2 Research Approach

For any research two basic approaches are followed, viz. quantitative approach and qualitative approach. Quantitative approach is based on information or data which can be analyzed numerically. As Mackey & Gass (2005) stated, “Quantitative research generally starts with an experimental design in which a hypothesis is followed by quantification of data and some sort of numerical analysis is carried out” (p. 2). Thus quantitative research produces generalizable results based on numerical analysis and statistical data. On the other hand qualitative studies, as Mackey & Gass (2005) stated, “generally are not set up as experiments; the data cannot be easily quantified (e.g., a diary study in which a student keeps track of her attitudes during a year-long Japanese language course), and the analysis is interpretive rather than statistical” (p.2). Rather than using a large group of participants with the goal of generalizing to a larger population like quantitative researchers, qualitative researchers tend to work more intensively with fewer participants, and are less concerned about issues of generalizability (Mackey & Gass 2005,

p.163). In qualitative research open ended questions are used which enable respondents to express their own views and thoughts. On the contrary quantitative research involves structured questions where response options are predetermined and results can be generalized through numerical analysis.

Considering all aspects, this study is a combination of quantitative and qualitative approach as the researcher employed both structured questions and open ended questions to get the best possible understanding of the research topic through numerical analysis and interpretive analysis.

3.3 Research Instrument for Data Collection

In this study the researcher collected information on the topic through questionnaire, observation and discussion with focus group.

3.3.1 Phase - 1: Questionnaire

Brown (2001) defined questionnaires (a subject of survey research) as “any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting them among existing answers” (as cited in Mackey and Gass, 2005, p.92). Mackey and Gass (2005) further stated, “The survey, in the form of a questionnaire, is one of the most common methods of collecting data on attitudes and opinions from a large number group of participants; as such it has been used to investigate a wide variety of questions in second language research” (p.92). By using questionnaires the researcher can elicit information which respondents are able to report about themselves, such as their beliefs, motivations and reactions. There are mainly two types of questionnaire items, namely: closed and open ended. A closed-item question is one for which the researcher determines the possible

answers, whereas an open-ended question allows respondents to answer in any manner they see fit (Mackey and Gass, 2005, p.93). In this study self-administered questionnaire was used to gather information as to how English language is being taught in classroom with the use of technology. The questionnaire consisted of total 18 (eighteen) questions, among which 5 (five) were close-ended and 13 (thirteen) were open-ended questions.

3.3.2 Phase - 2: Observation

As mason (1996) noted, observation usually refers to “methods of generating data which involve the researcher immersing [him or herself] in a research setting, and systematically observing dimensions of that setting, interactions, relationships, actions, events, and so on, within it” (as cited in Mackey and Gass, 2005, p. 175). Observation gives the researcher opportunity to experience the real life scenario. Observation is very important in second language research as the researcher gets in-depth information about activities, interactions, instruction and events that take place in a second language classroom. Mackey and Gass (2005) discussed the advantage of observation in research and stated, “Observations are useful in that they provide the researcher with the opportunity to collect large amount of rich data on the participants’ behavior and actions within a particular context” (p. 175-176). However, the researcher, while observing a classroom, must be aware of the “Hawthorne Effect”, i.e. individuals try to improve or modify an aspect their behavior in response to their awareness of being observed. For the purpose of this study, the researcher, having obtained permission from the college authority, observed two English language classrooms; one was a technologically advanced classroom and the other was a traditional classroom.

3.3.3 Phase -3: Discussion with Focus Group

Focus group sessions involve several participants in a group discussion, often with a facilitator whose goal it is to keep the group discussion targeted on specific topic. It includes ‘unstructured interviews’ and ‘no list of questions is used’. These interviews are more similar to ‘natural conversations’ (Mackey and Gass, 2005, p.173). The researcher after observing the class asked to stay some students who could spend 5-10 minutes with her and asked them to share their experiences about multimedia classroom.

3.4 Research Procedure

As discussed in the earlier section, the researcher gathered relevant information for this study through questionnaire, observation and discussion with focus group. At first the researcher searched for colleges in Dhaka city where technologically advanced classroom is provided for teaching language. Then the researcher found that Adamjee Cantonment Public College, Dhaka and Udayan School and College, Dhaka provide technologically advanced classroom. The researcher obtained permission from the authority of the two colleges to conduct survey among the language teachers of the said college and to observe a technologically advanced classroom where English language is being taught by using technology. Initially the authorities of both colleges were reluctant to allow the researcher to conduct survey and observe classroom. However, later, after verifying the identity of the researcher and knowing the purpose of this study, Adamjee Cantonment Public College allowed the researcher to conduct survey and observe classroom in their college. It is to be noted that, Udayan School and College allowed the researcher to conduct the survey, but refused to observe classroom as there was examinations. Thereafter, the researcher conducted survey through questionnaire in both colleges and observed

a technologically advance classroom in Adamjee Cantonment College. After observing the class the researcher held a discussion with some of the students of that class. The researcher also observed a traditional classroom in the said college where the teacher was giving lecture in traditional way. This is the common scenario of most of the colleges of Dhaka city where English language is taught by using blackboard/whiteboard.

3.5 Data Analysis

After gathering the data through questionnaire, observation and discussion with focus group the researcher analyzed them in a systematic manner. The researcher used both closed-ended and open-ended questions in the questionnaire. There were total 18 (eighteen) questions in the questionnaire. Among them 5 (five) were close-ended and 13 (thirteen) were open-ended questions. After collecting responses of close-ended question the researcher analyzed the data on a scale of 100 and demonstrated them in percentage. The results were shown in tabulated manner and through graphs. The researcher also analyzed the information obtained through the open-ended questions. The researcher focused on the following issues in analyzing the data:

3.5.1 Phase - 1: Questionnaire

- (a) Types of technologies used in language classroom,
- (b) Purposes of using technology in language classroom,
- (c) Teaching of language skills and systems with the use of technology,
- (d) Students' responses towards teaching with technology,
- (e) Use of materials other than text books in technologically advanced classroom,
- (f) Benefits of teaching with technology,

- Promote Communication

- Better Outcome

(g) Limitations of teaching with technologies,

(h) Teachers' training on the use of technology.

3.5.2 Phase - 2: Observation

(a) Types of technologies used in language classroom,

(b) Teaching of language skills and systems with the use of technology,

(c) Students' responses towards teaching with technology,

(d) Use of materials other than text books in technologically advanced classroom,

(e) Benefits of teaching with technology,

(f) Limitations of teaching with technologies.

3.5.3 Phase - 3: Discussion with Focus Group

(a) Whether the students like technologically advanced classroom,

(b) Why do they like this classroom,

(c) How their teachers teach them different language skills.

Chapter Four: Findings and Analysis

This chapter contains findings, analysis, interpretation and discussion on the data collected through questionnaire and information obtained through observation and discussion with focus group.

4.1 Analysis of the Questionnaire

4.1.1 Items in the Questionnaire:

There were 18 (eighteen) questions in the questionnaire. Among them 5 (five) were close-ended and 13 (thirteen) were open-ended questions. There were 3 (three) dichotomous questions among the aforesaid 4 (four) close-ended questions, particularly question nos. 7, 8 and 9. In question no. 7 respondents were asked whether they attended any training program under the Government of Bangladesh or any other training program on the use of technology in language classroom. In question no. 8 they were asked whether they think that training program is needed for using technology in classroom. In question no. 9 respondents were asked whether they use any materials or supplementary outside the text book. In question no. 1, respondents had to choose from different types of technologies which they use in their classroom. There was also an option to write the name of any other technology which was not mentioned in the given options.

In question no. 10 participants were asked to tick the language skills and systems which they mainly focus in technologically advanced classroom. In question nos. 11 - 17 respondents were asked as to how they teach different skills and systems of English language by using technology, e.g. speaking, listening, writing, reading etc. In question nos. 2, 3 and 4 the researcher wanted to know benefits of teaching with technology, purpose of teaching with technology and students' response towards teaching with technology. In question nos. 5 and 18 the researcher intended to

know teachers' view about the difference between technologically advanced classroom and traditional classroom. In question no. 6 the respondents were asked to describe about disadvantages of using technology, if any, which they have experienced.

The researcher analyzed all questions and responses which will be discussed in the following sections.

4.1.2 Analysis and discussion

In this study For the purpose of this study the researcher has analyzed and discussed the aforesaid questions under following sub-headings.

4.1.2.1 Types of technology used in language classroom

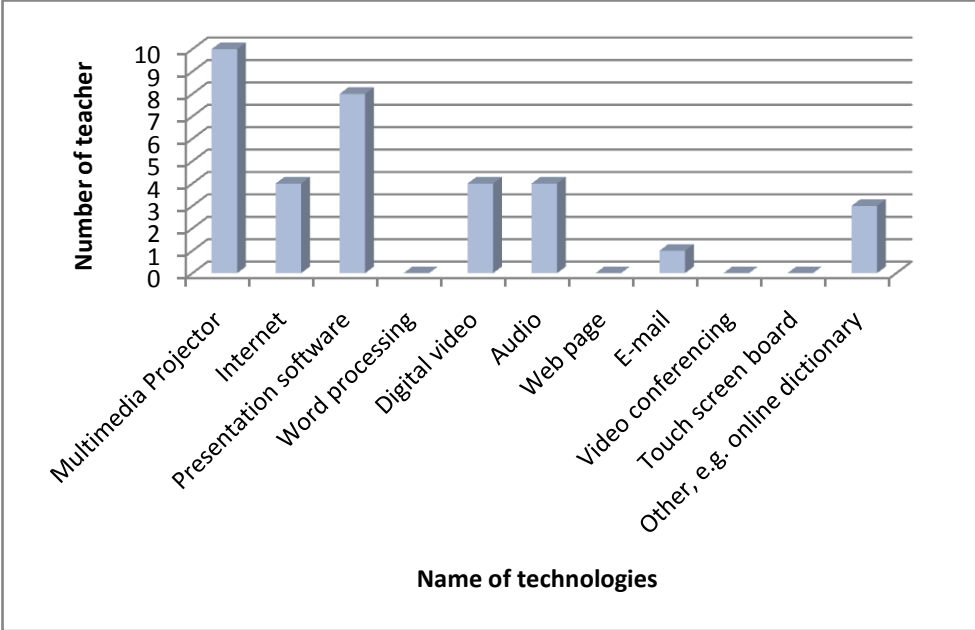
The question no. 1 required participant teachers to tick the technologies which they use in their classroom. They were also given an option to mention the name of any other technology which was not given in the list. The responses have been shown in the following table.

| Name of the technology | Responses | Percentage |
|-------------------------------|------------------|-------------------|
| Multimedia projector | 10 | 100% |
| Internet | 04 | 40% |
| Presentation software | 08 | 80% |
| Word processing | 00 | 0% |
| Digital video | 04 | 40% |
| Audio | 04 | 40% |
| Web page | 00 | 0% |
| E-mail | 01 | 10% |
| Video conferencing | 00 | 0% |

| | | |
|---|----|-----|
| Touch screen board | 00 | 0% |
| Other, e.g. online dictionary, digital dictionary | 03 | 30% |

Table 4.1: Response to question no. 1

The following graph represents the above table:



Graph 4.1: Response to question no. 1

It appears from the above table that 100% participants use multimedia projectors and 80% of them use presentation software to teach different skills and systems of language. Only 10% of the participants use email for teaching language. In respect of use of other forms of technology the number varies as shown in the above table.

4.1.2.2 Purpose of using technology in language classroom

The question no. 3 required the participants to state their purposes of using technology in language classroom. The reason of asking this question was to make clear about their motivation to use technology to teach English language. A variety of responses were derived from the participant teachers. It appeared from their responses that different teachers have different purposes of using multimedia or technology in language classroom. However, their main purpose of using technology is to make improvement of their teaching as well as to make the learning process better than traditional classroom. Use of technology helps to make ideas clear and make the environment of the classroom live and interesting to students. It also helps to get “first hand experiences” and acquaint with “modern learning”.

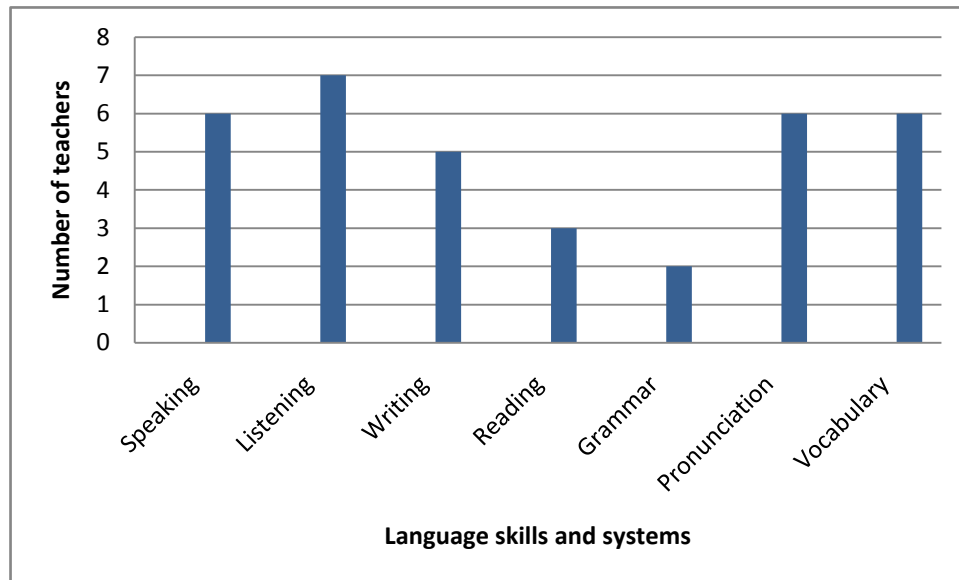
4.1.2.3 Teaching of language skills and systems with the use of technology

In question no. 10 participants were asked to tick the language skills and systems which they mainly focus in technologically advanced classroom. The following table shows the responses.

| Skills and systems | Responses | Percentage |
|---------------------------|------------------|-------------------|
| Speaking | 6 | 60% |
| Listening | 7 | 70% |
| Writing | 5 | 50% |
| Reading | 3 | 30% |
| Grammar | 2 | 20% |
| Pronunciation | 6 | 60% |
| Vocabulary | 6 | 60% |

Table 4.2: Responses to question no. 10

The following graph represents the table 4.2.



Graph 4.2: Response to question no. 10

The above table and graph show that teachers mostly focus on listening and speaking skills in technologically advanced classroom. Teachers also focus on pronunciation and vocabulary. However, a few teachers focus on grammar and reading.

Having asked about the skills and systems, the researcher went on to ask (question nos. 11 - 17) as to how the teachers teach different skills and systems of English language by using technology, e.g. speaking, listening, writing, reading etc. The answers in this study revealed that most the teachers do not use any technology for teaching grammar and reading. But two of the teachers stated that they use some photos or images from google, videos as it is “effective for grammar teaching” and show “practical application” of grammar through slides. They use traditional method of using white board or asking students to read out a passage. One of the teachers mentioned that s/he use “some of the live issues from internet particularly from leading newspapers to create interest among students through multimedia.”It appeared in the study that

half of the teachers use some sort of technology for teaching writing skills. They stated that they display 'situation', 'statistics' or 'information' and ask students to write on those situation, statistics or information. The study revealed that teachers mostly use technology for teaching speaking, listening and pronunciation. For teaching these skills they use video or audio clips, youtube video collections and show English movies and dialogue or speech of native speakers. By showing these movies, dialogue or speech they teach their students the pronunciation of native speakers. Some teachers encourage their students to use digital and online dictionaries. Teachers also use different techniques to teach vocabulary by using technology. They show variety of examples and relevant pictures or incidents on slides to teach vocabulary and ask students to tell exact word and synonym. Some teachers ask their students to use digital dictionary to learn vocabulary.

4.1.2.4 Students' responses towards teaching with technology

In question no. 4 the participants were asked as to how their students respond in the technologically advanced classroom. All the teachers answered very positively and stated that students are responsive, spontaneous and interactive in the classroom. One of the teachers mentioned that students "can derive the best from multimedia classroom". They enjoy attending the classes as they are "active" and "reciprocal".

4.1.2.5 Use of materials other than textbooks

In Bangla medium colleges the national curriculum is followed for teaching English language. As per the national curriculum English language is taught through textbooks. The national curriculum does not refer to/provide any other material apart from the textbook for technologically enhanced learning. However, it is obvious that if teachers use technology for

teaching English, they cannot restrict themselves within the fore corner of textbooks. Therefore, the researcher in question no. 9 asked the participants as to whether they use materials or supplementary outside the textbook. The following table represents the responses of the participants.

| Question | Responses (Yes) | Percentage |
|--|-----------------|------------|
| Do you use materials or supplementary outside textbooks? | 10 | 100% |

Table 4.3: Response to question no. 9

The researchers found that all teachers are using materials or supplementary outside the textbooks to teach English language in technologically advanced classroom.

4.1.2.6 Benefits of teaching with technology

In question no. 2 the researcher wanted to know as to how the participant teachers are being benefitted from the use of technology in language classroom. All the participants answered very positively. One of the teachers mentioned that use of technologies “are a great boon for learners” as they can have first hand experiences through live presentation of the topic. Another teacher mentioned that “visualization is helpful for learning English language”. Patel (2013) stated, “[M]ultimedia teaching creates (...) the classes lively and interesting” and “has its own feature such as visibility and liveliness” (p.119). This view of Patel has been reflected among the participant teachers. One of the teachers shared that the class is “live and interesting and therefore student are never bored in classroom”. It was found that all participants are being benefitted by using technology in classroom.

In question nos. 5 and 18 participants were asked to compare between technologically advanced classroom and traditional classroom in respect of communication with students and outcome from the classroom. All of the participants mentioned that technologically advanced classroom helps them to build up good communication with students and the out from the classroom is better.

4.1.2.6.1 Promote Communication

The participants mentioned that it help to promote communication with the students. One of the teachers mentioned that student “tend to be inactive in traditional classroom”. Technologically advanced classroom is “more useful and more effective, because in digital classroom students can have access to practical knowledge”. In such classroom, “students seem to be in a different world” and that’s why, technologies help teachers to teach and communicate with their students better than traditional classroom.

4.1.2.6.2 Better Outcome

In the last question the researcher wanted to know as to which classroom is better in terms of outcome. Most of the teachers expressed that technologically advanced classroom is much better than traditional classroom. Technologically advanced classroom removes “monotony of teaching” and students remain “spontaneous and interactive”, whereas “in traditional classroom students are not eager to do that”. However, one of the teachers mentioned that “in respect of our country traditional classroom is more effective”.

4.1.2.7 Limitations of teaching with technology

As discussed above, there are a lot of benefits of using technology in language classroom. But there are some limitations too and the participants mentioned them in question no. 6. Four of the teachers mentioned that the use of multimedia and internet “hinder the innovative power” because they start depending on digital contents or material. One of them added that these are making teachers “little idle”. One of the teachers stated, “not only teachers but also students are going to blow their creative thought”. Students start to use readymade materials, notes, ideas etc. from internet. This will increase chances of plagiarism and tendency of memorization. One of the teachers mentioned that “lack of practical procedure” is one the limitations. Another mentionable limitation is speedy and unfamiliar accent of native speakers make students uncomfortable for practicing listening skill. The teacher also mentioned that sometimes students remain silent when they cannot understand the native speaker’s pronunciation. One of the teachers mentioned two main problems are “load shedding and disconnection while using internet. Besides, sometimes projector does not work; laptop charge issues also create problems in multimedia classes.”

4.1.2.8 Teachers’ training on the use of technology

In question nos. 7 and 8 the participants were asked as to whether they attended any training program on the use of technology in language classroom and whether the training program helps them to use technology in classroom. However, all participants answered negatively. None of the participant teachers did attend any training program. The following table represents the responses of participants:

| Question | Responses (Yes) | Percentage |
|--|-----------------|------------|
| Did you attend teacher training program under the Government of Bangladesh or any other training program on the use of technology in language classroom? | 00 | 0% |

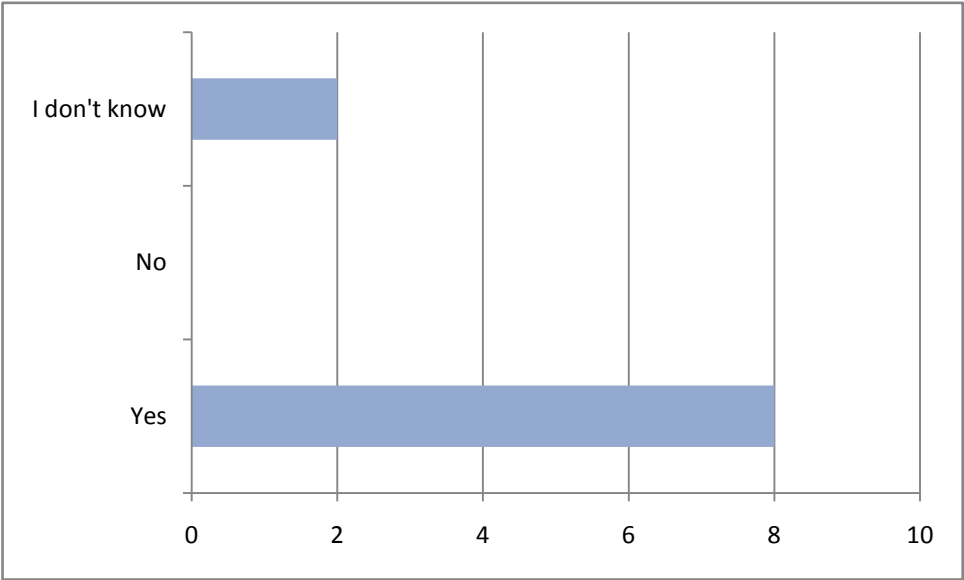
Table 4.4: Response to question no. 7

In question no. 8 the participants were asked whether they think that training program is needed for using technology in classroom technology in classroom. There were three options -“yes”, “no” and “I don’t know”. Only two of the teachers answered “I don’t know”, and rest of them answered “yes”. The following table represents the responses:

| Question | Yes | No | I don’t know |
|--|-----|----|--------------|
| Do you think training program is needed for using technology in classroom? | 08 | 0 | 02 |

Table 4.5: Response to question no. 8

The following graph represents the above table.



Graph 4.3: Response to question no. 8

The researcher found that the participant teachers did not attend any training program on the use of technology in language classroom, but most of them think that training program is necessary. The responses of the teachers reflect Ivy's (2011) statement - "A major barrier a teacher in Bangladesh may face while attempting to use technology in the classroom or workplace is lack of effective training" (p.216).

4.2 Observation:

The researcher observed two English language classrooms; one was a technologically advanced classroom and the other was a traditional classroom. The observation will be analyzed in the following sections.

4.2.1 Types of technologies used in language classroom

When the researcher observed the class, she found that the teacher was using multimedia projector and presentation software (i.e. MS power point slides). The size of the class was large. So, the teacher was using microphone. He was also using remote to change the slides time to time.

4.2.2 Teaching of language skills and systems with the use of technology

When the researcher observed the class she found that the teacher was showing a slide and asked students to read out a passage shown on the slide. Then the teacher was asking different questions on that passage. Thus the teacher was teaching the reading skill by using presentation software.

4.2.3 Students' responses towards teaching with technology

As the researcher went to observe the classroom, she observed how students respond towards teaching with technology. The researcher found that students were participating in the class interactively and spontaneously. Sometimes they were coming up with wrong answers; nevertheless they were trying to communicate with the teacher. Some students were feeling shy to participate in the class activities; however the teacher was asking them questions to justify their understanding.

4.2.4 Use of materials other than text books in technologically advanced classroom

The researcher observed that the teacher was using some pictures and illustrations in the slide which were not included in the textbooks. At the last part of the class the teacher played a video clip on Royal Wedding from BBC and asked students to watch the video and concentrate on pronunciation. After playing the video clip the teacher went on to ask questions from that video. Thus the teacher was focusing on listening skill and pronunciation. Thereafter, the teacher also gave students a writing task on the video.

4.2.5 Benefits of teaching with technology

The researcher observed that the teacher could easily interact with students by visualizing the lecture. Students were also very interactive in the classroom and it helped to build up communicative teaching. By using audio clip and playing dialogue the teacher was focusing on listening skills and pronunciation. Thus it helped the teacher to promote his students' listening skill and teach them correct pronunciation.

4.2.6 Limitations of teaching with technologies

The researcher found that the size of the classroom was very big and a large number of students were in the class. It was tough for the teacher to engage everyone during the lecture. When the teacher played the video clip some students were struggling to get understand of the pronunciation as the speakers of the video were native speakers. When the teacher asked students questions on the video, some students failed to provide correct answer. Moreover, the researcher observed that the texts on the slides were not clearly visible from the rear bench of the classroom because of the color contrast of the background and texts.

4.3 Discussion with Focus Group:

After observing the class the researcher held discussion with some students of the class. As it was an unstructured interview, like natural conversation, the researcher asked them whether they like such technologically advanced multimedia classroom. All of the students responded that they like this classroom very much. Then again the researcher asked them that why they like this classroom. One of the students told that teachers show them various pictures, sometimes video movies etc. and thus they can learn proper 'accent'. He also said, "the classes are full of entertainment rather than boring lecture". Students also added that they hardly miss these classes because teachers are friendly and "not strict" in this classroom. The researcher asked them as to what are the skills they learn from this classroom. They did not understand this question. So, the researcher rephrased the question and asked, "Do your teacher teach grammar in this classroom?" They replied 'no'. "Then what about speaking, listening, reading and writing" - the researcher asked. The researcher also added - "Do your teacher practice speaking and listening with you in the classroom?" Students replied that sometimes teacher ask them to read out from a

passage and then ask questions and sometimes the teacher ask them to act some characters in pairs or groups.

Chapter Five: Recommendation

The purpose of this study was to explore the teachers' perspective of teaching with technology in college level of Dhaka city. As the researcher found only a few colleges are using technologies to teach language, the study attempts to find out what are technologies being used to teach different skills and language systems and outcome of the technologically advanced classroom. After gathering all information and data analysis the researcher provides some recommendations on certain issues.

5.1 Issues of problems from the data analysis and Recommendation

Issue 1: No teachers' training on the use of technology in ELT classroom:

From the analysis of the responses it was found that the participants did not attend any training program to conduct technologically advanced classroom and most of the teachers realize that they need to attend training program to get best outcome from their teaching. Ivy (2011) stated that, "there are no training schemes for language teachers to learn the use of whatever technology there might be. Teachers are expected to know these already or get help from their colleagues"(p.207).

In order to achieve the effective teaching from teachers, the education experts should introduce and spread the teachers' training program to get best outcome from technologically advanced classroom. If there is no such training program, then it is not wise to expect best outcome or resourceful teaching from teachers. The Ministry of Education and other education experts should not only introduce but also plan wide spread training program throughout the country to get best outcome from language teachers.

Issue 2: Traditional way of teaching Grammar:

The study shows that only 20% teachers are teaching grammar by using technology and rest of them are teaching in traditional way. According to the National Education Policy 2010, “grammar would be taught through communicative approach” (p.2). But most of the teachers are using traditional way to teach grammar in language classroom. So, teachers need to be aware and trained up about how to teach grammar in communicative approach both in technologically advanced classroom and traditional classroom.

Issue 3: Introduce Technologically Advanced Classroom all over the country

The researcher found a few number of colleges are using multimedia and all of them are non government educational institutions which have strong financial support.

In the primary stage of this study the researcher contacted with a number of colleges in order to know whether technology is used for teaching English language in the respective colleges. The researcher found that most of the colleges do not have such facilities. Use of technology in classroom involves huge expenses as a Lecturer of English in a non-government college told the researcher, “I know that use of technology would be beneficial for the teachers as well as the students, but we cannot use it because we do not have enough fund to install and maintain necessary equipments”. On the other hand another lecturer of a government college told the researcher - “Our hands are tied, because we cannot install any technology unless provided by the government. Moreover, we cannot go beyond the national curriculum. I do not think government can introduce technologically advanced learning process so easily because it will involve huge cost to implement any such project throughout the country”. Therefore, considering

the said statements of teachers the researcher is of the view that government intervention is necessary to promote use of technology in teaching language. The researcher recommends that audio-visual learning system should be included in the national curriculum to develop language skills. Otherwise, discrimination in the education system will develop between colleges which provide technologically advanced classroom and colleges which do not have such facility.

Issue 4: Problems in Technologically Advanced Classroom

One of the participants shared that students sometimes face trouble to understand the accent and pronunciation of native speakers. To avoid such problem teachers can use modifying audio and video clip, English news presentation of Bangladeshi presenter rather than BBC, CNN news reports.

Another participant added that there are problems with internet connection, load shedding and technical issues regarding technologically advanced classroom. To decrease these problems, the authority should ensure good internet connection and power back up. Researcher also found that there are one or two technologically advanced classrooms in the educational institutions and students are shifting during the class time one class to another. However it would be convenient for both teachers and students if the technological options are provided in every classroom.

At the end, researcher proposes that above mentioned recommendations can be implemented to get best possible outcome from the use of technology in language classroom.

Chapter Six: Conclusion

Studies have shown that the use of multimedia and internet have positive impact in language teaching. It helps to promote communicative approach of teaching, use of authentic materials, introduce a lot of exposure to students. It also provides learners communicative learning environment and enrich their knowledge from outside textbooks. Technologically advanced classrooms are becoming popular day by day to teach language. In this study, the researcher also found that students are very enthusiastic to learn language through technology. If the government of Bangladesh introduces the use of technology and internet for both teaching and learning English language in national curriculum, students would be motivated to learn it accurately and learn how to use English in real life.

In Bangladesh, almost all of the universities, both public and private, use technology in the classroom and medium of the education is mostly English. Before entering into the universities, students at college level have to make themselves prepared to get admission for higher studies. It is, therefore, very important for a college student to have good command over English language. Because of poor quality of English a lot of meritorious students fail to get admission in good and reputed universities. Therefore, attention should be given to the use of technology in college level throughout the country, so that teachers can teach different skills English language efficiently as well as students can learn the language with proper understanding.

Textbooks are not always enough to teach English language as the purpose of English language is to use it in real life context. To use it in real life context, learners need to get a lot of varieties exposure to improve their proficiency level. The use of multimedia and internet in classroom help to get different types of authentic language material. The researcher did not evaluate the

textbook which is provided by the National Curriculum and Textbook Board (NCTB), but she found that it does not provide any audio-visual material for teaching and learning English. Therefore, the researcher suggests that education experts should consider this issue and provide some audio or visual material with the textbook, so that students can learn English language properly native like. If some audio or visual material can be provided along with the textbook, it would be a small step to implement the use of technology in language classroom.

From the responses of survey, it has been found that participant teachers did not attend any teacher training program on how to use technology in English language classroom. It suggests that education experts should pay more attention on this issue. Proper training can enable teachers to provide best outcome.

The method of the study was not free from limitations. The major limitation was the number of educational institutions which were selected for this research, as the number is very small in comparison to the total number of colleges of Bangladesh. Moreover, enough colleges could not be covered because of time constraints and availability of technologically advanced classroom. If there were enough time for the research, the researcher could overcome these limitations.

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Appendix-01

Teacher's Questionnaire

At present, I am pursuing M.A. in English under the department of English and Humanities (ENH) of BRAC University. In order to complete my degree I have to submit a thesis paper. For the purpose of my paper I need to conduct surveys among teachers of English language classes in colleges. Your answers will be strictly confidential and used only for the purposes of the research. Your co-operation will be highly appreciated.

Section A: Personal Information

1. Name:
2. Teaching experience (year/s):
3. Teaching institution:
4. Teacher's training:
5. Contact number: _____ Signature _____

Section B: Instruction

Please respond to the following items from your teaching experiences. Thank you for filling out this questionnaire.

1. Which of the following technologies do you use to teach language in your classroom? You can tick more than one option.
 - (a) Multimedia projector
 - (b) Internet
 - (c) Presentation software
 - (d) Word processing
 - (e) Digital video
 - (f) Audio
 - (g) Web page
 - (h) E-mail
 - (i) Video conferencing
 - (j) Touch screen board
 - (k) None
 - (l) Others _____

2. How does technology help you to teach language in your classroom?

3. For what purposes, do you use technology in your classroom? Describe briefly with some examples.

4. How do your students respond toward multimedia classroom? Do they like the environment?

5. Do you think that using technology or multimedia helps you to teach and communicate with your students better than traditional classroom? If yes, explain how?

6. What are the disadvantages of using technology and internet that you or your colleagues have experienced? Describe briefly.

7. Did you attend any teacher training program under the Government of Bangladesh or any other training program on the use of technology in language classroom?

Yes No

8. Do you think that training program is needed for using technology in language classroom?

Yes No I don't know

9. Do you use materials or supplementary outside from your textbook?

Yes No

10. What are the skills you focused in technologically advanced classroom? You can tick more than one option.

a) Speaking b) Listening c) Writing d) Reading

e) Grammar f) Pronunciation g) Vocabulary

11. How do you teach grammar by using technology in classroom?

12. How do you teach reading by using technology in classroom?

13. How do you teach writing by using technology in classroom?

14. How do you teach vocabulary by using technology in classroom?

15. How do you teach speaking by using technology in classroom?

16. How do you teach listening by using technology in classroom?

17. How do you focus on pronunciation by using technology in classroom?

18. What do you think about outcome from traditional classroom and technologically advanced classroom? Which one is better and why?

Appendix-02

A classroom Observation (Adamjee Cantonment Public College)

Report

I observed the English first paper class in Adamjee Cant. Public College. There I observed the Class- XI and the teacher was focusing different skills or it was integrated with different skills. The class was a review of first terminal examination. So, the teacher was discussing different chapters as well as issues. He was using slides to delivered lecture. He used images and picture in his slides. Firstly, he was focusing on reading and vocabulary on the topic Biography of legendary. He was referring outside from textbook like “what is tragedy drama?” He also asked one of the students the meaning of verticals and synonym of pioneer. At the end of the class he used a video clip of BBC news about royal wedding. Then he asked to write what they knew about royal wedding and what are the informations they gathered in the class.