CALL: The Changing Trends of Language Learning and Teaching in Private Universities of Bangladesh

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Declaration

I, hereby, declare that this dissertation consists of all the original works conducted by me except the quotations and citations. The concepts or ideas taken from other sources have been cited properly. Moreover, this dissertation has not been submitted previously or concurrently in any other institution.

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Abstract

Many opportunities are coming in the field of education process with the emergence of technology. These technologies having internet facilities, overcomes the geographical barriers of learning process. Introduction of computer in language learning is also giving the similar statement. Learners and even teachers can communicate with native speakers and improve their level of proficiency. Besides, Vygotsky (1978) also describes that teachers also need to stimulate students with new activities in language teaching. As Prensky (2001) introduced today's students as 'digital native', they will enjoy language learning more and become less bored if teachers can implement the required CALL activity in their language teaching. With the changing trend of language learning process, teachers can also give some tasks using technology to students which can be completed by students' responsibility only. Thus they would construct their tasks and feel independent to use the target language in their way.

This study attempted to trace the experiences language teacher already had in their language teaching mediated by computer in Bangladesh. Besides, students' motivation and interest towards Computer Assisted Language Learning (CALL) was also focused to understand which CALL program is useful and well known to them. The study was conducted to find out the answers of these four central research questions:

i)   Which CALL program is more effective and meets learners need?
ii)   What are students' views towards CALL?
iii)   How does CALL motivate learners?
iv)   What are the teachers' experiences on CALL?

However, to collect data for the above research questions, 50 teachers and 116 students of 11 private universities of Bangladesh were selected. Questionnaire for students and interview for teachers were used as an instrument to conduct the survey.

From the analysis it was found that acceptance of Computer Assisted Language Learning (CALL) is gradually increasing its popularity among teachers and students of Bangladesh as well. Moreover, effective results of web based language learning both synchronous and asynchronous communication plays a vital role in students' language learning process. Though investments are huge for CALL, it can bring fruitful effects if appropriate resources and activities are selected based on learners need.

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CHAPTER 1

INTRODUCTION

1. Introduction

"Good teaching happens when competent teachers with non-discouraging personalities use non-defensive approaches to language teaching and learning, and cherish their students."

------ Dr. James E. Alatis

In addition to the above quotation we can say that, language learning especially foreign language learning has become very important nowadays because people of one country need to interact with the people of other country every now and then in different languages. Moreover, we know that English is the most known language which is also used as Lingua Franca among people of different countries who does not share the same language. So, teaching English as a foreign or second language has become a very popular profession at present. However, not all teachers use similar method for teaching English in their class room. Though their main objective remains same that is to teach foreign language English, their methods and techniques differ from each other according to their learners need. In Bangladesh, students learn English language for almost twelve years as a compulsory course in their secondary and higher secondary studies. Still, the traditional grammar translation method (GTM) of teaching English does not really help the students to have a very good grasp over the language for which they need to take few English language courses even after getting admission into universities. In most of the public and private universities, students who do not belong to English department also need to take English courses. Thus coming

from a different background of studies such as science and commerce, it becomes quite boring for learners to learn English language. In this case, teaching language is not only difficult but also a complicated process that needs careful, attentive and potential focus. So, teachers in this field try their level best to make the language learning process more enjoyable and attractive for the learners. To achieve this objective, they use many techniques such as games and storytelling. However, technology was introduced into language classrooms in the year of 1950's and 1960's with language labs having video and audio cassettes. Besides, many computer assisted language learning software were introduced in terms of drill-and-practice. With the development of the technology many programs came into use to make the language learning process more enjoyable (Warschauer & Meskill, 2000, p. 1). So, introducing technology in language learning can make more fruitful results. According to Reppy and Adames, learning became more interactive and interesting for both the teacher and the learner while using technology. So, learning is no longer limited in time and space rather learners are motivated to communicate and learn collaboratively whenever and wherever they are. So, ESL learners use CALL tools to participate in interactions by reading and listening authentic materials and by posting or emailing their replies rather than listening to teachers lecture passively (Rosenthal, 2000, p. 82). Therefore, the aim of this study is to find which CALL program is actually beneficial for the learners and in which way they get motivated by CALL. Besides, this study is also going to focus on some perspectives of teachers as well as students on moving from traditional language learning to CALL focusing on its pros and cons.

1.1 Problem Statement

The whole world is becoming more and more technology oriented. Language learning is also not free from it. The more technology interspersed in language learning process, the more effective output or result it will give to the learners. Moreover, Bangladeshi government is actively participating or motivating others to make digital Bangladesh. So, digitalizing the language learning process might be an effective idea for it. As the modern generation is closer to technologies and they have already digitalized their lives, they are easily being distinguished as 'digital natives' (Prensky, 2001, p. 1). The reason Prensky distinguished them as 'digital natives' is because they are the native speakers of the digital language of technology and internet. Besides, many learners step back from their language learning process due to fewer opportunities around them in Bangladesh. CALL gives them a vast environment that motivates learners to come forward for learning new languages. Besides, with the emergence of CALL, network based language teaching is also getting popular and this involves teachers and students to use computer in their language learning process (Kern and Warschauer, 2000, p. 1). Furthermore, to keep pace with other countries and to be active in a competitive world, a better teaching through technology is necessary to be implemented in Bangladesh. So, it is important for the teachers to know what kind of software is useful and works better for students in language learning process. Besides, how students react to the changing trends of language teaching is also an important issue to focus on for a better language teaching.

1.2 Purpose of the Study

The purpose of this study is to explore how CALL has been integrated into second language learning and which program of CALL is more effective for the learners of Bangladeshi

private and public universities. The paper will first look at the views and perceptions of students as well as teachers over the use of technology and secondly, the way of motivating students and teachers to get through using CALL for learning and teaching second language. Additionally, this study will look at the advantages or strengths and the limitations of using CALL for language learning in university level.

1.3 Central Research Questions

This research attempted to find out the answers of following questions related to the integration of CALL in Second Language Learning in Universities of Bangladesh:

i)   Which CALL program is more effective and meets learners need?

ii)   What are students' views towards CALL?

iii)   How does CALL motivate learners?1

iv)   What are the teachers' experiences on CALL?

1.4 Significance of the Study

Both the teachers and students of Bangladeshi universities are going to be benefited by this research. Through this research teachers will get a crystal clear picture or idea about the university going student's acceptance on CALL. Besides, they will also be careful about choosing the CALL programs for their learners according to their needs. So, they will basically be sure about which CALL program will be more effective for their learners. Finally, by shedding lights on how to integrate CALL in second language learning, this research will help the teachers to use technologies with their current teaching method and with the ongoing infrastructure. However, this research will also be helpful for the students

who are more interested to learn language through usage of technologies. Information about new programs, applications and methods will motivate them to be active in language learning even outside the classroom. Students will also be able to overcome the drawbacks of CALL through some alterations of technologies in learning process as they will have some ideas on the limitations of CALL in this research. Not only to the present and future teachers and the students, this research will be helpful for other macro-level audiences which might comprise curriculum advisors and organizations involved in study or research of similar area. So, this research will be helpful as a secondary resource for them.

1.5 Delimitation

This research is conducted on the students and teachers of public and private universities of the Dhaka city. The surveyed data was directly collected from these students and teachers so that the researcher can make an accurate survey over this area of CALL. Moreover, materials and researches from internet will be used to get information about theoretical aspects of this area.

1.6 Limitation

Not much research has been done over CALL in Bangladesh which actually made this research a primary one. Moreover, the time and the universities chosen were limited because this research was done as a part of the researcher's undergraduate course completion. If there were more time available, then number of collected data would be more representative, and would be more accurate as well. However, the collected data samples are analyzed as deeply as possible to get an appropriate idea of the situation.

1.7 Operational Definition

There are some terms and definitions which have been frequently used in this research paper to support my arguments. They are:

1.7.1 Computer Assisted Language Learning (CALL)

Computer Assisted Language Learning (CALL) may be defined as "the search for and study of applications of the computer in language teaching and learning" (Levy, 2008, p. 1).

1.7.2 Communicative Language Teaching (CLT)

CLT or Communicative Language Teaching unlike other methods enables the students to communicate using the target language. The rules and norms of grammar of the target language do not play an important role in CLT, but how good students are able to communicate in real life situations is given preference (Freeman, 2000, p. 121). So, CLT aims at 'communicative competence' which according to Canale and Swain has four components. Those are: Grammatical competence, Sociolinguistic competence, Strategic competence and Discourse competence (Murcia, Dornyei, Thurrell, 1995, p. 7)

1.7.3 Grammar Translation Method (GTM)

In GTM or Grammar Translation Method, the grammatical rules and norms of a target language is taught to students hoping that the study of grammar of the target language would

make the learners more familiar with the grammar of their native language. Learners will gain some intellectual benefits from this process, though they might not use the target language for communicating with others (Freeman, 2000, p. 11).

1.7.4 Computer Mediated Communication (CMC)

Domain of exchanging information via computer is known as Computer mediated communication (Lee, 2002, p. 2).

1.7.5 Synchronous Computer Mediated Communication (SCMC) and Asynchronous Computer Mediated Communication (ACMC)

Synchronous computer mediated communication refers to the instant communication between teacher and learners or among learners in the real time. Online chatting can be an example of synchronous computer mediated communication. Besides, communication that does not happen in real time is considered as asynchronous communication. Web based trainings and email are good example of asynchronous communication (Bhuiyan, Khan and Nahar, 2014, p. 6).

CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

Technology has become such an important part of present era that people without its assistance can hardly make any development in their own life. People of many developed countries have already become dependent on the facilities of technology in their personal life as well as in educational systems. Besides, developing countries like Bangladesh is also heading towards dependency of technology. Using technology in educational system has become an effective motivational source of this age for the learners of second language and thus the study of computer assisted language learning has become a very interesting area for many researchers to study. To have detailed information of using technology in second language learning and to analyze different aspects of computer assisted language learning, some recent and past research findings have been accumulated in this paper.

2.1 Definition of CALL

With the recent advent of modern technologies, Computer Assisted Language Learning (CALL) has become "the search for and study of applications of the computer in language teaching and learning" (Levy, 2008, p.1). However, there is no universal definition of CALL. Different researchers define it in their own way. A very broad, nevertheless a reasonable starting point has been introduced by Beatty (2003). To define CALL Beatty (2003) states

that, it is a process in which any learner improves his or her language through using technology such as computer (Hubbard, 2009, p. 1). Moreover, CALL is the study of application on the computer in language teaching and learning (Levy, 2006). This is at present, routinely used in a variety of educational instructional situations. Thus, language teachers are increasingly required to gain both the practical skills and thorough understanding of information technology theories (Fotos, 2004, p. 3). Furthermore, according to Jones and Fortescue, computer is a flexible classroom aid in CALL setting which can be used both by the teachers and the students inside as well as outside the classroom in various ways (as cited in Gunduz, 2005, p. 197).

2.2 History of CALL

Computers have been used in language teaching for more than three decades (Gunduz, 2005, p. 198). So, CALL emerged as a distinct field with the beginning of CALL centered conferences and professional organizations that accompanied the spread of the personal computer in the early 1980s (Hubbard, 2009, p. 3). Hubbard's statement portrays that only after the spread of microcomputers in 1980s; CALL became a known phenomenon as it is today. So, CALL needs to be looked in far more in depth of its past history to understand its development. Kern and Warschauer (2000) classify the history of CALL into three phases – behaviorist CALL, cognitive CALL and socio-cognitive CALL.

2.2.1 Behaviorist CALL

The very first thought of CALL was taken in 1960s in America when mainframe computers were in trends. It consisted of grammar and vocabulary tutorials as well as drills (Kern and

Warschauer, 2000: 8). At that time, these programs were referred to Computer Assisted Instruction (CAI) (Gunduz, 2005). The first CALL software was developed in Stanford University. However, the most ambitious CALL project, PLATO (Programmed Logic for Automated Teaching) was launched at the University of Illinois (Bangs and Cantos, 2004, p. 223). From 1960s-1970s, repeated drilling on same materials, negative as well as positive feedback and focus on accuracy which was related to behaviorist approach was observed in CALL programs (Kern and Wacshauer, 2000). So, at that time behaviorist theory was taken as the theoretical base of CALL.

2.2.2 Cognitive CALL

During the period of 1980s, Behaviorist approach of CALL was criticized and rejected by the followers of Communicative Language Teaching (Gunduz, 2005). Communicative call is based on cognitive approach. According to cognitive approach learners through exploring their surroundings and utilizing their existing knowledge construct new knowledge (Kern and Warschauer, 2000). In that case, the focus was not on what linguistic forms learners learned from the computer but how did they use those linguistic forms while working on computers (Gunduz, 2005, p. 198).

2.2.3 Socio-cognitive CALL

During 1990s cognitive CALL started to be criticized and Socio-cognitive approach took over the field (Kern and Warschauer, 2000). As the computer networking field developed at its best in this era, this approach led teachers to use more learners-centered and interactive method in authentic social context (Gunduz, 2005, p. 199).

Contrary to Warschauer, Bax (2003) prefers to talk about "approaches" of CALL, rather than "phases". Bax introduces three new categories of CALL - restricted CALL, open CALL and integrated CALL.

2.2.4 Restricted CALL

Bax states the first approach as 'Restricted CALL'. In terms of its historical period and its main feature, 'Restricted' is more satisfactory since it allows us to refer not only to a supposed underlying theory of learning but also to the actual software and activity types in use at the time, to the teachers' role, to the feedback offered to students and to other dimensions - all were relatively 'restricted', but not all were 'behaviorist'. Moreover, the term is more comprehensive, more flexible and therefore more satisfactory as a descriptor (as cited in Davies, 2012).

2.2.5 Open CALL

Open CALL is more open or more liberal in the way of feedback giving to the students, the software used in the classrooms, and the teacher's role in the classrooms. This approach also uses games and simulations in language teaching. Contrary to Warschauer's Communicative CALL phase, Bax mentions that this approach of CALL is still in use. This also clarifies the earlier disparity mentioned by Bax between Communicative and Integrative CALL.

2.2.6 Integrated CALL

Again, in contrast to Warschauer, Bax, uses the term "Integrated" instead of Integrative. Bax's idea of Integrated CALL is more of a modern idea of CALL. Bax argues that Integrated CALL will be the Approach, when technology will become "invisible" in language teaching classrooms. It will be a normalized form of CALL.

2.3 Importance of CALL

According to Lai and Kritsonis (2006), computer programme related to language can provide learners with more independence than the traditional language classes. Lai and Kritsonis (2006) believe that computer can provide learners with many fun games and communicative activities that can reduce learners stress and anxiety. Through it learners can improve their linguistic skills, their attitude towards language learning. Moreover, today's digital natives are living in a world surrounded by technology. Their days start with an alarm clock in mobile phone and end with browsing facebook on mobile phones. The old and classical approaches to language teaching are not going to be effective for them. They need a process which they can actually relate to. After all, it is all about teaching them. If the "digital immigrant" teachers cannot speak their language, they will always fail to get the attention needed from these students. It is true that the immigrants will not have the fluency at first in speaking their language (using technology the way these digital natives do). Still, they have to try and make it work. In order to do so, CALL is going to be their aid. (Prensky, 2001, p.1-5).

2.4 Social Constructivism in Language Learning Process

As the present trend of education environment is changing from traditional to technology based on students' expectation and teaching method, it has become important to make connection of CALL with the learning theories. According to Vygotsky (1978), 'knowledge is mutually built and constructed' and students generate their knowledge about a particular concept by interacting with each other and sharing their views. So, for stimulus challenges and activities learners depend on the social interactions. CMC also plays a role of stimuli on students learning process. Instructor must need to shift his or her learning style from the past traditional teaching method such as GTM to new emerging method (CALL). Thus, instructor can stimulate students learning process and guaranty maximum learning achievement (Kalpana, 2014, p. 24)

2.5 Social Networking Sites in Language Learning

SCMC and ACMC have given a new trend and dimension to the learning process of education. New form of social networking site also known as CMC has increased the scope for audience and extended the purpose of communication. Among many CMC sites, Facebook is one of the 'fastest growing and best-known' sites in the internet today (Blattner and Fiori, 2009, p. 19). Facebook allows learners to make interaction in different ways and thus it is a fruitful tool for learning process. Even instructor can create a course link in facebook and ask his or her students to join the link where they can interact with fellow peers as well as with instructor to share their knowledge of the course (*idib*).

2.6 Conclusion

The critical role that computer plays in language classroom is best understood by the term Computer assisted language learning (CALL). From the above discussions we can see that though CALL started its journey in 1960s based on the theory of behaviorism, it is quite a new dimension in Bangladeshi education. Successful implementation of technology in language learning requires trained teachers as well as equal cooperation of administrators. All and all, to motivate learners more towards second language learning, integration of technology in learning process might provide successful and more effective change in the trend of language learning and teaching process.

CHAPTER 3

METHODOLOGY

3.0 Introduction

This chapter basically deals with the method applied to conduct this study. The design of this research, theoretical framework, instrumentation, data collection and analysis procedure and problems of data collection are discussed in this chapter. The justification for sampling and setting is also discussed here in this chapter.

3.1 Research Design

This study is a descriptive and analytical research work. The data were collected from 116 students and 50 teachers of 11 private universities. Questionnaires were used as a method of collecting data from students. The survey was conducted on a large number of students from different private universities. Questionnaires were prepared with a combination of both closed and open ended questions. So, both the qualitative and the quantitative technique have been followed to analyze the collected data from students. On the other hand, interview was used as a method of collecting data from teachers. The universities were contacted first to get permission for the interview and then teachers were interviewed by the researcher during their appointed time. The collected data were simulated by excel and various representation of those data have been presented with relevant graph, pie chart etc.

3.2 Theoretical Framework

As mentioned by Prensky (2001), students of present generation are always surrounded by technology from their birth. They have seen a computer screen before even uttering their first word, let alone reading a word. So, it is very natural for these students to learn easily with the help of technology. In western countries researchers and teachers are already trying to incorporate CMC to help their teaching process and to connect more effectively with their students. However, not much available research is found about what the Bangladeshi students and teachers have to say about the use of CALL in their classrooms. Therefore, this research is being done to bring out the perspective of the Bangladeshi private university students and teachers regarding the implementation of CALL and the changing trends of education. Vygotsky's (1978) social constructivism theory has been used in this study to analyze the data. Moreover, from the research data it has been seen that both teachers and students of Bangladesh have also started shifting their gear of learning and teaching from traditional education system to CALL. However, percentage of the use of technology in language learning process is more seen in students than teachers. It is also encountered in case of Bangladesh too that if teachers can introduce more interactive activities with CALL, increasing achievement will be experienced in learners learning process as Kalpana (2014) describes in her article of constructivism.

3.3 Sampling

The study focuses on the private universities of Bangladesh. 11 private universities of Dhaka city were randomly chosen to collect data. Minimum 4 teachers from each university participated in this research. The teachers who teach English language courses were interviewed for this study. Besides, minimum 10 Students were given the questionnaires to

fill up for the survey. As the students were from different back ground such as science, commerce and arts, it was made sure that they had done or they are doing any language course in their universities. No oral interview was taken from the students by the researcher. However, in the questionnaire, there were spaces provided for additional comments from the students (if they had any).

3.4 Setting

The survey with the students was done mostly in informal setting. In a given university campus, a few random students were approached for assisting to identify target student group. The researcher then discussed with that group of identified students and scheduled a suitable time after their class on the same day or day after. Questions were given to them on any available room where they took some time to fill all the answers and return the answer paper to the researcher. Besides, in case of survey in few universities, researcher did not have to go physically to approach and collect responses from students because of some known contacts who helped to collect responses from their known peers. In either case, the environment was friendly enough for the students to give their comments freely and independently. Thus, it can be assumed that the inputs given by the students were possibly appropriate and not influenced by anyone.

Besides, since it is difficult to contact the teachers outside the university, researcher took their interview within the university premises under a formal setting. Thus, the inputs by teachers were influenced by the setting as teachers were a bit reserved in giving their responses in a

formal environment. However, it took more or less half an hour to get done with the interview of each teacher.

3.5 Instrumentation

To collect data from students, researcher had used a set of a questionnaire (appendix 2) as an instrument where students had to mark their preferred choice. Some questions of the questionnaire were close ended as the questions were asked for direct answers such as 'Yes', 'No' or 'Moderate'. There were some open ended questions as well where the students had to elaborate their choices and give their supporting arguments. Thus additional spaces were also given in the questionnaire for the student's elaborative argument. However, students were allowed to choose more than one option and they were given the choice to add other options with their answers (if they had any). Altogether there were 15 questions focused on the Central Research Questions.

Moreover, interview was another instrument to collect data from the teachers. As face to face interview was taken, it helped the researcher to get authentic information. Though a specific set of questionnaire (appendix 1) had been made by the researcher, many extra questions needed to ne asked based on the situation and responses. A mobile voice recorder was used to record the interviews of the teachers. However, notebook was also used to write the responses for those teachers who did not allow recording their interview.

3.6 Data Collection Procedure

Universities that have English department or universities those offer English language courses were found out as a first step of the data collection. Academic calendars of those private universities were also studied to make sure that there is no exam or holiday on the day of collecting data. For some university students' data were collected outside the university where all the students get together for their leisure time and does chit chat among themselves. First day, researcher got herself introduced with minimum 10 students of each university and asked their suitable time for next day to get the inputs for the survey. The very next day researcher and those students got together on their appointed time and place and filled the answers accordingly. However, for the other universities where researcher had known persons studying there, researcher could contact them over telephone and ask them to get together in one students place. Researcher visited that students' place and did the survey. It was really a fun for both the students and the researcher to conduct the survey.

Researcher had to show a recommendation letter to the university authority to conduct the interview with the teachers, though no recommendation was needed to conduct the survey with the students. After showing the recommendation letter from the supervisor of the researcher, permission from the university authority was given to take the interview of respective teachers. Then the appointments were made with the teachers of the respective universities. Teachers were interviewed in their appointed time and interviews were recorded and noted down accordingly.

3.7 Data Analysis Procedure

At first, the teachers' responses were analyzed using both quantitative and qualitative method. To do so, responses from 50 teachers for each question were analyzed. After that, those data were tabulated and then results were presented in a descriptive manner. The tabulated data has been shown in appendix – 3.

On the other hand, though the students' responses were also analyzed in both quantitative and qualitative technique, the findings were shown in a different manner. At first, responses from 116 students for each question were analyzed. The tabulated data of the collected information has been shown in appendix 4. After that, those data were shown in different manner such as pie chart, graph etc to relate with the Central Research Questions. However, in both the cases of students and teachers, quantitative findings were presented in percentage.

The main aim of the findings we got from student's input was to answer the Central Research Question 1, 2 and 3. In the students' survey questionnaire, question number 4, 5, 6, 7, 9 and 10 were used to get the answer for Research Question 1. Again, question number 1, 2, 3, 8, 12, 14 and 15 of the students' survey questionnaire were used to get the answer of Research Question 2. Finally, students' survey question number 1, 3, 11, 13, 14 and 15 were used to give the answer of Research Question 3.

The main focus for the questions asked to the teachers in the interview was to get information about the Central Research Question – 4. So all the collected data are then related to that particular research question.

3.8 Obstacles Encountered

First of all, it was really difficult to get appointment from the teachers. Though many teachers tried their level best to help the researcher, few teachers were not so much co-operative to give their time. They were very reluctant to talk. Besides, the research was conducted in a month of holy Ramadan. So, universities were closing early than their scheduled time and many teachers and students were remained in hurry to go back home after university classes. Researcher had to pass hard time with a very short time period of university in Ramadan. Moreover, as the researcher herself had to attend classes of other courses, she could not go to the universities far from her premises and focused on the universities those were available to her.

CHAPTER 4

FINDINGS

4.0 Introduction

The purpose of this chapter is to develop and analyze the research data that was collected from students and teachers of private universities to see the changing trends of language learning and teaching in private universities of Bangladesh. As the teachers were interviewed based on some questions, the answers has been shown in appendix 3 in tabulated manner using the tallying system and the findings are going to be described in this chapter on wards. Besides, students' survey was done using a survey questionnaire and their tallied table has also been shown in appendix 4. However, to relate students' analyzed data to our research questions, different pie charts and graphs have been used which is also going to be described in this chapter.

4.1 Findings from Teachers' Questionnaire

Though many extra queries emerged due to the responses, teachers were basically interviewed based on 10 questions. Inputs of 50 teachers were not all same. There are similarities as well as differences in their inputs.

In Question number 1, the quantitative response shows that 35 out of 50 teachers that is almost 70% teachers use computer related logistics in their language teaching classroom. Other 15 out of 50 teachers (30%) do not use any computer related logistics there. However,

teachers who use computer logistics in their language teaching classroom gave different examples of the logistics they use. 72% of them use projector, 32% of them use speaker, 28% of them use Pc or laptop. Many of them (almost 34%) said that they use these computer related logistics because it gives better understanding to the students and others said to prepare lectures effectively and to take help from visual aid computer logistics are useful while teaching language. So, it is quite clear that even in a developing country like Bangladesh, computer related language teaching is increasing its popularity.

In Question no 2, it can be seen that near about 64% of the teachers said that they use different language specific websites and among them 34% of the teachers use British Council website for their language teaching and 16% of them use BBC. However, other 40% of the teachers use other available websites for their language teaching. So from this analysis it can be said that not only using computer related logistics but internet also plays a vital role in language learning teaching.

From the quantitative analysis of question number 3, it is quite prominent that computer has already spread its popularity among teachers to such a large extent that more than 80% of the teachers ask their students to use it for their assignment related tasks. Near about 78% teachers use power point slides to deliver their lecture as well as audio visual documents. Not only these, near about 68% of the teachers use Wikipedia and Encyclopedia to collect their teaching material and many of them use facebook, blog and much other software to keep in touch with the students.

Though teachers are very impressed by the use of computer in their language teaching classroom, they also feel the importance of white board as well. Quantitative study of Question number 4 shows that 68% of the teacher says that they need to use white board even if they use computer in their language teaching classroom because they find it easy to explain the example and do elicitation from students in white board. Besides, they shared that highlighting key points and interaction is more prominent in white board than screen. However, nearly 26% of the teachers did not accept to use white board while they are using computer for language teaching. Other 6% said they sometimes but not always need to use white board even if they use computer.

In Question number 5, 90% of the teachers asks students to use computer for their English language homework. 78% of the teachers ask students to work in Ms Word for assignments, 30% of them ask students to make slides for their presentation and 34% of them ask to collect information for particular topics that will be discussed in their next class.

From Question number 6, the researcher found that 64% of the teachers said that due to their previous training and available logistics they do not find it difficult to design computer related activity in their classroom. Many of them trained themselves gradually by using computer personally to keep pace with the changing environment of education.

Moreover, from Question number 7, the quantitative analysis shows that, 30% of the teachers design activities related to assignments in Ms Word, 26% of them design power point activity for students and others design different types of audio visual and listening activities for their

language teaching classroom. However, there were 24% of the teachers who said that due to less equipments, training and shortage of time they found it difficult to design computer related activity in their classroom.

Though in question number 8, 54% of the teachers says that they do not face any problem in using technology in language teaching classroom, there are near about 30% of them who do face problems in that. 16% of them sometimes face difficulties in using technology but not always. Teachers face problems while using technology because of the load shedding, virus and hardware problem. Some teachers face problem due to their lack of knowledge of the technology.

According to the quantitative analysis of question number 9, 66% of the teachers who face problem in using technology in their language teaching classroom, want to have training on this particular skill for their better teaching.

However, in the question number 10, it seems that 16% of the teacher experienced some problems such as social obstacles as well as many students not having pc while using web based program. Students who belong to a conservative and traditional family had this social problem. Some students could not afford to buy computer. Thus were unable to co-operate with the teacher in using web based programs. These problems are very minor to the teachers and in most cases they over looked these issues to avoid conflict.

4.2 Findings from Students' Questionnaire

From students' questionnaire, question number 1, 2 and 4 is a very direct generic question. From the analysis of quantitative data of these three questions researcher found that, even though 90% of the 116 students have interest in using computer and have their own computer, 77% of them can use 24 hours internet. The rest 23% of the students said they can not afford internet as well as the lack of network availability stops them from using 24 hours internet.

Furthermore, the qualitative analysis of question number 3 ensures that computer helps them in English Language learning. They shared that computer helps in improving their English skills and vocabulary. It also helps them in doing their academic work for English language learning such as: assignments and presentation.

However, from the analysis of question number 5 and 6, findings say that more than 95% of the students are interested and have their personal social networking accounts. Among them, gmail, yahoo mail and facebook are the most popular. Few percent of the students though use blog, very limited students use moodle.

Moreover, the findings of question number 7 and 8 shows that even though students get interested to use computer in their language learning process, they will not be able to do so as more than 50% of the teachers do not ask them to use computer for their learning process. Besides, 22% of the students do not get interest in using computer for language learning and they think that it is time consuming to use it.

Researcher found from the analysis of question number 9 that students are not very much interested to use any specific language related websites. Many of them feel uncomfortable to use language specific websites due to their lack of knowledge on how to use that. Moreover, many students find that language difficult which also makes them uneasy to use it. Still, some of them use BBC and British council website for their language learning.

The very precisely and clearly stated quantitative data of question number 10 explains that students use computer to build their language vocabulary, increase their language skills and to prepare their notes. However to do so, most of the students use web based programs such as Wikipedia, Encyclopedia and Facebook as well as online dictionary. Besides web based program they also use Ms Word and Power point as well which helps them in increasing their language competence.
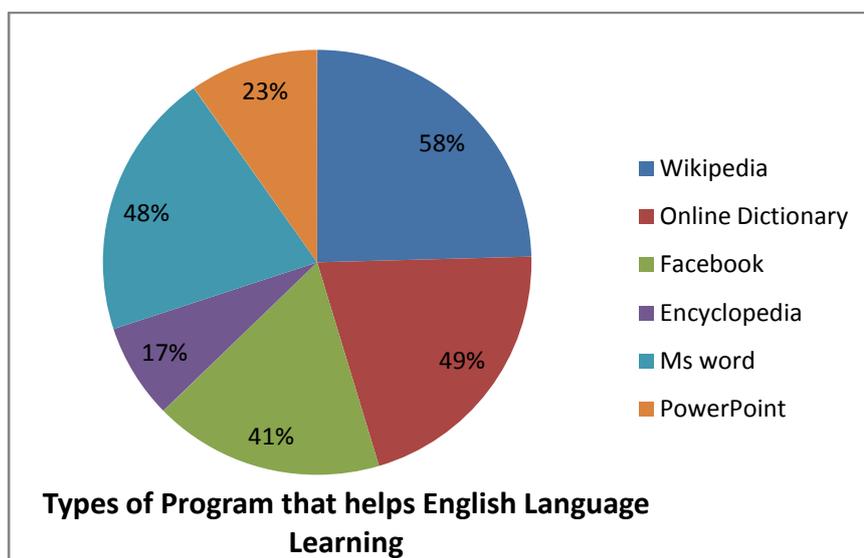
Figure 4.2: Types of Program that Helps English Language Learning

The easy portability of mobile based internet brings popularity of using digital technology in language learning process. From the analysis of question number 11, it is visible that near about 72% of the students agreed that mobile based internet helps them in their language learning process. They can easily access any information whenever they need and wherever they are.

Another dimension of CALL is experienced by researcher in Question number 12 and 14. Students though give their positive replies on CALL; it is not free from its negative feedback too. 26% of the students find it distracted when they do searching for their English language learning process. They also say that web search makes them confusing as they are not specific as bookish materials. However, the acceptance and likings of CALL still gets the highest priority over dislikes. In qualitative study of Question number 14 and 15, students gave their opinion to welcome the new trend happily in their language learning process. They explain that latest and detailed information in web keeps them updated. They also share that audio visual aids and online tutorials are very fruitful for them. Moreover, the quantitative study of Question number 15 makes sure that 82% of the students want their teacher to use computer and computer related logistics in their language learning classroom. They consider it more useful and more practical.

4.3 Response to Central Research Questions

All in all it can be said that by the passing of time the world is moving ahead and developing countries are also accepting and welcoming many modern technologies and ways of life. Bangladesh as a developing country also looking forward to its new options and CALL is one

of them in its educational system. Private universities are very rapidly adopting the new trend of CALL. Thus to reflect the Research Question number 4, it can be said that teachers have already started integrating CALL in their language teaching process. Though they have some lacking of training and faced some social problems, Using CALL in their teaching style gives them more and more happiness.

Analysis of students' data collection gives many interesting findings. At first, question number 1, 2 and 4 shows that maximum students' use technology in their house with huge interest and many of them are socially connected through it.
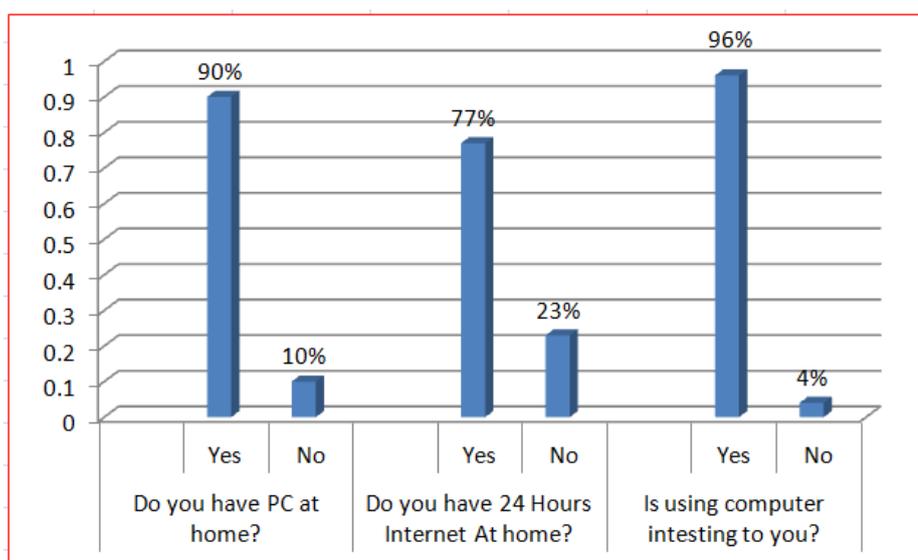
Figure 4.3 (A): Student's Interest in Technology

Again, the analyzed data of question number 5 and 6 sheds the light on how students are attracted with the web based CALL program and interested to use them more frequently.
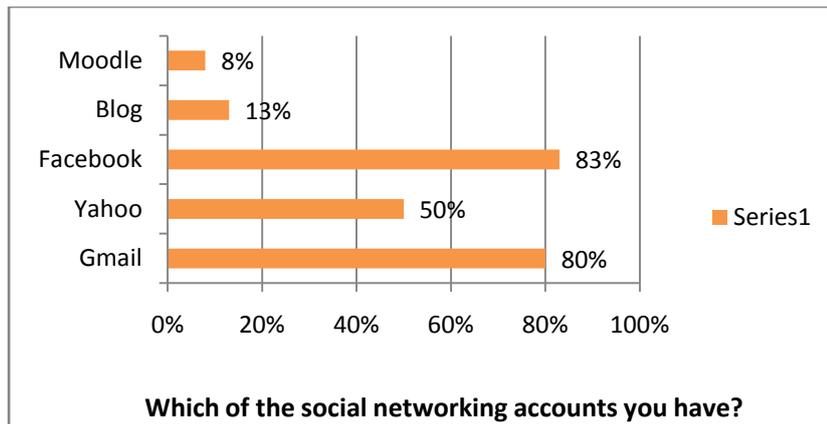
Figure 4.3 (B): Popularity of Social Networking Sites

The similar findings that students use more web based programs in their language learning process is visible in question number 10 where maximum students agreed to use Wikipedia, Encyclopedia and facebook for their language learning process.

However, the above findings can be related with the analysis of question number 13 where many students chose facebook as a tool to improve their English language learning.
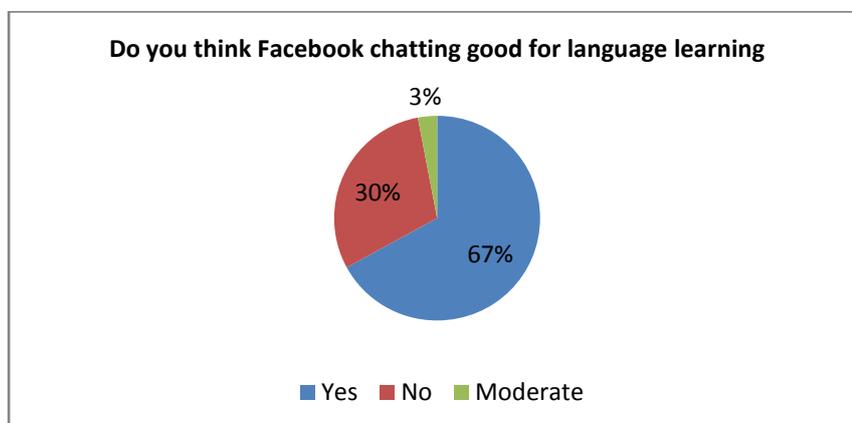
Figure 4.3 (C): Popularity of Facebook in English Language Learning

So, the above graphs can easily give our answer to the Research Question number 1 that web based CALL program is more effective and meets learners need in their English Language learning process.

However, the analysis of students' question 1, 2, 3, 8, 11, 12, 13, 14, 15 altogether gives the explanation for the Research Question 2 and 3. Few very much popular views on CALL by students are:

- Using technology gives better understanding of lecture.

- It helps students to improve their four skills of language – Reading, Writing, Speaking and Listening.

- Searching on net and communicating with people in social networking sites helps them develop their vocabulary and communicative skill.

- To complete their academic assignments, technology is a friend to them.

- Giving presentations with audio visual aid infront of many people breaks their anxiety to talk with people outside their academic premises.

Technology not only gives success to the students language learning process but it also motivates them to use more and more technology for language learning by giving following facilities:

- Wide range of information in internet helps a student to know more about his or her interested field.

- Information is easy to find and any difficulties related to language searching task can be overcome by the help of networking sites.

- Modern day's wireless network and easy portability of smart phones motivate learners to use more technology in their language learning process.

- Tutorials given in the internet helps students to evaluate their understandings of language and motivates them to gain more proficiency over the language.

- Moreover, the social networking sites help second language learners to communicate with the native speakers which are a very big motivation to have a good grasp over the language.

CHAPTER 5

CONCLUSION

5.0 Introduction

Technologies can be of immense help if it is used properly. It can be helpful for both the teachers and students. Like many other developing countries, Bangladesh has also shown strong dedication to introduce technology and related aspects in the field of education. So, with the advancement of technology, initiating computer assisted language learning programs can be a successful way to change the regular trend of teaching and learning process. In Bangladesh CALL is still a quite new concept. Though many universities have already started using CALL, they still need to make more interactive use of it in language teaching and learning process. So, this dissertation aims to find the answers of following research questions –

i)   Which CALL program is more effective and meets learners need?

ii)   What are students' views towards CALL?

iii)   How does CALL motivate learners?

iv)   What are the teachers' experiences on CALL?

To explore the answer of these research questions, 11 private universities were randomly selected. Minimum 4 language teachers were interviewed and minimum 10 students were selected to do the survey from these 11 universities. Interview was structured based on 10

questions and students were given questionnaire of 15 questions. After collecting and analyzing all the data, results are shown in both descriptive manner and in graph or pie chart.

5.1 Summary of the Findings

The findings of this study explains that by the passing of time private universities of Bangladesh are also getting used to with the new step of education system. Though there are few universities which are yet to walk with the new system, many universities were seen to have facilities for computer assisted language learning.

Though most of the teachers found to be good user of technology and internet, they are yet to imply them in their language teaching procedure. Many teachers need to be more trained to use computer and especially the web based programs. Teachers also need to ask students use computer more frequently for their language learning purpose.

It is found from this study that though some students have financial and situational problem to use computer and internet, many students willingly use them in their language learning process. They find it interesting and exciting to use computer while language learning. Most of the students tend to use web based programs for their language learning as according to them, it is more interactive, more practical and wide for language learning information. They also want their teachers to integrate technology more in their language learning classrooms.

5.2 Contribution to research

Since CALL is getting introduced newly in Bangladesh and universities are yet to get used to with the use of CALL, there are very few research made on CALL in Bangladeshi context. So, this dissertation can be useful as a piece of literature in Bangladeshi framework. Different experiences of teachers have been discussed here which can be helpful for interested teachers to overcome the future obstacles. Besides, many other researchers can get help from this study for their further works to get information about the changes that has taken place in students learning style due to the influence of computer and internet.

5.3 Practical Implication

After reading this dissertation, the readers will get to know about some experiences of teachers on implementing CALL in language learning process. Readers can get him or herself prepared from before to over come the explained challenges and enrich oneself with more CALL training. Readers can also get knowledge about students' acceptance of CALL. Besides, reader can get information about which area of CALL students are interested in and how they are getting benefited by the changing trends of language learning. So any teacher or researcher can visualize the actual scenario of CALL in Bangladeshi framework take necessary steps where needed.

5.4 Recommendation

Based on the findings, the following suggestions could be considered for the successful change of computer assisted language learning and teaching:

- University authorities should provide more equipments and facilities to the teachers for the detailed use of technology in language teaching and learning.

- Universities and also the government should arrange more training on CALL so that teachers can get more expertise on this area which will enhance the use of it in classroom.

- Teachers should encourage students more to use technology and give related tasks more for language learning to make students get use to of it. teachers can adopt different fun type tasks to do so.

- As students get interested in working in social networking sites, teachers should design such activities more.

5.5 Further Studies

This study only focused on few private universities of Dhaka city. So, further studies can be done considering more private universities inside and outside Dhaka city. Besides, public universities can also be taken into consideration while doing further studies to get more variety of information. This study was only concentrated on teachers experience and students views on CALL. Further studies can take administrations view into consideration to get information about detailed infrastructure.

5.6 Conclusion

In this world of technology, Computer plays a vital role in language learning and teaching process. The analysis of this study shows that if the teachers can implement the proper technology in the classrooms, the students will be more eager to give attention. The survey

result shows that students' get more interest in their language learning process by the use of visual aid and other technologies in the classroom. Additionally it is very natural for the students to learn more effectively if they are interested to the learning by themselves. Thus students get the motivation by themselves. However, technology without teachers' guidance can never bring fruitful results. So, teachers need to find out appropriate applications and programs for their students and teach them how to use it in a correct way in the classroom and at home. Moreover, teacher needs to give more and more computer mediated tasks so that students can use more technology to complete their assignments. Furthermore, though many teachers have said in their interview that they gradually trained themselves by using technology in their daily lives, it is important for each and every teacher to get a proper training on CALL to give their best teaching of language in Bangladeshi private universities. As the survey shows, almost all the private university classrooms have at least PC and projector and some classrooms have internet connection and speakers, not much infrastructural change is needed to be done. Besides, students will be more eager and interested to learn language if teachers design different web based activities for them as the survey shows that students are very much interested to use web based application rather than Ms Word assignment and Power point slides. So, it is high time for teachers to give students the proper opportunity with their changing style of teaching.

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Appendix – 1

(For Teachers)

1. Do you use computer related logistics in the classroom for language teaching? Which type of logistics you use and for what purpose?

2. Do you follow any specific language learning website (Example: BBC, British council or other)?

3. Which CALL programme you use in your language teaching?

o MS WORD
o POWER POINT
o EXCELL
o WIKIPEDIA
o ENCYCLOPEDIA
o FACEBOOK
o BLOG
o OTHER – Specify

4. Is it important to you to use white board while using computer in the classroom? Why?

5. Do you give any homework for which student might need to take help of computer? What type of activity you give for that?

6. Is it difficult to you to organize a computer mediated activity for learners? Why or why not?

7. Which type of computer assisted activity you design for students' language learning class?

8. Do you face any problem while using technology in the classroom?

9. If you face problem while using technology then do you feel the urge of any training (Example: Knowledge about Blog / Facebook / Creating Websites) to improve your computer skill that would be helpful for your language teaching?

10. Did you experience any type of conflict (Example: Religious restriction/Social constraints) among students while using any web based programme? Which type of conflict you face and how do you deal with them?

Appendix – 2

(For Students)

1. Do you have personal computer at home?
   - o YES
   - o NO

If Not why?	
If Not then from where do you use the computer?	o Friend's House o Cyber Cafe o Other (Specify)

2. Is using computer interesting to you?
   - o YES
   - o NO

If Not why?	

3. Do you think computer can help you in English language learning process?
   - o YES
   - o NO

If Not why?	
If Yes how?	

4. Do you have 24 hours Internet at home?
   - o YES
   - o NO

If Not why?	

5. Do you have any personal social networking account (Example – Facebook, Gmail etc)
   - o YES
   - o NO

If Not why?	

6. Which of the following social networking account you have?
    o Gmail
    o Yahoo Mail
    o Facebook
    o Blog
    o Moodle
    o Other

Specify other:	

7. Do your teachers ask you to use computer for any language learning issue?
    o YES
    o NO

If Yes, what type of use?	

8. Do you willingly follow your teachers' instruction on using computer for language learning?
    o YES
    o NO

If Not why?	

9. Do you use any language specific website for your English language learning?
    o BBC
    o British Council
    o Other

Specify other:	

10. Which program helps you more in your English language learning process?
    o MS WORD
    o POWER POINT
    o ONLINE DICTIONARY
    o WIKIPEDIA
    o ENCYCLOPEDIA
    o FACEBOOK
    o BLOG
    o Other (Specify)

How they help you in your English language learning?	

11. Do you think mobile based internet helps you in English language learning?
   - o YES
   - o MODERATE
   - o NO

Why do you think so?	

12. Do you get distracted / diverted from particular search of English language learning while using internet?
   - o YES
   - o NO

If Yes how?	

13. Do you think online chatting like facebook can develop your English language learning?
   - o YES
   - o NO

Why do you think so?	

14. Do you find internet materials to be easier and more realistic than bookish material in your English language learning process?
   - o YES
   - o NO

Why do you think so?	

15. Do you think teacher should use computer in English language classroom or not?
   - o YES
   - o NO

Why do you think so?	

Appendix – 3

(Responses of the teachers)

Q1	Do you use computer related logistics in the classroom for language teaching? What type of logistics do you use? Why do you use them?		
	Yes= 70% No= 30%	What type of logistics do you use: Projector: 72% Speaker: 32% Pc or similar logistics: 28% Online or Web: 16%	Why do you use them: Help student better understand lesson: 34% Other: Lecture readiness, practice, visual aid etc
Q 2	Do you follow any specific language learning website for your teaching? Give example.		
	Yes= 64% No = 30% Somewhat: 6%	Example: Random Web: 40% British Council: 34% BBC : 16%	
Q 3	What software you use in your language teaching?		
		MS Word = 86% Power Point=78% Wikipedia = 44% Encyclopedia = 24%	Facebook/Social media = 14% Blog = 12% Others = 8%
Q 4	Is it important to you to use white board while using computer in classroom? Why or why not?		
	Yes= 68% No= 26% Somewhat= 6%	why: Explain/Elaboration: 48% Examples: 18% Elicitation: 16%	Other reasons include: White board more interactive= 8% Visualization=8% Highlighting key points= 8%
Q 5	Do you give any English Language Learning task as home work for which students might need to take help of computer? What type of activity you design for that?		
	Yes= 90% No= 10%	Assignment = 78% Info Collecting = 34% Presentation = 30%	

Q 6	Is it difficult to you to design computer related activity in the classroom? Why or why not?		
	Yes= 24% No= 64% Somewhat=12%	Why do you find it difficult: Less Equipped: 16% Time consuming = 14%	Why do you find it comfortable: Available logistics 26% Well Trained 16%
Q 7	Which type of computer assisted activity you design for student's language learning class?		
		PowerPoint: 26% Assignment: 30%	Listening speaking: 18% Audio/Visual: 16%
Q 8	Do you face any problem while using technology in English Language Teaching?		
	Yes= 30% No= 54% Somewhat=16%	Reasons include: Virus, Electricity, hardware prob, lacking of technology knowledge	Why do you use it: Help student better understand lesson: 34% Other: Lecture readiness, practice, visual aid etc
Q 9	If you face any problem in using technology while English Language Teaching then do you feel the urge of any training (example: knowledge about Blog / facebook / creating website) on it?		
	Yes= 66% No= 34%		
Q 10	Did you experience any type of conflict (Example: Religious restriction/Social constraints) among students while using any web based program? What type of conflict you faced?		
	Yes= 16% No= 78% Somewhat=6%	What type of conflict: Social constraints Not everybody has pc Religious obstacles etc	Note: these are minor conflicts and most cases teachers overlooked these issues.

Appendix 4

(Students Responses)

Q1	Do you have personal computer at home?	
	Yes= 90% No= 10%	Some reasons: Poor, Shared Pc, PC not in Dhaka, not much interest
Q2	Is using computer interesting to you?	
	Yes= 96% No = 4%	Example: Random Web: 40% British Council: 34% BBC : 16%
Q3	Do you think computer can help you in English Language learning process?	
	Yes= 97% No = 3%	Helps improve English skills : Reading, Writing, Listening and Speaking Helps improve vocabulary Helps to complete tasks: assignment and presentation
Q4	Do you have 24 hours internet at home?	
	Yes= 77% No= 23%	Reason for not having internet: Broadband not available, No pc available Less Interest, poor to afford internet etc.
Q5	Do you have any personal social networking account (Example- Facebook, Gmail etc)	
	Yes= 96% No= 4%	Reason for not having an account: Less interest No internet
Q6	Which of the following social networking account you have?	
	Gmail = 80% Yahoo = 50% Facebook = 83%	Blog = 13% Moodle = 8%

Q7	Do your teachers ask you to use computer for any language learning issues?		
	Yes= 48% No= 52%	Reason to computer use: Assignment, Internet search, vocabulary practice etc	
Q8	Do you willingly follow your teachers' instruction of using computer for language learning?		
	Yes= 78% No= 22%	Reason for not following: Less interest Time consuming No instruction given by teacher	
Q9	Do you use any specific language specific website for your English Language learning?		
		BBC= 35% British Council = 30% Others = 15%	
Q10	Which program helps your more in your English Language learning process?		
		Wikipedia = 58% Online Dictionary= 49% Facebook = 41% Encyclopedia= 17% Ms word = 48% PowerPoint = 23%	Why useful: Building Vocabulary = 39% Increasing reading, writing, speaking and listening skills= 48% Preparing notes= 13%
Q11	Do you think mobile based internet helps you in English Language Learning?		
	Yes = 72% Moderate = 15% No =13%	Why helpful: Portable Easy to use Apps like dictionary etc.	
Q12	Do you get distracted /diverted from particular search of English language learning while using internet		
	Yes= 26% No= 74%		
Q13	Do you think online chatting like Facebook can develop your English language learning?		
	Yes= 67% No= 30% Moderate=3%	Why: Interesting and communicative= 50%	Why Not: Informal and short code used in chatting

		Practice grammar: Develop Writing	Waste of time etc Wide use of Native language
Q14	Do you find internet materials to be easier and more realistic than bookish material in your English language learning process		
	Yes= 70% No= 30%	<u>Why:</u> Latest and detail info on web Easy to find and use Audio Visual Aid Use of Tutorials Wide Examples More interesting	<u>Why Not:</u> Less Interest Confusing as web is not specific. Books more specific.
Q15	Do you think teacher should use computer in English language classroom or not?		
	Yes= 82% No= 18%	<u>Why:</u> More Useful Multimedia more useful for audio visual More interesting Unnecessary distraction More practical	<u>Why Not:</u> Direct lesson method more useful. Better Attention on teacher's lesson