THE IMPLEMENTATION OF TECHNOLOGY IN TEACHING ENGLISH TO ROHINGYA REFUGEES: A PERSPECTIVE OF THE TEACHERS IN BANGLADESH

By

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A thesis submitted to the Department of English and Humanities in partial fulfilment of the

requirements for the degree of

Bachelor of Arts in English

Department of English and Humanities

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Declaration

It is hereby declared that

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

University.

2. The thesis does not contain material previously published or written by a third party,

except where this is appropriately cited through full and accurate referencing.

3. The thesis does not contain material which has been accepted, or submitted, for any other

degree or diploma at a university or other institution.

4. I have acknowledged all main sources of help.

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Approval

The thesis/project titled "THE IMPLEMENTATION OF TECHNOLOGY IN TEACHING ENGLISH TO ROHINGYA REFUGEES: A PERSPECTIVE OF THE TEACHERS IN BANGLADESH" submitted by

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Ethics Statement

In this thesis paper, I have not used ideas from other sources without paraphrasing and referencing the source. I did not copy and paste from other sources. I have written in my own words and cited the references. Also, I have only used information from credible sources. I have taken informed consent from participants, ensuring confidentiality of data, respecting participant autonomy and dignity minimizing harm, practicing researcher reflexivity, maintaining transparency, and obtaining ethical approval. Participants received detailed information about the study, their confidentiality was protected, and their rights were upheld during the research. I have ensured a safe environment for participants and reduced potential risks. The project intends to conduct research that is respectful, responsible, and useful for both participants and the community. I understand that non-compliance with the above instructions may lead to disciplinary actions that I will accept without any objection. I acknowledge that I may be suspended or expelled from BRAC University if I am found to have engaged in any academically unethical behaviour.

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Abstract

This research explores the potential use of implementing technology inside the refugee camps of Bangladesh. This research aims to examine both the benefits of using technology and the challenges that come with using it. Using a qualitative method to dive into the perspectives of the teachers, the findings were the lack of infrastructure and cultural conflict between the local dwellers of the land and the refugees. The teachers believe that technology can bring a revolution inside the camps and it would address the low attendance of the students inside their classrooms while being used in diverse ways. However, there is a concern about teachers' training, addiction to technology etc. Finally, the research ends with the limitations and the scope for further research which includes the perspectives of the students and parents and the possibility of sustainability of technology inside the camps.

Dedication:

To my beautiful mother, supporting father, and my beautiful friend Tanha. Without your support, I would not have been able to come this far. Thank you for the efforts you have put into helping me.

Table of Contents

List of Acronyms

EiE   Emergency in Education

HRW   Human Rights Watch

NGO   Non-Government Organization

TLC   Temporary Learning Centers

TPD   Teacher Professional Development

UNAC   United Nations Advisory Committee

UNHCR   United Nations High Commissioner for Refugees

VET   Vocational Education and Training

Chapter 1

Introduction
1.1 Background

The Rohingya community is often referred to as the most mistreated minority in the world. (Farzana, 2017; Rahman, 2020). The Rohingyas are facing a lot of challenges to achieve a secure and respected life due to being refuted from their state Myanmar. According to the United Nations Advisory Committee [UNAC] (2019), the Rohingya community is the biggest minority group in the world. They have been deprived of their fundamental human rights including education, freedom of movement and most importantly their nationality (Human Rights Watch [HRW], 2018). UNHCR reports that there are 965,467 Rohingya refugees residing in different temporary and permanent camps in Cox's Bazar (UNICEF, 2023). This number is increasing every day and they are living in crowded camps. They are vulnerable to sickness, poor diet, disease, crime, trafficking and sexual abuse (Rahman, 2020; Sohel, 2020). The largest number of Rohingya refugees are currently residing in Bangladesh and half of these people are children who are in dire need of food, education, health and security (Sohel and Maruf, 2020).

A large portion of the Rohingya children is deprived of education due to increasing constraints on mobility, lack of sufficient investment, and shortage of school service (Rahman, 2020). In the registered camps, they receive elementary education of level 7, but the Rohingya children in the unregistered camps are denied any form of education (Farzana,2017). Moreover, the students from the unregistered camps are not given any certificate for their completion of education (UNICEF, 2019). 55% of the demography, or more than 500,000 Rohingya children, are still denied access to formal education (Rahman, 2020; Children on the Edge, 2019). Furthermore, the government has directed that the

Rohingya children will not have the scope to learn Bangla who were part of the 2017, August influx (Ibid).

Hossain (2023) states that formal education for refugee children is essential as it provides them with a pathway for knowledge and skills, which creates the opportunity to further their education or implement their knowledge in the community and get employed. On the contrary, informal education occurs outside the school courtyard in everyday life, such as community-based training, vocational training, and life skills education. An expert facilitator does it, and it aims to achieve clear learning objectives in different settings based on principles such as democracy, human rights, and social inclusion (Hossain, 2023).

English is widely recognized as a language globally, which can facilitate communication, education, and integration for refugees and migrants (Thư, 2023). Most of the refugees have the idea that English is an international language that is used in various countries in all aspects of their lives. The final goal of a lot of the refugees is to settle down in a third country. This motivates them to learn English for studies and work (Sulistyowati, 2022). Currently, English Language Teaching for refugees is an issue that has been grabbing the attention of researchers, practitioners, and policymakers.

The refugee children in Bangladesh are currently provided with only informal education in Temporary Learning Centers (TLC) that are being run by different NGOs and facilitated by UNICEF. However, the trainers at these TLCs receive very little training on informal education, and there is no expert orientation for non-formal education within the existing framework (Hossain, 2023). Moreover, these TLCs are facilitated with very few resources for education apart from books. Informal education is not confined to teaching a specific subject to the students. As a result, without proper teacher training and a lack of resources, teaching English as a second language and as a specific subject to the students becomes challenging.

Digital technologies have become a part and parcel in modern lives. It has brought revolutions in all sectors of the earth. The impact of digital technology in education is beyond imagination. The use of digital technologies in education ensures that students have the opportunity to learn better in a shorter period of time. The use of digital tools like projectors, PowerPoints, computers and other audio-visual tools are now being used effectively to teach students and boost their productivity.

In this ever-increasing world of technological revolution, digital instruments have become a part and parcel of all segments of life, including education. However, the Rohingya refugees of Bangladesh do not have the comfort of enjoying the benefit of this digitization. As a result, they are lacking in the sectors of education and a lot of other basic facilities. The purpose of this research is to find the possibility of implementing technology inside Rohingya classroom and explore the use, impacts and the challenges that comes with it so that the sector of refugee education in Bangladesh can be made better for the students and teachers.

1.2   Research Objectives

1.   To investigate the perceptions of the secondary level teachers about the possibilities of using technology in the secondary level Rohingya classroom.

2.   To investigate the use of technology inside the Rohingya classroom for secondary-level learners.

3.   To address the importance of using technology in teaching English to the refugees.

4.   To investigate the challenges of using technological tools to teach English to secondary-level learners in the Rohingya classrooms.

1.3 Research Questions

1.   What are the secondary-level teachers' perceptions about the possibilities of using technology in the Rohingya classroom?

2.   How can technology be used to teach secondary-level learners inside the Rohingya classroom?

3.   How can technological tools impact learning English among secondary-level learners in Rohingya classrooms?

4.   What are the challenges of using technological tools to teach English to secondary-level learners in the Rohingya classrooms?

Chapter 2

Literature Review

Several researchers have conducted their studies on refugees and their education on different accounts of refugee education. These researches were done in different countries like Syria, Turkey etc. which have given shelter to refugees from their neighboring states. The findings of these literatures are divided into three categories.

2.1 Challenges to Refugee Education

Several researchers have found that there are a lot of challenges to refugee education for which a lot of countries are not taking the initiative to give any sort of formal education to the children. These challenges include their socio-economic conditions, cultural barrier and lack of infrastructure and others. Adelman (2018), in her dissertation, "Challenges of Integration, Obligation, and Identity: Exploring the Experiences of Teachers Working to Educate Syrian Refugee Children in Lebanon," examines the challenges teachers face in integrating Syrian refugee children into Lebanese schools. These challenges include language barriers, cultural differences, and inadequate resources. Buckner (2018) also argues the same limitations for the refugees in Lebanon. According to Buckner (2018), the challenges of the limited capacity of the public education system, inadequate access to education, and poor quality of education hamper the refugee education system in Syria. Along with these, Adelman (2018), also sheds light on the difficulties teachers face in fulfilling their obligations while maintaining their professional and personal identities. (Al-Hroub, 2014) identified that various socio-economic constraints, outdated school curricula, limited family support, and restrictive Lebanese labour laws played the role of critical drivers for school dropouts, particularly among boys from lower-income families with lower academic achievement. The challenges differ from the neighbouring country, Turkey,

for the Syrians. According to Alpaydin, the effectiveness of educational provisions is hindered due to overcrowded classrooms, lack of qualified teachers and culturally insensitive curriculum. Studies by Koehler and Schneider (2019) refugees face difficulties in schooling in Europe. As per the findings of the study, integrating young refugees into European education systems is not an easy process; it involves dealing with language barriers, trauma, psychosocial needs, changing an education system and promoting integration.

For the Bangladeshi refugees, A.N.M Zakir Hossain (2023) found that One of the biggest problems facing Rohingya refugees is that they do not have access to education. There are several reasons involved in this issue, such as the lack of recognition of Rohingya refugee status by the Bangladesh government added to restrictions on their movement outside the camps and the limited supply of skilled instructors and instructional materials within the classrooms. According to a study by Mahmud and Nalifa (2020), the Rohingya refugee community in Bangladesh is currently facing several challenges in accessing institutional education hindering their progress in schooling and becoming part of the local society. These challenges include financial difficulties, language barriers and a lack of a structured curriculum. They also argue that many Rohingya children have knowledge gaps and lack skills because of years of displacement, trauma, and interrupted education. Mahbub Alam Prodip (2017) found that the vulnerability to diseases like diarrhoea, and respiratory infections combined with malnutrition creates a hindrance to proper education for the refugees. In his analysis from an intersectionality perspective, Md Mahbubur Rahman (2022) found out that there are several issues that need attention if the quality of education is to be improved for Rohingya children at Kutupalong camp. These consist of non-attendance at formal schools, subpar educational provisions, the inability of the Bangladeshi government to acknowledge Rohingya qualifications and discrimination against them which they suffer at the hands of both Bangladeshis and other humanitarian aid workers. The findings of policy restrictions by the government of Bangladesh make it even harder for the Rohingya refugees to access

education. These policies prevent Rohingya children from attending public schools, which force them to be in non-formal education centres that are usually not well-resourced, lack qualified teachers and do not follow a structured curriculum. Additionally, Shohel (2022) argues that overcoming several challenges such as resource constraints, language barriers, and the long-term effects of trauma can enable quality education for Rohingya refugee children.

To sum up, the problem with infrastructure is the biggest constraint to refugee education. They don't have access to an effective curriculum and the difference in culture makes it even more difficult to get integrated into the education system. The government policy also plays a role in lagging them behind.

2.2 Importance of Refugee Education

Refugee education is important as it will help them get a better life and they can be integrated to normal classrooms when they return to their native state. A.N.M Zakir Hossain (2021) suggests that education is important for them as far as their future is concerned since it will help them acquire the necessary skills and knowledge which will contribute to their ability to rebuild lives, promote social cohesion among them, and reduce inequality. Shohel (2022) states that education is a source of hope for Rohingya refugee children in Bangladesh. It offers a chance for a better future, the path to healing, skills acquisition, and the ability to shape the future for a generation that has been displaced by violence and persecution. Zeus (2011) emphasizes that the inherent value of refugee education should be recognized because it can help refugees take control of their own lives and futures. Kagwa (2005) recognized that Emergency Education or Emergency in Education (EiE) is important in humanitarian assistance. She further goes on to state that, Emergency education provides children with a safe space and nurturing learning environment, helps them in coping up with their trauma and equip them with

essential skills to rebuild their lives. Moreover, Education during emergencies strengthens resilience, promotes well-being, and equips the children with the necessary tools to navigate in difficult circumstances. Additionally, emergency education fosters social cohesion and lays the foundation for future peacebuilding efforts (Kagwa, 2005). Hossain (2021) states that, citizenship education can play a significant role in recognizing the rights and responsibilities of the refugees and encourage them to develop a sense of belonging to the host community. Hilal & McGrath (2019) puts emphasis on Vocational Education and Training (VET) for the refugees. The authors state that VET provides individuals with the knowledge and training according to the industry demands and helps them to secure employment, increase earning potentials and contribute to their economic growth. So, to conclude, vocational and English language training is very necessary for the well-being of the refugees.

2.3 The Role of the Stakeholders:

The stakeholders play a major role in ensuring the betterment of the lives of the refugees. Hilal & McGrath (2016) stated that the Government of Palestine has acknowledged the importance of Vocational Education and Training for the refugees and took various steps to improve the quality and accessibility of the VET programs. The authors also urge for a demand for the collaboration between the Government and industries to ensure the maximum amount of employment for the refugees. Palik (2020) says that various community-based schools are working to provide a supporting and nurturing environment while teaching them about their heritage, culture and language with essential literacy and numeracy skills. The author suggests that the Government should give them legal status so that they can access public education along with providing training and support to the teachers. Prodip (2023) argues that the approach of the Bangladesh government to education for the Rohingya refugees is very limited and does not meet the required demand sufficiently for the marginalized group where it blends their learning with the approach of the local demography. Prodip (2017) and Hossain (2021), emphasized that

the stakeholders should continue to provide education and health services to the refugees and should ensure well-being of the children along with providing more funds. Camplejohn (2019) recommended that the government should create a curriculum where the refugees should be taught English with the help of storytelling. So, the government and other non-government organizations should come forward to ensure a safe and healthy learning environment for the refugees.

The massive influx of the Rohingyas in Bangladesh led to many research works on refugees. These research works include a diverse field of studies, including refugee education. Most papers have discussed the infrastructure challenges and the psychological impact of their displacement. A vast number of these works also include refugee education. Some of the articles also included the scope of vocational training for the development of refugees. English teaching in the refugee camps is also addressed. However, using technology to teach English to students is a field that needs to be worked on. The current era demands the use of technology in almost all sectors of the world. Digitization is taking place in almost every field. So, the importance of using technology in refugee education must be addressed immediately.

Chapter 3

Methodology

3.1 Research Site:

The research was done inside the Rohingya refugee camps located in Bangladesh. There is a total number of 33 camps for refugee camps for the Rohingyas scattered around different parts of Ukhiya and Teknaf in Cox's Bazar. Among these 33 camps, only one camp is permanent and the other 32 are temporary. The research was conducted in the registered camp, camps 1E, 2E, 3, 4 Extension and 5. The residencies inside the camps are highly congested and the houses are made up of bamboo and tin. The schools are also made in a similar way. The roads are muddy and there is no developed road system. Some schools are located adjacent to the streets, but most of the schools are deep within the housing space. The schools were made in the same way as the houses. However, the main problem that the school possesses is the extreme heat inside with bare facility of electricity. The schools are run by solar panels and the power always needs to be saved. The noise surrounding the adjacent roads was very high and there was no proper facility to even shut the window.

The schools usually consisted of 4-5 rooms among which one was for the teachers and the others were for the students. While entering the schools, a tank of pure water for drinking purposes of the students can be seen. The schools did not have much supply of basic goods and the classrooms only consisted of seating arrangements and a blackboard. There were also fans and lights inside the classroom, but due to the extreme weather inside the camps, the fans could do very less even during winter time. While taking interviews, it was noticed that there was noise coming from outside and the research participants also complained that it is difficult for them to conduct class in such an environment.

3.2 Research type

The research is qualitative research i.e. it was conducted through interviews with participants. These interviews were one-on-one sessions that were recorded. Open-ended questions were asked to encourage in-depth conversations with the participants. The interviews were semi-structured and focused on the participants' perspectives on using technology for education within camps. There was a translator present during the interviews to ensure effective communication with non-native speakers.

3.3 Participants

A total of 18 participants gave their data and these participants were school teachers working in the Rohingya camps. The list of these participants is given,

Name of the participant	Age	Working Experience
A	34	6 years
B	38	6 years
C	28	3 years
D	24	2 years
E	30	4 years
F	22	2 years

G	26	2 years
H	25	2 years
I	21	1 year
J	26	3 years
K	24	2 years
L	27	3 years
M	21	2 years
N	23	2 years
O	23	2 years
P	21	2 years
Q	23	3 years
R	22	2 years

Table: List of Participants who took part in the research

3.4 Sampling

Purposeful maximal variation sampling was used to collect data from the male and female English teachers with varying levels of experience. To carry out the sampling process, several NGOs working on the education of the refugees were approached and asked for permission to collaborate. The English teachers who were interested in sharing their perspectives were approached after the NGOs gave their referrals.

3.5 Method of Data Collection

To collect data for the study, the participants were approached at first, they were explained about the purpose of the study and given assurance that their information and identities would remain confidential. After their consent was obtained, their interviews were started.

The semi-structured method of interviewing was used in to interview the participants and they were recorded in a mobile recorder. If needed, they were asked clarifying questions. To help them feel more comfortable and prepared to answer the questions, a printout of the questions in their preferred language i.e. Bangla or English was handed out to them.

3.6 Method of Data Analysis

To analyze the data, thematic analysis was used. The thematic analysis helped to identify both perspectives of the study and data to be well organized. To begin with, a table was first created for each of the questions and they were transcribed accordingly. The transcription was then read carefully more than once to identify recurring themes and meanings. Then codes were assigned to highlight the most significant aspects of the data. The codes were later examined for links and they were categorized into

themes. The themes are then reviewed and refined. By using thematic analysis, themes were thus

extracted from the interviews and the data was analyzed. This helped to answer the research questions.

Chapter 4

Findings and Discussion:

4.1 Perception of the teachers

The teachers showed very positive perceptions regarding the use of technology inside the classroom. They were very hopeful that the use of technology would greatly help the teachers and the students. A shortage of teachers inside the classroom is a big concern in the refugee camps. Along with that, the class time is only 40 minutes. As a result, it was reported by the teachers that they have to make a lot of lesson plans and inside the classroom, they have to use the blackboard for the whole time. As per one teacher,

"While taking classes, the main challenge is that the students are not interested in reading their textbooks. So, I have to write and draw them on the board. Writing these things and explaining them takes a lot of time and thus we cannot properly utilize the allotted 40 minutes in the class."

Along with that, the participants reported that the number of English teachers in the camps is concerningly low. The refugee teachers who previously taught English are now replaced with host teachers and this created a gap in the number of English teachers working in the schools. As per the say of one participant,

"I am a teacher in classes 6 and 7. There are 20 subjects here. There are 3 teachers here. The host teacher suffered an accident and he has been absent for the last one and a half months. So, we two

teachers are taking all these 20 classes in two shifts. It becomes very difficult for us to conduct classes

for this long time."

However, with the use of technology, the teachers felt that it would help them during taking classes and

it will also help them to decrease their workloads imposed upon them. Along with these results, the

teachers also felt that they will have adequate time to improve themselves and their teaching

techniques.

"I would be very much comfortable to use technology inside the classroom. My work would reduce

greatly and my productivity would increase a lot and the students would also be very much benefited."

Research has also found that the use of technology would help the teachers inside the

classrooms. A quantitative study on CAI (Computer Aided Instruction) by Eric S. Taylor (2018) suggests

that the work hours of teachers can be greatly reduced by the use of technology inside the classroom.

After carefully surveying over 400 participants, the author found that the use of technology can increase

the productivity of the teachers because it will help them with monitoring students inside the classroom

and grading their students as well. The article by Rural Education and Technology Consensus Panel

(2015) also states that the use of technology inside the classroom allows the teacher to focus more on

helping the students with critical tasks, problem-solving and troubleshooting.

4.2 Use of technology inside the classroom:

The possibilities for the use of technology in the classroom are very diverse. According to the teachers, digital devices can be used inside the classroom which would help the students learn various skills and improve their proficiency in English. However, their knowledge was limited when asked about different digital devices. The knowledge of the teachers about digital devices was only bounded to the use of PowerPoint, projectors and audio devices. When they were asked about the ways to use technology, a teacher replied,

"We can use the projectors to show different things to the students and visualizing these things would help them improve the vocabulary of the students."

Moreover, the teachers also reported that they are provided with CD drives as teaching material. They use these things to make the students listen to various stories and grammar. However, the teachers believed that this material is not very effective as the students could not visualize what they are listening to.

Some teachers also emphasized the use of tablets inside the classroom. According to one teacher, the use of tablets was already implemented inside the classroom. But that did not bear much fruit.

"Our organization already provided us with tablets to use inside the classroom. But the tablets were distracting the students and they were focusing on the tasks given to them. As a result, it was called off."

Other than that, the teachers' knowledge was limited. When they were explained about the use the different types of digital devices, they were only agreeing on these aspects that they can be used from different perspectives.

4.3 Impact of Using Technology:

The use of technology can help to maximize the English proficiency of the students. It was reported and agreed by all the teachers that the use of technology would improve the four basic pillars of learning English i.e. writing, speaking, reading, and listening. Technology can help to improve the English vocabulary of the students. Several teachers were hopeful and believed that digital tools such as audio boxes and projectors could increase the use of correct pronunciation and learning new words for the students. The students would have the chance to visualize such words and it would help them to remember more. As per one teacher,

"It would ensure their English pronunciation and they will be exposed to the international language speaking system."

Another teacher said,

"I think speaking and pronunciation can be improved by the use of audio tools and it would help with their accents."

As for writing, the teachers were interested in using digital tools to show videos on different

topics and would later ask them to write about them. As per one teacher,

"Using technology we can teach students English vocabulary by prescribing them various videos and

other things which they can easily access from their homes or their places of convenience. We can show

them how to write different things by showing them a video and asking them to write about it."

Traore and Kyei-Blankson (2010) found that using technology the use of literature books and

CD-ROMs or any kind of supplementary technology activities are motivating the students to build

interest in study. This interest in studies can make them well proficient in the relevant field. The use of

word processors, presentation software, multimedia, and the internet can develop the learners'

language and communication skills.

The use of technology inside the classroom would also allow learners to collaborate between

them and improve themselves in the process of learning.

"I feel like there is no problem in using technology inside the classroom. The students can help

themselves and teach each other."

The findings of the study are relevant to the findings of (Ahmadi,2018) which stated that

technology would help learners to learn among themselves. Learners cooperatively work together to

create tasks and learn from each other through reading their peers' work (Keser, Huseyin, & Ozdamli,

2011). (Soong, 2012) states that learner autonomy and the ability to work effectively and independently

are promoted by student-centered learning. Thus, the use of technology would also ensure that the

students would get a better learning environment and would improve as learners.

However, technology also leads to shorter attention span of the students (Ahmadi,2018) which

might create a problem in the long run. As a result, even a short literary genre of fiction such as flash

fiction, mobile fiction has arised which are extremely brief (Barnard, 2016). Strain-Moritz (2016) also

found that the students are feeling less inspired to use the standard form of English and they are not

committed to the perfection of English due to the exposure of technology around them.

Berges-Puyó (2024) was also concerned that the use of technology in taking exams can create

negative impacts in the minds of the students. Students feel stressed and under pressure when they are being evaluated with the help of technology instead of taking traditional exams.

A quantitative study by Wang et. al. (2023) found that unsupervised use of digital technology leads to technology addiction among students. The students rely on the use of their smart devices for everything. This poses a serious threat for the learners as they might be exposed to different inconsistencies in language learning and they would not rely on their teachers to correct them. In this way, technology can also hinder their already acquired proficiency and competency.

To sum up, the use of technology can help the students to increase their proficiency in English. However, it comes with a few challenges as well. If technology is used keeping these issues in mind, it would greatly help the students.

The use of digital tools can also increase the attendance of the students. The number of students in the classroom is concerningly low and this is because the people inside the camps feel the urge to study in religious institutions rather than studying in conventional schools. However, technology can be a game changer according to the teachers. The teachers feel that the use of something new or digital tools in the classroom will motivate the students to come to the school. One teacher said, "Technology would make the students get improvement in the class. And they would be attentive to their studies. They will be motivated to come to school. The writing and speaking of the students would improve as well."

This statement is also solidified by the findings of (Traore and Kyei-Blankson,2011; Ware, 2008).

The researchers state that the learners' literacy and language skills of the learners can be improved by motivation and engagement in English classrooms when technology is used.

Quantitative study by Shafieiosgouei et. al (2018) also found that, the use of technology and e-learning in the classroom leads to a significant increase in students' motivation to attend class. The researcher also infers that the negative perception of the students, created by the parents by forcing them to go to the school can also be changed with the implementation of technology in the classroom. Furthermore, with the increase in students' attendance, the opportunities to learn more will also increase. The author also states that, use of technology would result in an increase in students' interest and participation inside the classroom.

In a quantitative analysis by Durfee et. al, it was found that the students who attended classes regularly lead to better results in their performance. Thus, it will motivate the students even more to attend classes.

Various researchers also suggest that technology inside the classroom also may create a distraction to the students while increasing attendance. Studies by May & Elder (2018), found that students who engaged in media multitasking resulted in getting lower grades than the students who did not engage themselves in it. However, Maria Limniou (2021), found that the students who had their focus on only one application inside the classroom were more likely to obtain higher grades. The reason behind this was the students were less distracted from their primary tasks which is processing the

information given to them inside the classroom.

To sum up, the students should be properly supervised when technology is implemented inside

the classroom. It might create a distraction for the students if they are not well supervised. However, if

properly supervised, the possibility of student attendance will increase a lot.

4.4 Challenges of using technology:

The biggest setback to implementing technology inside refugee camps is the lack of a proper

infrastructure. The residencies inside the camps are very closely attached making access to get into the

schools very difficult. The environment around most of the schools is not suitable for study. While

visiting the schools, it was noticed that most of the schools are very deep within the

neighborhood, and if not, the schools are adjacent to the road. There is also a sewerage drain running

beside the school building. The buildings are either made with bamboo or it is tin shed.

Implementing technological tools such as a projector or even an audio box poses a great challenge

inside the Rohingya camps.

About the surrounding noises and the open classroom, one teacher explained,

"Our classroom is open classroom. So, if the projector is set up here, the students would find it very

difficult or might not even see the presentation. Other than that, the background noise would hinder

the audio. And if audio is played, it will disturb the students of other classrooms."

Lack of electricity also poses a serious challenge. Some organizations provide audio devices such

as Bluetooth speakers for the students so that they can listen to audio. However, these devices run out

of charge very quickly and the schools do not have a facility to charge the devices so the teachers had to

carry the devices back and forth to their homes and camps to charge them. According to one

participant,

"The use of electricity is a big challenge. Moreover, the duty of safeguarding the sound box that we use

is given to the teachers So they have to carry it to their home, charge them there and bring it again the

next day. Moreover, the students might also break the devices. The wire from the solar panels is also an

issue, as it might create an accident."

The findings of the study by (Moniruzzaman, 2021) reported that the Rohingya community schools lack

basic infrastructure including inadequate classroom size, inadequate teaching materials, poor learning

environment etc.

However, some schools again have the best facilities possible inside the camps. They have

ensured a quiet and peaceful environment for the students to study. Along with that, there are multiple

solar panels available for the service of the students.

Tobin and Hieker (2021) state that the use of Edtech platforms can be a solution for these

disadvantaged learners. The usual Edtech sites can easily be accessed through mobile platforms, but the

Edtech platforms should focus on creating content using a child-friendly approach.

According to ROSENBERG-JANSEN (2022), the use of clean energy in the camps like solar panels can be a good initiative to provide energy inside the camps.

The use of smart devices inside the classroom may result in getting the students addicted to technology which can backfire instead of serving its original purpose. The contents used for educational purposes are made in such a way that they can easily grab the attention and engage students very well. As a result, this concerns the teachers that they might create internet addiction among the students. For example, one of the teachers said,

"The problem with the use of technology is that the students might get addicted to digital tools. If some videos are shown in the class, it would prompt them to search for them again at home. They would then get suggestions about other videos and watch them. This in the end would hamper their focus."

Alternatively, one participant also recalled her previous experience with the use of technology inside the classroom. The previous organization that she had worked in experimentally made use of smartphones and tablets inside the classroom to show various contents to the students. However, that did not bear fruit in the way it was meant to. As a result, the initiative was called off by her organization. According to the participant,

"Some students used to create problems like they used to start playing games. We were provided with tablets. The students did not learn the lessons rather they used to focus on something else."

On the contrary, some teachers found a solution to these inconveniencies as well. Another teacher from the same organization mentioned that these problems can be easily tackled inside the

classroom by engaging the students in doing group work. One other teacher mentioned that if each

group is provided with one tool and asked to study collaboratively, the problem of students checking

other websites rather than studying would be solved. When asked about it, the teacher replied,

"In case the students lose focus while using digital tools, we can create small groups among them and

ask them to discuss silently or ask them to do group work."

Participants related other incidents that connect with similar issues stated above. However,

these thoughts were the most highlighted ones here.

4.5 Recommendations

Through a study of the perspective of the teachers, this research found valuable insights into the possibilities of implementing technology inside Rohingya classrooms along with the challenges that come with it. According to the results of the study, the Rohingya classrooms' basic infrastructure is the biggest setback to implementing technology inside the classroom. The community lack access to necessities like electricity and internet. Findings of other studies suggest the same that, the government of Bangladesh does not allow the use of smartphones or electronic devices inside of the camps. Only the NGO workers are allowed to use smartphones. (Prodip and Roy, 2023). As a result of this, use of digital device is a challenge in the refugee camps and not having access to digital devices loses the benefits of using technology for studies. Moreover, even if technology is used, the camps do not have an adequate supply of electricity to facilitate this field. Apart from that, there is a shortage of teachers in most of the learning centres and the teachers are struggling to keep up with the burden of work put on them. There is also a problem of mistrust among the host community and the target community which makes it even more difficult to have children study at school. This mistrust is exhibited by the parents wanting to send their children to the religious schools instead of conventional schools. The problem arises due to the lack of teachers and adequate teachers training. Moreover, there is a linguistic barrier as the community teachers are now replaced by the host teachers of English. Moreover, there is a problem of short term funding cycle which is around 6 months. This funding initiative does not allow the organizations to plan in for the sustainable benefits of their schools and create a better education environment for the students. However, overcoming all of these barriers, the teachers are very much hopeful that, the implementation of technology can be very much possible inside the camps if the infrastructure is made better along with government support. They believe that the use of technology would bring a revolution in the life of the children they are teaching and it would benefit their English vocabulary and writing. Furthermore, the problem of attendance can also be solved with the use of technology inside the

camps. The teachers would be very much comfortable with the use of technology if they are provided adequate training on it. However, the most concerning issue is that, the teachers have very less idea about the use of technology inside the classroom. Some of the teachers are not even accustomed to using smartphones as they are from the targeted community. So, the government and the stakeholders working in the refugee camps should work on creating guidelines and training the teachers in such a way that, the integration of technology can become easy and accessible for the students inside the classroom. Moreover, the government and the stakeholders should take initiatives to create a better curriculum where their cultural and secular curriculum can be mixed together which will make it easier for the refugees to accept the given education. There should also be robust monitoring inside the classroom so that they monitor the classroom better than before. Thus with the help of the government and other stakeholders involved here to implement technology and over all build a better education system for the refugees.

Chapter 5

Limitations of The Study

The primary focus of the study is to understand what the teachers viewed about the use of technology inside the Rohingya camps and the benefits of using it. However, the perspective of the students of the students and the parents is a field that is yet to be explored. Moreover, the sample of the study was focused on the refugees in Bangladesh. However, there are other countries who gave shelter to displaced people and their socio-economic situation is a lot different compared to Bangladesh. So, the study is not applicable to refugees all over the world. Furthermore, a mixed method research taking into account the general possibility of implementing technology from the policymakers, teachers and other stakeholders is a field that remains yet to be studied. The focus of the study was the implementation of technology, but the question remains about the sustainability of using technology tools. Research on the quality of the teachers training and what other ways they can be trained on will bring benefits for the future generation of teachers and can ensure that the students can be well educated.

Chapter 6

Conclusion

To conclude, the use of technology has become a part and parcel of daily life for people throughout the world. And the implementation of technology is widely seen in teaching English across all nations. However, as the term refugees states, people who does not belong to any particular nation, the right of the refugees to use technology also is discriminated in Bangladesh. The Rohingya refugee community of Bangladesh is lagging in the use of technology just as they are deprived of their basic rights as human beings. The refugee community being deprived of using it makes them lag from every sector of education. The Government of Bangladesh wants to educate these children so that they don't fall behind when they are sent into their homeland. But, without the use of technology, the education in English or in any other subject would not be very useful to them. However, there are still arguments that state that even if the use of technologies inside the camps is beneficial, there is also concern that the refugees might misuse them. But, it is to be known that technology is a double-edged sword and it can be used in both ways. The benefits of using technology go beyond its misuse and it can create a benefit to creating a sustainable future for them if used properly. So, it is necessary to use technology inside the Rohingya English classrooms.

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