Implementation of CALL in the EFL Classroom: Teachers' Perspectives and Attitudes in Developing CALL-based Classroom

Nazmun Naher Nila

ID-11163003

Department of English and Humanities

August 7, 2013

BRAC University

Implementation of CALL in the EFL Classroom: Teachers' Perspectives and Attitudes in Developing CALL-based Classroom

A Thesis

Submitted to the Department of English and Humanities

Of

BRAC University

Submitted By:

Nazmun Naher Nila

ID-11163003

In Partial Fulfillment of the Requirements for the Degree of

MA in English

August 7, 2013

Acknowledgement

Abstract

This dissertation illustrates about what teachers perspectives and attitudes towards implementation of CALL in EFL classroom of the English medium and Bangla medium secondary schools of Bangladesh. By investigating from the perspectives from the teachers, this research exposes the positive and negative sides of implementation of CALL from the teachers' point of view. In the first chapter the researcher illustrates few items including problem statement, purpose of the study, central research question, significance of the study, delimitation and limitation. In each part, many things are came out regarding implementation of CALL.

The next chapter is focused on some secondary data and collected from journals, books, academic library, scholar journal in where some researchers' study are paraphrased by the researcher. This chapter contains some segments such as significance of using computer based classroom, teachers'attitude toward CALL, an interactive CALL classroom, a skilled teacher in CALL classroom, negative attitudes toward implementation of CALL, initiatives for the implementation of CALL, teachers' training and education system in Bangladesh. In this chapter, the focal part is researchers' view of CALL regarding each subtitle. The researchers' have given idea from their study and analysis.

Then, The research methodology which is chapter three includes the research design, theoretical framework, sampling, setting, instrumentation, data collection procedures, data analysis procedure and obstacles encountered provide the practical context of the research. This research data is collected from the teachers' interview. It explains how the researcher collected data from different schools.

After that, the next chapter is   analyzed teachers' responses with individual interpretation, comparison between the English medium and Bangla medium schools and on the basis of the research questions. It portrays teachers' suggestions and views for the implementing CALL in the EFL classroom. The chapter contains some parts which are overall teachers' responses on the basis of interview questions, analysis of the central research questions and teachers suggestions. These things are basically the main part of the research where the result has been found by the researcher.

In conclusion part, summary of the findings, contribution of the research,   recommendations, practical implications and further studies   are provided. Recommendations and practical implication show some ways for implementing CALL in future.

To sum up, collaboration among teachers, school authority, education board and the government support are needed to implement CALL in Bangladesh for utilizing effective teaching and learning practices.

Table of Contents

Implementation of CALL in the EFL classroom: Teachers' perspectives and attitudes in

developing CALL-based classroom

Chapter 1-Introduction

1.0 Introduction

In a few years, rapid changes have been seen in technologies and new things are discovered. Computer helps people in many ways, especially in education and societies. The expression of Computer Assisted Language Learning (CALL) refers to a variety of technology uses for language learning. Technology includes CD-ROMS (containing interactive multimedia and other language exercises), electronic reference materials like as online dictionaries and grammar checkers, and electronic communication in the target language through email, blogs and wikis (Chapelle, 2010, p. 66).

Baker (2008) says that business people can access through computers because computers are improved in the speed and communication of business in around the world (p. 1).

Timucin (2006) describes that Computer Assisted Language Learning (CALL) involves the use of technology in the form of computers, and a transformation process in the institution where the implementation actually takes place. He also talks about implementation of CALL in an EFL classroom in where he focuses not only on the teachers but also the administrative boards of many educational institutions, who are interested of adopting technology for teaching purposes. However, the process of implementing technology and manage it is not a straight forward operation. The successful process of implementation of new technologies needs considerable effort especially by the administrative people. He also says that teachers should be engaged participants in the change process and that increases the chance of successful implementation of the new innovation of CALL (p. 262).

Comas-Quinn (2011) says about successful implementation of e-learning. The success of any innovation in education, like as the introduction of online teaching and online technologies is in great part due to how well teachers deal with the new ideas and implement them with their learners (p. 219).

Levy (1997) described CALL as the search and the study of applications of computer in computer teaching and learning. People use internet for communicating with people, know cultures, different society, economic status of people, condition of politics etc. They are more getting engaged in computer to do their jobs. Maximum children use computer for various purposes, especially, for playing games. If the learners are encouraged to learn using computer, it would be beneficial for them, when it comes to learn a new language. Through computer, students can learn a lot of things; they easily find all materials in the internet what they need relating to their study. English as Foreign Language (EFL) learners could have more benefits for learning a new language (p.1).

Weible (1983) talks about adopt of computers in a foreign language classroom. He identifies a sensible reason for that, which is providing significant support to the instructional efforts. These kinds of supports might come in various ways. Teachers' presence in a classroom mainly attracts students. The interactivity of designed software can improve students' learning ability and also helps slower students who need extra care. So, the entire concept of instructional efforts will help students in where they will enjoy (p. 63).

Recently, Computer Assisted Language Learning (CALL) is developed around the world for better learning of language. Computers have become widespread in schools and homes. Education system has changed dramatically when people has started using computers, for that reason, language teachers have started to think of using of CALL based language learning. CALL is mainly the use of new technology, methodology, teachers' techniques etc.

It has been used in several countries since 1960s, when it is started. The methodology is helpful for the learners' to acquire a lot of things through the computer. At the same time, it is really hard to implement CALL in the classroom unless the authority has problems for developing a new system in the educational institution. So many things are related when we think of implementation of CALL (Warschauer, 1997, p. 470).

Considering implementation of CALL in Bangladesh, EFL leaners would be beneficial because they are not good enough in English. Besides it, teachers play a great role. Their ideas and teaching techniques can help student for learning better in this new methodology. They should come forward with this new technology considering students' weariness. CALL may not be a well-known methodology in Bangladesh and it might not developed yet properly except some English medium schools. Only English medium schools may carry out all the expenses for continuing CALL in their institution.

So, the aim of this research is teacher's way of thinking of implementation of CALL and how a teacher sees a call-based classroom. Besides it, this research also finds out acceptance of new methodology, teachers' action and reaction, their knowledge and interest of applying CALL etc. are the focal points.

1.1 Problem Statement

Besides all benefits of CALL based EFL classroom there are some possible problems also, which this research finds out. Few researches have been done in Bangladesh on CALL. Researchers might have an overall idea of CALL in Bangladesh but things are not specific, for such reason, this research investigates teachers' point of view about implement CALL. Focusing on Bangladeshi context, there are many problems considering CALL-based classroom. Some schools may follow the traditional methodology but only few schools may take this new method. The feasibility of purchasing and maintain expensive instruments of a classroom is a great obstacle for continuing a CALL-based classroom in a developing country

like Bangladesh. Because, people of developing countries are facing financial crisis; purchasing a computer seems like a sign of aristocracy for them (Gueye, 1989, p.78). Computers are different from earlier teaching devices like radios or tape recorders. As a result, teachers have to receive some training in CALL before they start to take classes. Trainings like seminars and workshops can help them and in turn they will teach students properly (Gueye, 1989, p.79). Authority should have interest in applying CALL otherwise it will not be possible to take language classes through computers. Because, the authority is the responsible person who knows what to do and how to do while implementing CALL in the school for EFL learners.

Levy (1997) illustrates two main problems of computer while taking classes. He talks about hardware and software which help to design syllabuses of students and influencing on these two things, syllabuses are created. This initial choice is a consequence of the development process in where the strengths and development environment are shaped and from here all CALL materials are produced. He also says that the software has to reach the students and should be used in regular basis. There are two problems: on the one hand the equipment might have been superseded by the end of the project. On the other hand, the intended students group might not be able to get access to the materials because the cost of the equipment is prohibited. If text book materials prove themselves they may be used for years with good effect; if CALL materials are effective then often they are discarded when the next model of computer comes along and for no other reason (p. 2).

Teacher's ideas of teaching learning system are not same. Some teachers may not like CALL methodology for learning a new language rather they may be rely on traditional method of language teaching. Teachers' way of taking classes or teaching learning system is different from each other.

Baker (2008: 4) illustrates that authority plays a great role. The school curriculum helps students' to increase their access and make them more confident in technology skills. Teachers' have to know which skills are essential for technological literacy and they have the capability to teach students.

1.2 Purpose of the Study

The purpose of the study is to know about teachers' attitudes, opinion, ideas and applying technological literacy to the classroom and the ways of developing student's knowledge of English language for the EFL learners'. Besides it, the scenario of education system, whether the teachers support or do not support CALL, students benefits etc.

This research finds out problems and possible solutions of CALL implementation through teachers responses. Teachers' suggestions of applying CALL in our country for EFL learners; they talk about students' opportunities of learning through computer and also students' action/reaction of CALL. So, the aim of this research is to see what and how teachers see CALL as the methodology for EFL learners which will encourage students to involve with language learning.

1.3 Central Research Question

The central research question of this study is more meaningful as these things are main focused area of this research. From these questions, it finds out some possible result of this study.

A) Do the teachers' feel importance of implementing CALL-based classroom for EFL learners? If yes then why this CALL is important? And, if answer is no then why it is not important.

B) How the students' are benefited while implementing CALL in the classroom?

C) What are the negative sides of CALL considering the socio-economic condition of Bangladesh?

1.4 Significance of the Study

This research is going to help the government, education board, authority and teachers to think more on teaching learning system of Bangladesh and also develop students' language learning through CALL in the classroom. At the same time, it will help to know teachers suggestions for implementing CALL to develop students English learning. As this research is based on teachers' perspectives and attitudes of CALL, not only teachers' but also authorities, trainees and readers will be benefited when they think of implementing CALL for the EFL learners. Based on socio-economic situation of Bangladesh, how a CALL-based classroom can be helpful; readers will get to know these things. If anyone wants to implement this new methodology in their institution, they will come to know what steps can be taken and how students' will get help from computers while learning language; these advantages and disadvantages are collected from the teachers'. So, teachers' perspectives and attitudes of implementation of CALL is the main focal point of this research from where authority and teachers' will get information of applying CALL in schools.

1.5 Delimitation

The research is mainly done to know about the classroom situation of those schools which may have implemented CALL in English language learning. This study mainly focused on English medium schools and Bangla medium schools . For that reason, teachers' opinions and ideas are essential for doing this research. Other educational system like primary level, government educational institutions,   Madrashas etc. are not under the consideration. The CALL teachers' and those who have some knowledge about CALL are selected for this research.

1.6 Limitation

The research has some limitations also, like schools are focused which are in the Dhaka city. Madrasha medium are not under the consideration. The schools of Dhaka city are

included but schools from other area of Bangladesh are excluded. Another thing is that, it is impossible to go every English medium school for collecting data. So, randomly selected schools are prioritized. As doing any research is time-consuming matter, the teachers could not give enough time to take interview. Also, some institutions did not want to provide their information to the researchers. So, the result of this research would not be satisfactory.

Chapter 2- Literature Review

2.0 Introduction

This chapter deals with the theoretical aspects of teachers' perspectives and attitudes in implementing CALL for EFL learners in relation to different aspects of teaching and learning from various sources.

2.1 Significance of Using Computer-based Classroom

Dashtestani (2012) did a study on Iranian EFL teachers' perspectives on CALL, where he found out that the participants had positive attitudes toward the use of CALL in EFL courses. Teachers think that CALL is beneficial to increasing students' motivation, autonomy, self-confidence, and learning multi-cultural competence. In addition to that CALL is considered as important, facilitative, interactive, and time- and-energy efficient in EFL teaching (p. 60).

Park & Son (2009) point out that, teachers of CALL have positive and approving attitudes toward the use of computers in the classroom. They think computer is that kind of technology which helps teaching students and they get help in various ways. From the use of computer students will have learning experiences in real and authentic contexts (p.).

According to Atkins and Vasu (2000), teachers' are more conscious about the use of computers in the classroom. They think computers play a significant role on the EFL learners.

On the other hand, Lam (2000) also says that teachers' have interest in using computers and have personal beliefs of the advantages of using computer in the classroom which also help teachers to make a decision of using technology.

It has been said by many researchers that computer plays a significant role in a CALL-based classroom. Focusing on the criticism of a mechanistic approach to CALL, software evolved into student-oriented applications. A computer classroom expands their

function to provide various formats of feedback on students' performance, to find a place for their choices, and to monitor their learning. This self-learning and individualization quality appears to be conducive to student-centered teaching. With various approaches to the use of computer and its advanced techniques, the capability of the computer has been expanded beyond many teachers' imagination and expectations. The introduction of the internet and the use of multimedia provide both ESL/EFL teachers and students with virtually unlimited uses. Not only teachers' instructional tool but also the use of multimedia and the internet provides students with learning tools to experience authentic learning materials and explore second language resources. The teaching-learning pedagogy helps student to expose authentic materials and authentic interactive experiences by the help of multimedia and internet (Kim, 2008, p. 242).

Kim (2008) also points out those teachers' beliefs about language teaching and learning. The teachers' beliefs about language teaching and learning affected their perceptions and expectations of computers as well. Teachers do not believe computers can develop all the four skills equally. They expect using the internet and multimedia through computer which help students' reading comprehension (p. 251).

Karl (2011) explains significance of using technology in the classroom. She finds a difference between the learning from and learning with approach which is seen very clearly in the philosophy of technology education versus educational technology. From her point of view, she says that technology education is based on that technology in where the main focus is on computer science courses and computer programming. The technology is the tool toacquire more knowledge about a particular subject. The educational technology shifts to achieve cognition and higher order of thinking instead of drill-and-practice of basic skills (p. 21).

As Reeves (1998) indicates that "learning from media and technology, the student becomes the tutee and the technology is the tutor" (p. 2).

So, according to his thought, the approach is tutoring students on drill and practice skills and delivering immediate feedback on student performance. The educational technology contains various content areas which are taught in school and uses technology to support learning in these different areas (Reeves, 1998, p. 2).

Karl (2011: 24) claims some positive attitudes of overall implementation of technology based education in the classroom. From her point, she claims that researchers thought are positive. "As the study progressed, student's learning tasks did not change dramatically, but the researchers noticed other very important changes. These changes were as follows:

1. Teachers began working in teams and across disciplines

2. Classrooms became a mix of traditional and constructivist instruction

3. Students became more collaborative

4. Teachers altered daily schedules to allow more time for student projects

5. Teachers began to use alternative forms of assessment such as performance and portfolio based

6. Technology encouraged a student-centered environment and cooperative learning

7. Teachers often used more complex tasks and materials in their instruction, and

8. Teachers realized that teaching and learning with technology occurs over time. (As cited Sandholtz et al., 1997, pp. 9-10)."

Warschauer (2002) points out about use of technology in the classroom. He has done an ethnographic research with language learners in Hawaii-including immigrants, foreign students, and native Hawaiians. It indicates that the participants view technology not as a secondary, optional tool but as a critical added value to language education. In other words, students in technology intensive language classrooms learn both language skills and valuable information literacy simultaneously (p. 455).

2.2 Teachers' Attitudes Toward CALL

Dashtestani (2012) points out some problems regarding implementation of CALL based classroom for the EFL learners which are strongly agreed by the EFL teachers. Teachers say that there are some pragmatic constraints of implementing CALL like as

- Lack of technology-based facilities,

- Low availability of computers in EFL courses,

- Lack of educational authorities' support to include CALL (p. 62).

Park and Son (2009) investigate through their study that new learning is possible by the use of computers for the ICT (Information and Communication Technology)-based global society. They also say that teachers' also believe that computers add value to teaching. CALL is an effective way for improving the teaching quality because it provides both teachers and students with useful information, resources and especially authentic texts (p. 18).

The study also shows that teachers' reaction of implementing CALL. Half of the teachers are enthusiastic for CALL implementation which helps students improving language skills. They think CALL classroom should be based on a learner-centered classroom. On the other hand, the other halves of the teachers have a different opinion on teachers' role in CALL-based classroom. They think like that with the use of computers, students are not

encouraging. Rather, they feel they should play a dominant role and take a responsibility for controlling students 'activities (Park and Son, 2009, P. 19).

Capan (2012) describes about positive attitudes of teacher in implementiation of CALL. The research indicates that there is a significant positive correlation remains between teachers' attitudes towards computers and their willingness to use computers in the classroom. In other words, teachers who have more positive attitudes towards computers, the more they like to use computers in the classroom. As he investigates on the Turkish EFL teachers attitudes towards computers, he adds more things about the study (p. 249).

Capan (2012) concluded his study as participants are positive to accept and integrate computer applications into their teaching practice. Participants are identified with positive behavior towards computers. And also, the teachers have positive perceptions of computer. The participants consider the use of computers relevant to the cultural context in which they work (p. 252).

The views of the teachers turn out to be very helpful. It is obvious that teachers need convincing and assurance that their involvement is an important part of the project and there is no secret agenda to replace them with computers. It is also revealed that the teachers as individuals need an extra support and assurance that they are not the only ones uncomfortable with the idea of implementing technology for teaching purposes. They have a fear of being teacher with the innovative method because of their lack of computer skills (Timucin, 2006, p. 264).

Kim (2008) talks about motivation and the teachers attitudes towards students' motivation; teacher sees motivation as a benefit of using computers. The following statement is also mentioned by Kim after the research result that the teachers response differently as to how computers could specifically increase student motivation. Half the teachers associate

using computers with authentic materials, authentic interaction with native speakers, and collaborative activities. Eight teachers believe that the use of computers would motivate students to participate in their learning by providing a variety of activities and different mediums (p. 250).

Lumpe and Chambers (2001) identify 14 categories of contextual factors which impact teachers' beliefs about technology. These categories include the following:

1. Resources

2. Professional Development

3. Internet access

4. Quality of Software

5. Classroom Structures

6. Administrative Support

7. Parental Support

8. Teacher Support

9. Technical Support

10. Planning Time

11. Time for Students to Use Technology

12. Class Size

13. Mobile Equipment

14. Proper Connections

2.3 An Interactive CALL Classroom

Lam and Lawrence (2002) state that to develop a communicative classroom computers bring a technology based environment where teacher-student relations come out from so-called traditional roles. In this type of classroom, students can manage their learning process by gathering information themselves. The classroom becomes learner-centered. They become more independent because they can make their own decision and they are responsible for their work. The teacher acts as a facilitator, a resource person and a counselor rather than an authority or a decision maker (p. 305).

Kim (2008) describes interactive CALL classroom. The benefits of CALL need to stress that the use of computers can increase the quality of students' communication and also enhance their motivation to engage in their learning. For example, using online discussion board can promote students' meaning-making process and enhance interaction skills to help their peers understand their statements. The use of the internet and email makes it possible to expand the scope of students' collaborative learning (p. 243).

Comas-Quinn (2011) strongly claims for the use of CMC (computer-mediated communication) and new technologies in online language learning. It enables learners to more interact and receive feedback from teacher as well as from the learners. So, the challenge is to support learners and teachers to acknowledge the necessary literacy and skills. The online language teachers need different skills from their classroom-based colleagues and also from online teachers of other subjects (p. 220).

2.4 A skilled Teacher in CALL Classroom

Park and Son (2009) point out that, a language teacher should have an experience of variety teaching and learning in using computers. They have to be very confident and skilled in implementing CALL in the classroom (p. 3).

Rakes and Casy (2000) illustrates that teachers have to be very comfortable with technology. They should have positive attitudes towards technology integration to improve students' goal. Teacher must know the use of technology because it controls teachers' behavior.

Kim (2008: 244) describes "however, report that teachers' notion of student-centered teaching does not necessarily support the idea that students engage in searching and exploring information or resources about learning tasks or that teachers facilitate and encourage students to be independent learners. They state that the notion of student-centered teaching varies from teacher to teacher. They summarize four different definitions of student-centered teaching based on their study of 15 teachers: (a) students are provided with appropriate instructions and enough explanations by teachers; (b) students are actively engaged in their learning, collaborate with their peers, and are guided by teachers to overcome difficulties; (c) students collaborate with their peers to seek information and solve tasks; (d) students have ample responsibility for their learning. In their study, each teacher showed different views about student-centered teaching and attributing factors for student motivation as well. For instance, those who supported teacher control did not believe that student ownership was an essential element for student motivation" (as cited in Pedersen and Liu 2003).

Karl (2011) says that technology is the thing where a concern of establishing the implementation and the development of skills and knowledge of teachers in the classroom is highly recommended. Preparing teachers to use technology in the classroom and how to integrate technology should be prioritized. The professional development efforts are included building teacher competencies in the use of computer technology (p. 26).

Karl (2011) also says that approximately one-third of teachers are well prepared to use computers and the internet in the classroom. "And, 84% of teachers believed that

computers and access to the internet improved the quality of education, only two-thirds

reported that the internet was not being well integrated into their curriculum (as cited Cradler,

Freeman, Cradler, & McNabb, 2002).

2.5 Negative Attitudes Towards Implementation of CALL

Dashtestani (2012) has identified some barriers toward implementing CALL. He said

that:

1.   Low levels of teachers' and students' computer literacy

2.   Lack of EFL teachers'

3.   CALL methodological knowledge,

4.   Teachers' lack of knowledge

5.   Intervention in producing CALL materials

6.   Injustice in using computers

7.   Cultural resistance (p. 62).

Park & Son (2009) also explain that, CALL has some negative factors also like

external and internal factors. Lack of time, insufficient computer facilities, rigid school

curricula, textbooks and lack of administrative support are under the external factors which

are negatively influence the implementation of CALL in the classroom. On the other hand,

internal factors such as teachers' limited computer skills, knowledge about computers, beliefs

and perceptions of CALL also affect the teachers' decision of using CALL (p. 1).

Kim (2002) points out that teachers' use of CALL-based lessons are limited, delayed,

avoided or withdrawn. They face some unexpected problems, difficulties or barriers because

of insufficient knowledge and computer skills, lack of experience, lack of sufficient time,

computer anxiety, and lack of confidence. But, in her study the students have positive attitudes toward the use of computer and they have strong motivation and interest on CALL.

Shin and Son (2007) also find out those teachers having difficulties when they use English in CALL-based classroom. Teachers' do not want to use computers in the classroom because of time limit of each subject's class; computer-based classroom has limited class hours. Besides, teacher and student both need enough time to cope with computer. On the other hand, inconvenience of using computer facilities is another problem. And very common one is technical problem like slow internet. In addition, teachers' also have problems with authentic material and textbook while they integrate textbooks with computer.

Atkins and Vasu (2000) say that teachers play an important role influencing technology use and their attitudes have a significant impact on the implementing CALL in the classroom.

Dashtestani (2012) also describes problems arise in the classroom. He states that teachers express cultural obstacles in using CALL for the EFL learners. They assert that most of the educational institution do not use computer for educational purposes rather they think computers are for leisure or fun. The soft wares are used in EFL courses; those are not easily available for the teachers. The EFL classrooms have technological problems. Most of the computers are old-fashioned or backdated, which are useless. Most importantly, the CALL-based facilities are too expensive and curricular limitations are another obstacle. Due to these obstacles in EFL courses, teachers are worried about implementation of CALL also including time limitation and their lack of adequate knowledge regarding CALL. He further states that the result of his survey illustrates no use of technology in the classes in general. The

classroom activities never including electronic dictionaries, e-mails, computer mediated communication (CMC), word processors, the internet, pedagogical software, visual aids, and computer-based assessment. Moreover, they do not have CALL facilities in their classroom. Some classes do not have computers and if some of the classes have then computers are out of order. Computers are mostly used for playing audio tracks of listening activities from textbooks. Printed textbooks are the main teaching material used by the teachers and students. There is no internet access in the EFL classroom. Traditional white boards are the main tool used in the classroom (p. 63).

Alshumaimeri (2008: 33) has pointed out pedagogical approaches to implement CALL in the classroom. It focuses on teachers' activity and mentions "teachers, as the essential fulcrum of knowledge transference, are unfortunately seldom included in the development of new pedagogical approaches. Although the educational policies of many countries have embraced technology as a crucial element of the modern classroom, systematic efforts to document and to explore teacher' attitudes towards such innovations has not been conducted. This exclusion of teachers in instructional design is particularly noted in the field of second language instruction (as cited in Zapata, 2004)."

Zapata (2004) suggests that the area of CALL remains unexplored in elementary, middle and high school classes in subjects which   have been considerable research on teachers' beleifs and perceptions of the use of instructional technology.
 (p. 340).

Karl (2011) describes first order and second order barriers to technology in where the extrinsic and intrinsic motivation factors are also included. She explains two types of barriers as first-order barrier and second-order barrier. First-order barriers are those factors which are

extrinsic to teachers including lack of access to computers, software, not enough time to plan for instruction, and not enough technical and administrative support. On the other hand, second-order barriers are intrinsic to teachers including beliefs about teaching, technology, classroom practices, and openness to change (p. 45).

Timucin (2006) says that instead of the growing interest among scholars in CALL, there is a gap between the use of computers and technology for teaching purposes and experience of the implementation of CALL in EFL classroom (p. 262).

2.6 Initiatives for the Implementation of CALL

For the implementation of CALL in the classroom, the teachers suggest that computer facilities, language labs and appropriate technical and administrative support should be provided. The teachers also claim the need for current textbooks and national curriculum for CALL practice. They also focused the importance of the CD-ROMs which they use frequently in the classroom. Teachers' training is essential for the successful implementation of CALL. Teachers also agree that useful Websites developed by ESL/EFL teachers can be used to share materials and activities with other teachers (Park and Son, 2009, p. 21).

Dashtestani (2012) also says about some steps which can be taken while implementing CALL would be under consideration. The majority of participants perceive some measures such as inclusion of CALL in teacher training programs, provision of adequate CALL facilities and adequate time for teachers to implement CALL, funding teachers to have access to CALL software, holding workshops and conferences on CALL and its implementation awareness-raising programs, inviting teachers to take part in CALL materials development, updating teachers' knowledge about new CALL software as important or very important to take in order to include CALL courses. The EFL teachers' perceptions of the strategies need to include technology in EFL courses. Teachers' believe

that they first need to know how to use CALL in EFL courses. The CALL training courses, workshops, and meetings for teachers to be acquainted with the principles of CALL. Some EFL teachers asserted that educational supervisors are not interested to include CALL in their EFL programs. The EFL teachers are voiced a need to change the attitudes of educational supervisors about the use of technology in language teaching contexts (p. 63).

Alshumaimeri (2008) has done a study on EFL learners of CALL of Saudi Arabia. He focuses on teachers, ministry of education and decision makers who are involved to implement CALL in EFL classroom. The decision makers should have careful monitoring and evaluation when they think of implementing CALL for EFL learners in the classroom. Teachers' collection of perceptions and attitudes will help in the assessment and modification of the teaching system. As he illustrates, by encouraging teachers to reflect on their experiences and the challenges they face, decision makers can better ensure productive use of new technological innovations in education. Collection of the perceptions and attitudes of the teachers who use such tools are followed by careful analysis which is an important step in the assessment and modification of the teaching initiative. Careful monitoring and evaluation of the needs and experiences of EFL teachers will assist decision makers as they develop methods to use IT more effectively in the education system. Such things will help in the development of future initiatives (p. 30).

Alshumaimeri (2008) adds some other factors of implementing CALL, the steps which should be under consideration come out in his study. Such factors are like student age, teacher age, and presence or absence of the teacher during training can help or distract from the newly teaching method. To implement CALL in the classroom, successful pedagogical tool like the inclusion of information technology (IT) should be practice in the classroom with the new methodology. The attitude of the teacher towards the tool or approach affects the way it will be used and implemented (p. 29).

Alshumaimeri (2008) explores teachers' attitudes play a significant role. It could be positive or negative in the environment of education. As he mentions that the attitudinal position of the teacher is a fundamental aspect in an analysis of the outcome of technological integration. According to his study, access to and attitude toward technology training is seen to correlate to the integrative success of approaches like as CALL. The research finds that although some teachers do not have positive attitudes toward technology, they may still see the technology as an effective instructional strategy. The experience of the teacher within the administrative activitiy network, which can influence the degree to which the teahers are receptive for innovation. An understanding of a teacher's experience with school resources such as computer training, CALL training, and computer labs, will assist in determining how positive attitudes towards CALL are taking care of. Institutional policies are considered as an important factor in the integrative success of the CALL approach. The institutional policies are the support for and extent of training which are offered to the secondary English teachers (p. 34).

As Alshumaimeri (2008) finds in this study that general computer training is not enough rather than teachers should use computer labs for language instruction. It means more than training; teachers will have more confidence on their teaching methodology. It is also recommended that training should be based upon teachers' learning needs, specific content areas, and individual characteristics of the students who are the ultimate beneficiaries of new innovation. Teachers also should discuss their opinions to develop their approaches toward the integration of technology into the curriculum (p. 41).

As Alshumaimeri (2008) describes that "Staff development programs in support of teachers in the process of orienting to technological advances in EFL classes also must be considered if learning is to be meaningful and effective. Particularly, if budgetary adjustments are to be made in order to support a greater implementation of the CALL

approach in the Saudi secondary classroom, teachers will be a tremendous asset in ensuring lasting changes in attitudes toward technology use. The fostering of such attitudes must be attained in parallel to ongoing professional development agendas (Alshumaimeri, 2008, p. 42)."

Garrett (1991) illustrates that our most important priorities should be focused on the individual learner in where a true integration of the teaching of language and the teaching of culture understanding will come out. And also bridging the gap between theory and practice should be strongly supported by the intelligent uses of technology. But, all these things are only happened when teachers will take the initiative to think through the technology. The technology should be able to do for them and also for their students and able to make their needs known (p. 95).

Timucin (2006) is argued in his article, the traditional type of teaching is what teachers usually do such as preparing handouts and appropriate worksheets, etc. But, in an environment full of technological devices in which they are not very familiar with and this is the place where they might tend to think their contribution can be made. These are all about teaching process in a language classroom, but besides it, he also says that administrators and boards of educational institutions must acknowledge the need for staff support to help them change properly. It is essential to create chances to make the teachers use what they have been doing and also take an advantage of what they are familiar with (for example, assigning them to prepare support materials, given the chance to evaluate feedback forms, etc.), instead of asking them to forget everything they have been doing for so long and adopt a completely novel way of teaching instantly. A successful implementation of CALL can only happen when the innovative ideas are involved. If the teachers become vigorous, engaged participants, and realize that there will be continuous attempts to make them integral parts of the 'novel' system (p. 269).

Evans (1996) calls the implementation of CALL as a process where it is emotionally and cognitively complex. He argues that people must be helpful to link the new method with the old one. And it is also focused that to see the future of education not as disconnected from the past but to relate it. (p. 50).

Both the teachers and institution need to make a huge investment in terms of time, effort and commitment to provide adequate training of teachers. Besides it, it needs to ensure a high level of competence, pedagogical understanding and teaching effectiveness. The training model is comprehensive and it includes following criteria:

1. Reference documents

2. Face-to-face meetings for new and continuing teachers

3. 'Just-in time' support via emails

4. Classroom observations and feedback from coordinators

5. Teaching behaviors that are expected from teachers

6. Discussions of pedagogical issues in the online staff room

7. Peer support, news, tips, etc.

8. An open door policy to facilitate online peer observation amongst teachers (Comas-Quinn, 2011, p. 221).

Angers & Machtmes (2005) have illustrated that the successful implementation of call needs of what the implementation will mean to teachers' personal beliefs must be investigated. Because teachers' beliefs about classroom practice appear to shape their goals for technology (p. 789).

2.7 Teachers' Training

The training quality of teachers' is not that much helpful for the learner, the Asian

Development Bank (ADB) provides $70 million in loans for improvement to the quality of training for secondary school teachers in Bangladesh. It should improve the overall quality of education in the whole country. Rudi Van Dael, social sector specialist in ADB's South Asia Department, who talks about training of teachers in Bangladesh. He says that education is one of the pillars of development. The project of giving loan will strengthen teachings and help to deliver quality education. The good quality education will prepare students for the job market or to pursue further education. Bangladesh has made significant progress in providing access to secondary education. It has achieved gender parity up to grade 10; the quality of education continues to be a concern.

Besides it, only two in five students who enroll in secondary school education complete it. Many schools meet a low number of performance and accountability requirements, specifically in disadvantaged locations. And, many secondary school graduates are not prepared to enter the workforce in higher job categories or to continue tertiary education (The Asian Development Bank, 2012).

2.8 Education System of Bangladesh

The present education system of Bangladesh is divided into three major stages. These are

1. Primary level

Primary level institutions are mainly considered as primary or initial education basically.

2. Secondary level

Junior secondary/ secondary and higher secondary level institutions are considered as a secondary education.

3. Tertiary level

Degree pass, degree honors', masters and other higher level institutions or equivalent section of other related institutions are concern of tertiary education.

The primary education is grade 1-5 which is managed by the Ministry of Primary and Mass Education (MOPME). The junior secondary to higher education are under the administration of the Ministry of Education (MOE). The post-primary education is further classified into four types. These are:

A) General Education

B) Madrasha Education

C) Technical- vocational Education

D) Professional education

These four types education system have other criteria also. These are written below.

A) General Education

Under this segment we have three criteria. These are: primary, secondary and tertiary.

- Primary education:

The first level of education starts from 5 years of formal schooling (class / grades I - V). At this stage, education normally begins at 6+ years of age up to 11 years. Primary education is generally finished in primary schools. Nevertheless, other types of institutions like kindergartens and junior sections attached to English medium schools are also imparting it.

- Secondary education:

The second level of education starts from the age of 7 years of formal schooling. The first 3 years start from grades 6-8 which is referred to as junior secondary. Then, the next 2 years grades 9-10 is secondary and the last 2 years grades 11-12 is called higher secondary. Vocational and technical courses are offered in vocational and trade institute or schools. So, there are high schools where SSC (vocational) courses have been introduced.

There are three streams of courses such as, Humanities, Science and Business Education, which start at class IX, where the students are free to choose their course(s) of studies. These streams of courses are chosen in the secondary level of education. High schools are managed either by government or private individuals or organizations. Most of the private secondary schools provide co-education. There are many single sex institutions in secondary level education.

The academic program is finished at the end of class X when students are to appear at the public examination called S.S.C. (Secondary School Certificate). The Boards of Intermediate and Secondary Educations (BISE) conduct the S.S.C. examination. There are seven such Boards at different places in Bangladesh namely: Dhaka, Rajshahi, Jessore, Comilla, Chittagong, Sylhet, and Barisal.

The secondary education is designed to prepare the students to enter into the higher secondary stage. In higher secondary stage, the course is of two-year duration (11-12) which is being offered by Intermediate Colleges or by intermediate section of degree or master colleges.

- Tertiary education
  a) College

This stage of education is started of 2-6 years of formal schooling. The requirement for admission to higher education is the higher secondary certificate (H.S.C). The students of HSC passed are qualified to enroll in 3-year degree pass courses for honors'. Students may enroll in 4 year bachelors' degree honors' courses in degree level colleges or in the universities. After successful completion of a pass/honors' bachelors' degree course, they can enroll in the master's implementation of CALL in the EFL classroom   degree course. Master degree courses are of one year for honors' bachelor degree students and 2 years for pass bachelor degree students. Students, who are willing to take up M.Phil and Ph.D courses in

selected disciplines or areas of specialization, they have to attend for 2 years for M.Phil and 3-4 years for Ph.Ds after completion of master's degree. Generally, higher education is being offered in the universities, post HSC level colleges and institutes for professional, technical, technological and other special types of education.

b) University

There are 73 universities in Bangladesh, among these, 21 universities are in the public sector and other 52 are in the private sector. Out of 21 public sector universities, 19 universities provide regular classroom instruction facilities and services.

A) Madrasah Education

The madrasah education was introduced in 1780 with the establishment of Calcutta Madrasah. In madrasah education, Islamic religious education is focused along with the general education as complementary to each other in the system of education. There are five levels in the madrasah education system. These are:

- **Primary level**

It is also known as ebtedayee education. This is equivalent to primary level of general education. The first level of madrasah education is started from 5 years of schooling, grades 1-5. Normally, the children of 6 years of age begin in class 1 and finishes class V at the age of 11 years. Ebtedayee education is imparted in independent ebtedayee madrasahs and ebtedayee sections of dhakhil, alim, fazil and kamil madrasahs. It is also imparted in some of the private quami - kharizi madrasahs.

- **Secondary level**

The secondary level of madrasah education is started from 7 years of formal schooling. It takes five years in dhakhil stage (S.S.C. level) from grade 6-10 while the last 2 years in alim (higher secondary) stage. Dhakhil level education is started in dhakhil madrasahs and in dhakhil level of alim, fazil and kamil madrasahs. Alim is equivalent to higher secondary

certificate education imparted to alim madrasahs and in alim level of fazil and kamil madrasahs.

There are diversification of courses after three years of schooling in secondary level of education from grade IX of dhakhil stage and grade XI of alim stage. There are streams of courses such as humanities, science and business education, where students are free to choose their courses of studies. Private individuals or private bodies manage all madrasahs of this level. Most of these madrasahs provide co-education. However, there are some single gender madrasahs in this level of madrasah education. There are two public examinations namely; dhakhil and alim after the completion of 10 years of schooling and twelve years of education respectively. The Bangladesh Madrasah Education Board (BMEB) provides these two certificates.

- **Tertiary level**

This level is 4 years of formal education. The minimum requirement for admission to higher level of madrasah education is the alim (equivalent to HSC) certificates. Alim pass students are qualified to enroll in 2-year fazil education. This level of education is imparted in fazil madrasah and in fazil level of kamil madrasahs. After successful completion of fazil degree one can enroll in 2 years kamil level education. There are four streams of courses in kamil level education; streams are hadis, tafsir, fiqh and adab. Bangladesh Madrasah Education Board conducts these two fazil and kamil examinations and award certificates. After successful completion of the specified courses one can appear these examinations. Out of the total kamil the government manages madrasahs only three madrasahs and others are managed by either individual or by private bodies. However, there are few girls' madrasah for girl students.

The Bangladesh Madrasah Education Board has the following functions as regard to madrasah education:

✓ Grants affiliations to different levels of madrasahs from ebtedayee to kamil;

✓ Prescribes syllabi and curricula;

✓ Conducts public examinations (dhakhil to kamil)

✓ Scholarship examinations.

Besides the public system of madrasah education there are a good number of private madrasahs for the Muslim students, namely: hafizia, qiratia, quami and nizamiah. Most of these madrasahs are residential. These types of madrasah are sometimes called kharizia.

A) Technical-Vocational

The students who are not strictly interested on academic education, they may find technical-vocational programs more interesting and valuable for their future. Government tries to ensure that the course curriculum should be relevant to students' interest and at the same time it fulfills the needs of the job market.

- Primary level

There is no technical-vocational institution in primary level of education.

- Secondary level

Vocational courses starts from secondary level. The certificate courses starts from 9th grade after completion of three years of schooling in secondary school. The duration of courses is 1 to 2 years. Recently, 2 years duration vocational courses have been introduced at the higher secondary level. Diploma courses prepare the diploma engineers at the polytechnic institutes. The duration of this course is 4 years after passing the secondary school examination. The

Bangladesh Technical Education Board (BTEB) gives awards and certificates to the successful candidates.

   B) Professional Education

After completing higher secondary education the college of textile and college of leather technology offer 4 year degree courses in textile engineering and leather technology respectively. Generally, in-service teachers take this professional training course along with some unemployed graduates. Professional education also imparted in Medical Colleges, Dental Colleges, Nursing College, Homeopathic Colleges, Law Colleges etc. (Bangladesh Bureau of Educational Information and Statistics (BANBEIS), n.d).

2.8.1 E-learning in Bangladesh

The use of technology in education spreads all over the world. The result of using technology in the classroom is effective, it is studied and proved time and time again. Institutions understand its effectiveness and they try to make it functionally in various aspects of their day to day activities. They use technology in classroom teaching, assigning homework, assessing students and delivering results, technology, and the internet which is homework, turned into the very core of the educational system.

The use of internet among students is limited in Bangladesh. The reasons are lack of appropriate content from the field of education, absence of research based activities and assignments from schools. If the students could find something that is close to their school syllabus, they could find it useful and relevant to them.

The Daily Star and Team Creative have jointly launched a website for school students, named champs21.com. This is the country's first assessment website for the students. It engages the Bangladeshi students in using the internet for educational purposes. Russel T Ahmed, CEO of Team Creative says that the students will have to face the global

competition. The developed country's students are already using technology in their learning process. Bangladeshi students need preparation appropriately and to face it and come out successfully.

Champs21 is for the students of class 3 to 10. They will learn mathematics and science. Students can take chapter-based and term-based tests throughout the whole session, which is following school curriculum. Students have to do drilling down conceptual comprehension, functional and relative works as well. This helps students to assess their strengths and weaknesses and also decides which topics need more attention and track their progress. Bangladesh needs more varieties of such interactive websites; through this they can use the internet more effectively for their personal and holistic development (Nahid Akhter, The Daily Star, 2011)

Chapter 3 – Methodology

3.0 Introduction

This chapter of the dissertation discusses the methods used by the researcher to collect data. The researcher had to find out the possible result of implementation of CALL in EFL classroom in the English medium and Bangla medium schools of Bangladesh. Besides, it also focuses on the setting of the schools where the data was collected.

3.1 Research Design

The research design followed by the researcher was qualitative which provided different perspectives of the research. The qualitative research method was exploratory and provided the insights into the setting of the research and also provided further suggestions. The common data collection method used for this method was interviews and discussion with the teachers with individual interpretation on the analysis.

The research procedure has done by collecting books from the library, journals articles from the library, and scholarly articles from the educational and academic databases. All the collected journal articles were published in English in online journal websites.

3.2 Theoretical Framework

The theoretical framework of the research consisted of theories of teachers' perspectives and attitudes of CALL implementation for EFL learners.

Bordbar (2010) points out some teachers' attitudes towards CALL. Higher computer competence increase positive attitudes of teachers towards technology. He indicates that technology coursework can change teachers' attitudes and confidence toward technology can provide them skills which they have not before. He also suggests that only one course is not sufficient for the teachers to practice technology in the classroom. Teachers learn many technological skills by their own and use technology to support their current teaching practice. And, teachers have different reasons for using or avoiding technology. Teachers

who have more experience in teaching and technology use, they like to integrate technology in the classroom. More importantly, teachers need to have specific needs met during their technology learning (p. 35).

Some teachers state that during the class time they lose class control and management. The situation gets worse when a problem occurs to the computer and they could not run it again. Therefore, teachers need more confidence and practice in dealing with the computers in the classroom. So, the need is not only for theory and skills but also for more practical classroom management and good pedagogy in general. It also needs a classroom based teacher training in where they transfer personal uses of computers into their classroom. Some teachers say that the problems of implementing CALL are lack of resources, time, support of technology etc. (Bordbar, 2010, p. 46).

Nor & Vasu (2010) illustrate some negative attitudes of CALL-based classroom from teachers' perceptions. These are lack of computer skills among the teachers, teacher's negative attitudes towards computer lessons and insufficient computer facilities at schools. There are certain numbers of teachers especially senior teachers who are not trained to use computers in language teaching. Furthermore, some senior teachers are refusing to attend courses that are conducted by the Ministry of Education. This negative attitude of teachers causes failure of adapting computer in teaching language (p.1).

Buabeng-Andoh (2012) identifies some factors influencing teachers' adoption and integration of technology into teaching. A successful implementation of CALL program depends on the teachers' support and attitudes. If teachers perceive technology programs as neither fulfilling their needs nor their students' needs, it means that they will not integrate the technology into their teaching and learning. If teachers' attitudes are positive toward the use of educational technology then they can easily provide useful insight about the adoption and

integration of CALL into teaching and learning processes. He investigates on a study where a sample of 139 teachers talks about four factors. The factors are affect (liking), perceived usefulness, perceived control, and behavioral intention to use the computer. He finds from his study that teachers are more positive about their attitude towards computers. They have good intention and perception of using computer. They know the usefulness of the computer having control power of the computer (p. 138).

3.3 Sampling

The sample used in the research consisted of 12 teachers from six different English medium and four Bangla medium schools of Bangladesh. The teachers answered and interviewed a particular set of questions where they gave their opinions and suggestions about implementation of CALL in EFL classroom. The researcher picked each teacher from each school, except from one Bangla medium school. The researcher had to pick three teachers from one Bangla medium school. The subjects of this study were the secondary level students of class 6 from the English classes of the Bangla medium schools and also English medium. All schools were non- government institutions. The subjects were a suitable selection for the study, because the English teachers are less busy than the teachers of class 8 and 10 who were busy for the preparation of the board examinations. For each school, the school authority and also some teachers helped the researcher to collect data from the English teachers. The teachers were also informed that they were going to attend an interviews individually which will be recorded for the purpose of the research.

3.4 Setting

The setting of the interview was both formal and informal. The researcher had to take interview over the phone because some teachers were so busy, they could not give enough time. The teachers of English medium schools were busy because they had to start a new

session. On the other hand, teachers of Bangla medium schools gave time in their office and also over the phone. The setting of interview was formal.

3.5 Instrumentation

The researcher used interview questions for the teachers. There were open-ended questions about the teachers' responses and suggestions. The teachers' interview questions were consisted of 7 questions which focused on the central research questions. In the teachers' interview questionnaire, question no. 1, 2, 5, 6 is related to central question no. 1, question no. 2, 3, 4 is related to central question no. 2, and question no. 7 is related to central question 3.

3.6 Data Collection Procedure

The data were collected from the teachers of English medium and Bangla medium schools of Dhaka city as the field of research are in the context of Bangladesh.

For the collection of the data, the researcher had to contact six English medium schools and four Bangla medium schools. Then, after submitting the application for conducting the surveys, interviews and telling the purpose of the research, the researcher was permitted to take interviews of the teachers. Since, some of the schools were in the morning shift and some were day shift, the researcher had to find English teachers before the start of a class or the end of a class to collect data from the teachers through interviews. The teachers gave so much time for answering the interview questions, they were curious about CALL. It was seen that both the English medium school teachers and the Bangla medium school teachers gave much time to the researcher . Besides, they also helped the researcher by providing additional information on the questions asked during the interviews.

3.7 Data Analysis Procedures

For the analysis of the data for the research study, the qualitative method has been employed. The interviews questions linked to the central research questions were analyzed in details individually.

After the collection of data, all the recorded interviews of the teachers were evaluated. Every individual questions of the teachers' interview was checked several times and analyzed in details to represent the qualitative result.

3.8 Obstacles Encountered

Few obstacles were encountered in the Bangla medium schools because the researcher had acquaintance that helped to contact with the school authorities and the teachers. On the other hand, researcher was not acquainted with the school authorities and the teachers of the English medium schools which led to the problem of getting permission easily to conduct interviews the teachers. Initially, both the English medium and Bangla medium schools were not much eager to let the researcher take the interviews of the teachers. In some schools, the researcher had to even wait for a few hours to conduct the research. Another main obstacle was that all school was declared to close during the Ramadan within a few days. That is why; it took so much time to get permission from the teachers. Teachers were not available on that time. The researcher had to take few interviews over the phone. The researcher needed both formal and informal interviews from the teachers.

Chapter 4 – Findings and Discussions

4.0 Introduction

The purpose and design of this chapter is to develop and analyze the research data that was collected from the teachers' interview of the English medium and Bangla medium schools to determine the teachers' opinion about implementing CALL.

4.1 Overall Teachers' Responses Based on Research Questions

In the present context of Bangladesh, CALL implementation is quite a tough step for the authority and teachers. Though teachers are eagerly waiting to implement CALL in English language classroom yet some circumstances create problems. Technology enhanced classes are helpful for the learners. Teachers appreciate CALL-based classroom. They support that some English medium schools get opportunity to take class through computer. But, Bangla medium schools are deprived from this opportunity. In some Bangla medium schools, which are established in a renowned area, the authority gives permission to use computer in the classroom. So, all schools do not get chances to use computer.

To respond of the first interview questions (see appendix-B) , teachers cannot use computer in the classroom both from English medium and Bangla medium except few schools. Only three out of six schools from English medium schools use computer in the classroom but CALL is not fully implemented. Teachers use computer to show something to the learners. On the other hand, among 4 schools of Bangla medium, only one school uses computer in the classroom and that school has not fully implemented CALL yet. Few teachers from the English medium school who use computer by their own, they said that, they use computer in the classroom but not fully implemented. When they need to show something to the students, they use computer. According to their requirements, they show video, picture animation, documentary film, grammar games etc. to bring authentic environment in the classroom. On the other hand, some English medium schools never use

computer in the classroom. The authority has not given permission yet. But, they have computer lab for acquire some basic knowledge on computing.

Besides English medium schools, the teachers from Bangla medium schools also talk about CALL-based classroom. Though in all schools CALL is not implemented yet, they have idea about CALL. The teacher from school A, he said that, they never use computer in the classroom but the syllabus follows teaching through multimedia as our government wants to make digital Bangladesh. That is why, they collect information from internet to teach something new to the students, make it in papers then give it to the students. A teacher from school B, said that, they have a lesson on listening skill. In front of the class, teacher reads out loudly that lesson then students listen it, after that they write what teacher says. From that teacher's point of view, they act like as machine and at the same time they become human being. Another teacher from school C, said that he feels interesting teaching through multimedia and he uses computer in the classroom. But, it is not applicable for students; he shows video, picture animation, and puzzle and teach grammatical items to the students, for example the use of 's' or 'es' after a word. He also said that students become enthusiastic when they learn English through computer.

As to the answer of second question of the interview (see appendix-B), teachers think technology is the easiest way to teach anything new, it is an advanced way of teaching. Teachers can use authentic materials in the classroom. Through technology students can improve four skills properly. As our students are not that much fluent in speaking English, if teachers help them to do power point presentation then their speaking skill will improve. Besides this, teachers can use podcast, picture animation, documentary film, video, story etc. from the internet, which will very much helpful for the learners. Students will become enthusiastic to learn new things. Learning will become interesting to them. They will not be afraid of learning. With the help of projector, they will learn grammatical items from large

screen. And, it is easy way to teach grammar in a big screen for the teacher also. Within a short time teacher will teach a lot of things. Besides theoretical part, if a teacher can show some practical things to relate with the theory then students will be interested to learn. Then, learning would not be boring to them.

The teachers from all schools wanted to teach through technology for EFL learners. They appreciate teaching through computer. Teachers from Bangla medium interested to use computer in the classroom. They said with technology they can teach much better but without technology it is impossible to develop four skills as our students are not good enough in English. Few teachers' complaint against the authority and some teachers, they said that if some teachers only need CALL then it will not work. All teachers and authority must have knowledge and willingness to implement CALL. But, few teachers do not want to teach English language through computer. Because some teachers like the traditional method and they are not that much qualified to teach through computer.

Teachers from English medium have talked about good side of language learning through computer. They said that technology is very much helpful to the learners. Our students need it badly. Technology is essential for both the teachers and learners. Teachers can use multimedia, through which they can bring out authentic language. They think multimedia is a reliable source for authentic language. It is only possible when we think of technology. Besides it, to improve four skills they need podcasts, games, story reading, presentation, picture animation etc. Other teachers also said it is kind of advance teaching. Technology can save teaching time and also new techniques can apply through technology. To conclude the necessity of technology, it helps teacher and students in various ways.

The third question from the questionnaire comes to an end and that is (see apeendix-B), the teachers who use computer in the classroom from English medium school said that they use digital board, which is kind of projector. Through this board they show animation

movies, video, picture explanation etc. besides, they use sound box, pen drive. Other teacher said that she uses Laptop, projector, sound system, portable hard drive, pen drive etc. in the language classroom.

On the other hand, teacher from Bangla medium do not use any computer in the classroom. But, a teacher from school C, he said that, he mainly uses projector and sound box in the classroom.

To respond of the fourth interview questions (see appendix-B) , Maximum teachers focused on listening and speaking skills rather than other twos. Then reading and writing come respectively. The teachers from English medium schools mainly focused on listening and speaking skills which can be improved better than reading and writing skills. From their point of view, the four skills will be developed but listening skills will be developed first then, speaking, reading and writing respectively. Teacher from school D, she said writing skill can be improved better among these four skills. On the other hand, teachers from Bangla medium, they also said that listening and speaking skills will be much improved than other skills.

Answer to the fifth interview questions (see appendix-B) , all the English medium school teachers want to implement CALL in language classroom. They think, technology is the easiest way to teach students. They can easily get authentic materials through computers. Learning would become interesting for the learners. With the help of technology, teacher can show video, picture animation, documentary film, podcast, story, grammar games, puzzle etc. which will help learners to develop English language. On the other hand, teachers from Bangla medium also support CALL-based teaching but they are afraid of implementation process of CALL and other issues of not accepting CALL in schools. As Government has launched multimedia education for learners but is not implemented yet. Because of some

reasons, teachers feel CALL as a complex process. But, they appreciate learning through technology. One teacher who thinks that English can be learned through Bangla, he considers CALL implementation as haphazard process.

All the teachers from Bangla medium and English medium are fully appreciated of CALL implementation. They are eagerly waiting for that day when the government and authority will be able to implement CALL properly in the classroom. Teachers like to implement CALL in their classroom. Technology helps to teach and learn in easier way. Some schools have computer lab to teach students basic knowledge of computing but there is no opportunity to learn language through computer. Bangla medium teachers follow multimedia based syllabus for English language learning but they do not have any computer in the classroom because the authority does not want it in the classroom.

 The six number interview question illustrates that (see appendix-B),   all English medium school teachers think that if the authority wants to implement CALL then they can easily do but the teachers from Bangla medium schools think it is a difficult process. They think of other negative issues while implementing CALL. They also blame to the government because sometimes authority wants to implement CALL as they follow multimedia syllabus but the government may be unable to serve all the necessary equipment and environment to launch CALL in the institutions'. And also, some teachers have negative meaning on their authority, which is, their authority does not want CALL in the classroom.   One teacher from Bangla medium school says when he asked the authority for white board and marker to use these in the classroom then the authority directly denied. Therefore, that teacher says that their little expectations are not fulfilling then how they will talk to the authority for implementing CALL in language classroom.

Finally, the answer of last question of the questionnaire describes some issues (see appendix-B), teachers indicate lots of issues   after asking about implementation CALL. Financial crisis is marked by the all teachers. Financial problems are arising from the government, the authority and also from the family. If anyone wants to think about CALL, it is not that much easy to afford. Even, parents may not be able to support their children as CALL is so expensive. Besides it, the authority may not be able to increase teachers' salary. And also the government may not have enough money to implement CALL. If these problems are not big issue then implementation of CALL easily can be done. But, the teachers also think that if the government wants then it is possible. There is something false or dishonesty around the system for not having much concern in the education system for language development of the students. Teachers from both medium want CALL-based education as it is effective for the learners and also an easy way to teach. The problems may be in the government or in the authority.

Teacher from one English medium   school is focused on some negative issues of computer in the context of Bangladesh. She said that learners will rely more on visually applying teaching aids. In that case, sometimes they may lose attention from the main subject matter of the lesson. Electricity is another main problem to continue the class. And, training of teachers' is needed when we think about implementation of CALL. Teachers have lacking in training. Besides it, classroom environment is also necessary. Other teachers of English medium schools were talking about more or less same things. They bring out issues like big classroom; slow internet connection, load- shedding, necessary equipment or instruments may not be working, students' interest, permission of authority, classroom environment, availability of computers, budget, teachers' training, education system, and parents' acceptance. Another teacher said that before learning, teachers and students must know the

use of computer. Even computer is just a machine, so without appropriate instruction in any unexpected situation, it can't help learners.

On the other hand, Bangla medium teachers talked about some negative issues regarding implementation of CALL in the classroom. They said financial crisis, class duration, qualification of teachers', teachers' training, classroom environment, publicity of Government, importance of multimedia, load-shedding, internet connection, motivation of others teacher, continuing CALL for long time. Therefore, more or less, all the teachers were focused on same issues. They wanted to implement CALL. They bring out lots of positive side of computer based language learning and negative sides also.

4.2 Analysis of the Central Research Questions
There are three central research questions in this study to find out the scenario of CALL in the Bangladeshi context in where individual interpretation of each teachers' point of view have been come out.

The first central question is related to interview question no. 1, 2, 5, 6. The first question of the central question is mainly teachers' thought of importance of implementing CALL. So, from the study, the researcher has been found out that teachers' feel the importance of implementing CALL for the EFL learners.   From the Bangla medium school teachers' point of view, technology helps students developing four skills properly which is not possible in lecture based classroom. The syllabus of Bangla medium school is multimedia based; it is approved by the government. Therefore, teachers like to use technology in the classroom as they think students will learn interesting things, especially through authentic materials. Through technology students will develop four skills; especially they will improve much on listening and speaking skills. Teachers talk about audio clip from the syllabus; they think if they get a chance to involve students to listen audio clip then students will improve their listening skill. Through this listening skill they will automatically develop their speaking

skills too. Therefore, all these things are dependent on teachers, the way they teach students through technology. Besides skills, they also focus on the process of teaching grammar. Through projector teachers can show various ways to teach students the grammar. Technology helps to teach many things within a few times. With the help of large screen, it is easy to show the functions of grammatical items. Teachers think it is useful for the learners to learn new things and also in a short time they teach lots of things, which is not possible in a traditional method or lecture based classroom. They think technology has a great effect on students learning. They can easily find authentic materials through technology; internet is a reliable source for authentic materials.

Then, the interview questions no. 2,3,4 is related to the central question no. 2 in where the question focuses on the benefits of learners while implementaing CALL. As it is already revealed that learners get benefits from a computer-based classroom, it is quite easy to develop the four skills in a CALL classroom than the traditional lecture based classroom. The teachers think like that way. They fully support technology based clasroom.

__ Students will improve four skills. But, their listening and speaking skills will be much developed because of the help of technology. Later, reading and writing come; teachers think four skills are inter-related. The four skills will develop, it is dependent on teachers, and how the teachers teach.

__ Teachers think students will grasp it. They will like to learn through video, podcast, game, puzzle etc. students are interested on learning through technology. This statement is came from both teachers who has implemented CALL partially and who has not implemented but has knowledge of CALL.

__ Teachers think technology will help them as they can teach a lot of things within a short time. They can show the functions of grammar on the screen and more things can be taught in a short time.

__ Audio visual items help learners to improve their listening skill as well as their pronunciation. If their pronunciation is good then their reading skill will be improved also. Through visual items they will learn new things and get ideas, which they can apply in their learning.

__ Poetry can be taught for secondary level students. Teacher can select poetry from internet which can be called as authentic material. Teacher can improve students' pronunciation, increasing vocabulary; students can also get an inner meaning from the poetry.

__ Through movie or documentary film teachers can give an extra knowledge to the students which they can relate to their study. This movie or documentary films help to develop their skills as well. When teachers ask something related to that topic students become interested to learn new things.

__ A teacher from Bangla medium school says that students' have a lesson on e-mail writing. If they have internet connection it will be easy for them to teach how to write an email. Through the internet teachers can collect lots of authentic material from the internet, which they can relate to their teaching. Internet is the most reliable source for authentic materials. Authentic language helps students to have a great idea on learning. Vocabulary learning can be done through internet. Teachers can show a list of vocabulary on the screen and start to pronounce it and let them teach it properly.

__ All teachers from Bangla and English medium schools think that students will be interested to learning through computer. They will grasp it as they spend much time on surfing the net.

__ Finally, new techniques can be applied in their teaching. Teachers can also add new methods of teaching in the classroom. They can use flashcards, podcasts, games, puzzle etc. to teach students.

Finally, the last central question is based on the negative sides of CALL considering the socio-economic condition of Bangladesh, which is related to the interview question no. 7.

Teachers think, besides all the positive sides of technology, they illustrate negative issues also, which reasons are only focused regarding implementation of CALL in the English language classroom. The negative issues are written below:

__ English medium teachers also afraid about excessive use of computer. They think, learners will rely more on visually applying teaching aids. In that case, sometimes they may lose attention from the main subject matter of the lesson. Another teacher says that even computer is just a machine, so without appropriate instruction in any unexpected situation, it can't help learners.

__ Teachers think permission of authority is the main problem. If authority wants, they can give permission for implementing CALL. But, the problem arises when the authority has enough money to implement but they do not support using computer in the classroom. Though the English medium schools are partially implemented CALL yet they do not use computer in learning language fully. Some items are taught by them. On the other hand, Bangla medium schools follow traditional method still though the syllabus is multimedia based.

__ Teachers think that, authority needs a big budget for implementing CALL in the institutions. Otherwise, it is not possible to handle. Maximum schools will not implement CALL thinking of budget.

__ Classroom environment is another factor when they think of CALL. Though the English medium schools have not large number of students yet they can handle computer based learning with a single computer. But, it becomes a major problem when Bangla medium

schools are counted. Each school has a lot of students in the classroom and the class size is not big. Then, it is impossible to set up all the computers in one classroom.

__ In our country, load-shedding is another major problem. English medium schools can have generator or IPS system to continue the class but, Bangla medium schools may not be able to fix generator or IPS. Because of setting generator or IPS, they think it as problematic process. For that reason, they may not have fast internet. Automatically, internet connection will break down and students will be in a great trouble during the class time.

__ Class time is another factor. Computer based classroom needs more time than traditional lecture based class. That is why; teachers have to give extra time to the students. And, those teachers might not have extra time to give. Bangla medium schools have 35 minutes of class. So, it is impossible to teach language within 35 minutes.

__ Training of teachers' is also another issue. If the teachers are not trained up then it will be tough to take the class. Teachers have to have sufficient knowledge on CALL. Otherwise, implementation of CALL will not be beneficial.

__ CALL may not be accepted & understandable for all. All teachers have not same perspectives on CALL. Maximum teachers from Bangla medium still like traditional method more. Though the government wants to take step on implementation CALL yet teachers and authorities may not accept it. Senior citizens of school, who are teachers from the very beginning, they may not have knowledge about CALL or computer.

__ After implementing CALL, if the instruments will not work properly then there will be nothing to teach students. Therefore, set up instruments properly is another fact which should be under consideration. But, in the context of Bangladesh, the management system is not active to repair instruments. They may take much time to fix it.

__ Parents' may not accept CALL because of its cost. The English medium students can carry the expenses but Bangla medium students are not as rich as English medium students. Besides it, students from Bangla medium may not have computer at home. Then, they will be in a trouble to learn through computer.

__ Our education system is different. Though the authority of English medium school can take a step for implementing CALL, if they have a big budget; but, it is really tough to implement CALL in the Bangla medium. One teacher from Bangla medium school says that CALL is not suitable for our students. This project will not be beneficial for students because of the education system, condition of our students, and their background.

4.3 Suggestions of Teachers Regarding Implementation of CALL

Teachers from both English medium and Bangla medium school provided suggestions for implementing CALL. First of all, they suggested that first step should be taken by the government with a big budget. They should have a proper planning for implementation CALL as the government made a syllabus based on multimedia. So, they can make it CALL-based slowly. If the government is concerned about its implementation then it will be possible to take class through computer.

Secondly, the authority has to give permission to use computer in the school. They should have that budget to implement CALL. They should have strict management system to continue CALL in their institution. If the authority does not implement CALL willingly, it will not work. Authority should know the importance of computer- based language learning. They should know it is beneficial; students will be benefited from the computer- based education.

Thirdly, mentality needs to grow up for all. People should have the mentality to accept CALL as their education system. If no one is sticked at their profession then it will be difficult to implement CALL. All teachers may not like CALL as method of language

learning, for whom it's necessary to grow up their mentality. Like, some schools have not fully implemented CALL but, they try to show few things through computer and projector. There, everyone should have this kind of mentality.

Finally, skilled teachers are needed in CALL-based classroom. A teacher must have schemata on computer. Teachers, who are aged, they may not be able to take class. Because, maximum aged teachers do not know how to use computer. Besides it, teachers need training. So, this is the thing what the teachers need to cope up with technology.

Chapter 5 – Conclusion

5.0 Introduction

This chapter underscores the results of the findings and discussions by providing the context in which the results belong. It blends the interview responses with the research findings and relates those findings to the previous literature. Finally, recommendation and conclusion are provided on basis of the findings and discussion.

5.1 Summary of the Findings

The data obtained from this research highlights a number of points concerning the viewpoints of both the English medium and Bangla medium secondary school teachers regarding implementation of CALL for EFL learners in the context of Bangladesh. Although, few English medium schools have implemented CALL partly, Bangla medium schools have not done it yet. The researcher has found out only one Bangla medium school which has implemented CALL partly. The teachers are interested in implementation of CALL; some teachers teach few things through the projector as CALL is not fully implemented in all schools. They find many obstacles regarding implementation of CALL. They think CALL has lots of positive sides as well as negative sides. Teachers want to come out from the so-called traditional/ lecture-based method.

5.2 Contribution to Research

Although the education system of our country are now under the process of development, the teachers, the government and the education board tend to ignore some factors. Like, they do not focus on students' way of learning. Still, students memorize all grammatical rules. Then, the present government has started to apply multimedia based syllabus but they have failed to give the environment of taking the English language class.

After that, teachers are interested to have class on computer- based but they do not have this opportunity except few cases. Therefore, this research will help the education board, the teachers and the school authorities to realize about language learning through implementing CALL for EFL learners. From this research, they might be careful about paying attention to classroom environment while implementing CALL in schools for creating high quality and effective education system for both the teachers and students.

5.3 Practical Implication

A successful implementation of CALL program depends on the teachers' support and attitudes. If teachers' attitudes are positive toward the use of educational technology then they can easily provide useful insight about the adoption and integration of CALL into teaching and learning processes**.** From the research, it is necessary to think about when we consider CALL in real life, classroom environment (class size, availability of computers, instruments, internet speed, and generator system), online materials and   skilled teacher are essential elements for the implementation of CALL. Before implementing CALL in practically , these things should be taken into under consideration. If these things can be done while implementing CALL then the education system would be changed and teachers and learners will be benefited. Above things are about internal factor of classroom while implementing CALL but the external factors like authority, education board and government also need to take a step for implementing CALL in real life.

5.4 Recommendations

The researcher recommended that in order to support successful implementation of CALL in teaching and learning in the schools, ongoing collaboration is needed among the government, education board, school authority, teachers and education planners of the country. In fact, the researcher thought in both English medium and Bangla medium schools, CALL should be implemented for the sake of students need as it is helpful for the learners as

well as teachers to teach in an interesting way. So that, teachers can contribute entirely on students' learning for their better improvement on language learning.

The researchers also suggested that if the authority cannot arrange desktop for each students then they can give laptops to the students'; it will be easier to carry and students can learn at home also, who are not capable of buying computers. All teachers need to attend the training provided by the school authority which will teach them new techniques and tools of using computer in the classroom.

Another suggestion is made by the researcher, if the authority cannot implement CALL in entire school then they can give permission to take English language classes in computer lab weekly as all schools have computer lab for giving some basic knowledge on computer. Also good administrators need to be employed for developing CALL in the institutions.

5.5 Further Studies

Further studies can be done in the institutions of the primary, secondary and madrasha level of government and non-government institutions which have not been incorporated in this research. It will then encourage others and emphasize on further exploring this area of this study.

5.6 Conclusion

To conclude, it could be illustrated that, the government, the teachers, and the education board should think about implementation of CALL can bring a change in the teaching and learning situation in the schools of Bangladesh. At present, CALL has been underestimated by the school authorities mainly as they are more interested in teaching through traditional method. Therefore, implementation of CALL needs to be addressed by the school authority, education board, and the government. As suggested by the teachers, the authority, the government, teachers' mentality will be the lasting solution to overcome the

obstacles. Therefore, implementation of CALL for EFL learners should be taken into consideration for utilizing effective teaching and learning practices for both the teachers and the students.

References

Alshumaimeri, Y.A. (2008). Perceptions and Attitudes toward Using CALL in English Classrooms among Saudi Secondary EFL Teachers. *The JALT CALL Journal,* 4, 29-46.

Angers, J. & Machtmes, K. (2005). An Ethnographic-Case Study of Beliefs, Context Factors and Practices of Teachers Integrating Technology. *The Qualitative Report,* 10, 771-794.

Akhter, N. (2011, January, 28). E-learning in Bangladesh. *The Daily Star*.

Atkins, N. E. & Vasu, E. S. (2000). Measuring knowledge of technology usage and stages of concern about computing: A study of middle school teachers. *Journal of Technology and Teacher Education*, 8, 279-302.

Baker, J. M. (2008). *Exploring Technological Literacy: Middle School Teachers' Perspectives*.   Washington: Walden University Press.

Bangladesh Bureau of Educational Information and Statistics (BANBEIS, n.d). The Present Educational Structure of Bangladesh. Retrieved from http://www.banbeis.gov.bd/es_bd.htm

Bordbar, F. (2010). English Teachers' Attitudes toward Computer Assisted Language Learning. *International Journal of Language Studies (IJLS)*, 4, 27-54.

Buabeng-Andoh, C. (2012). Factors influencing teachers' adoption and integration of information and communication technology into teaching: A review of the literature.

International Journal of Education and Development using Information and Communication Technology (IJEDICT), 8, 136-155.

Capan, S. A. (2012). Teacher Attitudes towards Computer Use in EFL Classrooms. *Frontiers of Language and Teaching,* 3, 248-254.

Chapelle, C. (2010). The Spread of Computer-assisted Language Learning. Language Teaching. *The Cambridge Journal*, 43, 66- 74.

Comas-Quinn, A. (2011). Learning to teach online or learning to become an online teacher: an exploration of teachers' experiences in ablended learning course. *The ReCALL Journal***,** 23, 218-232.

Dashtestani, R. (2012). Barriers to the implementation of CALL in EFL courses: Iranian EFLteachers' attitudes and perspectives. *The JALT call Journal 2012: Regular Papers*, 8, 55–70.

Evans, R. (1996). *The Human Side of School Change.* San Francisco: Jossey-Bass Publishers.

Garrett, N. (1991). Technology in the Service of Language Learning: Trends and Issues. *The Modern Language Journal*, 75, 74-101.

Gueye, M. (1989). Computers for EFL in Developing Countries: Problem and Solutions. *The CALICO Journal*, 7, 77-85.

Karl, L. C. (2011). *Elementary Teachers' Perceptions of Technology Proficiencies and Motivation to Integrate Technology in School Curriculi***.** Washington: Walden University Press.

Kim, H. k. (2008). Beyond Motivation: ESL/EFL Teachers' Perceptions of the Role of Computers. *CALICO Journal*, 25, 241-259.

Kim, H. (2002). Teachers as a barrier to technology-integrated language teaching. *English Teaching*, 57, 35-64.

Levy, M. (1997). *Computer-Assisted Language Learning: Context and Conceptualization*. Oxford: Clarendon Press.

Lam, Y. (2000). Technophilia vs. technophobia: A preliminary look at why second- language teachers do or do not use technology in their classrooms. *Canadian Modern Language Review*, 56, 389-420.

Lam, Y. & Lawrence, G. (2002). Teacher-student role redefinition during a computer- based second language project: Are computers catalysts for empowering change? *Computer Assisted Language Learning*, 15, 295-315.

Lumpe, A. T. & Chambers, E. (2001). Assessing teachers' context beliefs about technology use. *Journal of research on technology in Education*, 34, 93-107.

Nor, F. B. M. & Vasu, S. M. (2010). Teachers' Perceptions of Lessons Using Computer Assisted Language Learning (Unpublished Article). Universiti Teknologi Malaysia Institutional Repository (UTM-IR), Johor Bahru**,** Malaysia.

Park, C. N. & Son, J. B. (2009). Implementing Computer-Assisted Language Learning in the EFL Classroom: Teachers' Perceptions and Perspectives. *International Journal of Pedagogies and Learning*, 5, 1-25.

Rakes, G. C. & Casey, H. B. (2000). An analysis of teacher concerns toward instructional technology [Supplemental Material]. *International Journal of Educational Technology*   . Retrieved from http://education.illinois.edu/IJET/v3n1/rakes/index.html

Reeves, T. C. (1998). The impact of media and technology in schools: A research report

    Prepared for The Bertelsmann Foundation [Supplemental Material]. Athens Academy.

    Retrieved from http://www.athensacademy.org/instruct/media_tech?reeves0.html

Shin, H. J. & Son, J. B. (2007). EFL teachers' perceptions and perspectives on Internet

    assisted language teaching [Supplemental Material]. *CALL-EJ*. Retrieved from

    http://callej.org/journal/8-2/h-js_j-bs.html

The Asian Development Bank. (2012). Teacher Training to Further Improve In Bangladesh

    With ADB Support. Retrieved from

    http://www.adb.org/news/bangladesh/teachertraining-further-improve-bangladesh-adb-

    support

Timucin, M. (2006). Implementing CALL in an EFL context. *ELT Journal*, 60, 262-271.

Weible, D. (1983). The Foreign Language Teacher as Courseware Author. *The CALICO*

    Journal, 1, 62-64.

Warschauer, M. (1997). Computer-Mediated Collaborative Learning: Theory and Practice.

    The Modern Language Journal, 81, 470-481.

Warschauer, M. (2002). A Developmental Perspective on Technology in Language Education

    Author. *TESOL QUARTERLY*, 36, 453-475.

Zapata, G. C. (2004). Second language instructors and CALL: A multidisciplinary research

    framework. *Computer Assisted Language Learning*, 17, 339–356.

Appendix- *A*
Interview Questionnaire (Teacher)

This assessment contains statements and questions about implementation of CALL for EFL learners, what teachers' perspectives and attitudes.

1. Do you use Computer in the classroom?

2. Do you think technology can help EFL learners in teaching language?

3. What type of technology do you use in the classroom? If not, why?

4. Which skills can be improved better through technology?

5. Would you like to implement CALL in your classroom?

6. What do you think, the authority of other schools give permission to implement CALL?

7. Suppose, we have implemented CALL for EFL learners then what are the negative sides you find in the context of Bangladesh?

Appendix- *B*

Responses of the Teachers on the Basis of the Teachers' Interview Questions.

Question No. 1 Do you use computer in the Classroom?	
Teacher 1 (School 1)	In all branches of this School, they use computer in their language classroom according to the requirement of the lesson. But, the classroom is not totally computer-based.
Teacher 2 (School 2)	They use computer for showing movies, listening activities'. Students do multimedia presentation. Their lecture is not fully computer-based, only few things are done by computer.
Teacher 3 (School 3)	They do not use computer for language learning. But, they have computer lab to give an idea of a computer.
Teacher 4 (School 4)	Teachers' do not use computer in classroom to teach language. They mainly follow the traditional way to teach language. The authority did not give any facility to use computer in the classroom.
Teacher 5 (School 5)	Teacher uses computer in the school for themselves only but not for each students in the classroom. Rather they use computer by their own to bring something new in the classroom and also to show something to students.
Teacher 6 (School 6)	The teacher do not use computer in their classroom.

Teacher 7 (School 7)	Teachers do not use computer in their classroom as the students are from Bangla medium, authority do not give permission. They normally follow the traditional system.
Teacher 8 (school 8)	Only few teachers use computer in the classroom. Computers are not for the students. Teacher only use it to show something.
Teacher 9 (School 9)	Teacher does not use computer in the classroom.
Teacher 10 (School 9)	Teachers do not use computer in the classroom regularly. Rarely, they show something through projector.
Teacher 11 (School 9)	The teacher does not use computer in his classroom. He mainly follow lecture-based classroom.
Teacher 12 (School 10)	He does not use computer in the classroom. They still follow CLT method and lecture based classroom.
Questions No. 2 Do you think technology can help EFL learners in teaching language?	
Teacher 1 (School 1)	Teacher thinks technology can help EFL learners.
Teacher 2 (School 2)	She thinks technology is much helpful for the learners. Because through technology they can use multimedia, through which they can bring out authentic language. She also thinks authentic language's reliable source is multimedia. This is only possible when we think of technology.
Teacher 3 (School 3)	Technology is much more helpful for the learners. Through internet they can teach a lot of things to the learners. They can use authentic materials. To improve their skills, podcasts, games, story reading, picture animation etc. can be used. so, we can do many things through technology.
Teacher 4 (School 4)	Yes, technology is much helpful for learners. It is kind of advance teaching. It can save teaching time and also new techniques can apply through technology.
Teacher 5 (School 5)	Yes, technology is very much helpful for the EFL learners.

Teacher 6 (School 6)	Yes, technology can help learners to learn English language properly.
Teacher 7 (School 7)	Definitely, technology can help. Without technology it is impossible to teach properly to the students.
Teacher 8 (School 8)	Teacher thinks technology is an effective way to teach English language properly. Students can develop their skills in an easy way.
Teacher 9 (School 9)	Technology is helpful but the teacher does not support full implementation of CALL. Rather he thinks using computer according to the requirements.
Teacher 10 (School 9)	Teacher supports technology based education. It is really helpful for the learners. She thinks CALL has positive side more than negative side.
Teacher 11 (School 9)	Obviously, technology is much helpful for the learners. Students can learn new things through computer.
Teacher 12 (School 10)	Yes, he thinks technology helps learners in various ways.

Questions No. 3
What type of technology do you use in the classroom? If not, why?

Teacher 1(School 1)	Digital board is mainly used. It is kind of projector. Through this board they show animation movies, video, picture explanation etc. besides this they use sound box, pen drive.
Teacher 2 (School 2)	Laptop, projector, sound system, portable hard drive, pen drive etc. are used in the language classroom.
Teacher 3 (School 3)	Teachers do not use any technology in the language classroom. Because, they did not implemented computer-based education in their school. Their authority has not given permission to use computer in the classroom yet.

Teacher 4 (School 4)	As our authority did not give any permission to use computer in the classroom, there is no individual computer. The school has not implemented computer-based classroom yet.
Teacher 5 (School 5)	Teacher of this school uses mainly computer and projector.
Teacher 6 (School 6)	Teacher do not use technology in their classroom because, it is not implemented yet. The authority thinks of big budget.
Teacher 7 (School 7)	Teachers' do not use any kind of technology in the classroom. Because of cost, organization problem, small size of classroom, number of students, instruments are expensive, to set up computer, classroom size is not enough.
Teacher 8 (School 8)	The teacher mainly uses projector, sound box. He appreciates Power point presentation.
Teacher 9 (School 9)	Teacher does not use any technology in the classroom. Authority did not give permission and he chooses learning English through Bangla.
Teacher 10 (School 9)	She mainly uses projector, if necessary. Main class is lecture based. CALL is not implemented yet in that school. Because of economic problem, they cannot use computer in the classroom. She also thinks, the government has problem with planning also.
Teacher 11 (School 9)	He does not use any kind of technology in the classroom because they do not have that kind of facility. CALL is not implemented in this school. And, the authority did not give permission to use technology in the classroom.
Teacher 12 (School 10)	The teacher does not use any technology in the classroom. He claims for audio-visual instruments for teaching. Besides it, classroom environment, knowledge of teachers about CALL, management system etc. are main problems of not using technology.
Questions No. 4 Which skills can be improved better through technology?	

Teacher 1 (School 1)	Mainly listening and speaking skills are improve.
Teacher 2 (School 2)	Through technology four skills can be improved. But, listening and speaking skills can be improved better than the other two skills.
Teacher 3 (School 3)	Listening and speaking skills can be improved better than of other twos.
Teacher 4 (School 4)	Listening and reading skills can be improved much.
Teacher 5 (School 5)	Teacher thinks reading, writing and listening skills can be improved respectively.
Teacher 6 (School 6)	Writing is the one thing which can be teaches better than the other skills. Besides writing, reading, listening and speaking can be improved respectively.
Teacher 7 (School 7)	Speaking and listening can be improved much than reading and writing.
Teacher 8 (School 8)	Listening and speaking skills are much developed.
Teacher 9 (School 9)	Listening and speaking skills are improved.
Teacher 10 (School 9)	Listening and speaking skills are very much improved. Besides it, teaching grammar is easy way on the screen.
Teacher 11 (School 9)	Listening and speaking skills can be improved better through technology.
Teacher 12 (School 10)	The teacher is focused on listening skill much.
Questions no. 5 Would you like to implement CALL in your classroom?	

Teacher 1 (School 1)	Already implemented in all branch but not fully CALL-based class.
Teacher 2 (School 2)	Implemented but not fully CALL-based classroom.
Teacher 3 (School 3)	Not implemented yet. Teachers like to implement CALL in their classroom. Technology helps to teach and learn in easier way. They have computer lab to teach students basic knowledge of computing but there is no opportunity to learn language through computer.
Teacher 4 (School 4)	The answer is yes. World is more advanced. Teachers' need to apply more technique. Within a short time teachers' have to teach lots of thing. So that it is better to use CALL in the classroom. Even students love to learn through entertainment and in a relax mood. Such as, game, song, puzzle.
Teacher 5 (School 5)	The teacher is like to implement CALL in their classroom.
Teacher 6 (School 6)	Obviously, technology is the easiest way to teach language.
Teacher 7 (School 7)	Definitely. Teacher wants to implement CALL in their classroom as their syllabus is based on multimedia but they do not use it for refusal of authority.
Teacher 8 (School 8)	Already implemented partially. He likes to teach language through computer. But, institution does not implement it yet.
Teacher 9 (School 9)	The teacher has willingness to implement CALL in his classroom but he thinks it is a complex process.
Teacher 10 (School 9)	Teacher said if she gets an opportunity to implement CALL in the classroom then she will do it, definitely. Because, teaching through technology is helpful for the learners.
Teacher 11 (School 9)	Obviously, he would like to implement CALL in language classroom if he gets opportunity from the higher level.

Teacher 12 (School 10)	If the authority gives permission to use technology in the classroom then he will definitely use computer in the classroom.
Question no. 6 What do you think, the authority of other schools give permission to implement CALL?	
Teacher 1 (School 1)	If they want to implement CALL then they can easily do it. But, computer availability is under risk.
Teacher 2 (School 2)	No, the authority will not give permission to implement CALL in language classroom because of budget problem.
Teacher 3 (School 3)	May be not. Because the budget would be huge. Teachers and students might not understand about CALL.
Teacher 4 (School 4)	They realize that CALL is important now a days. Students like new things. CALL is a new technique for learning and teaching. But, it is tough to get the permission of authority. The schools' authority does not want it yet because of Our context.
Teacher 5 (School 5)	The authority should give permission. If the authorities know about the importance of CALL, they must give permission.
Teacher 6 (School 6)	Technology should be used in the English classroom. But, authority do not give the permission because if budget problem.
Teacher 7 (School 7)	Authority do not want to implement CALL in the classroom because of financial crisis.
Teacher 8 (School 8)	Teacher says that most of the teachers do not want to implement CALL. Many others from various schools do not have any idea of CALL. And, time limitation is another fact.
Teacher 9 (School 9)	The teacher thinks the authority may give permission but authority does not want to take a step because of complexity of implementation.

Teacher 10 (School 9)	The authority does not want to give permission because of economic support and less interest in authority.
Teacher 11 (School 9)	The teachers says if the authority have willingness to implement CALL then it can possible. Implementing CALL is totally dependent on the authority and the government. If they want they can easily implement CALL in language classroom.
Teacher 12 (School 10)	If the authority wants to implement CALL in their institutions only then it possible. Otherwise, the teachers cannot do all this process of implementation lonely, without support of authority.

<table>
<tr><td colspan="2" align="center">Question No. 7

Suppose, we have implemented CALL for EFL learners then what are the negative sides you find in the context of Bangladesh?</td></tr>
<tr><td>Teacher 1 (school 1)</td><td>Learners will rely more on visually applying teaching aids. In that case, sometimes they may lose attention from the main subject matter of the lesson.
Electricity
Training of teachers'(they did a training few days ago)
Classroom environment</td></tr>
<tr><td>Teacher 2 (school 2)</td><td>Big classroom
Slow internet
Load shedding
Instruments may not be working
Lack of proper training
Students may not accept it</td></tr>
<tr><td>Teacher 3 (school 3)</td><td>Permission of authority
Classroom environment
Availability of computers
Budget
Load- shedding
Internet connection
Students' interest
Teachers' training</td></tr>
</table>

	• Our education system
Teacher 4 (school 4)	• Individual computer for each student • Connection of internet is slow • Training of teachers' needed
Teacher 5 (school 5)	• Before learning, teachers and students must know the use of computer, so it can be a negative issue. Even computer is just a machine, so without appropriate instruction in any unexpected situation, it can't help learners. • Besides it, budget problem is another main issue
Teacher 6 (school 6)	• Huge budget • Students will grasp it but permission of authority remains under a question. • Parents' acceptance is another issue. • Training of teachers • Slow internet connection.
Teacher 7 (school 7)	• Financial crisis • Qualification teachers' • Teachers' training • Classroom environment • Government should take step for the teachers and learners (publicity) • Importance of multimedia, • Load-shedding • Internet connection
Teacher 8 (school 8)	• The authority does not want it. • Difficult to motivate other teacher • Some may be do not want o continue • Budget problem • Lacking in teachers' training
Teacher 9 (school 9)	• Time limitation/ class duration • Cost • Publicity of the Government • Parents acceptance • Expensive

	• Classroom environment
Teacher 10 (school 9)	Teacher thinks CALL-based learning has much positive sides rather than negative issues. Besides the positive sides the following things are came out when the implementation of CALL is under consideration: • Economic support • Sufficient knowledge of teachers • Students interest • Less interest of authority
Teacher 11 (school 9)	• Availability of computers • Teachers' training • Parents' acceptance • Permission of authority • Step from the government • Classroom environment
Teacher 12 (school 10)	• Teachers' training • parents acceptance • Background knowledge of teachers' • Budget problem, • Mentality • Motivate teachers'