Exploring Teacher Readiness for Incorporating ICT in Secondary Level English Classes of Bangladesh: A Case Study

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BD   Bangladesh

B Ed   Bachelor of Education

DEO   District Education Officer

JSC   Junior School Certificate

SSC   Secondary School Certificate

HSC   Higher Secondary Certificate

ICT   Information and Communication Technology

NCTB   National Curriculum and Textbook Board

MoE   Ministry of Education

SMC   School Managing Committee

TTC   Teachers' Training College

Declaration

I declare that the Dissertation titled 'Exploring Teacher Readiness for Incorporating ICT in Secondary Level English Classes of Ghatail Cantonment Public School & College' is submitted to the BRAC Institute of Languages (BIL), BRAC University in partial fulfillment of MA degree in TESOL. This paper is the result of my personal investigation; it has not been presented or submitted wholly or in part for any other degree.

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Abstract

This study attempts to identify the preparedness of English language teachers towards incorporating ICT in English language teaching in the classroom. Being a developing country, Bangladesh is far behind than the ideal ICT practices in language teaching classrooms, though a number of initiatives have been taken by the Govt. as well as other development agencies. To measure the level of English Language teachers' preparation and their perception about integrating ICT in their classroom teaching, this research will shed light on the teachers' present skill in computer operation and the infrastructural condition of the classroom. For this, an in-depth analysis was conducted on the teachers of Secondary level English classes of Bangladesh as a sample of a school with a structured questionnaire and Focused Group Discussion (FGD). The available data will be analyzed in the light of relevant literature and few recommendations will be made for the school authority as well as the teachers' and to some extent the policy makers to bring positive changes before introducing ICT based language teaching at the secondary level education of Bangladesh.

Chapter One: Introduction

"Tell me and I forget,

Teach me and I may remember,

Involve me and I learn."

_____ Benjamin Franklin

The contemporary world is an age of specialization. 'Specialization' is perhaps one of the most-talked-about aspects these days. This term applies, more or less, to all disciplines of studies. ICT skill / competence is a growing demand in all lucrative jobs, particularly in the high paid ones. The last decade has been marked by a new phenomenon called globalization. This has a profound impact on different domains of life-social, political and economic. It has also experienced significant changes in the communication dynamics of the world. English language and Information and Communication Technology (ICT)-have become the two most crucial gears of this new communication euphoria. English as a subject is of paramount importance in equipping the secondary level students to take up the challenges of the competitive survival and growing globalization. It is high time we saw the future development of English as a world language and took proper initiatives to develop our English language learners to a global standard. It can be done by upgrading the secondary level English teaching capacity.

Bangladesh is one of the rising countries in the world from economic and human development perspective. In this country, Information and Communication Technology (ICT) plays a significant role in developing human capital through bringing a revolutionary change in education system specially focusing on the development of rural schools by the use of ICT in imparting education to the students of primary and secondary levels. The government of Bangladesh has taken some initiatives to integrate ICT in education system and one of these is to digitize the academic books both in

primary and secondary levels and distribute these across the country so that the students in rural areas can download the books from the Internet at free of cost and thereby facilitate the education system. This initiative is in the process of being augmented. Government also provides training to the teachers and staffs of the rural schools to encourage them to use ICT for both academic and administrative purposes.

More than ever, policymakers in Bangladesh widely accept that access to Information and Communication Technology (ICT) in education can help individuals to compete in a global economy by creating a skilled workforce and facilitating social mobility (MoE, 2013). They emphasize that ICT in education has a multiplier effect throughout the education system, by enhancing learning and providing students with new sets of skills. There are others who insist that computers and other ICTs have properties or affordances that directly change the nature of teaching and learning. For instance, it is believed that ICT can help to bring abstract concepts to life using images, sounds, movement, animations and simulations (ibid).

Reportedly, the Government of Bangladesh is investing substantially in ICTs. They believe a 'Digital Bangladesh' will transform many sectors, including education, and will improve the country's ability to participate in the global economy. ICT-enhanced approaches can maximize improvements in English language teaching and learning. In particular, EIA (English in Action) is concentrating on providing mobile devices to bring good examples of spoken English into primary and secondary school classrooms across Bangladesh. Within EIA, the ICTs are a small part of the cost of a much larger teacher training programme. The main issue is the sustainability of the training outcomes (teachers' knowledge and practice) rather than the tools used during the training period. However, EIA does want the classroom materials to have ongoing use. In EIA, teachers are using a small number of mobile devices, with very much lower total costs than computer suites, to achieve substantial improvements to teaching and learning. These mobile devices are not dependent upon a permanent supply – they can be

charged in one location and used in another. They are portable, fit easily into the existing classroom environment and are relatively easy to store safely. The long-term goal is to take advantage of the affordances of existing ICTs (for example smart phones, which are rapidly growing in use in Bangladesh) to use for teachers' professional development.

In addition to that, there are enormous benefits of learning technology. According to Akaslan & Law (2010) many classroom teachers using technology have anecdotal evidence of their learners being motivated and engaged, and this is often a major reason for using learning technologies. There is also evidence that the use of technological tools empowers learners to transcend the traditional concept of the classroom and can lead to learners taking greater ownership of their learning, especially through being actively involved together in the classrooms. The book also notes that technology can be a highly engaging and interactive tool, providing a source of real language, both written and spoken, in the classrooms, and motivating the learners to produce more language than they otherwise might have done.

Though, in the developed countries, since long, ICT is widely used in language classes. Of late, we have started realizing the immense requirement of coming out of (replacing) the age old pedagogical methods of teaching in which the teachers only speak and his/her students are helpless silent listeners. In such a grim scenario, the students are not even allowed to ask / clarify their doubts in the class; they are mere listeners. We would like to delve into the issue and would see whether we have scope to get rid of this problem in language classes.

However, according to a study report entitled "Mapping ICT in Education Initiatives in Bangladesh" conducted by "Save the Children" cited in Sadruddin (2013), commented that ICT is not being widely used to support student assessment, e-learning, programme monitoring and evaluation in Bangladesh. Not only that it is also observed in most cases, especially, in the rural Bangladesh, sadly yet true in most of the cases, the only computer provided by the Government is covered with curtain in the Head teacher's

room (Hamid, 2013). Hardly, the computer and the digital materials are being used in real classroom teaching. The main reason behind this scenario is most of the English teachers of the secondary school level here do not have adequate knowledge and skills in computer operation. Besides, a good number of them possess laptop computers. (There are also official laptops). However, they cannot make proper utilization of it. Though they have that mentality to exert themselves fully with the help of ICT, they cannot do it due to some constraints of the Institution. Realizing the overriding importance of incorporating ICT in English language classes, the plan of conducting this research came into to measure the level of teachers' preparation and their skills in the case of using ICT technology in ELT classrooms intend to intensively study the ICT competence of secondary level (VI-X) English teachers of a School & College taking as a sample. The school is located almost 35 km north of a district headquarters which is in fact a remote area. This can be viewed as a remote school & college. Despite its remote location, we feel that the incorporation of ICT oriented English classes in the secondary level, and gradually at the college level, shall be a great step forward in the advancement of English as the most powerful global language.

It is quite amusing that teachers in this area, by ICT skills' understand mere typing skill of their questions in the computers. However, we know that ICT skill is far beyond that. It is thus well understood that the English teachers of the secondary school level are badly in need of undergoing ICT training. On being properly trained, guided and supervised, the English teachers are expected to deliver far better input in the language classes using ICT. In reality, a simple projector with a handful of IT based training aids can make a huge difference with regards to the output / input of the classes. The students can be engaged (even classes having 60-70 students can be effectively handled if the teachers have a collar phone, a CPU, a projector, an electronic pointer stick, a pen drive, a modem etc). Electricity supply in the Cantonment area is very good; the generators are set to ensure uninterrupted electric supply. From the economic capability of Cantonment public schools and colleges, it is not very difficult to procure and provide these devices in

the classrooms. The state of discipline being so high, it is not difficult to ensure the safety of these IT based devices in the classrooms.

The purpose of this study is to identify the level of preparation and the skills of computer operation of the Secondary level English language teachers of the said School and College to have an understanding of the problems of teachers' ability towards incorporating ICT and ELT in classroom contexts. In fact, an investigating on the ground reality in this regard and finding feasible solutions will be conducted so that the students of this institution can attain the best out of ICT based language classes, despite the fact that it is located at a remote place.

1.1 Background

The Government of Bangladesh has already taken some necessary steps to increase the enrollment of girls at school. Hence, strategies and proper policies should be formulated for encouraging women and girls with respect to the adoption of ICT. Without proper empowering of women, it is not possible to implement ICT in education. Sharma (2003) states that the policy-makers must pay more attention to accommodate all sectors (and those excluded also like rural communities, women and disabled) while planning for adoption of ICT.

In general, the Cantonment Public Schools and Colleges in Bangladesh are better off than those of other schools and colleges in the country. Infrastructural design of Cantonment Public Schools and Colleges are good. It may not be impertinent to mention that the state of classrooms, auditorium, common rooms, playgrounds are of good standard in almost all cantonment public schools and colleges. However, contrary to such advantageous positions, the teaching method i.e. the Method of Instruction here is still of the older days.

The college is located near the 19 Infantry Division Headquarters, Ghatail, Tangail. This college started its journey back in 1991. At present there are 55 teachers and about 2100 students (single shift) in this college. There are classes from Nursery up to HSC level. Each class consists of minimum two sections. The campus consists of three four storied buildings and one three storied building. The school and college section has separate academic buildings and moderately well equipped classrooms. Besides, there is a good library, computer laboratory, Laboratory for Physics, Chemistry, Biology and Geography. There are also the Shaheed Minar, Canteen, a big playground, Common rooms, two buses etc. Co-education prevails here i.e. boys and girls both study here. Results in different public examinations are highly laudable / praiseworthy. This is one of the best institutions of greater Tangail district. Teachers are quite qualified but seem to lack in adequate ICT skill. This institution is rich in cultural and co-curricular activities. The institution functions under an army led Governing Body (School & College Managing Committee).

Even, in this age and time, classes in the school and college are taken using blackboard. Out of 31 classrooms, in a few of the classes, blackboards have been replaced by whiteboards. This prevailing situation is not conducive to better education. The dust of the blackboard is harmful for health. Again it is not possible to clean the board nicely during the ongoing classes by the teachers. It is distracting if the teachers ask the student(s) to clean the board. Due to this fact, most of the teachers try to avoid using blackboards. This situation is more applicable for language teachers as they need to write more than other teachers in the class.

1.2 Purposes

The sole purpose of this study is to identify the nature of the ineffectiveness of the digital infrastructure available in the school. Though, for last couple of years the a2i project taken by the Peoples Republic of Bangladesh government endorsed multilayered technical supports to enhance the quality of classroom teaching in Bangladeshi schools.

However, the output is not quite satisfactory due to different reasons. This Ghatail Cantonment Public School & College is no different from others. It also has only one digital classroom equipped with multimedia projectors and computer facilities. Even, after that the situation is not excelling as per the expectations. As a result, it becomes obvious to identify the nature of the problems to handle it with satisfaction.

Lacks of resources within educational institutions are another major hindrance to the implementation of ICT in a developing country like Bangladesh. Lack of computers (both hardware and software) and other ICT-supported tools in the classroom can seriously limit the use of it by a teacher. Limited resources results in lack of computer integration, which in turn results in lack of sufficient computer experience for both students and teachers. The stakeholders and school authorities need to be provided with adequate facilities and resources for effective implementation of ICT. Moreover, effective implementation of ICT in educational institutions of Bangladesh largely depends on teachers and principals, who require in-depth professional development in order to overcome their lack of knowledge and skills. Vigilant attention needs to be given to in-service teacher training for both teachers and principals and pre-service training for newly appointed teachers before joining the regular classes to acquaint them with the important role of technology in schools settings and to train them on how to prepare and use ICT competently.

In this context, this paper will try to adhere to the problems of teachers regarding this issue and find out the root cause of implanting digitalization of the language learning. In fact, the computer skills of the classroom teacher are the main keys to integrate the language learning in an ICT setting.

1.3 Significance, Scope and Definitions

Ghatail is a remote place cut off from the cosmopolitan facilities of life. Though, as it is an army supervised institution, it is possible to incorporate ICT oriented classes

here. The ultimate satisfaction will lie in empowering the English teachers, in particular and other teachers in general, to be equipped with adequate knowledge in ICT. It is further important to note that ICT has become a compulsory subject from class VI-XII from this year. In view of this, it is possible to convince the SMC (School Managing Committee) to procure and install required ICT related devices in the classes. Proper motivation, feasible simple ICT training and regular conducting of ICT based English lessons will take this institution a long way.

In plain terms, deriving the boons of ICT in the classes, particularly of the English classes is the ultimate purpose of this research. In schools, sometime it is difficult to convince the SMC particularly on bigger financial aspects regarding infrastructural development especially it is with ICT. However, in preparing digital content for the classes using internet (preferably with broadband keeping modem as an alternative) and projectors becomes impossible without such infrastructural set up. CPU, pen drives may not be that difficult to purchase. In this regard, Chen & Cheng (2006) commented it is understandable that the significance of digital classes with internet, easy access to Google, Youtube, and Wikipedia etc is immense. These devices / facilities are remarkably better in comparison to the chalk and duster with blackboard in the classrooms.

As Farrell (2007) stated without adequate preparation of the teachers, even, all the hardware facilities can be found of little use. If they are not adequately skilled in handling those ICT materials, they will never be comfortable and fruitful enough to integrate the ICT and ELT classes. This hypothesis suggests that readiness of the teachers and enhancing their skills is a definite prerequisite for intervening with ICT into the classroom teaching. In this regard, this study will be helpful to outline the needs of the teachers as well as measure their level of interests towards such venture.

In recent years, there has been a growing of interest in how computers and the Internet can best be harnessed to improve the efficiency and effectiveness of education at

all levels and in both formal and non-formal settings. However, ICTs are more than just these technologies; older technologies such as the telephone, radio and television, although now given less attention, have a longer and richer history as instructional tools. For instance, radio and television have for over forty years been used for open and distance learning, although print remains the cheapest, most accessible and, therefore, most dominant delivery mechanism in both developed and developing countries. The use of computers and the Internet is still in its infancy in developing countries, if these are used at all, due to limited infrastructure and the attendant high costs of access.

1.3.1 Definition: ICT and Related Terms

According to Wikipedia, ICT (information and communications technology - or technologies) is a term that includes any communication device or application. It encompasses radio, television, cellular phones, computer and network hardware and software etc.

Wikipedia shows that Information and communications technology (ICT) is an extended synonym for information technology (IT).

ICT and types of ICT commonly used in education:

ICTs stand for information and communication technologies. It is defined as a diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information. Included are the technologies such as computers, the Internet, broadcasting technologies (radio and television) etc.

Secondary School Level

In the context of Bangladesh (BD), Lower Secondary / Primary level till date is from Class (Cl) I-V, Secondary School level related to from Cl VI-X and Higher Secondary level relates to Cl XI-XII. My study focus group (gp) is pertaining to the

students from Cl VI-X. In fact, exploring the readiness of ICT oriented classes of the English teachers at secondary level is my prime objective.

1.4 Research Questions:

a. To what extent teachers of Ghatail Cantt. School and Colleges ELT teachers are ready to incorporate ICT and English language teaching?

1.5 Specific research Questions:

a. Which level of orientation do the teachers have to use ICT in classroom?

b. How the teachers are incorporating ICT in ELT classrooms?

c. What level of ICT training do the teachers have?

1.6 Thesis Outline

Chapter One provides a brief outlines about the research and the thesis, including the background of the topic, the specific research problem, and associated research questions and objectives of the study; and lastly, the significance of the research.

Chapter Two explores the relevant materials from the extensive bodies of literature on ICT incorporation in ELT classrooms to determine the significance of ICT in Teaching English. It reflects on the nature and problems of Teachers skill enhancement *in the field of teaching English to Secondary level students of Ghatail Cantonment Public School & College.*

Chapter Three outlines the research methods for this study which is quantitative and qualitative in technique. It provides a brief description of selection of the study areas, the data collection method and analysis along with the limitations.

Chapter Four provides a brief analysis of the collected data and tried to narrate the real situation of the teachers' preparedness in incorporating ICT and ELT.

Chapter Five reports on the results of the study. It explains in detail the challenges to face for making the really effective teaching materials and the nature of problems teachers are facing to integrate ICT in classroom settings; the chapter presents the data obtained from questionnaire and focus group discussions with participants from the stakeholders. The Chapter also contains a detailed description of steps to be taken.

Chapter-2: Literature Review

2.1 Initiation of ICT

Information and Communication Technology (ICT) is the term coined by Stevenson in his 1997 report to the UK government and later endorsed by the new National Curriculum Documents for the UK in 2000 (dictionary.babylon.com) as the technology used to describe information and aid communication technology to deal with information in different aspects. More specifically, Kent & Facer (2004) defined Information and communications technologies (ICT) in education as the computing and communications facilities and attributes that are enhancing teaching and learning with a good range of activities in education. In fact, in this decade of 21st century, according to Boakye & Banini (2008), ICT has become the part and parcel of everyday lives of human being and obviously education to a great extent. It has become a buzzword in education sector worldwide since the revolution of computer development took place in the last decade of the previous century.

2.2 Current Digital World

In this current digital world, Information and communications technology (ICT) is excelling in the usage of teaching and learning English worldwide (Chambers & Bax, 2006; Chapelle, 2003; Chapelle, 2010; Chen, 2008; Davies, 2012; Davies & Hewer, 2012 ;). Prinzessinnadia (2013) reiterated that ICT has already emerged as a very potential tool in the language learning arena. This progress has become an important issue i.e. from early schooling to higher education; it has substantially facilitated the teaching-learning process. In the field of learning language, ICT has already played a significant role.

2.3 Digitalization's Effect

As a result, a good number of teaching learning materials have been developed and widely used by the ELT practitioners and the language learners. Categorized by Warschauer (2004) and Bax (2006), the various applications of language learning with the assistance of computer is termed as computer-assisted language learning (CALL), which is derived from the term Computer Aided Learning (CAL) and these are applied by the teachers in the language

classroom. Moreover, Tarot (2000) specifically mentioned that "CALL is the use of computer technologies that promote educational learning, including word processing, presentation packages, guided drill and practice, tutor, simulation, problem solving, games, multimedia CD-ROM, and internet applications such as e-mail, chat and the World Wide Web (WWW) for language learning purposes." This idea suggests that CALL is in fact the application of computer Hardware and software together or separately for the teaching learning purpose of any language. Tarot (2000) further added that few other terms are also related to CALL, as Computer-Aided Language Learning (CALL), Computer-Assisted Language Instruction (CALI) and Computer-Enhanced Language Learning (CELL). These technologies are also enhancing the teaching learning of the target language for the learners of the digital age.

Again, CALL has been divided into different phases of development by Warschauer (1996) as Behavioristic CALL, Communicative CALL, Integrative CALL (Multimedia CD-ROM), and Integrative CALL (Internet). However, this differentiation does not necessarily mean the ending of one phase; it is the beginning of another one. Rather, more than one phase can be operated at the same time. On the other hand, Tarot (2000) argued for some limitations of call. Among them, there is lack of funds for implementations as they are very expensive. In a poor country like Bangladesh, it is a tough task to provide CALL set up to schools around the country. Besides, teachers' attitudes and anxiety can be another limitation of CALL. ELT teachers may take it negatively as they might take the places of the teachers and due to their limited skills in computer operation exclusively required to deliver language related lessons through computer. As a result, it is suggested that if this limitations can be overcome by the intervention of the government, it can be an effective innovation for language teaching.

2.4   Evolution of Web 2.0

After the evolution of Web 2.0 tool in 1993 (Davies & Hewer, 2012), usage of ICT in language learning became a matter of everyday use in classroom in the developed world. Referring to the second generation of World Wide Web, the term Web 2.0 means a lot of web based tools which help people to work together and share available information for people to use easily through online (Basal & Aytan, 2014). Also, Talandis Jr. (2008) claimed that " these new Internet-based resources have enabled users to interact like never before, facilitating a shift from

passive read-only consumption on the web to active, creative participation in the generation of multimedia content." As a result, the Web 2.0 tools and the internet based communication and sharing of ideas in language teaching gained popularity within a very short time period. For example, Chen & Cheng (2006) explained the utility of the Website *MyAccess* as one of the most popular writing platforms for teaching students in Taiwan. As a writing tool, it provides scoring rubrics, online portfolios, word banks, a thesaurus, and an editor as well as checkers for spelling, grammar, punctuation, and usage of vocabularies properly.

2.5   Experts' Comment on ICT Integration

Davies & Hewer (2012) mentioned the argument of many people as without the support of any technology people had learned foreign languages for centuries and the ineffectiveness of the language laboratory in terms of teaching and learning a foreign language. This ineffectiveness suggested the failure of technology integration for learning language. Though, they refuted the argument saying the language laboratory was not used properly and the appropriate materials were never developed and used in those language laboratories. On the other hand, Warschauer (2012) argued that an expensive and comprehensive system of 'audio language' lab cannot provide fruitful results; rather the efficient usage of the device coupled with good pedagogical expertise can create good learning opportunities for the students.   Finally, Davies & Hewer (2012) came to a conclusion that technology, especially ICT, and more precisely web 2.0 tools is instrumental for learning any language.

In this regard, Salehi & Salehi (2012) strongly emphasized that the integration of ICT in teaching and learning is not a method. In fact, it is a medium in which a variety of methods and approaches may be implemented. This statement shows that the effectiveness of ICT depends on how and why it is applied and integrated. According to Taylor (1980), ICT usage is classified to tutor, tool and tutee. It is known to all that tutorial programmes help the learners to enrich their knowledge step-by-step through a programmed drill and practice. In this regard, Means et al.(1993) suggested using technology as a tool can help other types of problems e.g. technology as a tool is frequently seen in tutorial or explanatory programmes. It is interesting to note that ICT acts as a tutee in which students have the full freedom to programme the computers in order to facilitate their understanding. According to Melor *etel* (2009), a variety of ICT tools and

applications may be integrated in teaching and learning. They also illustrate that some of these tools and applications may be designed specifically for educational purposes and some others for more general use. Wilshart &Blease, 1999, highlights that the choices of resources, and the way they are used, can be linked to different learning theories through the beneficial usage of ICT. Roblyer and Edwards (2000) believe that the use of ICT in education has evolved from two main approaches, namely directed and constructivist instructional methods. The theoretical foundations of directed instruction are based on behaviorist learning theories. The theoretical foundations of the constructivist approaches are based on the principles of learning derived from cognitive learning theory. In this perspective, for learning language, using ICT is an integral part now days and its importance is increasing day by day around the world.

Defining the different usages of computer hardware and software in language teaching learning Warschauer & Meskill (2000) commented that in language learning, technologies which support a cognitive approach to language learning is always welcome. It should enable the learners to maximize their exposure to language learning in meaningful context and to review their own individual knowledge. They cited these types of technologies as text-reconstruction software, concordance software, and multimedia simulation software.

2.6 Teachers' Role in ICT Integration

To implement computers in the classroom, teachers should feel confident and comfortable using computers, through the use of computers on a consistent basis for instructional activities. Teachers must understand the value of computers in education. It is meant to benefit their students and to support meaningful learning (Novak, 1998). So, changing teachers' negative attitudes is essential for increasing their computer skills. Therefore, if teachers want to successfully use technology in their classes, they need to possess a positive attitude to the use of technology. Such an attitude is developed when teachers are sufficiently comfortable with technology and are knowledgeable about its use (Harrison & Rainer, 1992). In this connection, Mumtaz (2000) states that schools can go only so far to encourage ICT use; actual take-up depends largely on teachers' personal feelings, skills and attitudes. Even if teachers are provided with up-to-date technology and supportive networks, they may not be enthusiastic enough to use it in the classroom. O. Ouma et al.(2013) mentioned the importance of teachers' readiness in

implementation of ICT highlighting that E-learning implementation requires physical infrastructure, technical expertise and psychological readiness. He further reiterates that E-learning platform can only be managed and used by people with some level of technical skills. In addition to teachers' ICT capacity, Broadley (2012) affirms that, teachers' perception and attitude towards e-learning play a critical role in e-learning implementation. However, for some students, and teachers, e-learning is too easygoing and foreign, and a number of teachers feel that technology takes a lot of control off their hands (Mansour & Mupinga, 2007). It is, therefore, necessary to examine the users' technical capacity and their perception towards technology to ascertain levels of e-learning readiness.

2.7   Bangladesh: An Emerging Country in ICT

Bangladesh is one of the rising countries in the world from economic and human development perspective. Nurul Islam Nahid MP, The Honorable Minister of Education emphasized the digitalization of Bangladeshi education system to achieve the Vision 21 of the present government in the preamble of the "Master Plan for information and Communication Technology in Education 2012-2021" published in 2013. He further identified ICT as "a key enabler" to ensure the quality of education in Bangladesh. He claimed the government of Bangladesh has taken some initiatives to integrate ICT in education system and one of these is to digitize the academic books both in primary and secondary levels and distribute these across the country so that the students in rural areas can download the books from the Internet at free of cost and thereby facilitate the education system. Government also provides training to the teachers and other authority of the rural school to encourage them to use ICT for both academic and administrative purposes etc. His narratives explained the importance of ICT for the total development of Bangladeshi education system as well as the concern and emphasis given by the government. Also, designing such a master plan is another indication of the sincerity of the government to this area.

2.8   ICT in Kenya

While giving example of Kenya O. Ouma et al.(2013) referred that The Kenyan government has made effort to initiate e-learning in some public secondary schools. The writers mention that the government through the Ministry of Education (MoE) identified five public

secondary schools within each district where e-learning was to be implemented and allocated Sh980 million for their ICT Infrastructure development under the Economic Stimulus Package (ESP) (MoE, 2011b). We come to know that the selection of ESP beneficiary schools within the district excluded national schools and was based on geographical distribution of schools within a district. The fund, as mentioned, was to cater for computers, projector, local area network, internet connectivity and training of teachers. The narrative shows that Kenya Institute of Curriculum Development (KICD) has been mandated by the government to provide digital content for e-learning. A total of 1021 public secondary schools benefitted from ESP-ICT Fund countrywide and Rachuonyo North and Rachuonyo South districts each had 5 schools (MoE, 2011a). Apart from national schools category which was not funded, the schools that benefited from the ESP fund within Rachuonyo North and Rachuonyo South districts represent major categories of public secondary schools in Kenya. The selected schools included county schools, district (sub-county) schools and community (harambee) schools. Among the selected schools were girls boarding, boys boarding, and mixed day. The two districts were , therefore, considered for this study so as to capture most categories of public secondary schools in Kenya. (The researcher in this regard fondly recollects his stay for than a month in Nairobi as part of UN Civil-Military Course. The researcher had a scope of visiting a few secondary schools as part of his undergoing the course).

Though, Gobbo & Girardi (2006) argued that there will be no overall changes if only ICT is introduced in the educational institutes. They claimed that it is important to change the perception and attitudes of the teachers to be changed towards the new technology. They further claimed that the highly skilled teachers had a positive view about ICT integration whilst the lower skilled teachers are not that interested which may cause a difference in the effectiveness of ICT integration in the classroom. Finally, Gobbo & Girardi (2006) commented that "it seems that personal theories of teaching and levels of ICT competence interact so that a more sophisticated conceptualization of teaching and learning with the computer was found more frequently among the high competent teachers." This indicates the importance of the equal preparations of the teacher for integrating the ICT in classroom teaching for ELT.

2.9   Commitment of the Government and Other Stakeholders

Effective implementation of ICT in education requires commitment from the government of Bangladesh, administrators, teachers, parents, students, and the community. That is, all the stakeholders and responsible authorities including teachers and other staff should be aware of the importance of technology in developing students' learning and should strive to overcome the barriers which prevent the use of technology in classroom settings, so that students can benefit effectively from this ICT. Afshari, (2009) states that it is crucial to involve those who have a stake in the outcomes, including teachers, parents, students, and the community, and allow them to assist in the creation of the vision by contributing their knowledge, skills, and positive attitude. Therefore, a clear vision of ICT integration in schools that is shared by all members of the school community promotes effective use of ICT in the classroom. The UNESCO (2008) report indicated that the concerning points about education in Pakistan are financial limitations, poor facilities, furniture, books, equipment, lack of management etc.The participation rate at higher education is apparently low comparing to other countries of the region. It has been observed that the national education and health sectors in Pakistan having less resources where annual public health expenditure is about \$4 (four US dollars) per person, compared to a United Nations recommendations of \$45 (forty five dollars) In term of government spending is on education, placing Pakistan 113th amongst 120 countries on the education development index which is also similar in Bangladesh.

Again, Afshari (2009) stated that professional development is necessary for teachers to enable them to use technology effectively to improve student learning. Staff development should be collaboratively created, based on faculty input and school needs. It must prepare teachers to use technology effectively in their teaching. But this training should not consist merely of short workshops or training, which is not enough to build proper knowledge and skills. In relation to this argument, Fullan (1992) suggested that training should not be one-short workshops, but rather ongoing experiences so that learners/teachers can be kept up to date with ever-changing technologies. During their teacher training programs teachers need to be given opportunities to practice using technology more practically so that they can see ways in which technology can be used to augment their classroom activities (Rosenthal, 1999).

Even after all the efforts of the Government and the SMCs, the integration of ICT in classroom setting may not be fruitful with the active contribution of the teachers. As they are the central character (Xie & Zhang, 2012) they must be instrumental in incorporating ICT in the classroom. Moreover, they advised the teachers to be more reflective practitioners and instrumental in case of ICT integration for ELT classes. Teachers' skills and knowledge about the computer operation and a positive attitude is the prerequisite for the successful implementation of ICT in ELT classrooms. Aydın & Tasci (2005) claimed that "in order to benefit from e-learning, it is necessary to consider up-front analysis to assess the readiness of prospective e-learning implementation".

2.10   Defining 'Readiness'

In Webster's New Collegiate Dictionary definition of Readiness is given as "prepared mentally or physically for some experience or action". Moreover, Borotis and Poulymenakou (2008) cited in O. Ouma et al.(2013) defined e-learning readiness as "the mental or physical preparedness of an organization for some e-learning experience or action". Again, Kaur & Abas, (2004) further claimed that readiness assessment of E-learning helps designing e-learning approaches' comprehensively and to implement ICT goals more successfully. On the other hand, McConnell (2008) observes E-learning readiness assessment provides important information for supplying e-learning solutions for the specific needs of each learning group. Olatokun and Opesade (2008) suggested that the parameters to be looked into when accessing the e-readiness for an institution include: infrastructural availability, access to infrastructure, manpower availability, policy and regulatory framework. Also, Tubaishat and Lansari (2011) identified key components of e-learning readiness as technology, Internet usage, and general understanding of e-learning and culture at the institution. In case of Bangladesh scenario, Parvin (2013) listed down few factors as obstacles for the successful implementation of ICT policy of the government. Among those problems, socio-cultural and political issues are predomination. In addition to those, teachers' belief and attitudes are also responsible for making the task difficult. Besides this, lack of knowledge and skills in computer and scarcity of time is also important. In Bangladesh, one teacher has to take more classes and other tasks outside the school, so teachers are not free most of the time to prepare ICT materials of their own. Finally, O. Ouma et al.(2013) suggested for the successful execution of e-learning in public secondary schools a policy framework on strategic e-learning implementation pillars is necessary. They further advised that

the government must generate up inclusive framework of e-learning adoption in educational institutions.

In the article entitled 'Exploring the Extent of ICT Adoption Among Secondary School Teachers in Malaysia', the co-authors Bee Theng Lau and Chia Hua Sim narrate that it has been more than 10 years, in fact since year 2003, that the schools of Malaysia have been using ICT in their classrooms. They further mention that in the classes, the teachers use a wide range of ICT such as laptop, LCD projectors, and trolley with speaker and UBS system. They also use power point, flash and interactive courseware to support teaching and learning of Mathematics and Science. In augmenting the system, in some schools, Government put an extra effort in the form of ensuring additional facilities like computer laboratories, wireless internet connection and local area network to assist teachers' in their teaching and professional tasks. The write up proclaims that teachers should be very receptive toward the adoption and implementation of ICT in education. In citing an example, it has been mentioned that effective use of ICT with multimedia and graphics enriches teaching and enhance interactivity in learning. The writers note that the government heavily invested in the ICT infrastructure. As a result, the government expected that the lessons in schools would be ICT oriented and that teachers would be more competent and effective in utilizing these tools.

The authors delineate that implementation of the policy was beset with a few challenges. One of the major challenges to the implementation of this policy was teacher's lack of proficiency to deliver in English (Pillay & Thomas, 2004) cited in Hasan (2011). The writers highlighted that teachers in Malaysian schools had varying English proficiency as most of them received their education entirely in the national language, Bahasa Melayu, right from the primary to the tertiary level. One heartening aspect, as the authors say, was that under the national budget, RM5 billion has been allocated for the year 2002-2008, to provide training, launching grants and educational aids to schools nationwide for smooth implementation of the policy.

The writers further narrate that, specifically, Mathematics and Science teachers, together with English language teachers have been given laptop computer to assist them in teaching professional tasks. According to the writers, classrooms were equipped with LCD projector,

screen, and trolley with speakers and an UPS system. In addition, a launching grant of RM5000 to RM15000 was given to each school to acquire additional reference resources. This represented a massive investment to "kick start" the use of ICT in schools across the country. Under this policy, as the writers mentioned, teachers were not only required to be proficient in English, but also to be savvy in the use of ICT in classroom.

The paper aimed at examining these issues. Their findings indicated that elderly teachers were eager to adopt ICT in schools. They were more focused to ICT and reported a high extent of ICT use in teaching and professional job. In general, it was found that teachers held a reasonably positive attitude towards ICT adoption in school. Importantly, those who received either before enrolment or on job training recorded a higher competency in ICT. It was further found that respondents having more competence in using computers reported more favorable perception towards ICT. Above all, teachers who have been using ICT extensively in their daily routines still indicate higher training and support needs. A very important finding was that the, respondents felt that among the various stakeholders, teachers as the classroom practitioners should have a greater say in deciding how ICT is being used in schools as they work at the base level.

The article investigates teachers' ICT use in schools, their perceived competency, perception of ICTs, and their training and support needs. The study reveals that most of the respondents are positive with the use of ICT in schools. In simple term, they appreciate the use of ICT in enhancing teaching and learning. The result further shows that they are positive towards further integration of technology into classroom instruction. In view of the above, it is felt, training should be offered to teachers on a regular basis so that their IT knowledge is upgraded with the passage of time. It is highly expected that the benefits from the use of ICTs can be fully realized and optimized in teaching. Effective measure should be undertaken to ensure that teachers utilize computer technology for further development and communication, and training should be so designed that the teachers get themselves familiarized with the wider range of ICT applications. As teachers are the main people working on ground and since they confront the practical challenge there, they must be given the opportunity and encouragement to

reflect on the practical benefits / odds of ICT usage for the ultimate benefits. Forcing them to do anything may backfire and can be counterproductive in the long run.

Some vital research questions are dealt in the study e.g. (1) Are all teachers ready and making full use of the ICT in schools? (2) To what extent are teachers utilizing ICT tools in schools? (3) How have they perceived their competency to be and what are their specific training and support needs, if any?

The study shows that a survey was conducted to collect both quantitative and qualitative data on ICT adaptation of teachers in schools. The instrument used was a self-administrated questionnaire. Section 1 is the demographic information of the respondents, followed by Section 2 on teachers' ICT competency and Section 3 on the context and frequency of ICT used I schools. Section 4 examines their perceptions of ICTs, the next Section focuses on the obstacles faced, and the last section on their training and support needs. The questionnaires were randomly distributed to some 250 secondary schools teachers of Mathematics and science. All items in the first five sections were measured on a five-point, closed-ended Likert scale, while the last section with open-ended questions for teachers to add their inputs. A total of 212 completed questionnaires were and data were analyzed using SPSS Version.

2.12 ICT Oriented Lessons are Interesting, Enjoyable and Motivating

Teachers need to be given the evidence that ICT can make their lessons more interesting, easier, more fun for them and their students, more enjoyable and more motivating. As ICT is a relatively new field in the Bangladesh education systems, more in-depth research should be conducted related to integration of ICT into classroom situations, to show that ICT can make their lessons more interesting as well as easier. Furthermore, Lau & Sim (2008) explained that findings of the writers of the article indicated that elderly teachers were eager to adopt ICT in schools. They were more focused to ICT and reported a high extent of ICT use in teaching and professional job. However, it is predicted that in our schools and colleges, young teachers might be more interested in ICT use in their language classes. In general, it was found that teachers held a reasonably positive attitude towards ICT adoption in school. Importantly, those who received either before enrolment or on job training recorded a higher competency in ICT. It was further found that respondents having more competence in using computers reported more

favorable perception towards ICT. Above all, teachers who have been using ICT extensively in their daily routines still indicate higher training and support needs. A very important finding was that the, respondents felt that among the various stakeholders, teachers as the classroom practitioners should have a greater say in deciding how ICT is being used in schools as they work at the base level.

In another article O. Ouma et al (2013) explained "it may be concluded that teachers, principals and students are moderately ready for e-learning, and that there are individuals who may need to be acculturated into the e-learning system before they can be said to be at the expected state of readiness for e-learning".

In this regard, they also emphasized a number of issues that are significant to the success of e-learning initiatives in public secondary schools. It may be concluded that teachers, principals and students are moderately ready for e-learning, and that there are individuals who may need to be acculturated into the e-learning system before they can be said to be at the expected state of readiness for e-learning. According to their opinion, the policy makers and other education stakeholders have a crucial role to play in enhancing greater engagement in a technology-driven teaching-learning environment. One very crucial aspect they hinted and that is the need for change of mindset that presence of computers in schools is an indicator for e-learning adoption, but how ready the learners are able to use them in an enabling environment. Otherwise, regardless of positive effects of technology on student learning, technology may remain limited in use and it is unlikely to be an effective instructional tool unless e-learning implementation readiness is given priority.

2.13   Conclusion

From the above discussion, it is highly evident that ICT integration in educational institutions is the demand of the day. ICT has come a long way in the last few decades. In the modern system, there is no scope to think of a teacher conducting classes under the open sky or under a mango / banyan tree. That the teacher will only follow the lecture method and the students would be listening to the teacher (s) helplessly is not expected these days. Today's children are the product of the digital age. Teaching-learning in a typical, traditional, age old method is far from appealing to them.

The forgone discussion also reveals the processes of ICT initiations in a number of countries like Kenya, Malaysia, Iran, Pakistan and the trouble-ridden Afghanistan. In case of countries, a financial constraint is a defining factor. But countries like Malaysia successfully launched ICT in their classrooms and are deriving the required dividend in this regard. We should also follow them as role model.

In this context, it became relevant and significant to find the teachers readiness and their level of preparation to integrate ICT and ELT for the Bangladeshi secondary level students.

Chapter-3: Research Design

The aim of the research is to find out the existing potentials and the impediments of ICT usage in the Secondary Level English classes of Ghatail Cantonment Public School & College. In order to unearth the challenges, a number of methodologies are designed to be followed to conduct the research. A student survey in the form of Questionnaire, FGD (Focus Group Discussion) for teachers, teachers' interview, and classroom observation are used as the research tools of this study.

3.1 Research Methodology

In the research methodology, I would like to apply research tools such as students' survey, teachers' interview, focus group discussion and classroom observation. All the methods would be given adequate importance.

3.2 Research Design

A qualitative research design would mostly be used to carry out this study. Apart from this qualitative research design,the researcher plans to conduct a survey to collect both quantitative and qualitative data on teachers' readiness for incorporating Information and Communication Technology (ICT) in secondary school level English classes of Ghatail Cantonment Public School & College. Moreover, this study will also investigate the relationship between teachers' computer skills and knowledge and the ICT adoption in their daily teaching and learning process in classroom.

To design the quantitative data, I intend to use Likert Scale to collect and analyze the numeric data. All items in the first five sections would be measured on a five-point, closed-ended Likert scale, while the last section with open-ended questions for teachers to add their inputs. As for the scale to be used, the questionnaire would adopt a five-point Likert scale format to assess teachers' readiness to incorporate ICT for each related section.

3.3 Objective

To find out the challenges that stand as impediments to the teachers' effective use of ICT in Secondary level English Classes.

3.4 Participants

The sample would consist of 9 school teachers. A structured questionnaire would be administered to the participants. All of the samples are teaching at Ghatail Cantonment Public School & College and had the same organizational and hierarchical structure that would make no formal distinction between teachers' duties and position in school. As only the number of English teachers teaching English in the school would be considered, the researcher does not mention the total population for male and female teachers in the school in this research.

3.5 Instruments

The instruments that would be used mainly include focus group discussion, in-depth interviews, and a self-administered questionnaire. The self-administered questionnaire would consist six sections namely:

1. Demographic information of the respondents
2. Teachers' ICT competency
3. The extent and frequency of ICT use in schools
4. Teacher's perceptions of ICTs
5. The obstacles faced, if any, by the teachers
6. Assessing the training and support needs.

3.6.1 Students' Questionnaire:

In students' questionnaires, 11 open-ended questions and 11 close-ended questions have been catered for. A total of 21 students of the secondary level are planned to participate. The close ended questions have options which would vary according to the question type. On the other hand, the open-ended questions would reveal an option to provide their opinion. However, the answers of all the questions would give a clear idea about the existing

level of students' ICT competence and the future needful for the institution and the SMCs (School Managing Committee).

3.6.2   Focus Group Discussion

To get the qualitative data, I have conducted a focus group discussion for teachers. There are a total of 9 respondents in this discussion. They are the English teachers of the institution. Most of them are male teachers. It is expected that this will reveal the teachers' attitude on ICT integration in the school. I have made a positive environment by a smiling face and friendly attitude. However, my concentration has been to generate the answers of the pre-selected questions. There are 11 questions. I have conducted the FGD in 40 minutes time. Due to the perceived limitation of a few teachers in English, (though they are English teachers) I have at times spoken in Bangla to keep an affective-filter free atmosphere. In the FGD I have included the following:

1. Identifying the participants readiness to incorporate ICT in the classrooms and discovering the problems, if any, to implement ICT;
2. Identifying the teachers and students strength, weakness, and recommendations to use ICT.
3. Obtaining perceptions of both the teachers and the students of the merits and demerits of ICT adoptions in the classes.
4. Generating new ideas about ICT use in the classes

3.6.3   Teachers' Interview

To elicit rich and detailed material that can be used to explore the readiness of the teachers to incorporate ICT in the classes' in-depth interviews of the teachers have been conducted.   Such interviews have been conducted face to face, although in some situations telephone interviewing can be successful. In this interview the researcher plans to use extensive probing and open-ended questions to get the views and readiness of the teachers to use ICT. More specifically, the researcher would prepare an interview guide that would include a list of questions or issues that are to be explored and suggested probes for following up on key topics.

Finally the researcher would conduct two focus group discussions (FGD) one with the teachers and the other with the students. This technique is quite efficient in the sense that the researcher can gather information about several people in one session. To ensure homogeneity that is generally demanded in a FGD, teachers conducting English classes have been included. The FGD are usually enjoyable for the participants, and they may be less fearful of being evaluated by the interviewer given the group setting. In the FGD the researcher plans to include the following things:

5. Identifying the participants readiness to incorporate ICT in the classrooms and discovering the problems, if any, to implement ICT;
6. Identifying the teachers and students strength, weakness, and recommendations to use ICT.
7. Obtaining perceptions of both the teachers and the students of the merits and demerits of ICT adoptions in the classes.
8. Generating new ideas about ICT use in the classes.

3.6.4. Classroom Observation

As I am an administrator, I frequently visit different classes every day. I have observed a serious drawback in using ICT in almost all classes, particularly of the English classes. I would deem my endeavour a success if this research creates an avenue to incorporate ICT oriented classes for the ELT teachers primarily and for the other subject teachers subsequently.

3.7 Data Collecting Procedure

I have administered the students when they were answering the questionnaire. As assumed some students felt shy and some students felt a little uneasy finding me, their Principal. However, I know my students; it is not all a problem for me to manage the environment as I am viewed as an amiable person. In fact, I arranged / ensured a friendly atmosphere for the students.

I have confidently administered the teachers' interview. They already have a profound respect for me for my sense of neutrality. With a friendly introducing, I have tried to clearly point out my objective and purpose. If some teachers have appeared hesitant with the questions, I have made the questions easy and understandable from their point of view.

3.8   Data Analysis

The Statistical Package for the Social Sciences (SPSS) version 21.0 has been used to analyze the filled in and completed questionnaires and the data analysis includes: basic descriptive statistics.

3.9   Reasons for Selecting the Study

In fact, the researcher was much inspired from one of the courses of MA in TESOL entitled 'ELT in Language Learning'. While undergoing that course, researcher understood that there are many techniques of language teaching using ICT. Since the researcher is the Principal of an army-run school & college, he/she is in an advantageous position to work with the students and teachers in exploring and integrating ICT in the institution's classrooms and more importantly to all cantonment public schools and colleges all over the country.

3.10   Ethics and Limitations

The researcher has made his best effort to ensure highest ethical compliance from the sample participants and to observe the participants without bias as well as to record all the necessary data accurately.

Due to not having enough time was the main limitation of this research work. Only six months time besides other professional responsibilities restricted the researchers from an in-depth study. Moreover, the topic could cover a wider range of schools if budget and other resources permitted to. Selecting only one single school became a big limitation of this study. Data collection from only one school might limit the scope a variety of the collected data. As a result, the conclusion might be restricted to a narrower space which could be avoided through a wider range of data.

Another problem is the % of the data. There were 9 (nine) teacher respondents. If all agreed on a point, the % is 100%. But if anyone disagreed, the % sounded a little peculiar i.e. if 8(eight) respondent teachers agreed on a point, the % is $8 \div 9 \times 100 = 88.88\%$ which has been mentioned as 89% to avoid peculiarity.

Chapter-4: Results

This chapter will present the collected data from the teachers, students and other stakeholders. A short explanation of the collected data for each section will be also presented. They will be presented according to their number of questions in the questionnaire.

4.1 Here we display the findings of the respondent teachers' (a total of 9 respondents teachers) attitude towards ICT integration. There were 10 (ten) questions for the respondents.

Respondent Teachers' Attitudes towards ICT Integration

In light of LikertScale,respondentteachers' attitude towards ICT integration was dealt. For this reason, there were 5 (five) options i.e. strongly disagree, disagree, neutral, agree and strongly disagree. The respondents opted one of the 5 options as his / her choice. Following was the point distribution to that effect.

[Strongly disagree; Disagree; Neutral; Agree; Strongly agree]

The highest % of the respondent teachers against each option has been mentioned in this regard.

4.1.1 I would like to learn more about effective ICT integration approaches to teaching and learning

Strongly disagree	Disagree	Neutral	Agree	Strongly agree

While answering for this option, one of the respondents opted 'agree' while 8 (eight) of them opted for 'strongly agree'. None opted for the other options. It is found that 89% respondents opted for 'strongly agree'.

4.1.2 I would like to know what resources are available if the school decides to adopt ICT Integration

Strongly disagree	Disagree	Neutral	Agree	Strongly agree

While answering for this option, one of the respondents opted 'disagree', one opted for 'neutral', 6 of them opted for 'agree', one of them opted for 'strongly agree'. None opted for the other option. For this option, 67% opted for 'agree'. Incomplete ///what about rest 33%

4.1.3 I would like to know how ICT integration delivers better performance than traditional learning

Strongly disagree	Disagree	Neutral	Agree	Strongly agree

While answering for this option, 2 of the respondents opted 'agree' while 7 (seven) of them opted for 'strongly agree'. None opted for the other options. For this option, 78% respondents opted for 'strongly agree'.

4.1.4 I would like to know how the ICT integration system increases school competitiveness and reputation

Strongly disagree	Disagree	Neutral	Agree	Strongly agree

While answering for this option, one of the respondents opted 'neutral', 2 of the respondents while 6 (six) of them opted for 'strongly agree'. None opted for the other options. For this option, 67% respondents opted for 'strongly agree'.

4.1.5 I would like to know how ICT integration improves the quality of interaction among students and instructors

Strongly disagree	Disagree	Neutral	Agree	Strongly agree

While answering for this option, one of the respondents opted 'neutral', 3 opted for 'agree' while 5 (five) of them opted for 'strongly agree'. None opted for the other options. For this option, 56% respondents opted for 'strongly agree'.

4.1.6   I would like to know how to use technology and how to shift the way in which I organize and deliver material

Strongly disagree	Disagree	Neutral	Agree	Strongly agree

While answering for this option, 5 of the respondents opted 'agree' while 4 (four) of them opted for 'strongly agree'. None opted for the other options. For this option, 56% respondents opted for 'agree'.

4.1.7   I would like to know what qualifications I must have to deliver effective instructions

Strongly disagree	Disagree	Neutral	Agree	Strongly agree

While answering for this option, 4 of the respondents opted 'agree' while 5 (five) of them opted for 'strongly agree'. None opted for the other options. For this option, 5 of the respondents opted for 'strongly agree'.

4.1.8   I will use ICT in learning and teaching in the future

Strongly disagree	Disagree	Neutral	Agree	Strongly agree

While answering for this option, 4 of the respondents opted 'agree' while 5 (five) of them opted for 'strongly agree'. None opted for the other options. For this option, 56% respondents opted for 'strongly agree'.

4.1.9 I plan to often use ICT in school as a part of learning and teaching

Strongly disagree	Disagree	Neutral	Agree	Strongly agree

While answering for this option, 2 of the respondents opted 'disagree' 3 of them opted for 'neutral, while 4 (four) of them opted for 'agree'. None opted for the other options. For this option, 44% respondents opted for 'agree'.

4.1.10 I am not concerned about the ICT integration system in school

Strongly disagree	Disagree	Neutral	Agree	Strongly agree

While answering for this option, 2 of the respondents opted 'strongly disagree', 2 of them opted for 'disagree', 2 of them opted for 'neutral', 2 opted for 'agree', while one of them opted for 'strongly agree'. All the options were chosen by the respondent teachers. There were saturated answers for this choice. 22% respondents opted for 'strongly disagree', 'disagree'. 'neutral', 'agree' and only 11% of the respondents opted for 'strongly agree'.

4.2   **Findings of the Teachers' Focus Group Discussion (FGD)**

4.2.1 About the existing computer facility in the institution

Almost all the 9 participating teachers opined that there has been inadequacy of computers in the institution. All of them strongly urged that the SMC (School Managing Committee) should buy adequate number of computer software and hardware and should ensure that all the teachers have ample opportunities to practice at their desired time within the office time and beyond the office time on holidays, if need be.

4.2.2   **About the respondent teachers existing ICT competence**

Except for 2 teachers, others have poor knowledge in ICT oriented classrooms. But they seem to be highly interested to conduct ICT oriented classes. "Students are very interested about ICT oriented classrooms", most of them mentioned. The 2 to 3 teachers

who seem to have moderate knowledge in ICT also seldom use their ICT skill in the classrooms.

4.2.3   About the social network sites of the teachers

7 out of 9 teachers use social networking site. They consider that social networking sites help them to share their views with other friends. It serves as a matter of recreation for some of them. 4 of them mentioned that they can share teaching-learning materials in the social networking sites. Their overall opinion is positive about the usage of social networking sites.

4.2.4   Role of SMC (School Managing Committee) about ICT integration

According to the opinion of all 9 respondents, SMC (School Managing Committee) can play a very important role in ICT integration in the classrooms. The SMC should encourage the school to procure more computers and other related devices so that the teachers do not feel any inadequacy of such materials while conducting ICT oriented classes. The SMC, as the teachers mentioned, should also monitor whether the school is properly utilizing their support for the benefit of teaching-learning. The insufficiency of computers and other related devices do not support their needs.

4.2.5   Respondents' views about ideal ICT oriented classrooms

All the 9 teachers are unanimous in their opinion that there should be multimedia classrooms. Each room should have computer, CPU, pen drives, projectors etc. They believe that the traditional teaching learning environment should undergo changes as it is the digital age.

4.2.6   Teachers' current usage of ICT in English class

Teachers hardly use ICT in the English classes. One of the teachers claimed that he uses ICT in English classes in the form of showing Microsoft Word documents e.g. while teaching preposition he types 1-2 pages and displays that in the classroom with the help of his laptop and the projector borrowed from the office. He does not use any web-based materials.

4.2.7   Importance of ICT training

All the 9 teachers commented on the paramount importance of ICT training. A few of them have real shyness for using computer as they are inclined to taking classes following the traditional pattern. However, they also feel the urgency of ICT training. They feel that ICT oriented classes will help them following the contemporary method of teaching using internet and its multi-dimensional use.

4.2.8   Existing training aids in the classrooms

The teachers commented that currently there is a whiteboard and OHP marker in the classrooms. A few of the classrooms still use backboard, chalk and duster which need to be replaced urgently.

4.2.9   Internet connectivity in the classrooms

The teachers commented that at present there is no internet connectivity in the classrooms. Only the office has internet connectivity. They feel the urge of internet connectivity in the classrooms. Once trained, they would like to conduct web-based classes.

4.2.10   Safer ways of internet usage

All the teachers feel that complete freedom in using internet can be hazardous. There should be strong monitoring so that students cannot use the internet in the absence of the teachers.

4.3   Findings of the Students' Focus Group Discussion (FGD)

4.3.1 About the existing computer facility in the institution

All the 21 participating students opined that there has been serious inadequacy of computers in the institution. There is only one computer lab consisting of about 20 computers. Comparing to the number of students in each class, the number of computers are too insufficient. Currently each class consists of minimum 50 students. So, there should be a computer lab which has minimum 50 computers so that each student in a class can practice at a time or there should be a system of accommodating 50 students at a time in the computer lab.

4.3.2   About the respondent students existing ICT competence

Except 5students, other 16 student have moderate knowledge in ICT. None of them have shyness to use computers. They seem to be highly interested to attend ICT supported classes.

4.3.3   About the social networking of the students

17 out of 21students use social networking sites. They consider that social networking sites help them to share their views with other friends. It serves as a matter of recreation for some of them. Some of them mentioned that they can share teaching-learning materials in the social networking sites. Most importantly they can express their feelings and stay connected with their friends. Their overall opinion is very positive about the usage of social networking sites.

4.3.4   Role of SMC (School Managing Committee) about ICT integration

According to the opinion of all 21 respondents, SMC (School Managing Committee) can play a very important role in ICT integration in the classrooms. The SMC should encourage the school to procure more computers and other related devices so that the teachers do not feel any inadequacy of such materials while conducting ICT oriented classes. The SMC, as the teachers mentioned, should also monitor whether the school is properly utilizing their support for the benefit of teaching-learning. The insufficiency of computers and other related devices do not support their needs.

4.3.5   Respondents' views about ideal ICT oriented classrooms

All the 21 students are of the same opinion that that there should be multimedia classrooms. Each room should have computer, CPU, pen drives, projectors etc. They believe that the traditional teaching learning environment should undergo changes as it is the digital age. Moreover, the inattentive students will also find interest in multimedia classrooms.

4.3.6   Teachers' current usage of ICT in English class

All the 21 students feel that the English teachers should use ICT in their English classes. They opined that English teachers hardly use ICT in the English classes. Some of the students commented that perhaps teachers consider using ICT in English classes troublesome.

4.3.7   Importance of ICT training

All the 21 students commented on the paramount importance of ICT training. They reiterated that they are confident in using computers. They feel that ICT oriented classes will help them following the contemporary method of teaching using internet and its multi-dimensional use.

4.3.8   Existing training aids in the classrooms

The students commented that currently there is a whiteboard and OHP marker in the classrooms. A few of the classrooms still use backboard, chalk and duster which need to be replaced urgently.

4.3.9   Internet connectivity in the classrooms

The students commented that at present there is no internet connectivity in the classrooms. Only the office has internet connectivity. They feel the urge of internet connectivity in the classrooms.

4.3.10 Safer ways of internet usage

All the students feel that complete freedom in using internet can be hazardous because all the students do not nurture the same mindset. There should be strong monitoring so that students cannot use restricted websites in the absence of the teachers.

4.4   Sample Questions for Teachers

In this section, the sample answer of the teachers will be presented in the following tables. Moreover, graphical representations will also present the answer of the teachers:

4.4.1

Questions	*Yes*	*No*
I know computer and its functions	100%	0%

???

All the 9 teachers responded that they know computer and its functions. There is no teacher who is ignorant of computer and its functions.

4.4.2

Questions	Yes	No
I repair my own computer	11%	89%

One of the 9 teachers can repair his / her own computer. The other 8 teachers take the support of others in repairing his / her computer.

4.4.3

Questions	Yes	No
I install software on my own	44%	56%

Out of 9 teachers, 4 teachers can install software at their own, while the other 5 cannot install software at their own.

4.4.4

Questions	Yes	No
I use teaching aids from the internet	22%	78%

Out of 9 teachers, 2 teachers mentioned that they use teaching aids from the internet, while other 7 commented that they do not use internet to get training aids.

4.4.5

Questions	Yes	No
I use computer to prepare lesson plans	44%	56%

Out of 9 teachers, 4 use computer to prepare lesson plans, while the other 5 do not use computer to prepare their lesson plans.

4.4.6

Questions	Yes	No
I can create teaching aids with the computer	56%	44%

Out of 9 teachers, 5 teachers can create teaching aids with the help of computer, while the other 5 cannot create teaching aids with the help of computer.

4.4.7

Questions	Yes	No
I can construct a learning website	22%	78%

Out of 9 teachers, 2 teachers can construct a learning website, while the other 7 cannot construct a learning website.

4.4.8

Questions	Yes	No
I prepare notes for my student with the internet	100%	0%

All of the 9 teachers prepare notes for their students with the help of internet.

4.4.9

Questions	Yes	No
I find questions for my students from the internet	33%	67%

Out of 9 teachers, 3 teachers are accustomed to finding questions for their students from internet, while the other 6 teachers do not use internet to fins questions for their students.

4.4.10

Questions	Yes	No
I always look for the latest information through the internet	22%	78%

Out of 9 teachers, 2 teachers look for latest information through the internet, while the other 7 do not look for latest information through the internet.

4.4.11

Questions	Yes	No
I use the internet in the computer lab with my students	11%	89%

Out of 9 teachers, only one teacher use internet in the computer lab with his / her students, while the other 8 teachers do not use internet in the computer lab with his/her students.

4.4.12

Questions	Yes	No
I use computer as a tool to teach new subject knowledge	56%	44%

Out of 9 teachers, 5 teachers use computer as a tool to teach new subject knowledge, while the other 4 teachers do not use computer as a tool to teach new subject knowledge.

4.4.13

Questions	Yes	No
I use educational software with my students for learning subject knowledge through drill and practice	22%	78%

Out of 9 teachers, 2 teachers use educational software with their students for learning subject knowledge through drill and practice, while the other 7 teachers do not.

4.4.14

Questions	Yes	No
I encourage students in the class to search for relevant information in the internet	11%	89%

Out of 9 teachers, only one teacher inspires students to search for relevant information in the internet, while the other 8 teachers do not inspire students in the class to search for relevant information in the internet.

4.4.15

Questions	Yes	No
I ask my students to undertake tasks or follow up class work at home in the internet	33%	67%

Out of 9 teachers, 3 teachers ask their students to undertake tasks or follow up class work at home in the internet, while the other 6 teachers do not do so.

4.4.16

Questions	Yes	No
I teach my students to consider the implications and opportunities of computer use	78%	22%

Out of 9 teachers, 7 teachers teach the students to consider the implications and opportunities of computer use, while the remaining 2 teachers do not do so.

4.4.17

Questions	Yes	No
The school has clearly articulated the mission and vision of using ICT integration	67%	33%

Out of 9 teachers, 6 teachers agreed that the school has clearly articulated the mission and vision of using ICT integration, while the other 3 teachers do not agree to the point.

4.4.18

Questions	Yes	No
The school vision of ICT integration motivates teachers to use ICT integration effectively in their teaching	89%	11%

Out of 9 teachers, 8 teachers agree to the issue that the school vision of ICT integration motivates teachers to use ICT integration effectively in their teaching, can install software at their own, while only one teacher thinks otherwise.

4.4.19

Questions	Yes	No
Important decisions about ICT integration are made at all levels	78%	22%

Out of 9 teachers, 7 teachers agree to the view that important decisions about ICt integration are made at all levels, while 2 teachers have difference of opinion in this regard.

4.4.20

Questions	Yes	No
The school encourages team work to enhance ICT use among the teaching staff	11%	89%

Out of 9 teachers, only one teacher has a difference of opinion in this regard, while the other 8 teachers agree that the school encourages team work to enhance ICT use among the teaching staff.

4.5 Table 01: Descriptive Statistics of the respondents

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
AGE	9	29.00	51.00	40.67	6.50
SERVDUR	9	3.00	23.00	13.44	5.85
EDUCATION	9	16.00	18.00	17.22	0.67
TRAINING	9	.00	1.00	0.44	0.53
FINCOME	9	20000.00	55000.00	37000	10618.38
TIMEICT	9	.00	2.00	0.44	0.73

4.5.1 Table 02: Age Distributions of Respondents

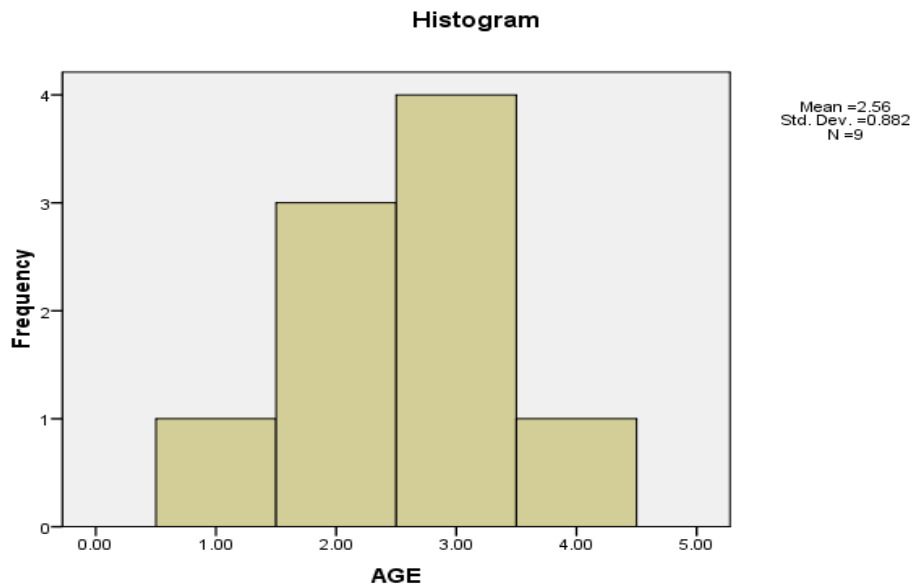| AGE				
		Frequency	Percent	Cumulative Percent
Valid	20-29	1	11.1	11.1
	30-39	3	33.3	44.4
	40-49	4	44.4	88.9
	50 and above	1	11.1	100.0
	Total	9	100.0	

Figure 01: Age Distributions of Respondents

4.5.2   Table 02: Income Distributions of the respondents

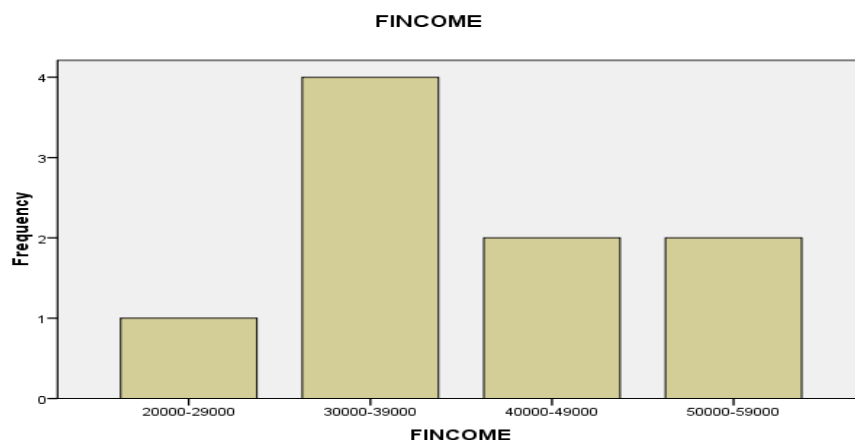| Monthly Family Income				
		Frequency	Percent	Cumulative Percent
Valid	20000-29000	1	11.1	11.1
	30000-39000	4	44.4	55.6
	40000-49000	2	22.2	77.8
	50000-59000	2	22.2	100.0
	Total	9	100.0	

Figure 02: Family Income Distributions of Respondents

4.5.3 Table 03: Teachers' Readiness to Incorporate ICT in School

Teachers' Readiness to Incorporate ICT in School					
	Range	Minimum	Maximum	Mean	Std. Deviation
I would like to learn more about ICT	1.00	4.00	5.00	4.89	0.33
I would like to know about the resources in the School	3.00	2.00	5.00	3.78	0.83
I would like to know how ICT renders better performance	1.00	4.00	5.00	4.78	0.44
ICT Integration Increases School Competitiveness	2.00	3.00	5.00	4.56	0.73
ICT Integration improves students quality	2.00	3.00	5.00	4.44	0.73
I would like to know how to use technology	1.00	4.00	5.00	4.44	0.53
I would like to know the qualifications required to use ICT	1.00	4.00	5.00	4.56	0.53
I will use ICT in future	1.00	4.00	5.00	5.00	1.22
I plan to often use ICT in Class	2.00	2.00	4.00	3.44	0.88
I am not concerned about ICT integration	4.00	1.00	5.00	2.89	1.45
Number of Observations	= 9				

Strongly disagre 0%

I would like to learn about Effective ICT Integration

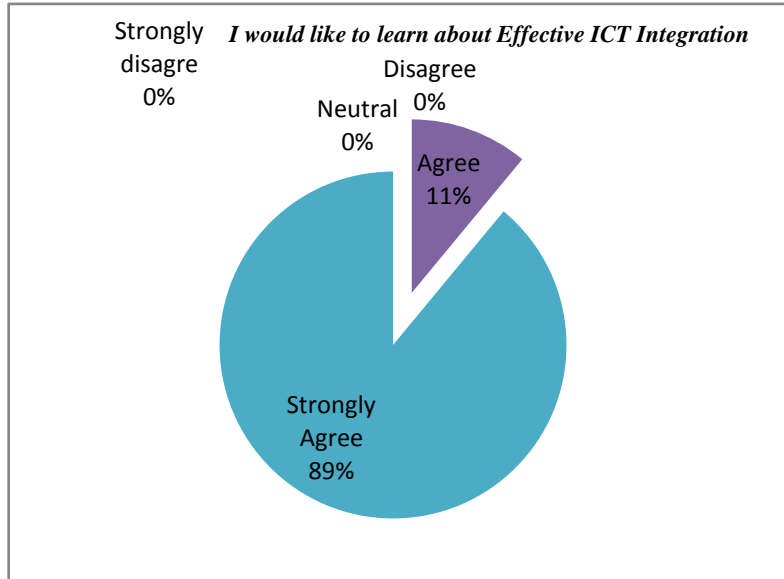Disagree 0%

Neutral 0%

Agree 11%

Strongly Agree 89%

FIG 03:

89% of the respondent teachers in the FGD (Focus Group Discussion), expressed their eagerness to learn about effective ICT integration. 11% of them agreed. None disagreed on this aspect. This delineates that ICT integration is very vital in the classes.

Strongly Agree 11%

Strongly disagre 0%

Disagree 11%

Teahers' readiness to know available ICT resources in School
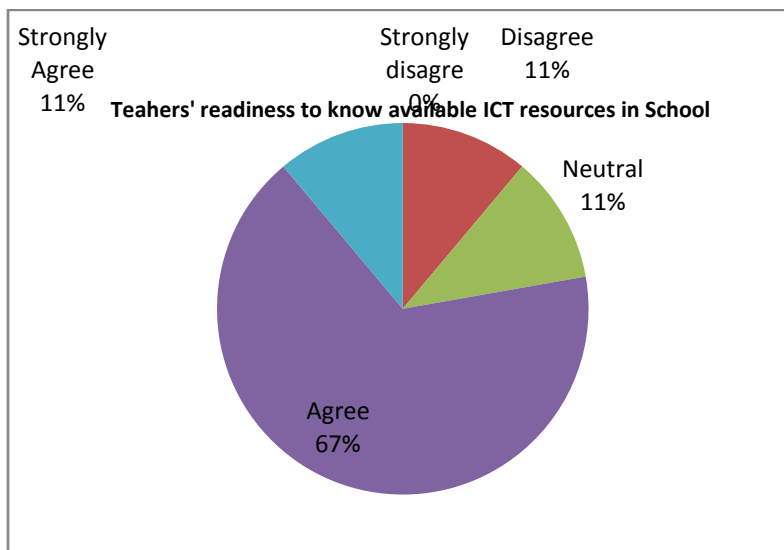
Neutral 11%

Agree 67%

FIG 04:

Regarding teachers' readiness to know about available ICT resources in the institution, 67% of the respondent teachers in the FGD (Focus Group Discussion), expressed their eagerness to

utilize the ICT facility in the school. This speaks of their interest in incorporating ICT in their classes.
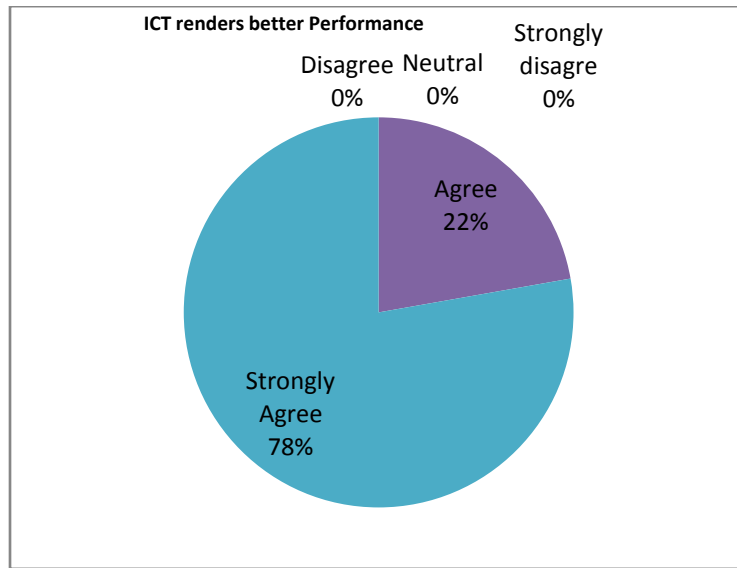

FIG 05:

All the respondent teachers were equivocal in their opinion that ICT renders better performance in the class. Fig -5 of the chart proclaims that.
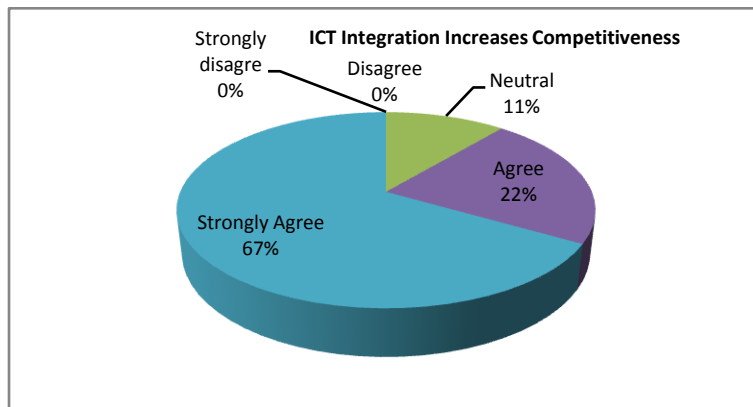

FIG 06:

In the FGD of teachers, shown in Fig-6, we find that majority of the teachers believe that ICT integration increases competitiveness. This also suggests the requirement of incorporating ICT in the English classes.
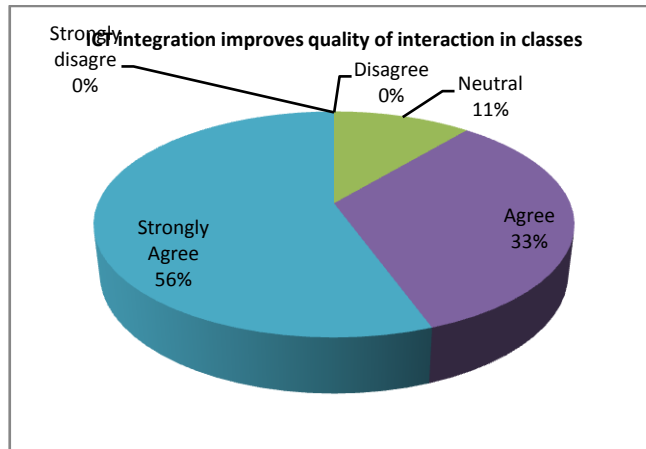
FIG 07:

In the FGD of teachers, shown in Fig-7, we find that majority of the teachers nurture the views that ICT integration improves the quality of interaction in classes. This shows that ICT integration in language classes promotes learning.
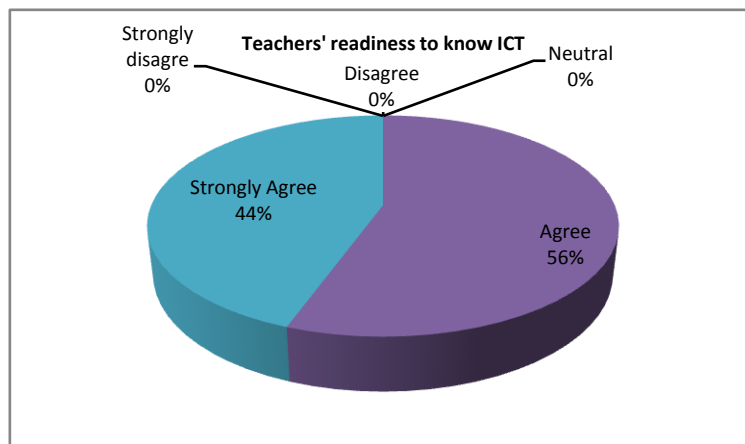

FIG 08:

In the FGD of teachers, shown in Fig-8, we find that almost all teachers are ready to know ICT which they intend to eventually use in their English language classes. This reveals the fact that the institution has limitation to provide adequate ICT facilities to the teachers' learning of ICT.
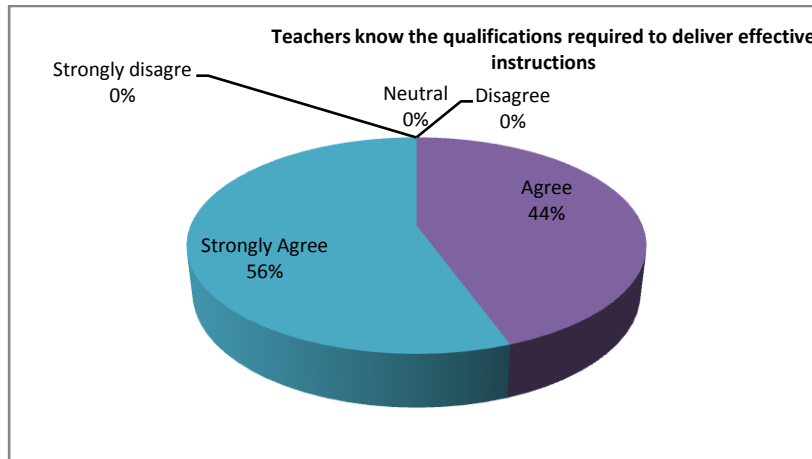
FIG 09:

In the FGD of teachers, shown in Fig-9, we find that almost all teachers are aware of the qualifications required to effective instruction with the integration of ICT in their English language classes. The response of the teachers in this question also reveals that the institution has limitation in properly imparting ICT training.
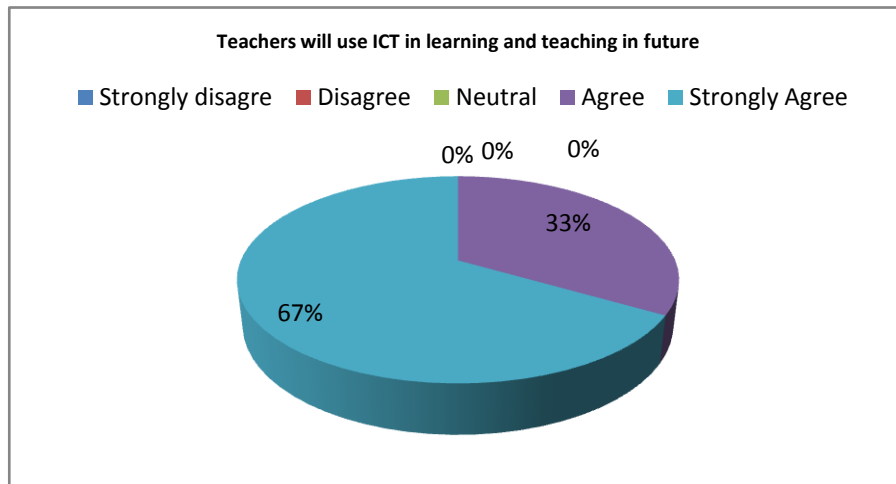

FIG 10:

All the respondent teachers were equivocal in their opinion that they intend to use ICT in learning and teaching in future. It is thus expected that if they are given adequate support in ICT integration in language classes, the quality of their instruction will certainly improve.
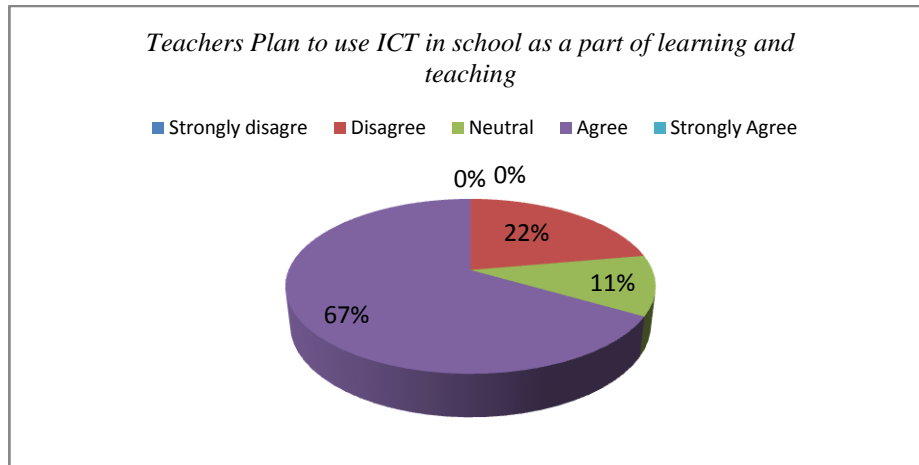
FIG 11: Teachers Plan to use ICT

In this figure, it was expected that all teachers would plan to use ICT in schools as a part of learning and teaching. 67% of the respondent teachers plan to use ICT in school as a part of their learning and teaching. While the remaining 33% of the respondents might not do so. This is a common trend of our mindset. In fact, the correction motivation of the authority can guide them to ICT in their language classes.
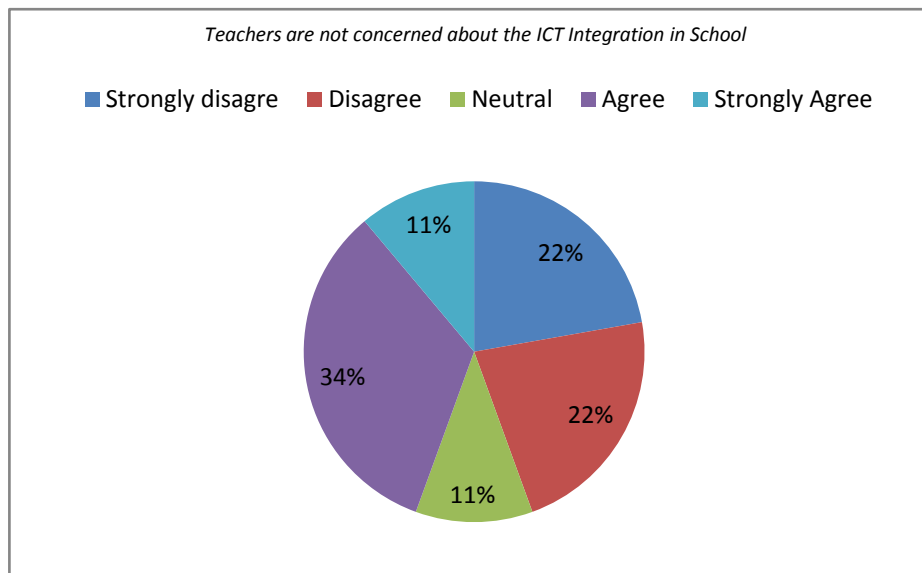
FIG 12:

There is a thought-provoking finding in this figure (Fig. 11). Contrary to the researcher's expectation, 22% respondent teachers disagreed that they are not concerned about the ICT integration in their language classes. 22% of the respondent teachers strongly disagreed that they are not concerned about ICT integration in their language classes. It is a bitter yet practical finding that 34% of the teachers opined that they are not concerned about the ICT integration in their classes. 11% of the respondents remained aloof from answering this question.

Chapter-5 : Analysis of the findings and discussion

In this chapter, the findings of the study will be discussed keeping coordination among the research questions, findings and the literature review.

This paper attempts to identify the preparedness of English language teachers towards incorporating ICT in English language teaching in the classroom. Being a developing country, Bangladesh is far behind than the ideal ICT practices in language teaching classrooms, though a number of initiatives have been taken by the Govt. as well as other development agencies. To measure the level of English Language teachers' preparation and their perception about integrating ICT in their classroom teaching, this research will shed light on the teachers' present skill in computer operation and the infrastructural condition of the classroom. For this, an in-depth analysis was conducted on the teachers of GHATAIL CANTONMENT PUBLIC SCHOOL & COLLEGE as a sample with a structured questionnaire and Focused Group Discussion (FGD). The available data was analyzed in the light of relevant literature and few recommendations will be made for the school authority as well as the teachers' and to some extent the policy makers to bring positive changes before introducing ICT based language teaching at the secondary level education of Bangladesh.

In fact, the secondary level students have been catered for in this study i.e. the students of class VI-X have been considered in this study. It should be mentioned that in each of these classes there is an average of minimum 50 students in each section. (Almost 600 students in this institution study from class VI-X.) According to the study conducted by Bashir and Ferdousy (2006), a class having more than 45 students can be regarded as a large classroom. This number of students is a challenge to teach English in classrooms opined by many language instructors (Bashir &Ferdousy, 2006). However, it is a harsh reality that the ideal language classroom consisting of 20 students cannot be arranged in view of meeting the expenditure of the institution. (I think it is true for all public institutions). It may be worth mentioning that the Bangladesh Army run cantonment public schools have almost the same infrastructure i.e. each class consists of average 50 students.

Now it may sound paradoxical that the students see no problem in a class of 50 students, but the teachers find the size quite difficult to handle.

We have no scope to deny that the contemporary world is an age of specialization. This term applies, more or less, to all disciplines of studies. ICT skill / competence are a growing demand in all lucrative jobs, particularly in the high paid ones. English language and Information and Communication Technology (ICT)-have become the two most crucial gears of this new communication euphoria. English as a subject is of paramount importance. This is high time that we take proper initiatives to develop our English language learners to a global standard. It can be done by upgrading the secondary level English teaching capacity. (Introduction, Para-2)

More than ever, policymakers in Bangladesh widely accept that access to Information and Communication Technology (ICT) in education can help individuals to compete in a global economy by creating a skilled work force and facilitating social mobility (Nahid, 2013). They emphasize that ICT in education has a multiplier effect throughout the education system, by enhancing learning and providing students with new sets of skills. (Introduction, Para-4)

There are enormous benefits of learning technology. According to the writer Graham Stanley's book entitled 'Language Learning with Technology', many classroom teachers being motivated and engaged are using learning technologies. There is also evidence that the use of technological tools empowers learners to transcend the traditional concept of the classroom (Drexler, 2010) and can lead to learners taking greater ownership of their learning (Terrell, 2011), especially through being actively involved together in the classrooms. (Introduction, Para-6)

Lacks of resources within educational institutions are major hindrances to the implementation of ICT in a developing country like Bangladesh. Lack of computers (both hardware and software) and other ICT-supported tools in the classroom can seriously limit the use of it by a teacher. Limited resources results in lack of computer integration, which in turn results in lack of sufficient computer experience for both students and teachers. The stakeholders and school authorities need to be provided with adequate facilities and resources for effective implementation of ICT. Moreover, effective implementation of ICT in educational institutions of Bangladesh largely depends on the SMC, teachers and principals, who require in-depth

professional development in order to overcome their lack of knowledge and skills. (Introduction, Para-15)

Ghatail is a remote place cut off from the cosmopolitan facilities of life. It is 6-7 km away from the Upazilla Headquarters, under the territory of a union parishad. However, as it is an army supervised institution, it is possible to incorporate ICT oriented classes here for the SMC and the institution can easily afford the financial support in this regard. The ultimate satisfaction will lie in empowering the English teachers, in particular and other teachers in general, to be equipped with adequate knowledge in ICT. It is further important to note that ICT has become a compulsory subject from class VI-XII from this year. In view of this, it is possible to convince the SMC (School Managing Committee) to procure and install required ICT related devices in the classes. Proper motivation, feasible simple ICT training and regular conducting of ICT based English lessons will take this institution a long way. The infrastructure of the institution also easily support the ICT oriented classes.

In plain terms, deriving the boons of ICT in the classes, particularly of the English classes is the ultimate purpose of this research. Generally the students of remote areas remain poor in English. In schools, sometime it is difficult to convince the SMC particularly on bigger financial aspects regarding infrastructural development especially it is with ICT. However, in preparing digital content for the classes using internet (preferably with broadband keeping modem as an alternative) and projectors becomes impossible without such infrastructural set up. CPU, pen drives may not be that difficult to purchase. It is understandable to realize the significance of digital classes with internet, easy access to Google, Youtube, and Wikipedia etc. It is a plain truth that these devices / facilities are too good in comparison to the chalk and duster with blackboard in the classrooms.

However, without adequate preparation of the teachers, even, all the hardware facilities can be found in vain. If they are not adequately skilled in handling those ICT materials, they will never be comfortable and fruitful enough to integrate the ICT and ELT classes. This hypothesis suggests that readiness of the teachers and enhancing their skills is a definite prerequisite for intervening with ICT into the classroom teaching. In this regard, this study will be helpful to outline the needs of the teachers as well as measure their level of interests towards such a noble

venture. It is assumed that any change creates a sense of uneasiness to any system. But slowly and gradually, it is possible to derive maximum benefit of the English classes in this remote area with the integration of ICT.

9 English teachers and 21 students of the secondary level participated in the survey.

The teachers' Focus Group Discussion reveals that except 2 teachers, others have poor knowledge in ICT oriented classrooms. But they seem to be highly interested to conduct ICT oriented classes. "Students are very interested about ICT oriented English classes", most of the mentioned. The 2-3 teachers who have moderate knowledge in ICT also seldom use their ICT skill in the English classes. (FGD with teachers, 4.2.2).

This study reflects that the teachers of GhatailCantt Public School teachers are yet to incorporate ICT and English language teaching. (4.4.4, 4.4.9, 4.4.11). However, they are aware of the implications and opportunities of ICT in English classes as we find that 77.78% teachers consider the implications and opportunities of ICT in English classes. (4.4.16, Sample Questions for Teachers).

Currently, the English teachers hardly use ICT in their English classes. They do not use any web-based material. (FGD with teachers, 4.2.6)

In general, the existing training aids in the classrooms do not support ICT oriented classes. There are 2 projectors in the school. Hardly any teacher uses those in their English classes. They consider carrying the projector and other devices cumbersome to the classrooms. Contrary to their present practice of ICT, 78% teachers feel that ICT integrated classes promotes better performance. (fig, 4)

Most of the teachers do not have ICT training. In fact, 2 out of 9 teachers have moderate knowledge in ICT. (FGD with teachers, 4.2.2). All the 9 teachers commented on the paramount importance of ICT training. A few of them have real shyness as they are inclined to taking classes following the age-old traditional pattern. However, those ones also feel the urgency of ICT training, They strongly feel that ICT oriented English classes will help them following the contemporary method of teaching using internet and multi-media. (FGD with teachers, 4.2.7)

One very interesting finding of the study is that the students seem to be more pro-active in the use of computer and ICT. All the 9 teachers do not use social networking sites, whereas 17 out of 21 students use social networking sites. (4.3.3). None of them have shyness to use computers. They seem to be highly interested to attend ICT oriented classes. (4.3.2). It is to be remembered that this is a remote area. But the students do not want to lag behind in the requirement of learning ICT.

However, there is a common finding about the existing computer facility of the institution. Both the teachers and students opine that there has been serious inadequacy of computers in the institution. (4.2.1 & 4.3.1). According to the opinion of all 9 respondents, SMC (School Managing Committee) can play a very important role in ICT integration in the classrooms. The SMC should encourage the school to procure more computers and other related devices so that the teachers do not feel any inadequacy of such materials while conducting ICT oriented classes. The SMC, as the teachers mentioned, should also monitor whether the school is properly utilizing their support for the benefit of teaching-learning. The insufficiency of computers and other related devices do not support their needs. (4.2.4)

One very encouraging information / finding is that the English teachers are very eager to integrate ICT in their English classes. The 1st option of the Likert Scale reveals that all 9 teachers agree to learn more (88% 'strongly agree', while one also 'agrees' to learn more) about effective ICT integration approaches to teaching and learning. (4.1.1). Now it is the responsibility of the authority i.e. the SMC and the principal to arrange requisite training for the teachers so that they can be equipped with ICT knowledge to effectively disseminate their knowledge to their students.

There are more important findings e.g. the teachers' inclinations to how ICT integration delivers better performance than that of traditional learning. (Likert Scale, 4.1.3). In this option, all teachers 'agree' to know the matter. (2 teachers 'agree', and 7 teachers 'strongly agree'.) This information also proclaims the overriding importance of training the teachers to derive maximum benefit out of ICT integration in English classes.

On being trained, the teachers assure that they will use ICT in learning and teaching in future (4.1.8).

We all understand that this is not the age of conducting classes under the mango or banyan tree as we used to know in the past. It is the digital age. Yes, there is better scope of ICT integration in divisional and district level schools, but it is not impossible to derive the same benefit of ICT integration in English classes in remote places also if it is financially viable. The SMC and school authority are in need of understanding the paramount importance of ICT oriented English classes and its demand of the day. The above study clearly reveals the significance of ICT oriented English classes. It is high time that Ghatail Cantonment Public School authority and teaching staff realize the matter and take immediate steps to incorporate ICT in their secondary level English classes. The sooner it is done, the better is for our institution. The campaign became successful in Malaysian schools. We can derive the same benefit by the incorporation of ICT in our English classes.

Chapter-6: Recommendation, limitation and conclusion

6.1 Recommendation

This chapter will present the key findings of the study from different sources. They will be presented in an order of their importance. Those findings will also be examined in relation to the reviewed literature to form a strong theoretical base for the recommendations of next chapters. Connecting the literature and the analysis of the collected data is the key part of this chapter.

This part of the study will sheds light on some of the possible recommendations that may pave an effective way and overcome the challenges of ICT integration for teachers of Secondary Level English language in Bangladesh. The same is applicable for all other schools of Bangladesh, particularly the remote ones.

- Teachers' ICT training can be arranged as it is a serious requirement so that they can confidently and effectively incorporate ICT in their English classrooms;
- The SMC (school Managing Committee), the Headmasters and Principals should keep an eye whether effective ICT oriented English classes are regularly planned and conducted;
- National level English experts' opinion, guidance and training should be arranged for teachers so that they understand the latest change in teaching modalities;
- An English language lab with ICT expertise can be a good idea to reduce students and teachers' tension, nervousness and fear. The supervision under such a congenial atmosphere will give more confidence to the students and teachers to make Affective filter low.

6.2 Limitation of the study

The study could include more participants more other cantonment public schools all over the country in order to obtain a generic view about the challenges of ICT integration in secondary level English classes. Again, it could include the primary, higher secondary and university level teachers and students as respondents as these stages of learning affect the students in learning English through ICT integration. However, due to the nature and volume of

the study, I could not include the desired sectors in this study. Further study by interested researchers can be done including all the academic sectors in our country. Moreover, more academicians and experts involved in teaching and learning English should be interviewed for further data and their subsequent analysis.

Another problem was the % of the data. There were 9 (nine) teacher respondents. If all agreed on a point, the % is 100%. But if anyone disagreed, the % sounded a little peculiar i.e. if 8(eight) respondent teachers agreed on a point, the % is $8\div9\times100 = 88.88\%$ which has been mentioned as 89% to avoid peculiarity.

6.3 Conclusion

The classroom can be a vibrant place to teach and learn ICT oriented English lessons. Regular conducting of ICT based English classes shall bolster the confidence level of the teachers and the students will enjoy the classes more than the orthodox pattern of teaching-learning. Ahead of all, the SMC (School Managing Committee) and the principals shall have to understand the overriding importance of ICT oriented English classes. They shall have to provide required software and hardware and relevant training support in this regard. They shall have to further monitor and inspire the effective use of ICT integration in English classes. If that can be done, the remoteness of an institution will not be a problem to optimize the benefit of ICT based English classes. Besides, the students need to understand the matter and try their utmost to overcome the challenges. Otherwise, whatever does this paper delve into will not be achiever any more, it will remain as a far cry in the wilderness.

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Teachers' Focus Group Discussion FGD

Sl	Points for Discussion	Answers
1.	Existing computer facility of the Institution	
2.	Teachers interest in social Networking Sites	
3.	The role of the school authority to incorporate ICT in the classrooms.	
4.	Teachers views about the use of ICT in your classrooms.	
5.	Ways in which the teachers want to overcome their limitation in ICT use in the classrooms.	
6.	Teachers views about the importance of ICT.	
7.	Teachers current use of ICT in the ELT classrooms.	
8.	The use of internet in the ELT classrooms.	
9.	Problems of using the oldest traditional blackboard, chalk and dusters in the classrooms.	
10.	Ways of safer use of internet in the classrooms.	
11.	Benefits of becoming an expert in ICT.	

Teacher Interview Questions

	Questions	Yes	No
1.	I know computer and its functions		
2.	I repair my own computers		
3.	I install software on my own		
4.	I use teaching aids from the internet		
5.	I use computers to use lesson plans		
6.	I can create teaching aids with the computers		
7.	I can construct a learning websites		
8.	I prepare notes for my students with the internet		
9.	I find questions for my students from the internet		
10.	I always look for the latest information through the internet		
11.	I use the internet with my students in the computer lab		
12.	I use computer as a tool to teach new subject knowledge		
13.	I use educational software with my students for learning		
14.	I encourage students to search for relevant information on the internet		
15.	I ask my students to follow up class work at home with computers		
16.	I teach my students the implications and opportunities of computers		
17.	The school has clearly articulated the ICT integration visions		
18.	The school vision of ICT motivates teacher		
19.	Decisions about ICT integration made at all levels		
20.	The School encourages enhancement of ICT		