USE OF ICT IN BANGLADESHI SECONDARY ENGLISH CLASSROOMS:
A STUDY ON ITS EFFICACY

By

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A thesis submitted to the Department of Brac Institute of Languages in
partial fulfillment of the requirements for the degree of
Master of Arts in TESOL

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Brac University
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Declaration

It is hereby declared that

1. The thesis submitted is my own original work while completing degree at Brac University.

2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.

3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.

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Approval

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Abstract

Information and communication technologies (ICT) have become commonplace entities in all aspects of life. Across the past twenty years the use of ICT has fundamentally changed the practices and procedures of nearly all forms of endeavor within business and governance. Nowadays language teachers are using different audio visual aids to facilitate teaching process. Along with the textbook, language teachers are likely to use related pictures, power point, audio, videos and so on in the language classroom. The aim of this research is to investigate how technology can help to improve student's language learning in the context of secondary schools in Dhaka city. Firstly, it explores the relevant materials from the existing literature on the historical development of ICTs that helps to determine the significance of the theory in the present oral practice that takes place in the context of a secondary school. After that, it designs the research methods by combining both qualitative and quantitative techniques in order to find the answers of the research questions. Then it provides an elaboration of the research findings based on collected data from the students' and teachers' survey, teachers' interviews, focused group discussion and observation data. Finally, it reports on the brief summary of this study with the conclusive comments based on the findings

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

Acknowledgements

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Chapter 1

Introduction

Nowadays In education, ICTs play vital roles in facilitating teaching and learning. Technology has a great impact on almost every aspects of education. It provides many opportunities for language teaching and learning. It accelerates, enhances and progresses basic language skills. Students can learn faster and easier at any time, and anywhere by using technology. It also facilitates an active role of learners. However, the integration of ICT into language teaching depends on many factors which affect the success or the failure of its use. Also, ICTs have made teaching and learning interactive and collaborative instead of the traditional teacher- talking and students listening approach. Large class sizes are common phenomenon almost word-wide. In order to reach quality education in large classes, teachers have to take extra steps. (Dudeney and Hockly, 2012).

Teachers of English Language utilize ICTs in teaching almost every aspect of English Language teaching. The purpose of this study was to investigate the effectiveness of using ICT in the classes, that how teacher teach and students learn by using this modern technologies in English language classroom. This study through qualitative approach describes the way multimedia devices are used to facilitate the teaching and learning of English Language in language classes. It has also pointed out the how the internet technologies (email and websites) can be utilized in teaching learning all four skills more effectively. Nowadays technological development is reflected in all aspects of life including teaching and learning of English as a foreign language. The use of technology is very common in our daily life and in the learning and teaching process in most of the developed world. The researchers are now highlighting the need for all learners to master what they call "21st century skills" which is also quite similar to what the Government of Bangladesh declares as 'Digital Bangladesh". This digitalization of education is important to assimilate the communication technology and classroom activities (Islam.2017). ICT provides an interactive media for engaging students, providing opportunities to group analysis and practice. It also provides better access to resource materials (subject content and other related resources) and relevant articles (Khan 2014). Effective use of ICT can facilitate student-centered active learning (Ellis et al. 2008), engage students in collaborative learning as well as enhance their social

interaction (Dodge, Colker & Heroman 2003), 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 secondary level in Bangladesh, students are expected to be able to use English for their real life communication and as such Bangladesh will be able to fulfill the goal of digitalization of education.

As the world is moving hurriedly into digital media and information, Information and Communication Technologies (ICT) have become common place objects in all aspects of life including education. It has been proved that new technologies have the potential to support education across the curriculum and to promote effective communication between teachers and students in ways that were not possible before (Lustigová, 2012). Though, the development of ICT in education and its effective implementation in the process of education is a vibrant process modifying and challenging the roles of both teachers and students (Rashid, 2019).

1.1 Background and Context

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. Nowadays, trend is more toward communicative language teaching than traditional grammar teaching. Whereas, in the previous time, learning a new language meant learning to read the literature of that language, now the necessity of learning a new language has become a communicative need. People learn another language after their mother tongue for maintaining communication with the people of other community speaking a different language. The use of Information and Communication Technology (ICT) is very common in our everyday life and in the learning and teaching process in most of the urbanized world. The researchers and linguists are now highlighting the need for all learners to master what they call "21st century skills" which is also equally similar to what the Government of Bangladesh declares as 'Digital Bangladesh". This digitalization of education is important to assimilate the communication technology and classroom activities. (Chunjian,Z 2009)

The way of educational teaching and learning system is changing day by day. Many ways are adopting by the teacher to teach their students. Audio, videos, multimedia projector, computer

are making teaching and learning process easier. In language teaching classroom, modern technological tools are essential and interesting as well. ICT helps students to engage them with the several activities. ICT helps learners to improve their collaborative learning, enhance social interaction, and facilitate student- centered active learning, increase creativity and problem-solving skills. It also helps teacher to design materials in a more interesting way. So it is clear that, ICT is very useful for both teaching and learning. (Agbatogun, 2012)

In the modern era of language teaching, different inventions are brought in the field of ELT to come out from the traditional teaching approaches. Nowadays, style is more toward communicative language teaching than traditional grammar teaching. While, in the previous time, learning a new language meant learning to read the literature of that language, now the inevitability of learning a new language has become a communicative need. People learn another language after their mother tongue for continuing communication with the people of other community speaking a different language. So, language is learnt as a means of communication, not as a subject. That is why with the reformed necessity of learning language, the teaching methods and approaches have also been adapted.

Teachers are using these technologies to teach the target language in the most effective way. In Bangladesh learning English is necessary as a second language. But most of the people have anxiety about learning this language. Nowadays most of the Universities are using ICT in their English language classroom teaching to reduce their fear about second language. So, Language teachers are trying to bring new modernisms in their teaching to make their language teaching effective and interesting. Teaching language is not an easy task and it needs to be interesting enough to remove the nervousness of the learners (Capan, 2012). For this reason, language teachers tend to adapt different techniques to teach language more successfully and more interestingly. Still the question arises that how this technologies effect or effective for teaching and learning. Is it helpful in every situation?

1.2   Statement of the Purpose

In Bangladesh secondary education is one of the most important and largest sub-sectors in education having huge number of institutions and teachers. The rate of inscription in secondary sub-sector increased significantly in last decade but in terms of quality, it is not up to the mark. Too many of our young learners have been dropping out of school each year, too many have

been failing (Islam, 2020). This situation must be changed. The school has an important role to play in relation to these phases of students' improvement.

Given the importance of access to technology and its speedy growth in different areas and fields, one tends to question whether it is vital to integrate technology into the program and whether students perceive ICT as suitable to improve learning especially English language learning. Coutu, Alway and Lowell (2002: 325) lamented that "students sense of their learning in relation to technology is an important venue for understanding how technology impacts on education". Hereafter, what I have posed might be worth investigating. The present research paper sets out to explore students' views of ICT use in learning English and its effectiveness. Given the importance of access to technology and its rapid growth in different areas, one tends to question whether it is vital to integrate technology into the curriculum and whether students perceive it as suitable to improve learning especially English language learning. Coutu, Alway and Lowell (2002) lamented that "students sense of their learning in relation to technology is an important venue for understanding how technology impacts on education" (p.325). The present research paper sets out to explore students' and teachers' perceptions of ICT use in learning English with regard to its status (necessary or unnecessary) and its effectiveness.

1.3 Significance of the study

ICT is an, electronic means of capturing, dealing out, storing, and communicating information. The use of ICT in the classroom teaching-learning is very important because it provides opportunities for teachers and students to operate, store, manipulate, and recover information, inspire independent and active learning, and self-responsibility for learning such as distance learning, motivate teachers and students to continue using learning outside school hours, plan and prepare lessons and design materials such as course content delivery and assist distribution of resources, knowledge and advice. This multipurpose instrument has the ability not only of engaging students in instructional activities to increase their learning, but also helping them to solve difficult problems to increase their intellectual skill (Cassim, & Obono, 2011).

ICT provides collaborative media for engaging students, providing opportunities to group analysis and rehearsal. It also provides better access to resource materials (subject content and other related resources) and relevant articles (Khan 2014). Effective use of ICT can assist

student-centered active learning (Ellis et al. 2008), engage students in collaborative learning as well as enhance their social interaction (Dodge, Colker & Heroman 2003), 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 beneficial for teaching and learning. If ICT is effectively implemented at the secondary level in Bangladesh, students are estimated to be able to use English for their real life communication and Bangladesh will be able to fulfill the goal of digitalization of education.

This research gives an insight to the language teachers of using ICT to facilitating language skills of the learners. The findings of the study will help teachers and students to know more about the effectiveness of technologies and unavoidable necessities in their teaching and learning and how it is fulfilling individual needs.

1.4 Research questions

General

To what extent is ICT necessary and effective in teaching-learning of English in the secondary level English language classrooms?

Specific

1. What are the attitudes of teachers and students toward the ICT tools for teaching language and learning different skills of the language?
2. What are some common challenges that teachers may face in implementing technology in the English classrooms?

3. To what extent are the students benefitted from technology ?

1.5 Thesis Outline

This research is divided into following chapters.

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

Chapter 2contains the relevant literature review and also describes the preceding work and gives stimulus for the work performed in this thesis.

Chapter 3 discusses about the research design along with the methodology followed to collect data for this study, instruments used to collect data, participants of the study and the limitation of this research. It also presents the approach and tools used in the analysis.

Chapter 4 depicts the results of the study.

Chapter 5 presents the triangulation of the results' analysis.

Chapter 6 summarizes the study and conclusion.

Chapter 2

Literature review

Reviewing the existing literature around the topic of research interest is absolutely important because it helps in understanding not only the body of knowledge that relates to the research topic but also in evolving an argument about the consequence of the research. Literature review also helps as a roadmap that helps the reader in understanding where the researcher is directed in his/her argument.

In the same strain, this chapter will thoroughly review the related literature to guide the reader in understanding what has already been done by other researchers in as far as the use of ICT in instruction is concerned; what concepts and theories are relevant in this area of research amongst other things. The reason for doing so is the fact that knowledge is collective in nature. More often than not, scholars build up on already existing body of knowledge by refining it, adding to it or in some cases, rebutting it. The latter could be as a result of differences in ideological postures held by different scholars or simply because of a preference to a certain school of thought as opposed to others. The discussion helps in making inroads into the justification of using ICT in instruction in addition to providing a theoretical background for analysis of the data in order to make a meaningful conclusion.

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

Science has contributed a lot in the field of technology which has made our life easier and relaxed. In every domain of life, the histrionic revolution of technologies has been dominant. The field of education and training is not out of this. Now-a-days, teachers are using different technologies in their classes to make the class interesting and effective from the traditional class. The recent appearance of Computer Assisted Language Learning (CALL) in the field of ELT has spread the use of technologies in language teaching. Now teachers of ELT are well aware of the

trend of integrating ICT in language teaching in various ways. Due to the availability of computers and multimedia projectors, it has become easier for the language teachers to bring inauguration in language teaching. Moreover, distant learning and E-learning have become popular in the recent time due to the effective use of technology in language teaching. As a result, different online courses are conducted by different ELT administrations. Learners can attend different virtual courses by using technologies. Even, BBC is providing opportunities for the mobile phone users to learn English in Bangladesh. As a result, the scope of language learning has reached to the remote places of the country.

Technologies are used for teaching and learning with other materials which affect the development of the curriculum and influence the learning process itself. Mathew &Alidmat (2013) conducted a study on the usefulness of audio-visual aids in ELT in Saudi Arabia context. According to the authors, "Teaching and learning becomes monotonous when the language teachers rely on the text books only" (p.88). In their study, they explored how the use of technology helps the language teacher in EFL classroom at undergraduate level. They found that the result of their study indicates that using ICTs in language teaching is helpful for both the teachers and the students and it makes the class interesting and effective (pp.89- 90).

PowerPoint slides are becoming popular and becoming an important part for students and teachers also. Fateme Samiei Lari (2014) conducted a relevant study where she found that students learn better if materials are presented through some visual tools. The results indicate that the majority of the students show their positive perceptions towards using technology in English classes (1674-1676).

Research on the use of ICT tools in ESL writing classroom has shown that ICT makes a supportive and encouraging environment for the students to increase their writing skills in terms of quality and quantity (Lam & Pennington, 1995; Bialo & Sivin-Kachala, 1996; Goldberg, Russell & Cook, 2003; Fidaoui, Bahous & Bacha, 2010). On the other hand, the literature suggests that there are some disadvantages in terms of using ICT in the teaching of writing skills (Salehi & Salehi, 2011; Yunus & Salehi, 2012). The use of computer technology could cause the lackadaisical attitude among students whereby they will not take their work seriously. Moreover,

ICT tools distract students' attention in the classroom and provide a tendency for the students to use short forms and informal abbreviations in their writing tasks (Yunus et al, 2013). The presence of ICT tools in the classroom makes the students negatively involved during the class time and makes the class control difficult for the teachers (Yunus et al, 2013).

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

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

According to UNESCO (2002) information and communication technology (ICT) may be regarded as the combination of 'Informatics technology' with other related technology, specifically communication technology. The various kinds of ICT products available and having relevance to education, such as teleconferencing, email, audio conferencing, television lessons, radio broadcasts, interactive radio counseling, interactive voice response system, audiocassettes and CD ROMs etc have been used in education for different purposes (Sharma, 2003; Sanyal, 2001; Bhattacharya and Sharma, 2007).

Psychological advantages of using ICTs are those that help learning in a more indirect way. They affect students' motivation, attitudes, interest, thought processes, attention, problem-solving, decision-making to name but a few (Bekele 2004). Research has indicated that the locus of control of the learner plays an essential role in their motivation to learn; i.e. the extent to which learners recognize tasks as being under their control as opposed to being controlled by the

teacher builds not only their self-confidence but a positive self-concept that plays a significantly important role in achieving positive learning outcomes.

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

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

This is also in settlement with the research findings by Sellinger (2003) that found out the effects ICT has on learning outcomes. According to him, "ICT generates enthusiasm, interest and participation in student learning." It is an amalgamation of the aforementioned factors i.e. enthusiasm, a positive self-concept, a keen interest to learn or put differently "intellectual curiosity", high level of student involvement in learning, that help in creating a conducive environment for learning on the part of students on one hand and for teaching on the part of the teachers on the other.

In addition to the above, ICT –aided learning helps in maintaining students' attention by growing their attention span. It is a given that the amount of time a person can concentrate on a given task without being distracted plays a crucial role for the achievement of one's set goals (Cornish 2009). Attention span varies greatly from one individual to another. In a mixed ability class, the onus is on the teacher to provide thought-provoking stimulus that can sustain students' attention

if effective learning is to take place, (Bonnett et al 1999). ICTs can play an integral role in achieving this end especially when using multimedia presentations that appeal to all the human senses (ibid.)

Technologies are more accessible to teachers and learners than before. The concern is that does technology enhances learning? Recent advancements in educational technologies have positive outcome in our education sector. This new educational technology is supporting both teaching and learning processes; technology has digitized classrooms through digital learning tools like, computers, projectors, and multimedia, audio video and smart digital white boards. It has increased student's engagement and motivation towards learning. Another hand, in our country, most of the teachers are not using technology in teaching. So it is important to show that if we use technology in the English language classroom. It is possibly to see a most important change in students' approach, enthusiasm, participation and performance.

Chapter 3

Research Design and Methodology

Research design is an overall planning which I followed when I was doing my research. This is a pre step before going to the field. This chapter is about research methodology which I followed to conduct the research. The second section presents the procedure. The third section is about an introduction of the participants of the study. The fourth section presents the location where I conducted my research.

3.1 Research Methods

The aim of the research was to find out the impediments of ICT usage in the secondary level English classes in Dhaka city. In order to discover the challenges, a number of methodologies were designed to conduct the research. This research followed three stages: observation, in-depth interview of teachers and focused group discussion (FGD) with students.

Accordingly I observed two classes of a particular batch of a secondary level school. In the observation, I had used a specific class observation checklist to collect the data. The research followed qualitative method in order to find the answers of the research questions. Teachers and students were requested to participate and cooperate in the interview and questionnaire session. By this way I have collected data. The research findings were done based on the data collection from the students', teachers' interviews and focused group discussion.

The purpose of the classroom observation was to understand what technological tools teachers use while teaching and their attitudes toward them. At the same time students' perceptions toward ICT were also known. Interview and group discussion with teachers and students were undertaken to get a clear picture regarding the use of ICT in ELT.

3.2 Instrument

To examine the research questions, use was made of a semi-structured interview, according to Sabar Ben Yehoshua's model (1990). In this method, the interviewee was requested to relate to questions established in advance regarding their position about different points while

encouraging discussion to develop other in directions. This gives scope to the participant to express his or her stance on the subject under examination and to relate their experiences.

The following instruments were used to collect data for this research.

1. Observation checklist
2. Interview questions
3. Focused Group Discussion (FGD)

3.3 Participants

For this study, I selected secondary level students of government and nongovernment two schools in Dhaka city. The interview participants were English language teachers of those schools. In Dhaka city, there were few schools where English language is taught with the help of technology. I selected twenty students for focused group discussion.

3.4 Procedure

Primary data collected through target population whereas secondary data gathered from relevant websites and articles. I followed different procedures to collect data with different instruments. Firstly, I took permission from the institution. I have observed classes and then three senior language teachers and five assistant teachers were interviewed within that one week who is working in that institution at least for two to three years. All the questionnaires were administered in the face-to-face interviews. I asked them pre-planned questions which I have made to collect information from the teachers.

3.5 Sample Size

The study conducted with 8 teachers, who takes class in English speaking, listening, reading, writing at the secondary level, and students was from secondary level within a same group. I have selected eight teachers for the interview and 20 students were asked to participate in the focused group discussion.

3.6 Qualitative Data Analysis

The interview procedures were broken down into components and prepared into relevant hypotheses (Kassen & Krumer-Nevo, 2010). The primary analysis began with close reading of

each interview. In the second stage, the students' answers were categorized according to their insights regarding: the need to use ICT as an interactional tool, the advantages and disadvantages of its use, and the need to change the teaching approaches. In addition, their wish on using of ICT methods was categorized according to real mode of use as communication within classroom. The third stage involved searching for connections and relationships between their attitudes about ICT with their wish on using of ICT and positive learning outcome in their practice. Data analysis was performed according to Rubin and Rubin's (2012) method in which the participants' comments from the field are used to interpret and understand the field itself.

3.7 Limitations

Like other researches, this research is also not a perfect one, there were some limitations. One of the major limitations on this research was lack of time. This study is to evaluate the effectiveness of teaching English language by using ICTs. So the small size of sample which is 20 students cannot be generalize to the whole population. I tried to prepare this research carefully being aware of its limitations and shortcomings. The research was conducted in the two secondary classes during rush time. The time was not enough for me to observe all the teachers' classroom management styles. It would have been better if I could do observation for a longer period of time. I also had to adjust with the official limitations from the school to get enough time for survey activities. I wanted to record the teachers' interviews but did not get permission. I had to strictly follow the ethical issues of schools authorities. Hence it might affect the output or result from the respondent about ICT. Besides that, the attitudes of the respondent also can affect the data collection. It is also might not be hundred percent successful. Willingness of giving interview was another problem which I faced.

3.8 Consent, access and human participant protection

In any research ethical issues is an important part. Confidentiality will be highly maintained from any participant if its needed. I will make sure that, through my research any individual or institution will not be affected; both personally and socially.

Chapter 4

Research results and Findings

This is the important part on this research. In this chapter, the findings of the study have been analyzed and organized in order by using the tools. The purpose of this study was to explore the use of technology in extend benefit of using technology and significance in the teaching-learning motivation and participation in students. Checklist and questionnaire helped to organize the things in order. The first section shows the finding from the teacher's interview about use and the impact of using technology in the classroom. It contains different teachers experience and their response. Students were the part of the observation. The second section presents students observation result from two different English language classes.

4.1 Findings from teacher's interview

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

Teachers' knowledge of ICT & their use in ELT classroom

The use of ICT is new in Bangladeshi secondary education. The data shows that the secondary teachers' knowledge on ICT & their successful use in language classrooms are not satisfactory. The most common uses of ICTs- the computer, the internet, e-mail, word processing; education videos & CDs are not regularly used by the teachers due to their limitations. The data tells that as Manju, an English teacher says "I feel comfortable to use audio and video in my English language class and students are attentive and interactive throughout the class time but most of the teachers do not use it because they feel shy due to their little knowledge on the use of ICT". Rafiq, another teacher says "They don't have enough computer for using it in the classroom".

Technology can drag student's concentration

Most of the teacher said that technology can drag student's concentration. In every class there might be some students who are not attentive. By using technology teacher can easily grab their

attention. They said when they use audio visuals in the classroom students' response increases more. They interact more so teacher can easily engage them with different kinds of activities.

Teacher easily convey the message to the students

From the interview the teacher said that, they can easily convey the message, objectives of the lesson to the students. They don't need to give much effort to describe the things. It makes their work easy and learners learning also. Here the teacher don't need to describe things more because use of audio visual aids already give the students hints so that after watching or hearing, students can relate those things with their lesson which makes teachers' work easy to convey the message to the students.

Technology is beneficial for better English language learning.

Most of the teachers answered this question by describing the importance of ICT in our life and how technology help them to deliver their lecture well. They can easily relate materials with their lesson which makes their class more interactive compared to the lecture based or traditional class. Some of them mentioned that there are different types of students in the class and their interests are not same. Some of them learn better by hearing some learn better by watching and some of them learn better by different activities. To in that case technology can help us to triangulate different activities in the class.

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

Technology helps to motivate students

In this response two of the teachers said that they were able to motivate their students properly. They mentioned that they encouraged their students to use ICT related materials in their learning. They said that they used interesting audio, video and picture so that students got interested. They

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said that they talked with students the important of ICT in learning English language .One teacher said that in the class they used multimedia related materials which were effective of their learning English language. In addition, they tried to make lesson easier and interested so that they can grab the students' attraction.

Using internet in the English language classroom

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

Resources needs to be improved

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

Challenges faced by the teachers

From the interview the teacher said that they faced some problems when they use these aids. They think availability of proper materials is a challenge for them. They need to search for something which contains easy English language and which will give the main idea to the learners. Another problem what they have said is editing materials. They said there are so many materials available in online but they don't need everything, sometimes they need very short and

specific part so, in that case they need to edit those materials but they are not enough skilled. Sometimes they failed to edit. ICT revolution in Bangladesh brings about changes in education systems, but it faces a lot of challenges. Most important challenge is the lack of teacher's knowledge of ICT tools. Knowledge of ICT is essential for making English class successful as ICT includes computer, interactive multimedia, audio devices, internet, television, mobile gadget, interactive whiteboard etc. As one Rafiq, the senior teacher, observed, 'most of our English teachers have little idea about ICT they use audios and videos only for their language classes and they are not aware about other technologies'.

Teachers didn't get any special training

In response to the question, I have found that none of the teachers got any special training on how they can use modern technologies more in their teaching. They are using this based on their previous knowledge and basic knowledge. Some of them said there are many technical problems they faced so training is very important for them. Some of them think that whatever knowledge they have is enough for them to teach students but they also think that getting more knowledge about using of technologies are necessary because it will help them to teach more properly in the future.

Communication has become easy by using technology

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

Technology save teachers' time

In response to the question the teacher said that use of technology save their time because they don't need to give big instruction and the teacher can easily deliberate whatever they want to. For example instead of giving a long instruction teacher can make a power-point so he can save

enough time. The teacher also said that technology give hint about their upcoming task and for that they can perform well.

4.2 Findings from Focused group discussion

Technology helps in language learning

All the students agreed that technologies help them to learn language in many ways. They came up with different ideas like, they like to see colorful pictures, videos, audios and interesting activities. They said that audio clips help them to learn correct pronunciation and it helps them to know different accents. They can also know about different speaking styles with perfect eye contact, body language etc. By listening conversation they can improve their speaking and listening skills which is not possible by teachers lecture. Some students mentioned that when teacher use power-point slides it becomes easier to learn better because they can see those things. So they agreed that technology helps in language learning in many ways.

Technology motivates in language learning:

All the students agreed that technology motivates in language learning. They said all visual materials motivate them in the class. ICTs can enhance the quality of education in several ways, by increasing learner motivation and engagement, by facilitating the acquisition of basic skills, and by enhancing teacher training. One student mentioned that "learning through book is very boring". To remove the monotony teacher can use different audio visuals through technology.

ICT enhancing learning environment:

Students said, ICT presents an entirely new learning environment for the students, they feel non-threatening environment. One students mentioned, "When teacher give long lecture then he can't concentrate for a long time so he thinks teacher will ask questions about the topic and he might be failed to give correct answer" so, he feel quite threatening environment through the class. But when teacher use ICTs he didn't feel nervous. Environment is very important part of teaching. if the environment is not suitable for the students then they will learn nothing.

Use of ICT makes the class interesting:

Almost all students agreed that using ICTs makes the class more interesting. They claimed that 40 minutes class is very tough to concentrate every time and it will be boring and monotonous

class if the teacher does not make it interesting. Teacher can remove monotony by using ICTs for different activities. Like every student's interest is different from each other. By only reading and writing they become bore

Suggestions:

Some students claimed that there are not enough computer for students and they have to wait for a long time to use computer. So they were suggested that authority can provide more computers for their use. They also suggested that teacher should play songs or movies related with the topic because they think it will help them to learn language better.

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

4.3 Findings from class observations

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

I have found that teacher's instruction was simple and clear. Response of students to the teachers lecture was satisfactory. Interaction between teacher and learners was good. The activities were

pair work, group work, individual work and teacher used colorful pictures, power-point slides, videos to warm up the students. This another findings of my observation is that when the teacher finished showing something on computer and taught again from the book, the students felt monotonous and non-interested. It shows that the student feels more interested when the teachers teach by using ICTs.

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

From the observation in English language classroom, the students learn unconsciously. Like, while the teacher was showing audio visuals, the learners were guessing or predicting all that what is going on in the video. This increases their learning and here they are learning consciously and unconsciously also.

It was found that most of the tools which were use in multimedia classrooms that were used in English. Most of the audio, video components were used English so that learners can be develop their listening, speaking skills properly. When teacher gave instruction in English that time he had to translate it to Bengali for students' better understanding. Some students tried to peak in English in their English class that time it was found that teacher gave them inspiration .Some of the students they were not spontaneous in their activities and they were not understand properly of teacher instruction. Furthermore, they did not try to use English in their English language class. From the observation I have found that when the teacher was using audio visual aids students were asking question, guessing and teachers were giving feedbacks. It generates and increase student teacher participation. Because when the teacher was teaching from the book, the asking or guessing from the students and giving feedback from the teacher was not that much high.

Teachers' presentation on technology-related material were meaningful and contextualized in this context .In one class I found that the presenting materials were meaningful and learners centered but other class it was not enough meaningful on their using materials. It was visible that

the using materials were appropriate according to the age and level. Teacher used materials effectively and efficiently .In this regard, it was reveal that in one class it was very effective and efficient for language learners but another class it was less of effective and proficient according to the learners level. The one class it was highly appreciated that the materials were used which was interesting and motivating .But another class materials presenting were not inspiring and motivating enough for students.

In these observations part according to my query it was revealed that the utilization of technology in English language learning class was exemplary .Although some of the classes had some limitations of using ICT tools but the effort of students and teachers were positive.
Teachers were uncourageous and enthusiasm of using ICT related materials. Students were very supportive on ICT tools like audio, video, picture and documentary. The query about benefitted of using ICT it was found the overall learning process getting benefited by using different type ICT related tools. In further more students can improve their language skills by technology tools. Teachers gave enough effort to motivate students' to use new term and method of using ICT materials so that they can improve their language skills properly and thoroughly.

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

Chapter 5

Analysis

This chapter elaborately discusses the findings of the research and thus tries to obtain the answers of the research questions through analysis. In this part based on my research questions, I have analyzed my results findings on students survey, teachers interview and classrooms observation. Here, I found more effective results on my study.

The results of this study shows that technology-based teaching and learning is more effective in compare to traditional classroom. This is because, using ICT tools and equipment will prepare an active learning environment that is more interesting and effective for both teachers and students

After doing triangulates the collected data which it got from observation, focused group discussion and interview, it has got some similarities. It is very much clear that ICTs play an important role in language teaching classroom. The most of students gave opinion that the cause of technology they were getting more effective information in their classroom. Learning English effectively is an important matter of teaching and learning part. So in this regards most of the students' opinion that use of ICT was helpful for learning English language learning. Their learning was more strong and easier by the use of technologies tools. In this concern, teachers' opined that they utilize different types of interesting and informative materials which would be more efficient in English Language learning. In addition they can improve their English language skills. Technologies can enhance the learning process. However, most of teachers in this study agree that ICT helps to improve classroom management as students are well-behaved and more focused. Moreover, this study proved that students learn more effectively with the use of ICT as lesson designed are more engaging and interesting. Accordingly, the participants agreed that integrating ICT can foster students' learning. From the findings it is clear that ICTs can enhance the quality of education in several ways, by increasing learner motivation and engagement, by facilitating the acquisition of basic skills, and by enhancing teacher training. ICTs are also transformational tools which, when used appropriately, can promote the shift to a learner centered environment. ICTs, especially computers and Internet technologies, enable new ways of teaching and learning rather than simply allow teachers and students to do what they have done

before in a better way. All were accompanied that the use ICT made teaching and learning approach more easy and interesting .They said that the use of multimedia related contents they were able to make more interaction with students. It helped to get more attraction to students which were make their learning topic more reliable and catching. So, all teachers said that through the usage of technologies they enhanced the communication between teachers and students. In   classroom observation, it was found that there were enough ICT tools—like projector, computer, for students and other class it was found that there was not enough opportunity of using technology related tools. One class was furnished with necessary equipments of technology but another class was not well furnished and adequate equipments. Most of the classes it were visible that teachers used appropriate ICT tools with relevant topics .In these observation it were appealed that it was moderately fulfill their needs. So it can be said that all of findings of relevant query it was revealed that utilize of technologies were appreciable in classroom and it made learners learning capability more effectively. In this concept, in the classroom teachers and students participation towards using technologies tools were praiseworthy. In contrary lot of lacks their efforts were satisfactory. So, the use of ICT in education as object refers to learning about ICT, which enabled students to use ICT in their daily life. The use of ICT as aspect refers to the development of language skills for professional purposes.

ICT has an impact not only on what students should learn, but it also plays a major role on how the students should learn.

Benefit of students and teachers by using technology in English teaching-learning

In learning English the use of different types of materials are very beneficial in English classroom. It was visible that they liked to watch interesting and informative audio and video clips in their classroom. In this action they wanted to see more and more visual elements. Their opinion was that by audio video they can improve their listening and speaking skills. By the using of projector teachers used power point slide, interesting audio, video and picture in more teachers can show interesting and relevant picture based on the learning lesson. According to the students, internet using was significant in classroom. In addition to the teachers opinion that they said the students also liked multimedia classroom and they enjoyed enough in multimedia classroom. Sometimes he got opportunity to use multimedia that time students got interest in this

class. Some of the teachers mention that they had not enough recourse to use ICT related materials. In these classrooms observation, it were found that most of the tools which were used in multimedia classrooms and used both of Bangla and English. Most of the audio, video components were used English so that the learners can be develop their listening, speaking skills properly. In this exploration, It was appealed that the use of technology provided an extensive opportunity to develop students language learning skills .It was found that the cause of use technology in classroom they got chance to improve their knowledge of language. In this related EstlingVannestal (2009, p.17) finds out several benefits of using ICT in the language classroom. ICT helps to create more difference in the classroom, which leads to increase the benefit of using technology in the students and teachers thus better situation to learn the target language.

To motivate students' to exploit ICT in English classroom

The students liked to utilize technology in their English language class .It was visible that the knowledge of using technology in classes the teachers were not same qualified in this causes the dealing approach was an important thing of learning language properly. According to the students' opinion that was the necessary of using ICT in English language classroom important fact. In this regards, most of the students' opinion was that they felt that more usage of visual aids on their class room would be more effective and fruitful of learning English skills thoroughly. They said that it helped them to develop their knowledge and action on language. Some of students said that they can achieve more knowledge by using audio, video, pictures. They said that they can be able to know more deductive knowledge though the online recourses. Some of students thought that online can help them to improve their knowledge of English language in classroom. They added that through the ICT centered classroom they were able to know more information on their learning lesson and it is helpful for increasing their knowledge. In addition they can learn English language easily an inspiring way. In this response, some of the teachers said that they were able to motivate their students properly. They mentioned that they encouraged their students to use ICT related materials in their learning. They said that they talked with students the important of ICT in learning English language .Teachers said that in the class they used multimedia related materials which were effective of their learning English language. They tried to make lesson easier and interested so

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that they can grab the students' attraction. In this perception it can be said that according to all of survey results it is visible that in classroom teachers and students were trying to motivate to enhance their learning ability. The teachers' roles were making sense of important of learning English commendable. They increased students' compatibility about the ICT related tools of learning English in classroom. It can be connected that motivation is identified as the major benefits of using technological tools to support English language teaching and learning Andrews, (2003). A common view is that in using projectors, picture, audio, video in classroom are more effective to motivated students to learn target language more successfully.

Chapter 6
Conclusion

The main purpose of this research was to find out to what extent technology is effective to facilitate English language learning and teaching. From this study we can conclude that there is a majority opinion that using ICT in teaching as favoring a number of processes related to teaching and learning – in particular, those involving attention, perception, responding, motivation and application of learning and understanding.

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

After data analysis it is found that both the teacher and students facilitate from audio visual aids. It helps the teacher a lot in their teaching. Students also facilitate from audio visual aids. It increases their interest in learning English. It makes the learning process more enjoyable, lively for them. In recommendation I would like to say that the teacher need more deep knowledge and training to teach the students more properly which will help the students to produce best.

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

It is revealed that the greater parts of the learners enjoy the use of ICT during the lessons. This causes the teachers usage ICT related tools in English language classroom. This study has been founded that ICT has effected on students' motivation when it comes to learn a second language and in this way that motivation can be affected. This conclusion is that the majority of students

are positive about incorporating ICT in the classroom. The students' corresponded have showed that they are happier and thought it is more fun when they use ICT in class. The ICT technology in the classroom is beneficial for learning as a result of it being a motivational tool for learners.

A conclusion can be made that the students believe it is pleasurable when the teachers use ICT.

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

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

6.1 Recommendations

1. Teachers' training session should be increased to strengthen their ICT skills which will help them to facilitate technology based classroom in a more organized way and both teacher and students will be comfortable with ICT-based classroom.

2. Technological instruments like- internet, projector, computer, audio-visual aids and other accessories should be available in every school to facilitate better learning.

3. Classroom environment should be suitable and comfortable. I found that secondary level classrooms are not big enough to use different kinds of technology and sitting arrangements should be changeable so that teacher can make group or pair whenever needed.

4. Learning software's, educational websites, online videos, mp3 podcasts, educational apps in smart phone and tablets have positive impacts and therefore these tools should be presented in the classroom by the teachers with due motivation.

5. Technological equipment maintenance staff should be increased and skilled enough to solve any kind of difficulties faced by the teacher. Two teacher mentioned that they have only 2 staff

in the whole school so sometimes it was very difficult to continue the class whenever any difficulties they faced.

6. Finally, the integration of ICT in classroom needs serious consideration in order to increase the competency of the country's education system. This will help in increasing the world ranking of the national education and produce the better future work force. In order to increase the use of ICT in classroom, the government needs to improve and change the teachers' belief about the integration of ICT in classroom.

7. In conclusion, the very first stage of ICT implementation must be effective to make sure that, teachers and students are able to make the best use of it. Thus, preparations of a technology-based teaching and learning begin with proper implementation and supports by the school top management. If the implementation process of technology integration in schools take place appropriately from the very beginning stage and the continuous maintenance are adequately provided, ICT integration in schools will result in a huge success and benefits for both teachers and students.

8. It is good if further studies can be made based on what barriers teachers are facing in using ICT in their daily classrooms in schools.

To sum up, use of ICT in a language classroom is necessary to spread the knowledge of English knowledge. However, the task requires huge economical support, skilled teachers, revised curriculum and institutional willingness. Finally we can say, if the national and international donor agencies come forward with their support the dream of Bangladesh may come true.

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Appendices

Classroom Observation Record Sheet

Instructor Evaluated_____

Course _____

Proficiency Level _____

Total Student _____

Number of Students present _____

Date _____

Lesson plan and Execution					
	Com pletel y	mostl y	some what	Little bit	Not at all
1. Do lesson plans have clear ICT learning objectives?					
2.Do the objectives relate with ICT?					
3.Did the instructor get the attention of learners early?					
4. Do the lesson objectives build on previous teaching or learning in ICT?					
5. Does the teacher actively teach new ICT skills or knowledge?					
6.Does planning take into account those pupils with higher					

levels of ICT skills?					
7. Does planning take into account the appropriate use of assistive technologies?					

Subject knowledge and Understanding

	Completely	mostly	somewhat	Little bit	Not at all
8. Do they show a thorough knowledge of the subject content covered in the lesson?					
9. Do they show a good understanding of the ICT?					
10. Do they have enough ICT skills to manage the lesson?					
11. Do they use appropriate ICT language and terminology?					
12. Can they explain new ICT skills and concepts in a way that makes sense to pupils of all abilities?					
13. Do they match ICT equipment and to interest and challenge pupils?					

Challenges

	Completely	mostly	somewhat	Little bit	Not at all

14. Do teachers challenge pupils' thinking about their use of ICT?					
15. Are ICT activities stimulating and motivating in order to engage pupils' interest?					
16.Are pupils with good ICT skills, gained from access to ICT outside school, challenged?					
17. Does the teacher extend the boundaries of the use of ICT in the wider world?					

Methods and Techniques					
	Completely	mostly	somewhat	Little bit	Not at all
18. Do they remain fully engaged throughout the lesson when using ICT?					
19. Do they work effectively together in pairs or groups when using ICT?					
20.Are students motivated to learn using ICT?					
21. Does the lesson allow the teacher to interact with different groups of pupils using ICT?					
22. Are they(students) encouraged to evaluate what they have learned and improve their ICT work?					

Teachers' interview Questions

1. What do you think the current state of student's technology skills? Do you think students tend to be skilled in using technology or not?
2. How technologies beneficial for better English language learning?
3. Have you received any specialized training on this? If yes then mention the duration and the name of the institution.
4. Do you think that most students find the use of technology helpful in their courses? If yes, how?
5. Do you think technology can drag students' concentration? If yes, then how?
6. Do you face any challenges while using ICT in the classroom? If yes, what are those?
7. How do you overcome those challenges?
8. How do you relate technology with the lesson?
9. Do you give any home work to your students where they need to use technology? If yes, then how do they perform?
10. According to you, how much is technology effective than the books that students use for academic learning?

.11.To what extent do you consider yourself as a successful person in conducting the class based on Interactive pedagogy?

12.Do you have any specific examples/experiences with students regarding use of technology as a tool of interactive learning procedure?

Focused Group Discussion

1. How often do you use computers at University?
2. Do you have access computer at home?
3. Do you use email for any homework or assignment purpose? How often do you use?
4. For which purpose do you use ICT either at home or University?
5. Do you think that ICT help you in language learning? If yes, how?
6. How ICT motivate you in language learning?
7. Do you face any problem using ICT in the class? If yes, what are those problem?
8. What are the major advantages that you see in the use of technology in your courses?
9. What are the major disadvantages tthat you see in the use of technology in your courses?
10. Do you think that in general, your instructors are skilled enough in the use of technology?
11. What advice would you give to the University authority who are keen to encourage the effective use of technology? What sort of things they should do?