Use of ICT in Language Class-rooms: A study on Teaching at tertiary level student's in Dhaka city

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Statement of Original Authorship

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Abstract

The purpose of the study is to examine the use of ICT in language class-rooms on tertiary level students of Dhaka city. It has been considered as a good tool for teaching English to the students towards writing, reading, listening, speaking, and performance. But to give actual reasons of facing difficulties, the impacts on their study and finally coming up with some possible solutions to overcome it is the main issue of the study. Universities had been chosen as my research area and both teachers and students will be the targeted people of this research. Qualitative method had been applied in this research. The key instrument of this research will be interview of the teachers, Focused Group Discussions, and Class-room observation checklist will be there.

The interview questionnaire contained twelve questions which help to gathered information on teacher's information, perception about using ICT in language class-rooms. The focus group discussion for students also contained twelve questions which gathered information on general (during the middle university visit), reflection (during activation stage in university), and reflection (post activation stage in university).

The teacher interview results showed that the teachers involve students in using ICT in the class and the teacher should be aware of how to use and develop things when an exercises is in progress and the students should be involved. The focus group discussion results showed that by utilizing ICT, teachers are able to plan their lessons more efficiently. ICT can improve teaching by enhancing prior knowledge and introducing new ways of teaching and learning and they added that, when a teacher have used ICT as a classroom tool. It has given many benefited to them. Limitations of the study and significance and other area are discussed.

Keywords

- **ICT**- It is also known as information and communications technology (or technologies), is the infrastructure and components that enable modern computing.

- **ELT-** It is the teaching of English to people whose first language is not English. Also known as 'English Language Teaching'.

- **Authentic materials**- Teachers put authentic English material into their lessons to expose learners to the language as it is spoken in the real world. Any material written in English that was not created for intentional use in the English language classroom. Using authentic materials this content to teach the English language can make the learning process even more engaging, imaginative and motivating for students.

- **E-learning**- it is utilizing electronic technologies to access educational curriculum outside of a traditional classroom. In most cases, it refers to a course, program or degree delivered completely online.

- **Visual aids**- When a picture or a diagram teacher show to learners to help their understanding is known as visual aids. In the class-rooms can use pictures, video, symbols, gestures and facial expressions as visual aids.

- **World Wide Web (WWW)** - It is an information system on the Internet which allows documents to be connected to other documents by hypertext links, enabling the user to search for information by moving from one document to another.

- **Blended learning**-It is an education program (formal or non-formal) that combines online digital media with traditional classroom methods. It requires the physical presence of both teacher and student, with some element of student control over time, place, path, or pace.

- **Flipped classroom**-It is an instructional strategy and a type of blended learning that reverses the traditional learning environment by delivering instructional content, often

online, outside of the classroom. It moves activities, including those that may have traditionally been considered homework, into the classroom.

- **M-learning**- M-learning or mobile learning is learning across multiple contexts, through social and content interactions, using personal electronic devices. A form of distance education, m-learners use mobile device educational technology at their time convenience.

- **OHP**- a piece of electrical equipment used when giving a talk, which shows words or pictures on a wall or large screen so that many people can see them.

- **PPT**- PPT is a file extension for a presentation file format used by Microsoft PowerPoint, the popular presentation software commonly used for office and educational slide shows. All text images, sound and video used in the presentation are contained in the PPT file.

- **CAA**- Computer Assisted assessment (CAA) is a common term for the use of computers in the assessment of student learning.

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Chapter: 1

Introduction

This study aims at finding out the uses of ICT in language class-rooms for teaching English at tertiary level students of Dhaka city of Bangladesh. In this chapter of the study, the background of the study, context, significance, scopes, purposes of the study are explained. This chapter has described also the contextual need of the use of ICT in language classrooms. Then the purpose of the study along with the significance and the scopes of the study are mentioned too. The purpose of the study and the overall outline of the thesis are also included.

1.1 Background of the study

The 21st century is the age of technological development and this is reflected in all spheres of life, including teaching and learning of English as a foreign language. The implementation of Information and Communication Technology (ICT) is very common in our daily life moreover; it's being highly used and practiced in terms of teaching and learning languages in developed worlds. The researchers and linguists are now emphasizing the need for all learners to master what they call "21st century skills" which is also fairly similar to what the Government of Bangladesh acquires to accomplish through 'Digital Bangladesh'. This digitalization of education is important to integrate the use of ICT in classroom activities. Specifically in teaching English language the use of technologies has been proved successful and at the same time use of ICT in language classrooms is very much important and interesting as well. Teachers have decide use of ICT as it can easily and effectively promote the language learning at the secondary level in Bangladesh (Islam, 2014).

Research conducted in the context of Bangladesh has so far focused mostly to issues relived to use of ICT in language classrooms. Therefore, several other studies conducted in the contexts of Uganda, Punjab and India has been explored to establish the framework of this research. Later on, a single indirect study on the ICT Education in Bangladesh by Md. Zakir hossain & Saba (2016) was conducted which somewhat helped to understand the context of ELT teaching

situation in the secondary level of education, Bangladesh. If the use of ICT is executed in the language classrooms appropriately in Bangladesh then it will be possible to accomplish the goal of digitalization in the field of education.

1.2 Context of the study

The context of this study is three selected private universities of Dhaka city and one public university of Dhaka city. The level of the learners is tertiary and the range of education level of the teachers is Masters to PhD level from the department of English. The integration of ICT in secondary education in Bangladesh has brought a significant change in language class-rooms. Secretary, Ministry of Education, Bangladesh reports

'The ICT based teaching and learning has been announced and practiced as a mandate in Bangladesh. Besides, the Ministry of Education is also providing online services for education related issues and implementing its actions of imparting broad use of ICT in classroom teaching. As a result it has made a comprehensive change in the education system of Bangladesh.' (Ministry of Education, Bangladesh, 2003)

One major source of earning for Bangladesh is the remittance from Bangladeshi people working overseas (Hoque, 2002). Bangladesh sees ICT as an important potential area for earning foreign currency, and consequently established the National Information and Communication Technology Policy-2009 [NICTP-2009] as a key initiative to develop competent ICT resource persons who will work for international ICT markets and contribute to the national economy. This policy is also reflected in the recent education policy in Bangladesh where particular emphasis is placed on the development of ICT competency among the students (MOEBD, 2010).

The use of computer with the accessibility of internet is increasing day by day. A language teacher can collect so many relevant information and materials of language learning and teaching through internet such as videos, audios, pictures, tutorials etc. On the other hand, the scenario is

completely different in the rural areas. In the rural area accessibility of internet can be low, lack of high speed and network cannot be found.

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ICT is the term that is currently used worldwide to describe new technologies which depend mainly on computer and the internet. Even the traditional technologies such as radio, television and telephone are considered as ICTs (Ibrahim, 2010).

The application of ICT opens more windows for communication and practice among peer learners: they can exchange information in real time, they can participate in blog discussions, work in teams on different projects, exchange emails, search for information etc. By using the authentic material provided by the internet we will have a better insight into the culture and people whose language we study (Padurean & Margan,2009;Rozgiene, Medvedeva & Strakova, 2008).Moreover, learners can be benefitted from any tutorial from audio/video and at the same time it can give them a new dimension of learning a language. In this context it can be mentioned Bangladesh Open and private University which has been providing audio and video-based language learning opportunities to the students ranging from secondary to Masters in Bangladesh since 1992. Therefore, this particular work also aims to find out the use of ICT in language class-rooms and the essential steps that might help the students and teachers. The proper planning of using ICT in language class-rooms can be beneficial for the students and teachers as well.

1.3 Scope of the study

In the context of Bangladesh the University level education is considered as the highest level and a vast number of teachers and students are enrolled and involved in different universities in Bangladesh for pursuing their studies. The rate of enrolment in university sector increased drastically in last decade but in terms of quality, it is not up to the mark.

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1.4 Purpose of the study

The prior objective of this study is to investigate the use of ICT in language classrooms among university student and teacher. The peripheral purpose of this research is to look the current role and reactions of the learners and teachers towards the use of ICT in the language classroom context through classroom observation and Focused Group Discussion (FGD) of the students and teachers' interview. Therefore, to achieve the proposed goal, one central research question followed by two sub-questions have been selected by the researcher:

1.5 Research Question

The study has the following research questions:

General Question:

➢ What is the role of ICT in language class rooms at the tertiary level students of Dhaka city?

Specific Questions:

➢ How to make proper utilization of ICT in language class rooms?
➢ How can a teacher implement the language teaching techniques by using ICT?

1.6 Significance of the study

Since the concept of ICT is quite new in Bangladeshi context there is formally it can help the educators or teachers in this area. This study can be beneficial and enrich the literature of Bangladesh's perspective. Besides, if any university decides to initiate a computer assisted language course this study will inform them about the existing situation of ICT at the tertiary level. The teachers and the administrators will understand why teachers need training on using computer and what kind of training will be helpful for them.

1.7 Theoretical framework:

The theoretical framework for the research is self-regulated learning. According to Pintrich self-regulated learning is an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behavior, guided and constrained by their goals and the contextual features in the environment (Pintrich, 2000: 453)." Pintrich (2000) also points out four phases of self-regulation, which are: forethought, planning and activation, monitoring, control, and reaction and reflection. Moreover, he defines four areas of self-regulation, where he includes cognition, motivation affect, behavior and context.

According to Zimmerman ,"students can be described as self-regulated by the degree that they are getting meta cognitively, motivationally, and behaviorally active participants in their own learning process" (Zimmerman, 1989: 329). In Zimmerman and Tsikalas (2005) one can read that according to a social cognitive perspective, self-regulated learning happens dynamically in three cyclical stages: forethought, performance, and self-reflection.

1.8 Delimitation of the study

To reach the objectives of this study and gather all the information within the limited time frame this study delimits itself by skipping some universities by focusing on some target universities only. 3 private universities and 1 public university in Dhaka were examined to collect data that is one third of the total number of universities in Dhaka. Only the English language teachers were interviewed to collect data. The teachers who teach literature were excluded from this research.

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1.9 Limitation of the study

Every study has some limitations so as this study have too. This study was not enrolled as per planned of the researcher. This study was conducted on some universities in Dhaka. The scenario of the universities outside Dhaka might be different. A limitation of this research was it was very difficult to complete the research within the given time. It was also a challenging task to do the FGD because of time constrain of the students and to gather students together at the same time. Since it was the major task, to take teacher interview part. In fact those Universities didn't give the permission to record. Another challenge for me was observing the classes. It was difficult to explain to the participants some questions. Some students may not answer all the questions according to the questions that I was given to them. A same thing was happened with teachers. At last, there was no suitable place to sit with the participants for the FGD.

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1.10   Thesis Outline

Chapter one describes a brief outline about the study, including the background of the study and the context, the scope and purpose of the study, the specific research question, associated research questions, significance of the study and theoretical framework; and lastly, the delimitation and limitation of the research.

Chapter two reviews the existing literature based on the topic of the study, concepts and terminologies centered on the study. The relevant materials from the extensive bodies of literature on the historical development of ICT and thus it help to determine the significance of the use in present practice of language class-rooms in teaching and learning. It reflects on the nature and problems of current classroom conversations that takes place in the oral communication classrooms of a private university.

Chapter three outlines the research methods for this study by combining both qualitative and techniques. It provides a brief description on the selected study areas, the data collection method and analysis strategy along with the emerged challenges.

Chapter four includes a detailed account of the research findings based on the Focused group discussion, teacher's interviews and class-room observation checklist. It presents an attributed account of the results of this study and also discusses the reasons behind their occurrences.

Chapter five displays the research questions by discussing them from the theme based perspectives. It explains how the researcher analyzed the qualitative data. Which based on the research questions? This chapter also connected with the literature review also.

Chapter Six displays the conclusion of the following research "Use of ICT in language class-rooms: A study on teaching English at tertiary level student's in Dhaka city.

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Chapter: 2

Literature Review

The effective use of ICT is a new term in the developing countries though it has been practiced for years in the developed countries. The appropriate execution of this technology within the classroom creates a challenge to teachers and administrators equally. ICT usage has changed all the fields, ICT has brought innovation in action in teaching-learning process that includes quick access to information, online student registration, reduce burden of keeping hardcopy all the time and networking with the resourceful persons as well as e-learning. These factors help to increase the chances of awesome integration of ICT in teaching- learning process.

According to Hennessy, Harrison & Wamakote (2010), the use of ICT in primary and secondary schools with a particular emphasis on improving the quality of subject teaching and learning in classroom. The study focuses on the influence of internal factors on teachers' use and lack of use of information communication technology in the classroom. The use of ICT for teachers in education as well as professionals to teach English that creates schooling within developing contexts into technological century.

 Both the students and teachers are habituated to use ICT in language class-rooms, particularly in government institutions (Iqbal, Ali, Hassan and Aalamgeer, 2014). For introducing information communication technology, the government and the provinces have taken positive steps. Presently, in Punjab Province they have given emphasis on information communication technology from the elementary level & we have to give from elementary level.

According to Yusuf (2005), for information technology the national policy has pointed little emphasis on the combination of ICT in the country education system. At the ending part of his study, he suggests, to ensure maximum use of ICT, using policies and implications are potentials in the Nigerian school system. A comprehensive policy of information technology is being introduced in Pakistan at national level, the upgrading of information technology in Pakistan very noticeable. In the province of Punjab, secondary students are learning through the use of

technological devices such as tabs, which were introduced by their government. Presently, for their national development the ministers of education and technology are feeling the importance of ICT. Through need analysis in needed areas, successful application and implication of ICT in every sector can only be confident.

The study of Gulbahar and Guven (2008) showed the results that teachers have an interest of using ICT resources and they are conscious of the existing potential in the field of education; they are facing difficulties in term of using ICT in class-rooms and ease the access due to lack of training that they received before they have expected. The researchers showed that secondary teachers have their trainings on information communication technology. In order to improve Information communication technology that is built for a specific purpose which enhance the skills of teachers, in fact the Ministry of Education have given emphasis on the growth and development of ICT resources. Educational institutions should have organized ICT training and government has the responsibility to provide in-service training in useful environment by the skilled in the field of ICT.

According to Achimugu, Oluwagbemi, Oluwaranti (2010) the result of the research suggests that in Nigerian tertiary education, the information communication technology is becoming very important for educational reforms and it have become an major part of national education policies and plans. ICT can play a vital role for the teaching of teachers and learning of students, in the field of education. To enhance the speed of teaching learning process among teachers as well as students, ICT play a significance role in education.

The use of information communication technology is leaving a serious impact in our daily life and changing our habits as well. It also is making an impact on our social, moral, ethical and economical values in an active mood. Anderson said that information communication technology is changing learners, learning patterns in institutions and the real potential of information communication technology is the way it changes learners and their learning habits. In information communication technology, a term called e-learning, combines both pedagogy and technology in this technological period of time. For this perspective we to be realized, teacher's technical skills and development is necessary, critical, and at this end some of the rich resources

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available through global windows are described. So, the factors of information communication technology those are effective for the effectiveness of teaching learning process is very urgent.

It was observed by Warschauer (2000) that the style of language teaching has changed. Warschauer noted that every type of language teaching has had its own technologies fairly. For example, those teachers who followed the grammar translation method (i.e., where the teacher explained the grammatical rules and the students performed the translations) used the technology of the blackboard. This was a one-way transmission of information. Later the blackboard was replaced with the overhead projector, which allowed for a teacher dominated learning approach. In the late 70s to late 80s, in the audio labs the language classes of universities were to make mandatory. Students would enter at a scheduled time and perform repetition drills on computers in the labs (Warschauer, 2000). The main objective of the language lab was for students to gain auditory exposure to the language they were studying. New methods have come that the audio lab should to be quite. Since, it provided students with exposure to the voice of a native speaker in the mid-twentieth century. At that time, students had not much opportunity to travel. Repetitive drills that emphasized technology only in the lad or in the classroom and so that communication was ignored so that it has achieved poor results. Finally, the field saw a change towards CLT to emphasize student engagement in authentic and meaningful interactions, in the 1980s and 1990s (Warschauer, 2000).

Communication has become easier than ever in human history because of easily accessible internet connection and affordable smart phones. According to Tanweer "e-mails, instant messaging, chat rooms, blogs and wikis have revolutionized the way we share information and communicate with each other. Language pedagogy, language learning and language use have been significantly moving quickly to the evolution of ICTs. In fact, Chou, ICT introduction into the language teaching classroom has provided "more interactive and learner-centered classroom environment". This has guided in itself to the emergence of various learning management systems that have pushed language instructors to adopt them for successful knowledge transmission. (Chou, C. 2010) claims that, attempting to explore the ICT use in their classrooms, "language educators are interested in research-based evidence to demonstrate the effectiveness of

e-learning tools". They are also more interested to know the perceptions of language learners on the effectiveness of ICT in language education and obstacles they face while learning through these electronic machines. However, how to overcome these challenges very little research has worked to answer the question.

According to Courts and Tucker (2012) as new technologies emerge, both students and educators are often eager to find methods of learning so that it is fully understood and can be used these technologies in their college classroom experience. On the students' part, the use of new technologies allows students to engage in the types of online communication and research. That will be highest rank for success in their not only academic but also their professional works. Schulz-Zander, Butcher and Dalmer (2002) claimed that due to different skills in the handling of ICT, the number of potential roles that students can take up in lessons is increased. In fact it was often observed that students, whose subject-related performance was rather below average, could take up functions as tutors in this field due to their ICT competencies. The best that could be said for the role of ICT in the traditional classroom is that, even if ICT used only to further traditional outcomes and even if it produces only moderate improvements in basic literacy and science this would still be a valid enterprise (Sipilä, 2013; Livingstone, 2012). However, Hayes (2007) indicated that ICT are largely being integrated in ways which will support and supplement existing classroom practices.

2.1 The Role of ICT:

In the field of education ICT is a new branch of knowledge which has been vastly influencing the society. As we may see Technology, ICT have become modernized. A new system has found in Education Technologybecause of ICT. Day by day it is growing importance. In the future it has became a compulsory subject for undergraduate courses. The concept of Educational Technology covers application of modern technological principles. Where it is necessary and effective, ICT today is playing a vital role in improving the quality of education in any country. It is vastly influencing the Media, Micro-Teaching strategy using Television, Radio, Radio-vision, Computer, Mobile etc. To improve education ICT may be taken as one of the great new

borders of opportunity provided for teacher and students through a systematic application of intelligence and effort. Certain aims and objectives are kept in mind when someone is going to create a lesson plan is designed for UG level. The use technology in teaching, methodology of teaching has been changed and it shifts from teacher-centered to learner-centered. In learning process a teacher should become more aware of his/her role as facilitator or helper in learning process. An active participation of the students should be designed in such a way when a teacher teaching any subject using ICT. The new generation teachers are using ICT in their classes as long as they can. Thus, this process is applied to undergraduates the progression has amazing results. It has a very clear impact on the learners, the factor on being recognized, started to become pre-dominant all over.

2.2 Concept of ICT:

Nowadays, ICT could be a vital learning tool in education. Using computer with fast internet as well as using devices with the accessibility of internet is very common scenario in the modern days. Computer networks are widely used as anytime and anywhere are the slogans of people living in the 21st century". One of the practical examples in teaching and learning language has introduced an innovative teaching methodology by using information and communications technology (ICT). ICT learning experiences include learning the different ICT equipments such as MP3 and MP4 player, digital cameras, digital camcorder, mobile phones. For the outcomes, the learning process is very successful and the school will soon apply the same learning approach to other classes. The latest ICT tools have revolutionized the teaching and learning practices. It has generated tremendous interest among children too. We encourage our students to learn the advantages of technology because it is important, both as a teaching tool and as an increasingly important part in their lives". Multimedia activities could be used in proper teaching and learning steps in the classroom especially for assigning students' homework and in class exercise. As part of learning process, homework and in-class exercises are given to students to help them in memorizing and revising what they have learned in classes. Assignments are also provided as a practice in helping students to solve problems and case studies. Multimedia presentations are usually used to describe a topic and illustrate it using visualization of objects and process. It has

become mandatory to all the undergraduate students to perform their presentation on projector. These can be proved with a statement by a year-three students, Maheen Shariff said that "I learned the body parts in Arabic using my Nintendo DS. I did this by drawing them on the DS the capturing them using a camera. After that I sent them to the laptop using Bluetooth. I can now learn language and technology at the same and I am really enjoying it!" (Sirkema, 2007). The multimedia activities are also able to test the explained matter using several prepared exercise as well and by applying this method, students could also improve their ICT knowledge too.

There are two different views about the concept of educational technology. Educational technology means the media born of the communication revolution which can be used for instructional purposes, alone or in combination, with the teacher, textbook, and blackboard. These media may include radio, television, films, overhead projectors, programmed instruction, computers and other items. International ICT literate panel defined that ICT literacy is more than technology literacy. ICT literacy includes Information and digital environment. This indirectly explains that even the students who work and live in digital environment have some set of skills in using and accessing information for effective learning. Oblinger et. that ICT literacy is the ability to use digital technology, communication tools and or networks appropriately to solve information problems in order to function in an information society. According to another university of thought, educational technology goes beyond any particular machine, medium or device. In this sense, educational technology means a systematic way of designing, implementing and evaluating the total system of learning and teaching in terms of specific objectives, based on research in human learning and communication and employing a combination of human and non-human media to make the instructional system optimally effective.

The major reasons for using the ICT at undergraduate classes are as following:

- To provide meaningful resources and information for learning language.

- To enhance and elaborate the learning experiences of the learners.

- To include wide variety of learning activities could find interesting by the learners.

- To overcome the physical difficulties of presenting certain matter.

Thus, whatever is being visual aid help a teacher to reach his /her objectives? By electronic devices the aids which can be prepared and presented manually are replaced, because it has developed a lot. Whenever it is needed the teacher basically must contribute to the training of the individual to teach new ideas, concepts, facts, and techniques in a standard and concrete manner so that the latter will be benefited by the subject may implement the same. Apparently lesson has its own impact on the students when a teacher explains a lesson in a normal style.

2.3 Benefits of using ICT:

It is important to acknowledge that students are already interested and engaged in using technology, this creates many amazing opportunities for schools and teachers to benefit from integrating some forms of technology in the classroom and to make teaching and learning more effective. Here are some of the main benefits of using technology in the classroom.

Improves engagement:

We are now living in the era of technology and the World Wide Web (WWW). According to Chuah, the impact which has been brought by this media is very visible. These updated and modern technologies have brought a drastic change in our life and their frequent innovations have already changed the way of our language learning. A variety of learning opportunities for students to learn language it provides. The Internet and the World Wide Web (WWW), able to provide supplemental language activities that can help students with such areas as motivation and skills, concentration, cognitive processing, independent learning, critical thinking, and teamwork, all important skills for the language learner.

When technology is integrated into lessons, students are expected to be more interested in the subjects they are studying. Technology provides different opportunities to make learning more fun and enjoyable in terms of teaching same things in new ways. For instance, delivering teaching through taking students on virtual field trips and using other online learning resources. What is more, technology can encourage a more active participation in the learning process which can be hard to achieve through a traditional lecture environment.

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Improves knowledge retention:

Students who are engaged and interested in things they are studying, are expected to have better knowledge retention. As mentioned before, technology can help to encourage active participation in the classroom which also is a very important factor for increased knowledge retention. Different forms of technology can be used to experiment with and decide what works best for students in terms of retaining their knowledge.

Encourages individual learning:

No one learns in the same way because of different learning styles and different abilities. Technology provides great opportunities for making learning more effective for everyone with different needs. For example, students can learn at their own speed, review difficult concepts or skip ahead if they need to. What is more, technology can provide more opportunities for struggling or disabled students. Access to the Internet gives students access to a broad range of resources to conduct research in different ways, which in turn can increase the engagement.

Encourages collaboration:

Students can practice collaboration skills by getting involved in different online activities. For instance, working on different projects by collaborating with others on forums or by sharing documents on their virtual learning environments. Technology can encourage collaboration with students in the same classroom; same school and even with other classrooms around the world.

Learns useful life skills through technology:

By using technology in the classroom, both teachers and students can develop skills essential for the 21st century. Students can gain the skills they will need to be successful in the future. Modern learning is about collaborating with others, solving complex problems, critical thinking, developing different forms of communication and leadership skills, and improving motivation and productivity. What is more, technology can help develop many practical skills, including creating presentations, learning to differentiate reliable from unreliable sources on the Internet, maintaining proper online etiquette, and writing emails. These are very important skills that can be developed in the classroom.

Benefits for teachers:

With countless online resources, technology can help improve teaching. Teachers can use different apps or trusted online resources to enhance the traditional ways of teaching and to keep students more engaged. Virtual lesson plans, grading software and online assessments can help teachers save a lot time. This valuable time can be used for working with students who are struggling. What is more, having virtual learning environments in schools enhances collaboration and knowledge sharing between teachers.

2.4 ICT Policy Framework:

ICT policy framework is a set of principles and goals intended to govern the development, implementation, adoption, monitoring, evaluation and application of ICTs in organizations, institutions, societies or nations. It provides the rationale and philosophy to guide the planning and development and utilization of ICTs in a particular setting.

Frameworks for ICT Policy: Government, Social and Legal Issues is a reference on ICT policy framework and a guide to those who are involved in ICT policy formulation, implementation, adoption, monitoring, evaluation and application. This comprehensive publication provides background information for scholars and researchers who are interested in carrying out research on ICT policies and promotes the understanding of policies guiding technology.

The Government of Bangladesh in an effort to harness the power of ICT formulated its National ICT Policy in the year 2002. A revised National ICT Policy was passed in 2009. The National ICT Policy 2009 has incorporated all the components of the National ICT Policy 2002 in a more structured manner. Some of the specific policy statements relevant to education are stated below:

- Assess skills of ICT professionals and meet gaps with targeted training programs to overcome the short-term skills shortage in the ICT industry and adopt continuing education and professional skills assessment and enhancement programs.
- Encourage closer collaboration between academia and industry to align curriculum with market needs.

- Establish an ICT Center of Excellence with necessary long-term funding to teach and conduct research in advanced ICTs.

- Enhance the quality and reach of education at all levels with a special focus on Mathematics, Science, and English.

- Boost use of ICT tools in all levels of education, including ECDP, mass literacy, and lifelong learning.

- Ensure access to education and research for people with disabilities and special needs using ICT tools.

- Establish multimedia institutes.

- Initiate diploma and trade courses to enable ICT capacity building for teachers. Teacher training institutes to be empowered with ICT capacity to meet the challenges.

- Create reliable and accessible national databases.

- Promote the use of ICT for the purpose of training in the public sector.

- Initiate development of a sizable resource of globally competitive ICT professionals in order to meet local and global market requirements.

- Administer the successful enactment of laws and regulations that conform to World Trade Organization stipulations to allow for consistent ICT growth.

- Promote distance education, set up institutes and infrastructure for e-learning training programs.

- Develop seamless telecommunication network for the unhindered implementation of ICT policy.

- Ensure public access to information through setting up of kiosks. Encourage the participation of private sector for ICT implementation.

2.5 The Importance of Using ICT in Teaching-learning Process:

Although, many universities around the world are equipped with computers with Internet access in every classroom, multimedia labs, projectors and everything a teacher would need to transform a lesson into a learning experience for their students through multimedia, it is the teachers who lack guidance as to how to use this equipment and how to implement it into every-

day's lesson. Also, the recent advancement of technology has made it even more difficult for teachers to adopt and integrate ICTs in their classrooms. This is translated into an impediment since teachers do not accept or use what they do not know; consequently this is where their negative attitude towards ICTs ensues from. In order for teachers to trust this new current they will first have to understand it, be familiar with it and know how to use it. In the case of India, universities are equipped with technology while teachers have not received equivalent background knowledge to support all the technology they have in their classrooms. Reading between the lines, we understand that even when teachers and universities are provided with state of the art facilities, it is always teachers' attitudes that have to be favoring ICTs use in order to achieve adoption of ICTs in a classroom. Hence, teacher re-training should be planned, in order to provide the teaching staff with the ability to lead the way and research the way in which students can best learn through technology. Furthermore, getting teachers to use the ICTs already existing in their classrooms, will enhance critical and cognitive thinking skills of students, therefore the students will be able to evaluate arguments, analyze problems and apply what they have learnt. Besides, if the use of ICTs is motivational for students, it can be for teachers too. It is crucial that teachers see the implementation of technology into their lessons as better than the earlier practices, while in agreement with their current values, former experiences and needs. Providing that they gain professional development through training programs leading to the acquisition of diplomas, teachers will find an incentive in implementing their new knowledge into their lessons. Moreover, discussing the problems teachers may have in special cooperative sessions shall also minimize all the reasons mentioned above that prevent teachers from feeling comfortable to use ICTs in their classrooms constantly changing and that they shall have to gain knowledge of how to use all these new tools. In order for that to be accomplished though, there shall have to be gestures both by schools and governments to offer teachers the opportunities to gain this knowledge and motivate them to do so through the acquisition of certificates, officially proving this newly gained knowledge. It is important that teachers know how to use ICTs in their classes in order to incorporate them into their way of teaching on a regular basis. Allowing our teachers to feel threatened by ICTs will result in the discontinuance of their use. Consequently, perceiving ICTs as an aid, rather than a peril, teachers shall not feel intimidated by their presence in their classrooms, which in every case, is not to make the notion of the 'teacher' an obsolete

term in some dictionary in the future. Finally, we shall always regard ICTs as a means through which our students shall become acquainted with the world 'out there', broadening their horizons and realizing that since English is today regarded as a lingua franca, it is not merely the people from English speaking countries they can communicate with; it's rather a medium through which they may communicate with the whole world.

As Ibrahim discusses, Information and Communication Technologies (ICTs) have altered the way we teach and learn, taking education to another level, where a previous teacher centered approach has today become a student centered one. It is a breakthrough by all means which has revolutionized the learning process allowing knowledge to be effortlessly distributed and be able to take place any-where since according to the ''Distribution of the knowledge and learning' 'Any space is a learning space''. Since our world is constantly changing, so should educational aims and purposes. Computer Assisted Language Learning is today regarded as a critical element that has shifted educational goals from knowledge acquisition to aspects and ways that produce the development of attitudes and intellectual capabilities as well as of further assimilation of knowledge. ICTs have the four skills like Listening, speaking, reading and writing. Vocabulary has of-ten been accused to be the last care of teachers as it is thought to be taught through reading and listening and perceived as 'incidental learning'. It is profound though that without vocabulary knowledge, learners feel that their understanding of language, whether that is written or spoken, is inadequate. Trying to alter the direction things have had until now, using online reading tasks to teach vocabulary appears to be of help. Through the use of computers, learners show signs of advancement, building their vocabulary and experiencing learning in different ways, through different methods than the ones they were used to. Moreover, they become motivated; hence their attitude towards learning is positive with the use of computer playing an important role. Adding to that, the Internet which has nowadays become part of our lives can add to vocabulary acquisition since its incorporation in the second language classroom will prove to be a creative source of new vocabulary, given that the learners are trained and know how to use the Internet for this purpose. Strategies for vocabulary learning through technology instruction. These are as follows.

- Learn from visual displays of word relationships within text.

- Take a digital vocabulary field trip.

- Connect vocabulary and learning with online vocabulary games.

- Have students use media to express vocabulary knowledge.

- Take advantage of online word reference tools that are also teaching tools.

- Support reading and word learning with just-in-time vocabulary reference support.

- Use language translators to provide just-in-time help for ELs.

- Increase reading volume by reading digital text.

- Increase reading volume by listening to digital text with a text-to-speech tool and audio books.

- Combine language learning and social service.

2.6 ICT in the language classroom for undergraduates:

With the unprecedented spread, rapid growth and development of globalization, English has received the repute of being a widely used language for communication around the globe. It is conspicuous that these days the overwhelming presence and blessing of information technology has made our everyday life so comfortable that we cannot imagine a single day without its presence. Likewise, the language learning process is also not free from the touch of technology. The more technological blessing is intermingled in language learning process, the more effective output or result the learners will have. Today's students who have grown up in technology saturated environments cannot imagine a world without internet, mobile phones, video on demand, and personal computers. Use of Information and Communication Technology (ICT) tools has thus been widely accepted for learning and teaching English language in modern world as it satisfies both visual and auditory senses of the students.

The undergraduate level of education is an important milestone to the learners who seek for establishment in life or aspire to enter into the global field. Like other developing countries, in Bangladesh, English as a second language or a foreign language enjoys a high esteem for a range of purposes including further study at home and abroad, learning about world literature, increasing employment opportunities both locally and globally, communicating with foreigners

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for various purposes, utilizing the technological boon and travelling to other countries. Therefore, at present, the role and status of English here is seen increasing than ever.

But, it is really sad to see that in Bangladesh, students learning English language for almost twelve years as a compulsory course from primary level to higher secondary level perform unsatisfactorily at undergraduate level. Though the modern technologies are double-edged sword, their advantages are acknowledged over its pitfalls. No doubt they have significant, positive impacts on ELT. As such Information and Communication Technology (ICT) are creating new challenges, opportunities, and future prospects of Blended learning through the successful adoption of flipped classroom, mix-mode, hybrid, technology-mediated instruction, and web-enhanced instruction. In flipped classroom, technology plays a crucial part especially during offline class participation. Moreover, if we want to ensure autonomous learning for our undergraduate students we must depend on ICT tools. Digital tools as 'technical cultural artifacts' have long been a feature of the world of education and particularly language education. Looking at the rapid development of educational technology, GoB (Government of Bangladesh) is currently planning to introduce more amenities in English classroom with the assistance of Information and Communication Technology (ICT) tools what have been widely accepted for teaching English language across the world as it satisfies both visual and auditory senses of the students. So, digitalizing the language learning process can be an effective idea for it.

Unfortunately many public universities of Bangladesh are yet deprived of teaching in a classroom having full-fledge ICT facilities. So blended learning becomes impossible. Our undergraduate learners have an innate long-cherished appetite for E-learning. Since it is usually told that a teacher should focus on learner learning than teaching–learning, there is no alternative to use ICT Tools in English Language Teaching (ELT) classroom at possible context. Moreover, effective use of ICT can facilitate student-centered active learning, engage students in collaborative learning as well as enhance their social interaction, improve their cognitive development, increase creativity and improve their problem-solving skills (Khan, Hasan and Clement 2012). From the above discussion it is clear that ICT is very much useful for teaching and learning. If ICT is effectively implemented at the university level in Bangladesh, students are expected to be able to use English for their real life communication and as such Bangladesh will

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be able to fulfill the goal of digitalization of education as well as taste the fruits of globalization. Here are few ICT tools which can be used in English classroom.

Social media like face book: Young generation simply delves into it. There are other social platforms for the exchange of personal stories and leisure activities e.g. Blog and Twitter. Students who feel shy to talk in English in front of the instructors can share their personal stories and leisure activities in individual Facebook group. The other social networks, blogs, podcasts, video sharing (YouTube, Vimeo), photo sharing (Flickr, Picasa), social bookmarks (Evernote, del.icio.us), presentation sharing (Prezi, slideshare), discussion forums (Google group) events (Meetup) and thousands of other platforms like these as well can help them in using English through sharing.

Mobile Phones:

There are over 5.2 billion mobile phone subscriptions in developing countries. The irregular use of mobile phone in learning English as well as teaching English can help undergraduate learners. At undergraduate level nearly 90% learners have access to mobile phones. They can download dictionary in their phone. Teachers can share Video of English listening tests of (IELTS) in mobile phones and instruct students to hear at free time. To assess students can collect hard copy of question paper of that soft copy of audio materials and answer while listening. At the end of the session they will examine their own paper.

Thus autonomous learning will be prompted. Mobile learning, sometimes called M-learning accomplished while the use of small, portable computing devices thus immensely helps to improve listening test in English.

Video in Flipped Classroom:

Video plays an important role in learning and teaching English. Since English is a foreign language, students normally do not receive proper environment as input of learning English from home environment.

Web 2.0 tools:

Web 2.0 tools can promote critical and analytical thinking and also can increase creativity or associative thinking and thus enable autonomy beyond. The Web 2.0 tools are collaborative and use-generated educational networking tools, as Hargadon (2009) mentions, they can ensure participatory and continuous life–long learning. Blogs, wikis, podcasts, webcasts, and video sharing sites and twitter promote autonomy by allowing a variety of ways in which learners can interact independently.

Digital libraries:

Many public universities as well as Private universities like Jagannath University have already started using digital libraries. Actually digital libraries have received a boost in the last few years. The dream of digitalizing the vast knowledge of mankind, and making it available on online has now become a realizable goal even for the information professionals of Bangladesh. Through this access, a language learner can get more materials available within less time, energy and cost.

2.7 Education for national development:

The directives as noted in the Constitution of the People's Republic of Bangladesh (Annex1) have been taken into consideration in the formulation of National Education Policy 2009. The UN Child Rights Convention that emphasizes the ensuring of rights of children in every member state has been a further area of consideration. The primary objectives of this policy are directed

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toward the cultivation of human values. It seeks to prescribe ways through which citizens can be groomed to become leaders in pro-people development programs and progress of the society. They will become rational and intellectually accomplished human beings with ethical perceptions, who have respect for their own religion as well as for others' faiths. Education will help them to grow up as non-communal, patriotic and efficient persons free from superstitions. And simultaneously, it is only education that can equip the nation to acquire the qualities and skills that will strengthen Bangladesh to work with equal capacity and pace of the global community. This education policy will work as a basis for an education system suitable for the delivery of education which will be pro-people, easily available, uniform, and universal well planned, science oriented and of high standard according to the constitutional directives and it will also work as a strategy to counter all problems. With this idea in view, the aims, objectives, goals and principles of the Education Policy will be as follows.

- to reflect the Constitutional guarantee at all levels of education and make learners aware of the freedom, sovereignty and integrity of Bangladesh;

- to stimulate the intellectual and practical qualities of the learners so that moral, human, cultural, scientific and social values are established at personal and national levels;

- to inspire the students with the spirit of our war of liberation and develop patriotism, nationalism and qualities of good citizens (i.e, sense of justice, non-communalism, dutifulness, awareness of human rights, cultivation of free thinking and discipline, love for honest living, the tolerance of corporate life, friendliness and perseverance);

- to promote the continuity of national history, tradition and culture through an intergenerational process;

- to foster creative and thinking faculties among the learners through a system of education that contains indigenous spirit and elements and which will lead to a life-oriented development of knowledge of the learners;

- to evolve an education process that is oriented to creativity, practicability and productivity to achieve advancement in the economic and social fields of the country; to create a scientific mindset of the students and to develop in them the qualities of leadership;

- to remove socio-economic discrimination irrespective of race, religion and creed and to eradicate gender disparity; to develop non-communalism, friendliness, global fraternity, fellow-feeling and respect for human rights;

- to create unhindered and equal opportunities of education for all as per learners' talents and aptitudes, irrespective of geographical, social and economical situations to establish a society that is free from discrimination; to resist use of education as a commodity to reap profits;

- to show tolerance for different ideologies for the development of a democratic culture and to help develop a life-oriented, realistic and positive outlook;

- to ensure the marginal competencies of learners at each level so that they are discouraged from rote learning, rather use their own thoughtfulness, imagination and urge for curiosity;

- to ensure skills of high standard at different areas and levels of education so that learners can successfully compete at the global context;

- to attach substantial importance to information and communication technology (ICT) along with maths. science and English in order to build up a digital Bangladesh based on knowledge-orientation and cultivation of ICT;

- to put special emphasis on the extension of education; to give priority to primary and secondary education; to motivate the students to show dignity of labour; to enable

students to acquire skills in vocational education to facilitate self-employment, irrespective of levels of education;

- to develop some uniform and basic ideas amongst all learners; to establish a sense of equal status amongst all citizens of the country to implement a uniform curriculum of certain basic subjects at the primary level schools of diverse delivery systems; to prescribe and ascertain the learning of some uniform textbooks to attain that; to initiate some method of teaching in some basic subjects at the secondary level to achieve similar objectives;

- to ensure a creative, favorable and joyful environment for the students at the primary and secondary levels for their proper protection and congenial development;

- to help students grow up with sound moral character through lessons from their respective religious teachings and moral sciences;

- to ensure proper quality of education at each level and to correlate the competencies learnt at the earlier level (as per the aims and objectives of education) with the next one to consolidate the formations of knowledge and skills; to promote extension of such knowledge and skills; to enable the learners to acquire these skills; to motivate the people to participate in the educational process, at the primary, secondary and vocational levels, in particular to realize the objectives of education;

- to build students as skilled human resources to fight the challenges of the world threatened by climate change and other natural disasters and to create in them a social awareness about environment;

- to ensure quality of the higher education in all disciplines and motivate students in research and to create a congenial and necessary environment of research within the country through the cultivation of knowledge and sciences;

- to ensure the proper context and situations in the education system at the higher level that facilitates ideal cultivation of learning;

2.8 Digital Bangladesh: Vision-2021

In this age of globalization, Bangladesh needs to ensure the maximum use of ICT to encounter the challenge of 21st century. The present government established a "Vision 2021" whose ultimate target is to form a modern country or "Digital Bangladesh" through the effective use of ICT according to The Board of investment website (2012). The goal to digitalize the nation cannot be implemented without changing the education system of Bangladesh. Still in maximum places not only the rural areas but also in the urban areas the education that is being provided to the students and practiced by the teachers are the traditional ways. Without changing this practice it will be very difficult to reach towards the goal. So, maximum usage of ICT is highly mandatory and for reaching that goal, government is taking several initiatives and implementing their ideas and plans into practice to different levels. Both the teachers and students need to adopt this change for good.

2.9 Bangladesh Government Projects on ICT Education:

Education for All**:** According to NCTB (2009), the government of Bangladesh is making a strong commitment to implement the Education for All (EFA) projects through ensuring education to the underprivileged students both in rural and urban areas. As pre-primary education leaves an important impact on continuing the further learning, Ministry of Primary and Mass Education, Ministry of Women and Children Affairs, Ministry of Chittagong Hill Tracts Affairs and Ministry of Religious Affairs are operating pre-primary classes in rural and remote areas under development projects UNICEF (2008). To support the government, more than 150 NGOs are also operating pre-primary education throughout the country.

Electronic versions of all primary and secondary books: Another striking initiative has taken by the government in collaboration with ministry of education to covert the text books and other

supportive teaching and learning materials into a digital form from class 1 to 10 included with teachers' training materials and other stuffs. The objective of this initiative is to transform the education system in digitalized format and enhance the level of education.

ICT project for education in secondary and higher secondary level**:** The government of Bangladesh is providing laptops and multimedia projectors to around 20,500 public and private educational institutions for improving the classroom teaching-learning process. The main objective of this project is to introduce ICT to the students as well as to the teachers and proper executions in the class-rooms along with appropriate utilization through acquiring the skills and grab the maximum benefits from it.

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Chapter: 3

Research Design

A focus group discussion, teachers interview and classroom observation were the research tools for this study. The researcher has visited five universities in Dhaka city to collect the data. This chapter focuses on the research methodology and interviews and FGD that have been applied to get the outcome of the conducted work. It also highlights the major findings.

3.1 Research Methodology

Primary data have collected through face to face interviews with a structured questionnaire. The questionnaire has pre-tested on a small group of people. The researcher has used FGD and class observation to conduct this research. Secondary data have collected from research articles, textbook and other published and unpublished research materials, journals on the issues. After identifying the problem from secondary study has been conducted to gain a comprehensive idea of the problem. Qualitative research has been conducted.

3.2 Data Collection Procedure:

Only Qualitative methods have applied and the research which includes:

- Interviews:

The researcher has taken interview of ten different teachers from University level. The interview comprises ten open-ended questions in appendix-a.

- FGD:

Through the FGD students respond have found. And that was not possible without FGD. That's why the researcher focused more on FGD. Ten Questions comprises with open-ended and close-ended in appendix-b.

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- Classroom Observation:

The researcher visited one university in a week and spent 30 minutes for observing the classes. The researcher was allowed to observe the classes. The researcher sat in the classroom and noted down the information. The researcher collected the materials from the teachers; this has given the researcher a chance to understand the importance of teacher's interviews properly. Researcher observed 20 students of University level in 1 day. The setting was mostly formal and they were not informed that their class was under observation.

3.3 Participants:

Total fifty people from the different universities contributed in this research. Interviews of ten teachers were conducted for interview. The participants of the study were the university lecturers and university level students. The interview had taken on ten teachers who are currently teaching at university level. The interview questionnaire contained ten questions connected to the topic of the research. Each FGD is contained with 8 students. Forty two students (17 girls and 23 boys) from universities were taking part of this FGD sessions. When I have observed those classes that time I have taken note to find out the use of ICT behind teaching English. I have gathered all the data during observation that time ten checklist criteria has been used by me.

3.4 Instruments:

Three instruments are applied. This research was done by taking interview of ten teachers, five FGDs and six classrooms observation. Teacher's interview questionnaires were contained ten questions as well as FGDs and ten criteria's was followed in observation checklist. For collecting data, all the three was used for this research. Teacher's interview helped me to identify the actual scenario of using ICT in language classes. It helped me to understand the fact of using ICT while teaching English and at the same time the consequences. FGD helped to get the information directly from the students. Their feeling about ICT, how it effects on their learning and how to overcome from it, come up from the FGD sessions. Through from the open discussion, it helped me to get all the possible information which is related to the topic of the research. From the classes' observation, I have understood the activities of the class and students responses. It

helped me to identify why the teacher use ICT in language classrooms and how it affects them. It is also the main objectives of this research. The research instruments are given in the appendix part.

3.5 Procedure and timeline:

In my first visit, I have met with the Dean of the university and the lecturers of the university and told them the purposes of thesis. Mainly, I have conducted with the teachers and the students in different universities to complete this research. It took ten days to complete the interview and ten days to analyze the data that I have got from the lecturers and students. I have spent thirteen minutes on each teacher's interview and four FGDs. I have conducted four different days with four different groups of students combining male and female students. It has taken fifteen minutes to complete each FGDs. Then I have observed six classes and taken six days to complete the classroom observation checklist. At last, I have prepared a report based on my data analysis.

3.6 Analysis

In this study, the results are analyzed in a qualitative manner. Firstly the interviews, FGDs and observations are done in tertiary level with the help of note taking. Then, the findings were gathered and analyzed from those instruments. Important notes were taken down from Interviews, FGDs and classes observation. In this study, interesting responses are highly emphasized.

3.7 Consent, access and human participant's protection

Ethical issues were important while doing this study. The ethical issue was always in my mind. While taking interviewing and in the FGDs, researcher have made sure that, nobody's name were not mentioned. Participant's names and addresses have hidden. So that, they were feel free to response. The researcher have taken the Institution's permission while observing the class. Confidentiality were highly maintained regarding any useful information from any participant

and. And the researcher have made sure that, through the research any individual, institution or any public figure have not affected.

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Chapter: 4

Results

This chapter shows the results from the teacher interview questions, FGDs with the students and the classroom observation. Teacher interview results are put down in the first section of this study. The analyses are mentioned in the next chapter. Sometimes, teachers answer found in the interview given directly quoted and sometimes written as a summary. And same thing is done for the other segments well. However, a detail analysis of the teacher's response has been given in chapter five.

4.1 Results found from Teacher Interview

Here the researcher displays all the results, from Teachers' interview. Each points of this chapter are organized according to the sequence of the interview questions.

4.1.1 Perception about ICT

In response to the question what is their perception about ICT, they have replied both the use of ICT to enhance and extend existing classroom practice, and change in terms of emerging forms of activity which complemented or modified practice. Teachers have mentioned that teachers were developing new strategies specifically for ICT-supported learning. Teachers have also mentioned that, in every class they have used ICT like- PowerPoint slide to give lectures. At the same time teachers have mentioned that students also feel joyful in PowerPoint lectures. One teacher has mentioned that,

> "The general role that ICT can play important role not only in education but also in the integration of ICT in the educational process"

Computer and the internet is the useful technologies for the field of education. Teachers would teach differently in a classroom with computers. Teachers felt comfortable using computer,

projector, etc. Trained teachers would have used the technology more lively and successfully integrate it into the classroom.

4.1.2. ICT can improve the future implementation of what?

In direct response to the questions, how ICT can improve the future implementation, almost all the teachers have given positive answer. Ten out of two teachers told that, the technology itself is not sufficient, a well-trained teacher is also required. So that ICT can improve future implementation nicely. On the other hand, ten out of three teachers told, Complex ICT is not necessarily essential. One teacher has told that,

"Networked computers can improve the future implementation."

One of the advantages told by the teacher that computer networks are used in file sharing, resource sharing which decreases costs, user flexibility, and increased storage capacity due to the many computers.

4.1.3 Facilities that is available in language classrooms

In the response to the question, what facilities are available in your language classrooms? All the teachers have mentioned that projector was used by them almost in every day's class. Beside that teachers were mentioned that OHP also used by them. Teachers were very conscious about their facilities that are available in their university area. One of the teachers mentioned that,

"They have Free Wi-Fi area. There student use the internet in the student study area or roam freely with their mobile or tablet throughout the university."

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Almost all the teachers mentioned that, Computer lab room they had. Where audio facilities were available for the students for listening skills. Free computer access is provided to all students. Students check their emails and news from home, find information, book and students will also find great ideas to study English.

Teachers also mentioned that,

"Digital Language Laboratory with Computer Room."

One teacher mentioned that, have twenty computers in a specially designed computer room/language lab for students to use. There digital lab offers the latest technology for practicing their listening skills, improving their fluency and working on their pronunciation. Students can also spend time on free guided e-learning and online community.

4.1.4 Support that teachers expect from their institution

In response to the question what support do you expect from your institution. All the teacher mentioned that, ICT skills is necessary for using ICT in education. Because of the rapidly changing learning environments, teachers should be conscious of the fact that the skills they acquired, in their own training, reflect the current state of affairs. Therefore, they are expected to be responsible and act to be up to date their entire lifetime.

Teachers have also mentioned that, "a different position of teachers and teacher training institutes can be there".

Even if these teacher training institutes are well-equipped and students are educated properly, we can expect young and just starting teachers to act as professional. They have to adjust to the situations they encounter, and have to familiarize themselves with new concepts and new applications.

One of the teachers mentioned that the majority of courses offered in the Bangladesh to train teachers in the uses of ICT have focused on the technical aspects of ICT with little training about

the pedagogical practices required and how to incorporate ICT in the curriculum. This means that after teachers had attended a course they still did not know how to use ICT for teaching pupils, they only knew how to run certain software packages and to fix the printer. There were many such courses offered all-round the Bangladesh which had very little long term impact on the uptake of ICT in universities.

4.1.5 Make proper utilization of ICT in language class-rooms

In response to the question how do you make proper utilization of ICT in language class-rooms both male and female teachers mentioned that,

"Apart from working on computers in class there is the possibility to work with interactive whiteboards, sometimes called smart boards".

A smart board works as a traditional whiteboard but is also connected to the Internet, which makes it possible to project films or web pages directly on the board. Furthermore, the material on the board can be saved and printed

Some teachers mentioned that, the teacher should be prepared for unexpected power cuts or technical problems of some other kind. The best way to prepare for this is to have a back-up plan.
One of the teachers mentioned that,

 "Another useful resource on the Internet is the many corpora available".

There are different kinds of corpora, some are more general while others deal with comparisons between different languages, or are tailored for language teachers to analyze common mistakes made by students. Corpora were mostly used in language classrooms to verify whether a phrase or term was correct or not.

4.1.6   Teacher implement ICT for better understanding

In response to, how can a teacher implement ICT for better understanding, Teachers reported that the relationship between teacher and learner is sometimes reversed with regards to information technology. Many teachers mentioned that they had students show them how to use technology.

One teacher commented that when students could help teachers, it gave the students a big confidence boost.

Some teachers mentioned that, the new relationship between teacher and student. Teachers also saw the potential for technology to be isolating and realized that classroom and other activities had to be arranged in a way that reduces the likelihood of isolation.

Another point made, was that in some ways the use of new technology may be increasing socialization in some ways. People may be able to find someone who has interests similar to their own to converse with, through the Internet.

One teacher said that the use of technology in the classroom will mean the Arts and Music as areas where students interact, will increase in importance to increase socialization.

4.1.7 Teacher can motivate students in terms of using ICT

A number of teachers mentioned that they can motivate students in terms of using ICT in many ways. Out of 6 teachers 4 teachers have mentioned that, during the power point presentation can helps the students in terms of using ICT. To developed student's fluency ICT can also help a lot. Some teachers also mentioned that.

One teacher said that writing has always been a challenge for our students. Blogs and wikis make it easier them to motivate our students and engage them in writing and reading. If we can use these tools effectively, we can create a learning environment. Blogs and wikis are not only about writing, they are also about interaction and communication.

4.1.8. L2 be improved in using ICT

In response to the question, How could teach L2 be improved in using ICT, all the teachers have agreed in one point that the L2 could be improved in the class Using ICT by providing more tutorials how to use in the classroom. One of the teachers mentioned that,

"The students perceive that reading and writing could be learned easier by a greater use of technology".

L2 can be improved, because there are all sorts of interesting things to read at different levels. It can be improved tremendously by using ICT, students are able to interact with native speakers, emails, and blogs, chats and the like are in constant use, Word processors are used on a daily basis in order to perfect speaking skills.

4.1.9 Use software to teach English.

A number of teachers mentioned that,

" Multimedia learning have demonstrated more positive outcomes for students who learn from resources it combine words and pictures, rather than those that include words alone."

Student attention and engagement with these resources helps them to process the information into working memory. When students meaningfully interact with the multimedia information, they encode this information into their long-term memory. Learning activities helps with meaningful communication within the digital resource itself and with the lesson that is created by the teacher.

One of the teacher has said,
"Computer in the language classroom is it can use as a writing tool."

In the writing process, It has played a significant role, where the students easily to produce multiple drafts of the same piece of work. Students with messy handwriting can now do a piece

of work to be proud of, and those with poor spelling skills can, after sufficient training in using the spell check, produce a piece of writing largely free of spelling mistakes.

4.1.10 Benefits from using technology in learning English

In response to the question, what are the most valuable benefits from using technology in learning English, almost all the teachers has agreed in a point to show positive attitudes towards this question, Teacher has claimed that,

"ICT tools very helpful for completing assignments."

On the other hand some teachers have claimed that,
"To use ICT to complete tasks such as preparing lessons and sequencing classroom activities."
 Therefore, by utilizing ICT, teachers are able to plan their lessons more efficiently.
ICT can improve teaching by enhancing prior knowledge and introducing new ways of teaching and learning. ICT demonstrates that if teachers have fully adopted the use of ICT in education. Then many educators continue to change their way of thinking about the application of ICT in education and the learning process.

4.2   Results Deduced from FGD with students:

Five FGD was conducted with the University level students in Dhaka. The results are mentioned under the titles linked to the questions of FGDs that come from eight students including male and female. Those results from FGD are presented below,

4.2.1 The role of ICT in language class-rooms

In response to the questions, students have mentioned that Power Point Presentation is a useful and powerful tool that is now being used in their English classrooms extensively and effectively. They also mentioned that, PPT can be used to teach new ideas and concepts to them. Because it

also helps in enhancing their speaking and listening skills. One of the participants added, during the FGD,

"Assignments and projects have given in the form of PPTs to stimulate the interest of them."

Students also mentioned that, the best way to learn English is through listening, though communication. Few students added that,

"A language lab helps them to develop proficiency in learning by using audio visual aids".

They are also exposed to different accents of spoken language. They can also answer questions based on Grammar and Vocabulary. Language labs also help students worthy of employment.

4.2.2 ICT assists in learning

During the FGD, all the participants have mentioned that, it helps a lot in their learning as in many aspects. Such as one student mentioned that,

"The use of technology is especially important in language learning classrooms because it provides ample opportunities for interaction with the target language speakers".

Through such projects they gain global awareness and intercultural communicative competence.

Some students also said that, when a teacher have used ICT as a classroom tool it has given many beneficial to them such as,

"Increases opportunities for them to develop interaction and decision making."

This interactive process has the potential to cater for individual learning styles makes complex tasks more manageable.

4.2.3 Different uses of ICT in language classroom in order to develop English language skills

In response to the question, students replied that listening skills can be achieved through a variety of multimedia instruments such as digital stories, Mp3 recordings or podcasts.

On the other hand, some student's agreed in one point that they are familiarized with the ways one may employ to convey meaning to others using non-verbal communication such as gestures, facial expressions, pitch of voice etc.

4.2.4 Favorite activities when integrating ICT into the classrooms

In response to the question, students responded that they liked PowerPoint is another tool that's exceptionally easy to use in the classroom."

Excel is another easily adaptable application," one participant said. "Charts and graphs are a natural with Excel.

This application can be used to tally results for any kind of question. Students can enter results, create graphs, and compare and contrast their results.

4.2.5 University encourages using ICT

In response to the question, one student said that,

"I would like working with computers" and "I think I would enjoy working with computers".

Because it demonstrated that, in general, the teachers and students held a positive attitude towards computers.

Added by other participants that, trained teacher also helps those students how to use technology in their study.

Again teachers also motivated the student's towards achieving success on computers.

4.2.6   ICT have impacts on learning and teaching language

In response to the question, almost every student's said that, ICT effects positively on computers in the classroom.

Many kinds of application that they use in the classroom have impacts on learning and teaching language. One of the groups mentioned that, "Electronic book or e-book is one that utilizes computer technology to deliver multimedia information in the form of a compact and dynamic". In an e-book can be integrated impressions" sound, graphics, images, animations, and" movie" so that the information presented is richer than conventional books.

Participants have also mentioned that, they became socially aware and more confident, communicating effectively about complex processes. They became independent learners and self-starters, worked well collaboratively, and developed a positive orientation to their future.

4.2.7   Facilities are available

In response to the question, the participants have also mentioned that they have language lab where they can practice their fluency as well as they can listen.
Some participants also added that, they have ICT expertise that was always available on the campus. Reliable internet facilities were always available there for the students.

Some of the participants added that,
"The LCD projector is the most useful device in their classroom".

This projector in the classroom to get the most reluctant to commit to the session. They can use it for various reasons, through all programs, and also with all parts of age. While it is expensive device when it first came out, today is a projector unit cost much.

4.2.8   Supports students expect from their Institution

In response to the question, the participants have also mentioned that they can get more IT support from the university. More experienced trainer should be appointed in the university.

Some participants have also added that, more ICT related subject should be taught by the teacher. One student said that, more time should be needed to practice things on the computer to learn better.

4.2.9   Making proper utilizations of ICT in language class-rooms

In response to the question, the participants have mentioned that it would be better if teachers try to integrate online activities, videos, graphs, databases, templates, articles and presentations in their everyday lesson plans to make their explanations clear and interesting.

One of the participants added that,
"Teachers can be encouraged them to write online and email their essays, reports, observations and descriptions".

Some of the participants have also mentioned that ICT helps the teachers in making the complicated concepts simple and easy to understand. It gives them an opportunity to become a part of the global IT village enhancing their technical and communication skills.

4.2.10   Teacher engaged students with ICT as well as other learners

In response to the question, the participants have mentioned that ICT have given impacts on their motivation when they were learning. Among them one of the participants has mentioned that, in group presentation teacher engaged them with ICT.

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Other participants have mentioned that successful use of ICT depends on other factors and their teacher have engaged them such as when they were working with other students in the classroom by using the computer, discussions between students and between students and their teacher, and the ways in which students interact with each other at the computer.

One student has added that teacher gave them assignments where they type on laptop, iPad or in computer or sometimes teacher have told them to find out more information from the internet sources.

In this way the teacher have engaged the students with ICT as well as other learners.

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Chapter: 5
Analysis

In this chapter, the results collected through the instruments are analyzed to get the answer from the research questions. Researcher has followed the qualitative method to collect all the important data. It is also connected with the literature review chapter. Researcher analyzed is made on the three research questions that mentioned in the starting of the study of the research.

5.1 Role of ICT in language class rooms

Usually abbreviated as ICT known as (IT), again it is a general term that stresses the role of unified communications and the integration of computers, middleware as well as necessary software, storage- and audio-visual systems, which enable users to create, access, store, transmit, and manipulate information. ICT refers to technologies that provide access to information that is similar to Information Technology (IT), but mainly focuses primarily on communication technologies. The internet, wireless networks, cell phones, and other communication mediums are included.

Internet in the education sector plays a vital role, especially nowadays in the role of ICT. In the process of empowering the technology into the educational activities. Education sector can be the most effective sector to anticipate and eliminate the negative impact of ICT. Technology (internet) in another that gives the most effective effects to increase the student's knowledge. Being aware of the significant role of ICT (internet) in our life, especially in the educational activities, education authorities should be wise enough in implementing the strategies to enable ICT in supporting the teaching and learning process in the classroom. ICT is not just the blow of the educational activities, but also it will be the secondary option to improve the effective and meaningful educational process. The main purpose of the Strategy for Information and Communication Technology Implementation in Education is to provide the views and learnings of integrating ICT into the general educational activities. ICT have an importance in language teaching, because it improves our teaching process.

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5.2 Utilization of ICT in language class rooms

ICT has become important in every country, organization or institution no matter how highly or lowly placed want to identify and embrace it. ICT has taken the center stage in virtually everything. Utilization of ICT facilities in the role of instructional service delivery in universities.

By choosing software carefully is very important for the students. As one teacher put it sensible and realistic software programs for the students can tie with the units that the students are studying. Staff must be familiar with using ICT and confident and interested in using it.

ICT was perceived as having a beneficial effect on student's grammar skills and listening skills. Using ICT based activities in the class were more engaging than a worksheet. Sometimes it would be hard to imagine that practicing listening on a one-to-one basis with computer would not yield good results. ICT can go beyond drill-and-practice, offering access to authentic materials and the opportunity for authentic communication. ICT can be created to enable students to learn the lessons with guidance, instruction, information or further explanation. ICT in language learning used as a reference-book. Computer can store unlimited lessons or references, which can be accessed anytime, anywhere and accurately.

Material of language learning such as text-based materials, audio-video needs to present to the learners. Through the presentation it helps learners to understand the learning material well.

Computer-Aided Assessment (CAA) is important role in foreign language teaching and learning in universities. This media used to testing and assessing students understanding after learning the lessons.

Technology can help learners and teachers to communicate with another. Some ICT tools which can play as the medium of information. Such as: Email, which allows language learners to communicate with 'web pals' in other countries, computer mediated discussion, web-based learning environment, audio conferencing, video Conferencing.

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5.3 Implementation of the teaching techniques by using ICT

Teacher can use ICT for communicating as teaching techniques. Students are seeing, using and trying media in all aspects of their lives outside of the university context. Teachers can help students draw links between what is happening outside of university and what is happening inside the university. Teachers can use technology within the classroom to model real-world practices. A range of communication learning activities for students a teacher can also create, including journal writing, speech writing, preparing topic talks, newsletters and debates. Teacher can be implemented meaningfully into these teaching techniques activities by using ICT. Teaching techniques by using ICT tools include: word-processing, presentation, email and online discussion forums. These tools allow students to communicate their ideas using a range of media elements (text, images, sound, and video).

The environment of a computer lab allows students to work together on group projects, solve problems, and participate in other activities in cooperative ways. Students are working together in teams and using computer tools and resources to search for information, to publish results and create products. Collaborative learning in the classroom environment is the group writing experience. Classroom teachers are using technological tools such as wikis, blogs and classroom webpages to post university news and short stories. Structured collaborative activities using these kinds of tools encourage students to form ideas, share their thoughts and write together.

By setting problem solving activities, whereby students work together to discover a place or environment, or to understand a topic. This can be done using an online environment. Some education-specific, virtual worlds have been constructed by the teacher to allow students to work together to develop their understanding of a topic.

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Chapter: 6

Conclusion

The study revealed that the use of ICTs in English Language learning and teaching is an area not yet fully explored. Both learners and teachers have a lot to gain by their use as well as to offer. Each aspect of ICTs whether that is class room, online reading, computer base learning aiming at vocabulary enhancement or computer-based speaking enhancing literacy activities provide learners of our times with invaluable knowledge, not just language-based but also multimedia. Additionally, we should not overlook the motivational value ICTs have on children and learners as well as the fact that ICTs have flexibility in their use which allows them to be used with both struggling and non-struggling learners, thus their educational value is multiplied. Teachers on the other hand, have to adapt to the idea that their role is constantly changing and that they shall have to gain knowledge of how to use all these new tools. In order for that to be accomplished though, there shall have to be gestures both by universities and governments to offer teachers the opportunities to gain this knowledge and motivate them to do so through the acquisition of certificates, officially proving this newly gained knowledge. It is important that teachers know how to use ICTs in their classes in order to incorporate them into their way of teaching on a regular basis. Allowing our teachers to feel threatened by ICTs will result in the discontinuance of their use. Consequently, perceiving ICTs as an aid, rather than a peril, teachers shall not feel intimidated by their presence in their classrooms, which in every case, is not to make the notion of the 'teacher' an obsolete term in some dictionary in the future. Finally, we shall always regard ICTs as a means through which our students shall become acquainted with the world 'out there', broadening their horizons and realizing that since English is today regarded as a lingua franca, it is not merely the people from English speaking countries they can communicate with; it's rather a medium through which they may communicate with the whole world.

The teachers use diverse learning resources whose purpose is to expand an inquiry-based process. The students are involved in the use of ICTs in class rooms, with collaborative construction of knowledge in the course of interaction between the teacher, the students and the ICTs tools. Integrating ICTs in class rooms into education seems to be a necessary issue for educators / education administrators in the world. However, if teachers cannot make good use of

the ICT tools, the money and time spent on the ICTs going to be a waste. Also, if the educational budget is limited, looking for a cost-effective and high-performance ICT tool can be the first priority.

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Appendix A

Interview Questions for Teachers

Gender: Male/Female

Age:

Educational qualification:

Name of the University:

Years of teaching experience:

Any other training on ICT:

1. What is your perception about ICT?

2. How can we improve the implementations of ICT in class rooms?

3. What facilities are needed in your ICT class-rooms do you think?

4. What type of support do you expect from your institution about ICT?

5. How do you make proper utilization of ICT in language class-rooms?

6. How can a teacher implement ICT for better understanding?

7. How can a teacher motivate students in terms of using ICT?

8. How teaching L2 could be improved in using ICT?

9. Do you use any software to teach English? Mention two or three software programs you use for learning English?

10. What are the most valuable benefits from using technology in learning English?

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Appendix B

Focused Group Discussion for the students

Student's level:

Time: Morning/ Afternoon.

Gender: Male/Female

Date of Interview:

Interviewer:

1. What is the role of ICT in language class-rooms?

2. Do you think ICT assist you in your learning?

3. What are the different uses of ICT in language classroom in order to develop English language skills? Specify.

4. What are your favorite activities when integrating ICT into the classrooms?

5. To what extent your university encourages you to use ICT?

6. What impact does ICT have on learning and teaching language?

7. What facilities are available (classrooms, language laboratories)? And what (if any) technical staff is available?

8. What type of support do you expect from your institution about ICT?

9. How do you make proper utilization of ICT in language class-rooms?

10. How your teacher engaged yourself with ICT as well as other learners?

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Appendix C

Class observation Record Sheet

Name of the Institution:	
Total Number of the students (male/female):	
Teacher's name:	
Class time:	
Materials:	
Study topic:	
Level of the students:	
Observer's name:	

Observation record sheet

Physical aspects of the class:

Number of the students:	
Seating arrangements:	
ICT equipment's in the class:	

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Interaction patterns:

Teacher talking time:	
Question types used:	
Feedback types given:	

Use of teaching materials:

Power point sliders:	
Teacher-prepared materials:	
Other supplementary materials:	

University ICT culture:

ICT used by both teachers and students:	
Teacher using computers during class hour:	
Computers are used reluctantly by teachers:	

Use of L2/L2:

Purpose of using L2:	
L2 used by the teachers:	
L2 used by the students:	

ICT resources and infrastructure:

User friendly:	
Flexibility of using ICT in class-room:	
Student's preference in using ICT:	

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ICT and the curriculum:

ICT use references existing curriculum:	
A range of ICT issues is commonplace:	
ICT is integrated in project-based learning:	

Teacher's development:

Teachers are integrating relevant solution in their teaching:	
Teachers are participating ICT professional development:	
Teachers are actively sharing new ideas with each other and with other teacher:	

Over all comments: