

Challenges of Using Technology in the Secondary English Language

Classroom

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Abstract

The use of technology in English language classrooms can play an important role to implement the school curriculum actively. Nowadays, very few educational institutions are using technology and internet to teach English language in our country. This study report tried to find out whether using technology for language teaching in the secondary English language classrooms brings about a significant change in students' attitude, motivation and participation. According to the research, capable teachers are in favor of using technology in the English language classroom. To collect data for the research, a total of 30 secondary school students and 4 teachers were selected. The researcher followed a mixed method and used questionnaires and interview questions for data collection. Later, the collected data were analyzed with SPSS and MS Excel. The results revealed that, teachers who use technology in the English language classrooms are more successful than those who do not use technology in their classrooms. The research results showed that students are more responsive, spontaneous and co-operative in the technological advanced classroom as the lesson becomes hands on and lively for the students. On the other hand, the availing of technology in the English language classroom is easier said than done from the teacher's perspective that may not always have the materials ready as necessary. Most of the teachers are not interested in using technology in their classroom because of the time limitations, lack of knowledge in using or incorporating technology in their lessons, strict school authority rules, electricity problem, etc. Based on the findings, some recommendations are proposed - the school authority needs to train secondary teachers on using ICT based materials, which will assist them to create digital content in line with ICT equipment. Hence, by enabling the teachers to take a practical ICT approach in the classroom, the learning atmosphere in the classroom can be made more encouraging and productive for the students.

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List of Abbreviations

PC- Personal Computer

ICT- Information and Communication Technology

NCES-The National Center for Education Statistics

Statement of Original Authorship

I clarify that the materials contained in this study are my own work. I also state that the materials contained in this study have not been published before. Furthermore, I want to ensure that this study is original, and, to the best of my awareness, does not break copyright law, and has not been taken from other sources except where such work has been cited and acknowledged within the text.

Signature: _____

Date: _____

Declaration

I declare that the Dissertation titled “Challenges of Using Technology in the Secondary English Language Classroom” is submitted to the BRAC Institute of Languages (BIL), BRAC University in the partial fulfillment of the degree MA in TESOL. The paper is the result of my personal investigation; it has not been presented and submitted wholly or in part for any other degree.

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Chapter 1: Introduction

Technology has been an important part of education since its introduction. The role of technology in society shows the necessity for their use in the classroom. While many people consider that the "abstract" way of an English class and the "concrete" style of technology do not mix, the opposite is actually true. The mixture of these two styles allows for innovative lessons that can reach a wide variety of students. In general, most of the western schools are becoming connected to the internet and have computers in every classroom the key now is to use those technologies effectively. It is time for teachers and students to move beyond looking at computer, laptop, iPad, tablet and their programs as games to play and to begin seeing them as instruments of learning.

The present era assigns new challenges and duties to the modern teacher. The style of English language instruction has been drastically changed with the remarkable entry of the innovative technologies. Technology delivers many opportunities as making teacher, thought-provoking and more creative in terms of constructive changes. Technology is one of the most important drivers of both communal and language change. This is twenty-first century after all, and English teachers would be thoughtless if they did not take benefit of the modern and maximum technological methods of reading, expression, and communication.

The National Education Policy, 2010 has changed the English educational curriculum in Bangladesh. The National Education Policy, 2010 emphasizes the need for learning English for informative purposes. "Therefore, the curriculum focuses on teaching - learning English as a skill-based subject so that learners can use English in their real-life situations by acquiring necessary language skills as well as knowledge, learning about cultures and values, developing positive

attitudes, pursuing higher education and having better access to local and global employment” (National Curriculum, 2012, p.2). On the other hand, in the present days, utilization of technology in an English language classroom can play an important role to implement this new educational module. The point of this research is to discover the benefits of using technology in the English language classroom and teachers’ perception towards of technology integration in the English language classroom.

Since there are additional English learners in India, various teaching methods have been applied to check the success of the teaching process. One method involves the use of technology in the learning of the English language. Technology is used for the upgrading of modern styles; it fulfills both optical and acoustic senses of the students. It is the language at the leading edge of scientific and technical development, innovative thinking in economic systems and management, new literatures and entertainment genre.

There are many difficulties to overcome before technology can be integrated effectively into the curriculum. Sometimes the process of integration is time consuming and, at times, frustrating. To integrate technology into the curriculum, teachers need to learn a new field of study. Software companies are not very supportive of higher level learning with their programs, and the internet is a very slippery ground on which to base lessons because of its unreliability and the freedom of access it provides to unnecessary sites. If we can use technologies in the English classroom effectively, success is possible, and the results can be beneficial to both teacher and student.

Most of the scholars emphasize on using multimedia to improve teacher-student communication and to encourage combined and energetic learning, which calls for a dramatic paradigm shift from the lecture based education model.

If the technology is a suitable medium for supporting meaningful learning, why is it difficult to incorporate technology in the classroom? There seems to be disbelief about technology use being “showy toys” and “fake stuff” in the middle of an “educational catastrophe” where children cannot read or write. Proper training is essential to reduce the disbelief. Educators need to acquire how to use technology as a method to support communication and teamwork. Franklin (2007) stated that relatively few teachers feel well organized to incorporate useful technologies into the classroom instruction. The NCES (2000, 2002, 2005) reported that only about one-third of fundamental teachers in the United States felt well prepared or very well organized to use computers and the internet in the classroom, and few qualified teachers felt better prepared to use technology than their more qualified coworkers.

1.1 Background and context

A common instruction for English language teaching was based on learning lists of vocabulary, grammatical exercise, comprehension, essay writing, etc. The learning objectives of the course were focused on the mastery of language structures. Language was not really viewed from a communication or use, but rather on the learners' exposure to the mechanics of language. Language was learned about; it was not essentially used for anything.

In the past, teachers had to book computer labs or language labs to go with their learners and allow them to use computers. Today, technology has been incorporated into the classroom substantially and academically in the western countries. Especially, computers are seen and used as a tool to complete certain tasks or to communicate.

Dudeny (2007) explains the internet for teachers who have not worked with ICT before. He gives many useful tips on how to integrate ICT in language teaching, such as useful web pages and lesson plans. After looking into the issue, he finds out that it is very important to plan the lesson well and if working with the internet, ensure that the web page has existed for a longer period of time. It should preferably not be a personal homepage, but rather a professional one that is likely to stay the same for a longer period of time. Nevertheless, web pages change from time to time and as a teacher it is important to check all resources before class starts. Furthermore, the teacher should be prepared for unexpected power cuts or technical problems of some other kind. The best way to prepare for this is to have a back-up plan. Not all material found on the internet is safe or advisable for children or teenagers use and it is the teacher's responsibility to check the material and web pages that are to be used, as well as to oversee the pupils during class. This can be done either by using a special kind of software that only accepts certain web pages or that checks if the words used on the web page might not be suitable for younger pupils

This could seem a bit drastic and a more profitable way is to make sure that the pupils know how to work with the Internet.

1.2 Purposes

The purpose of this study is to demonstrate the benefits of adding technological tools in the classroom. Technology usage in the classroom plays an important role on students' attitude, motivation, and participation. This study will also focus teachers' perception towards the technology integration in the English language classroom. There are many benefits of utilizing technology in the classroom, especially as students become increasingly digitally literate. When technology is employed as a tool to support students in performing authentic tasks, the students are in the position of determining their goals, reaching design decisions, and measuring their progress. By doing this, an educator creates a classroom that attracts participants. It encourages the learning environment for students and prepares students for future success. By failing to do this, an educator creates an environment that makes learning less qualitative.

1.3 Research Questions

The researcher narrowed down the issue by focusing on teachers and students' attitude, motivation, and participation. As a consequence, this study counted the following research questions:

- ❖ Why do we need to embrace technology integration in the classroom?
- ❖ How do teachers and students benefit when technologies are used in the classroom?
- ❖ What limitations do teachers face in applying technology in the classroom?

1.4 Significance, Scope, and Definitions

This research is important to show how the English language is taught in our country. If we use technology in the English language classroom, we will see a significant change in students' attitude, motivation, and participation. We will also get a significant improvement in English language teaching. Most of the students think they require more motivation and accessibility of technology in their learning procedure. The previous studies showed that some of the schools use computers and the internet in their classroom, although the number is very few. Most of the teachers think the use of technology helps them to teach and learn. If they believe that the technology is a proper medium for supporting significant learning, why is it challenging for instructors to integrate technology in the classroom?

Such a variety of research has been done in other countries on using technology in the classroom. Those researchers discussed about how to use technology in the class. If we use technology, it will change the way teachers teach, offering instructors' effective ways to reach different types of learners and assess student understanding through multiple means. It also enhances the relationship between teacher and student. When technology is effectively integrated into subject areas, teachers grow into roles of adviser, content expert, and coach. Technology helps make teaching and learning more meaningful and fun.

They also discussed the role of teacher and student. At the point when learners are utilizing technology as an apparatus or a support for speaking with others, they are in a dynamic part instead of the inactive part of beneficiaries of data transmitted by an educator, course book, or telecast. The learner has effectively settled on decisions about how to create, acquire, control, or presenta-

tion data. Technology use allows many more learners to be actively thinking about information, making choices, and executing skills than is typical in teacher directed lessons. Also, when innovation is utilized as an instrument to boost the learners in performing assignments, the learners are in the position of characterizing their objectives, settling on outline choices, and assessing their advancement.

1.5 Definition of Terms

Technology: The branch of knowledge that deals with the creation and use of technical means and their interrelation with life, society, and the environment, drawing upon subjects as industrial arts, engineering, applied science, and pure science.

Multimedia: The combined use of several media, as sound and full-motion video in computer application.

Interactive whiteboard: A smooth, glossy sheet of white plastic that can be written on with a colored pen or marker in the manner of a blackboard. SMART Board An interactive whiteboard. The SMART Board is the brand name of an interactive whiteboard.

Educational software: According to Industry Canada, educational software is computer software whose primary purpose is teaching or self-learning.

Projector:An apparatus for throwing an image on a screen, as a motion picture projector or magic lantern.

1.6 Thesis Outline

This thesis is divided into six chapters.

Chapter 1 delivers a short plan about the research and the thesis, with the background and, the specific research problem, It also includes research questions and purpose of the study; finally, the significance of the research.

Chapter 2 describes previous work and gives motivation for the work performed in this thesis.

Chapter 3 presents the approach and tools used in the analysis. It also describes the methodology used in the study.

Chapter 4 presents the study results

Chapter 5 discusses the significance of the results.

Chapter 6 summarizes the study and presents an outlook for future work.

Chapter 2:Literature Review

Technology has been a rising support in education, trade, and private life for a long while. Now-a-days, people use electronic mail instead of writing letters and sending them through the postal administration; ecards are sent for birthdays and other exceptional events rather than paper cards. There is such a variety of websites that offer email, social networking, groups, features and blogging on the web is the place the students can communicate with friends, for all intents and purposes planning and keeping up their own site for amusement. Likewise, more homes, schools, and business workplaces have PCs with web access. Ten years back in our country, access to innovation was constrained, and wiring schools were one of the country's educational needs. Ten years of generous ventures and government mediations massively enhanced this scenario.

According to United States National Center for Education Statistics in2009, some 97 percent of teachers received one or more computers located in the classroom every day, while 54 percent could bring computers into the classroom. Internet access was accessible for 93 percent of the computers located in the classroom every day and for 96 percent of the computers that could be brought into the classroom. The ratio of students to computers in the classroom every day was 5.3 to 1.

Numerous schools in India use technology to upgrade students learning: instruments, for example, web access, computerized cameras, email, interactive whiteboards, and course particular programming that supports the educational program. Most educators ought to have an essential comprehension of how to utilize Microsoft Office, for example, MS Word, MS Excel, MS PowerPoint, etc. which are accessible to all school PCs.

Many teachers are allowing students to use the internet as a source of information for research project assignments. Honey (2005) stated that, “many different terms have been used to describe what students need, such as digital literacy, technological literacy, and 21st century skills, education leaders, nationally and internationally, are beginning to come together around a new common definition of what students need to know, Information and Communication Technology (ICT) Literacy. ICT Literacy reflects the need for students to develop learning skills that enable them to think critically, analyze information, communicate, collaborate, and problem-solve, and the essential role that technology plays in realizing these learning skills in today's knowledge-based society. Representative of ICT literacy skills are the six arenas critical to students' success in the workplace” (para. 6).

Evan (2009) argues that “language teaching and learning, at all levels, can benefit from the mediation of technology” (p. 28). In his book the first section shows a profoundly useful analysis of writing that covers strategy on the utilization of ICT in language teaching and confirmation of its effect in schools, and also connected linguistics research on the effect of e-learning on language learners. The chapter begins with a key approach reports that give rules or set norms as to the utilization of technologies in language teaching in the USA and in England. It then looks at confirmation of the effect of ICT integration in schools. Results from studies in England, for instance, identified a connection between high utilization of technology and levels of fulfillment and a positive effect on learner's inspiration.

Nevertheless, the technological tools themselves should not be the focal point. Technology is not the instructor; it is a device the instructor uses to broaden the learner's range and ought to supplement and improve what an instructor does actually.

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

Moreover, the problem is not whether technologies are accessible for instructors and learners to utilize. Technologies are more accessible to instructors and learners than before. The concern is, does technology enhances learning? Despite the fact that mind complex factors exist, for example, the routes in which technology has been acquainted with distinctive schools in diverse schools frameworks around our country and the amount of money that has been used to buy technology at individual schools, eventually, the schools will be responsible for these investments.

2.1 Summary and Implications

Technology has been a rising quality in education, trade, and private life for along while. These days, people use electronic mail instead of writing letters, sending them through the postal administration, e-cards are sent for birthdays and other exceptional events rather than paper cards. There is such a variety of websites that offer email, social networking, groups, features and blogging on the web is the place the students can communicate with friends, for all intent and purposes planning and keeping up their own site for amusements. More homes, schools, and business workplaces have PCs and web access. Ten years back, access to innovation was constrained, and the schools who use technologies were the country's one of the best schools. Ten years of generous ventures and government mediations massively enhanced this photo. The National Center for Education Statistics (NCES) showed that in 2009, some 97% of the teachers received one or more computers located in the classroom every day, while 54 percent could bring computers into the classroom. Internet access was accessible for 93 percent of the computers located in the classroom every day and for 96% of the computers that could be brought into the classroom. The ratio of students of computers in the classroom everyday was 5.3 to 1.

Numerous schools in United State use technology to upgrade students learning. Instruments, for example, web access, computerized cameras, e-mail, interactive whiteboards, and course particular programming that supports educational program. Most educators ought to have an essential comprehension of how to utilize Microsoft Office, for example, MS Word, MS Excel, MS PowerPoint, etc. Which are accessible to all school PCs. Many teachers are allowing students to use the internet as a source of information for research project assignments. The technological tools themselves should not be the focal point.

Technology is not the instructor, it is a device the instructor uses to broaden the learner's range and ought to supplement and improve what an instructor does actually. Using technology to enhance language learning, as Jewell states 'allows for increased learner autonomy and control, providing a more student-centered pedagogy with learners at the center of the learning process and 'more actively engaged in their learning than in traditional direct instruction methods' (p. 178). The problem is not whether technologies are accessible for instructors and learners to utilize. Technologies are more accessible to instructors and learners than before. The problem is this: does technology enhances learning? Despite the fact that mind complex factors exist, for example, the routes in which technology has been acquainted with distinctive schools in diverse schools frameworks around our country and the amount of money that has been used to buy technology at individual schools, eventually, the schools will be responsible for these investments.

In our country, most of the teachers are not using technology in teaching. So it is important to show that if we use technology in the English language classroom, we may perhaps see a significant change in students' attitude, motivation, participation and performance or it may be simply an interruption. Moreover, teachers' perception of technology integration in the English language classroom is not discussed by other researchers.

Chapter 3: Research Design

The research was based on qualitative and quantitative study. The data were collected from four secondary schools of Bangladesh in Dhaka and a total of students were 30 (thirty). On the other hand, 4 (four) teachers' interview was taken.

3.1 Methodology and Research Design

This chapter will discuss the methodology of the study to gather information as to how the English language is being taught secondary schools of Dhaka City, i.e. Class-VI to Class-X. In Dhaka City there are a limited number of secondary schools which have technologically advanced classroom and where teachers use technology in teaching English language. In order to do research on this topic the researcher has followed an organized procedure such as questionnaire design, interview questions, data collection on the research topic, analysis of data, interpreting results and drawing a conclusion. The main data collection instrument used in this research study was questionnaire and interview with secondary school teachers. Methodological issues which will emerge throughout the study are discussed.

3.2 Participants

For this study, the researcher selected a number of Bangla medium and English medium secondary level students, government and non-government, of Dhaka city and the interview participants were the English language teachers in those schools. As stated above, in Dhaka city, there are few schools where English language is being taught with the technology. Few English medium schools try to provide technologically advanced classroom. However, in Bangla medium, especially government schools rarely have such facilities. Recently, some non-government schools

are providing technologically advanced classrooms where computer, overhead projector is being used to teach English language.

The researcher conducted this study in two Bangla medium and two English medium schools. At first the researcher began to conduct the study in the Bangla medium schools. But later on it was found that there is hardly any Bangla medium school where technology is used for teaching English language. Moreover, secondary level students are mature enough to deal with technology and internet than primary level. Therefore, in this study, the researcher selected secondary level students, i.e. Class VI to Class X, of Dhaka city. Total participants in this study were 30 (thirty). On the other hand, 4(four) teachers' interview was taken. They were the teachers of English language in the above mentioned these schools.

3.3 Instruments

For quantitative data, a survey questionnaire was used with 10 close ended questions among the students. On the other hand, for qualitative data, summary note was taken. Questions were also prepared to conduct the interview with teachers. The questions are descriptive by nature. However, as the interviews were conducted face to face, there were scopes to include supplementary questions.

3.4 Procedure

As discussed in the earlier section, the researcher collected relevant information for this study through questionnaire, and take interview of the teachers. The research was based on qualitative and quantitative study of teachers' and learners' respectively within an English language classroom. The data were collected from four secondary schools of Bangladesh in Dhaka and a total of students were 30 from both English medium and Bangla medium schools.

At first, the researcher searched for schools in Dhaka city where a technologically advanced classroom is used for English language teaching. Then the researcher found that few schools in Dhaka have technologically advanced modern classrooms. The researcher obtained permission from the school authority of the four schools to conduct survey among the learners of the school.

Fortunately, the authorities of the schools allowed the researcher to conduct the survey and interview. Students were randomly selected for the study. On the other hand, two schools were not allowed the researcher to conduct the survey and interview. The authorities wanted to know the purpose of this research after that, both schools allowed the researcher to conduct the survey and to take interview of the teachers. Thereafter, the researcher conducted survey through questionnaire in the schools and take interview of the teachers. The researcher also saw the traditional classroom in the schools where the teachers were giving lectures in the traditional way. This is the common scenario of most of the schools in Dhaka city where English language is taught by using the blackboard or whiteboard.

3.5 Analysis

After collecting the data through the questionnaire and interview of the teachers, the researcher analyzed them in a logical manner. The researcher used both closed-ended and open-ended questions in the questionnaire and the interview. There were 10 (ten) questions in the survey. After collecting responses of close-ended question the researcher analyzed the data on a scale of 100 and demonstrated them in percentage. The outcomes were indicated on charts and diagrams. The researcher additionally analyzed the data acquired through the open ended questions. The interview data were qualitatively analyzed. The teachers' interview was not audio-recorded for ethi-

cal issues. The data analysis was accomplished by using MS Excel and SPSS. The researcher concentrated on the accompanying issues in analyzing the data:

Phase - 1: Questionnaire

- a) Specific areas/ fields/ domains/ situations Technology is used in Bangladesh
- b) Available school technologies (computer, overhead projector, Video projector, Computerized testing, SMART Board) in every classroom.
- c) Internet connection with technological devices
- d) Students accessibility to school computers
- e) Enough computers for student use
- f) Number of English language classes per week
- g) Use of textbooks
- h) Types of technological tools used by the teacher
- i) Opinion about technology uses in English learning.
- j) Expectations of technology use in the English language classroom

Phase - 2: Interview Questions

- a) Use of technology in the classroom
- b) Use of internet in classroom activities
- c) Students responses towards the technology
- d) The benefits of teaching with technology
- e) Limitations of teaching with technologies

3.6 Ethics and Limitations

When the researcher, composed this survey and interview, she needed to demonstrate her extraordinary sympathy toward the respondents for the following aspects. The respondents must be approached with deference, utilizing flawless, straightforward and comprehensible language to tell them about the way of the research, the time that is included, the procedures to be utilized and the utilization of outcomes.

A clear description of the research design was given and the respondents were educated that the research was to be completed by a researcher as an individual and not in any official limit with the goal of enhancing future English language teaching and learning. They were instructed that they would not feel endangered or tested by the researcher.

Their opinions on the questions were of incredible help to the research studied for the accompanying reasons. The respondents willingly answered the questions without including any name which makes them agree to do the contents of the questionnaire and interview questions are firmly related to language and culture teaching instead of isolated or interfering information, which may make respondents feel uneasy about responding. The respondents' privacy is guaranteed and their actual answers will do no harm themselves, however, will add to the real findings of the research. The interviews were not audio-recorded as this could be an evidence of teacher identity. Instead, the researchers take notes during the interviews.

This research is not free from constraints. The researcher conducts the survey and interview with a limited number of teachers and students. Moreover, the researcher could not get permission to

talk with school administration about technology usage in the classroom. Due to time limitation, the researcher couldn't visit all the schools. If she had visited more schools, she would have come up with more informative findings and analysis. It could have made the study more reliable.

Chapter 4: Results

The purpose of this study was to explore the use of technology not only brings a significance in the teaching - learning situation but also increases motivation and participation in students. As the investigator found only a few schools are using technologies to teach English language, the study attempts to find out why most of the teachers are not interested to use technology in the language classroom. After gathering all information and data analysis the researcher will discuss it below.

The researcher identified very few schools in Dhaka city using technology in the English language classroom and they have strong financial support. After analyzing the questionnaire the researcher revealed that most of the schools do not have such technological facilities. In this modern age, we are very much concerned about technology, but we are not using it in an important sector which is education. The teachers do not use technology to teach students. The classrooms are traditional classroom and they create fewer opportunities for students to use technology. Through the questions no. 2, 3, 4, and 5 we tried to get a picture of our secondary school classroom. But then we have scope of using technology. The numbers of classes are not less so we have a chance to use technology in the English language class at least once in a week. They have more than 6 English classes per week and it is a good opportunity for using technology. In addition, technology usage is not time consuming rather, it saves time. In question no. 7 and 8 the researcher found teachers are using book rather than using another source of teaching material. If teachers use online material it will motivate students to get more involved in learning activities. Question no. 9 identifies students would prefer classes that use technology and increasing

demand technology in support of learning. If instructors use technology effectively students will come to appreciate its benefits. Many students commented on their lack of technological skills.

On the other hand, use of technology in the classroom involves huge cost for the school authorities. This study shows that use of technology would be useful for the teachers along with the learners, but then they cannot utilize it because they do not have enough money to introduce the technology and maintain essential equipment's. Moreover, in the interview one teacher said that they are restricted to the authoritative guidelines, in light of the fact that they cannot introduce any technology unless given by the administration. Additionally, they cannot go beyond the school curriculum. The authority cannot provide technologically advanced classroom as the process is so expensive. It will include the tremendous cost to actualize such project all through the school. In this way, considering the teachers' explanations the analyst opinion is the administration, intervention is important to improve the utilization of technology in English language teaching. The analyst prescribes that audio-visual learning system should be incorporated in the educational module to enhance the language learning skills. If not, the discrimination in the teaching will grow between schools which give technological English language classroom and schools which don't have such opportunities.

The researcher observed that most of the teachers were using textbook instead of using creative online material. This is because students will neglect the important traditional learning resources. The teacher's uses white board or black board and ask students to read out a passage from the book. The study exposed that technology was not used for teaching speaking, listening and pronunciation. A teacher can make the English language class more interesting by adding some pictures and illustrations in the PowerPoint slide which were not incorporated into the textbooks. At the end of the class, the teacher can play a video clip and asked learners to watch the video and

focus on the articulation. After that, the teacher could ask questions from the video clip .In this way the teacher could focus on listening skill and pronunciation. Later, the teacher can also provide writing task on the video.

The researcher found that students would participate in the technologically advanced classroom interactively and spontaneously. According to these students the practices that help the most to learn English language are: listening audio aid, reading online material, watching video aid, etc. Learners are very excited that technology is used in the classroom. Learners tend to be quiet and inactive in the traditional classroom. So, if we use technology in the class we will see a positive impact on students' participation, motivation and performance. Technologically advanced classroom is more beneficial and more effective, because in the digital classroom learners can access to practical understanding. In such classroom, students seem to be in a different environment as a result, technologies help educators to teach and communicate with the learners better than the traditional classroom.

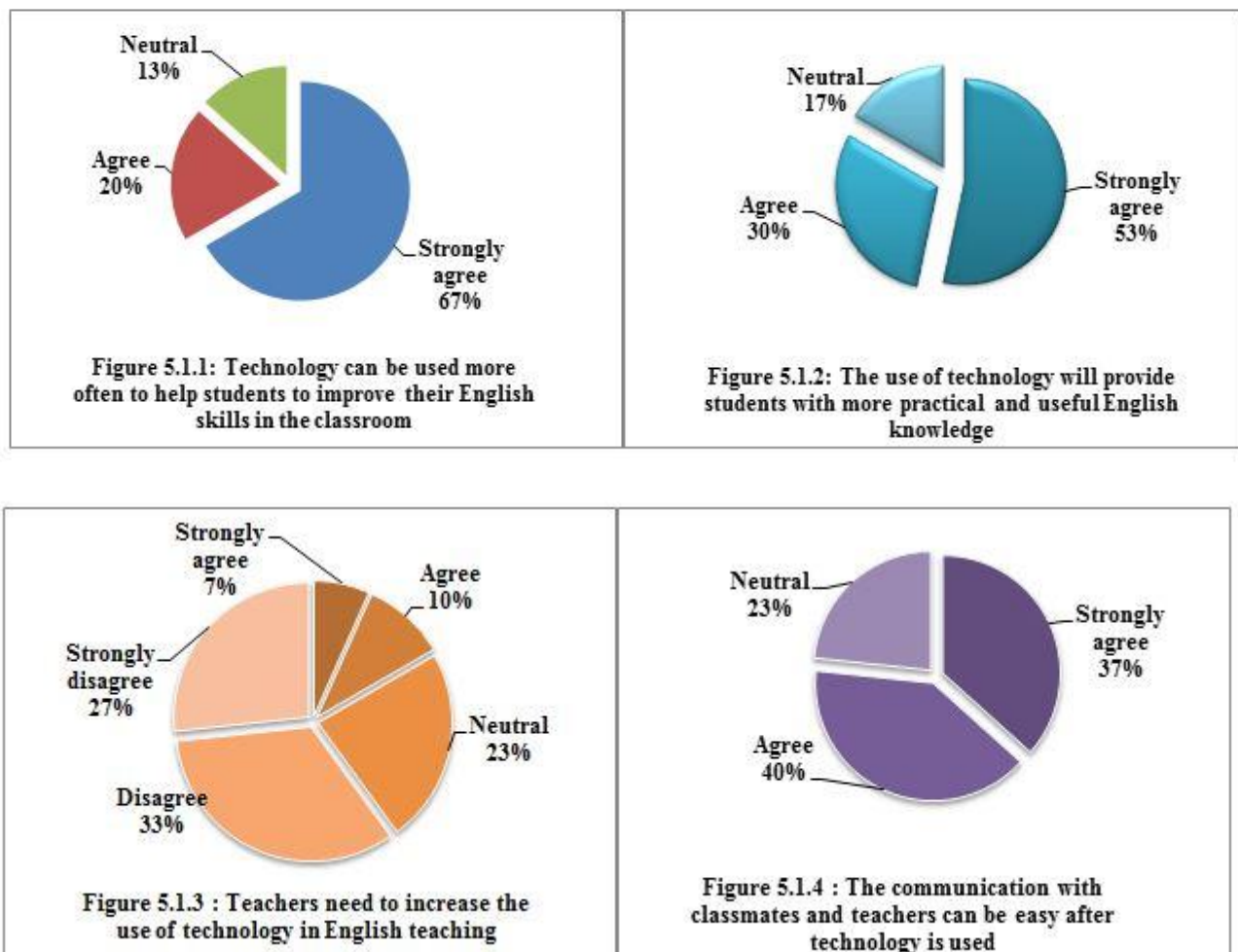
The study demonstrates that just 20% of the teachers are teaching English language by using technology and the rest of them are teaching in a traditional way. Most of the teachers are not getting technological facilities from schools. One of the teachers mentions "infrequent electric connection and slow internet" is another main problem of using technology. However, the majority of the teachers are using the traditional way of teaching English and they also think it is better for students.

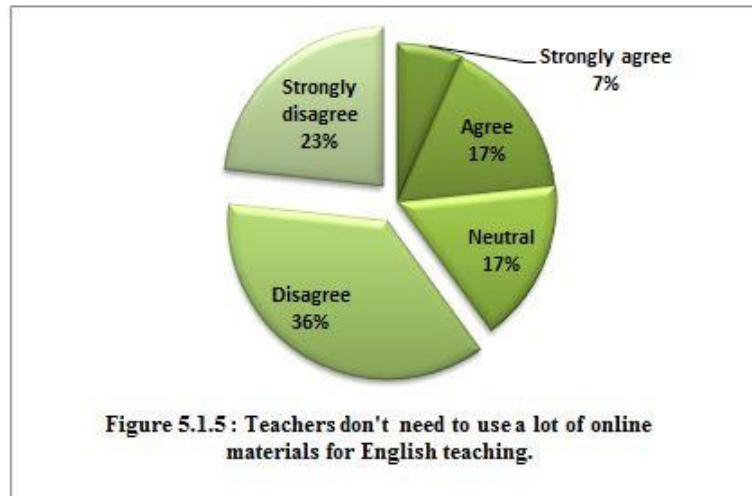
This chapter contains findings, analysis, interpretation and discussion on the data collected through questionnaire and information obtained through the interview of the English language teachers. The researcher has analyzed and discussed the survey questions under the following sub-headings.

5.1 Student expectations of technology use in the English language classroom

There were 10 (ten) questions in the questionnaire. In question no. 10 respondents were asked the students about expectations of technology use in the English language classroom. It contains 5 statements.

Figure 5.1: Students expectations of technology use in the English language classroom





The pie chart 5.1.1 shows I hope technology can be used more often to help students to improve their English skills (e.g. reading, speaking, writing, and listening) in the classroom. 67% of the students said strongly agree. 20% of the students said they agreed with it. On the other hand, 13% of the students are neutral about it. Incorporating technology in the English language classroom everyday helps students to stay involved in learning a language.

At present, students love technology so they are sure to be attracted to learning if they can use the technological tools they like. The pie chart 5.1.2 shows I hope the use of technology will provide students with more practical and useful English knowledge. 53% of the students said strongly agree. 30% of the students said they have agreed with it. On the other hand, 17% of the students are neutral about it. The pie chart 5.1.3 shows I don't want teachers to increase the use of technology in English teaching. 7% of the students said strongly agree. 10% of the students said they have agreed with it. 23% of the students are neutral about it. On the other hand, 33% of the students disagree with it. Moreover, 27% of the students strongly disagree with it. Therefore, most of the students have experience about technology usage and they also desire to learn English using the technology. The pie chart 5.1.4 shows I hope the communication with classmates and teachers can be easy after technology is used. 37% of the students said strongly agree. 40%

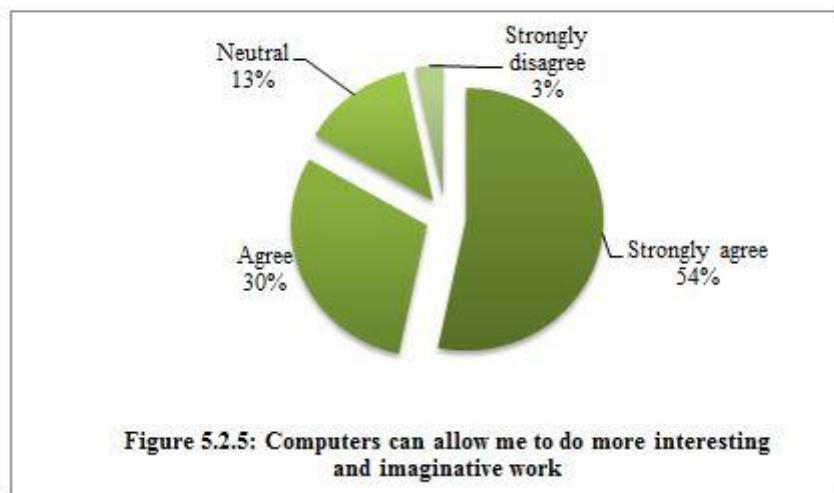
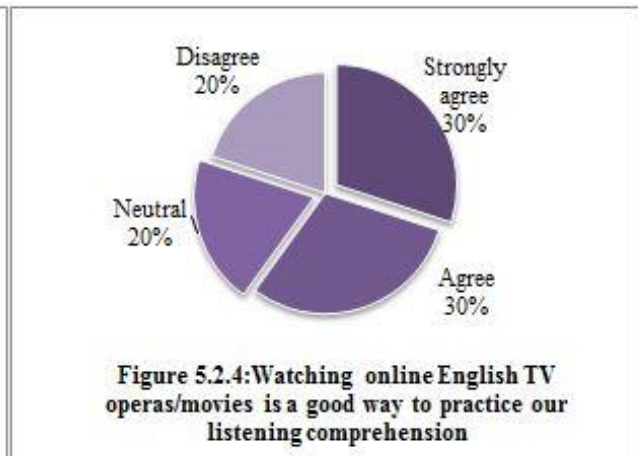
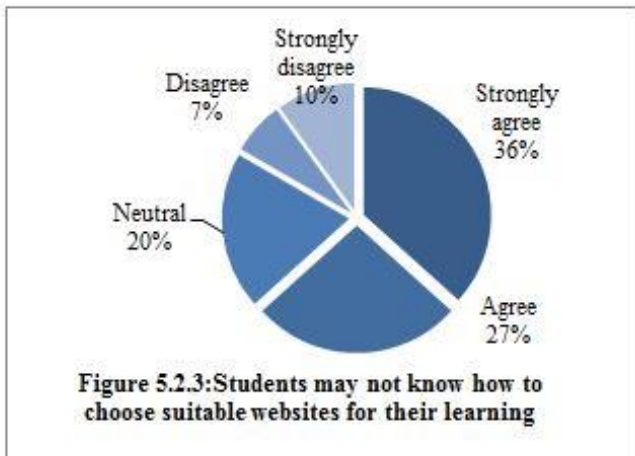
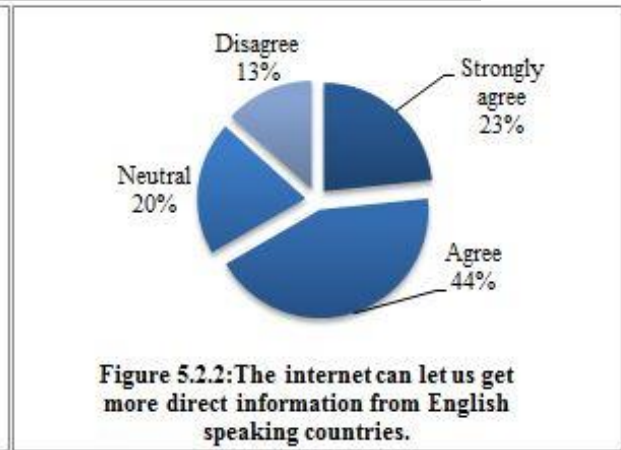
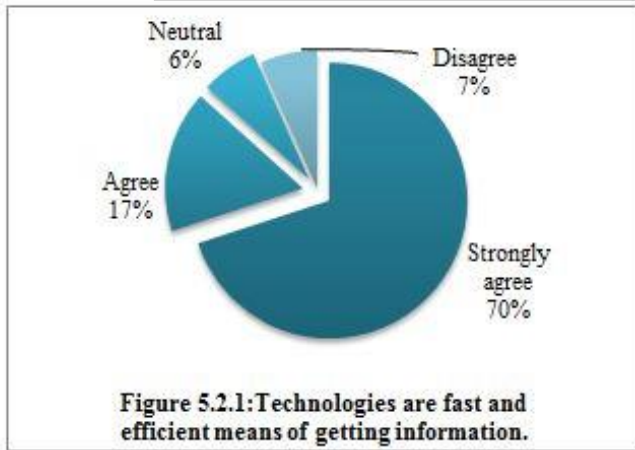
of the students said they have agreed with it. On the other hand, 23% of the students are neutral about it. Therefore, the utilization of PC based directions makes learners feel in control of what they learn. Learners think that it is simple to learn with technology in light of the fact that PCs are patient contrasted with people. Moreover, teachers can distribute instructive guidelines on classroom websites or provide an assignment by email, and this gives a student's time to study all alone and have no fear of mistakes during the process of learning. It also gives students the chance to interact with their classmates more by encouraging teamwork.

The pie chart 5.1.5 shows I don't want teachers to use a lot of online materials for English teaching. 23% of the students are strongly disagreeing about it. 36% of the students are disagreeing about it. On the other hand, 17% of the students said they have agreed and 7% of the students strongly agree with it. 17% of the students are neutral about it. Today's students are rising up as digital citizens. Yet students are used to with so much instruction and independent practice in the school. For this reason students want teachers to use online materials. Teachers need to allow students to express themselves with familiar tools in authentic ways.

5.2 Students opinion of technology is used in English learning

In question no. 9 respondents were asked about the opinion of technology uses in English learning. The purpose of asking the students this question is to find out how confident the students might feel about technology uses in English learning. The intention of this question is to find out their attitude and fascination toward technology in the English language classroom. Freedom will be given to the students to let their thoughts roam freely and be expressed naturally. Sometimes this spontaneity is extremely worthwhile as a basis for new hypothesis (Oppenheim, 1966, p. 41). I am convinced again by the results shown below that students have positive opinions about technology uses in the English language classroom.

Figure 5.2: Students' opinion of technology uses in English learning



Question no. 9 contains 5 statements. The pie chart 5.2.1 shows technologies are fast and efficient means of getting information. 70% of the students said strongly agree. 17% of the students

said they have agreed with it. 6% of the students are neutral about it. On the other hand, 7% of the students are disagreeing with it. Besides, pie chart 5.2.2 illustrates internet can let us get more direct information from English speaking countries. . 23% of the students said strongly agree. 44% of the students said they have with it. 20% of the students are neutral with it. On the other hand, 13% of the students are disagreeing with it.

If I summarize figure 5.2.1 and figure 5.2.2 we will get, most of the students think that technology is important in learning language and few students feel it is not important in this aspect. Therefore, it is evident that students in the whole show great interest in technology use in the language learning and accept the significance of it. The pie chart 5.2.3 elucidates students may not know how to choose suitable websites for their learning. 36% of the students said strongly agree. 27% of the students said they have agreed with it. 20% of the students are neutral about it. On the other hand, 7% of the students are disagreeing about it. 10% of the students strongly disagree about it. It shows that students are interested to use ICT but they do not know how to use it in language learning.

The pie chart 5.2.4 shows watching online English TV operas/movies are a good way to practice our listening comprehension. 30% of the students said strongly agrees. 30% of the students said they have agreed with it. 20% of the students are neutral about it. On the other hand, 20% of the students are disagreeing about it. The pie chart 5.2.5 demonstrates computer can allow me to do more interesting and imaginative work. 54% of the students said strongly agree. 30% of the students said they have agreed with it. 13% of the students are neutral about it. On the other hand, 3% of the students are strongly disagreeing about it. If I summarize figure 5.2.3, figure 5.2.4 and figure 5.2.5 we will get, technology is esteemed inside of our way of life. That gives the ability to include esteem. By giving students' technological devices, we are certainly offering weight to

their school exercises. It takes into account more emphasis on specific aspects, for example, culturally diverse, interactional, critical, and contextual dimensions of listening, to be created. Technology additionally makes learning procedure of listening all the more entertaining. Students are interested to attend a class where technology is used so it may create a positive impact on their learning.

5.3 Types of technology used in the English language classroom

In question 8, participants were asked to tick the tools their teacher used in the classroom.

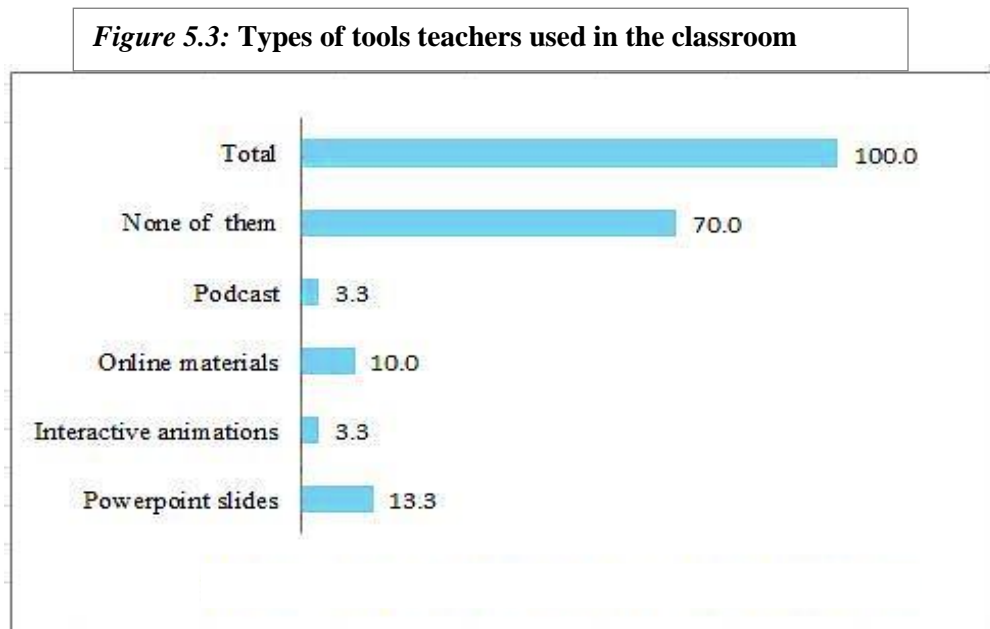


Figure 5.3 illustrates, 3.3% of the students said interactive animations, 3.3% said podcast, 10% said online materials, and 13.3% said power point slides. On the other hand, 70% of the students said none of them. The answers in this study revealed that most of the teachers do not use any technology for teaching English language. However, few students stated that interactive animations, podcast and power point slides are used in the language classroom. Teachers mostly use traditional methods of teaching. They use white board or black board and ask students to read out a passage from the book. The study exposed that technology is not used for teaching speaking, listening and pronunciation.

5.4 Use of teaching materials

In question no. 7 the researcher wanted to know if their English teachers use textbooks as their core teaching material.

Figure 5.4: English teachers use of teaching material

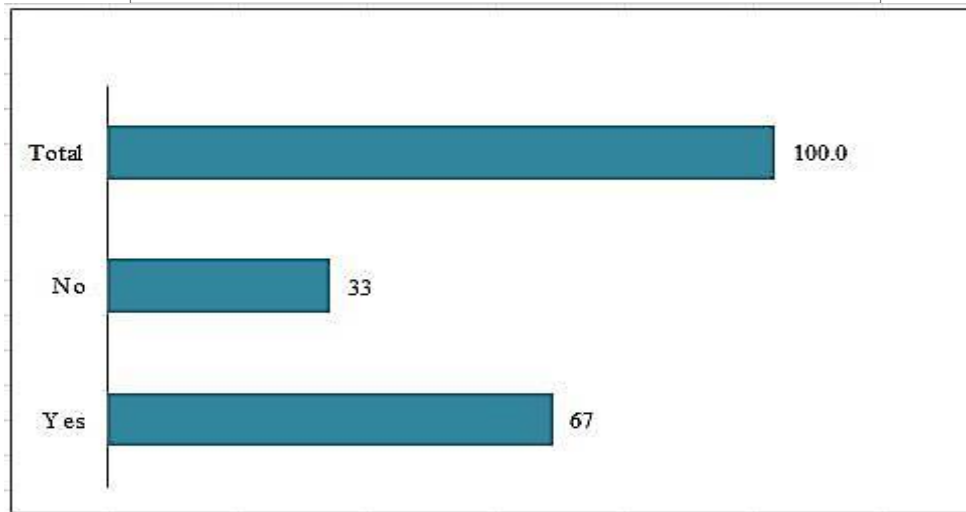


Figure 5.4 shows, 67% of the students said yes. 33% said, no their English teachers do not use textbooks as their core teaching material. It shows that teachers are not interested to use ICT in their teaching.

5.5 Opportunities of English language teaching with the use of technology

In question no. 6, participants were asked to tick the number of English classes per week.

Figure 5.5: Number English classes per week

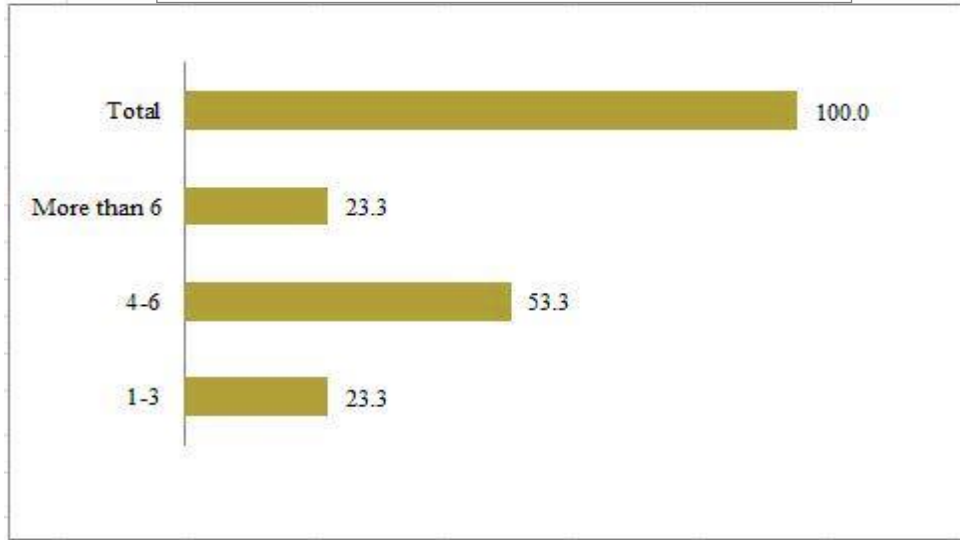


Figure 5.5 illustrates, 53% of the students said 4-6 classes. 23% said 1-3 classes. In addition, 23% of the students said more than 6 English classes they have per week. They have more than 6 English classes per week is a good opportunity for using technology.

In question no. 5, the researcher wanted to know as there are enough computers for students to use in the school.

Figure 5.6: There are enough computers for students to use in the school

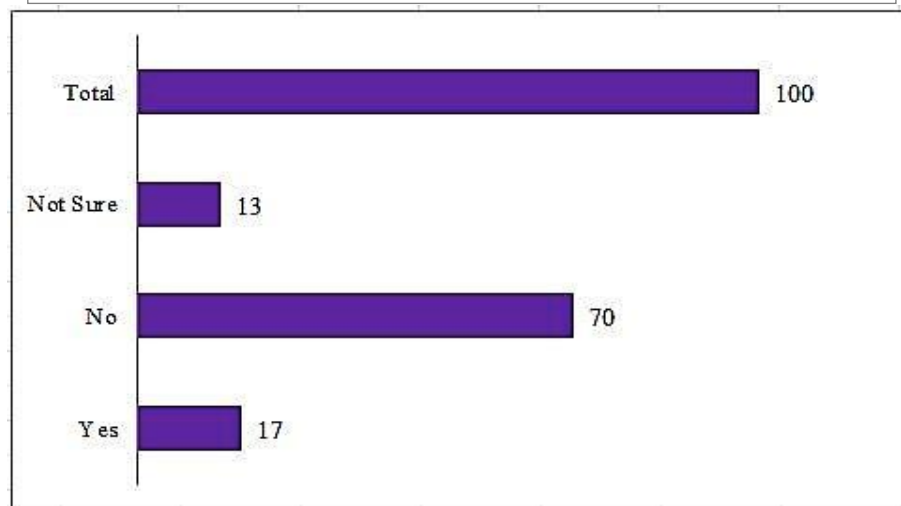


Figure 5.6 demonstrates 70% of the students said no. 17% said yes. On the other hand, 13% of the students said not sure that there are adequate number of computers for them to use in the school.

In question no. 4, the researcher wanted to know can access to computers easily in school?

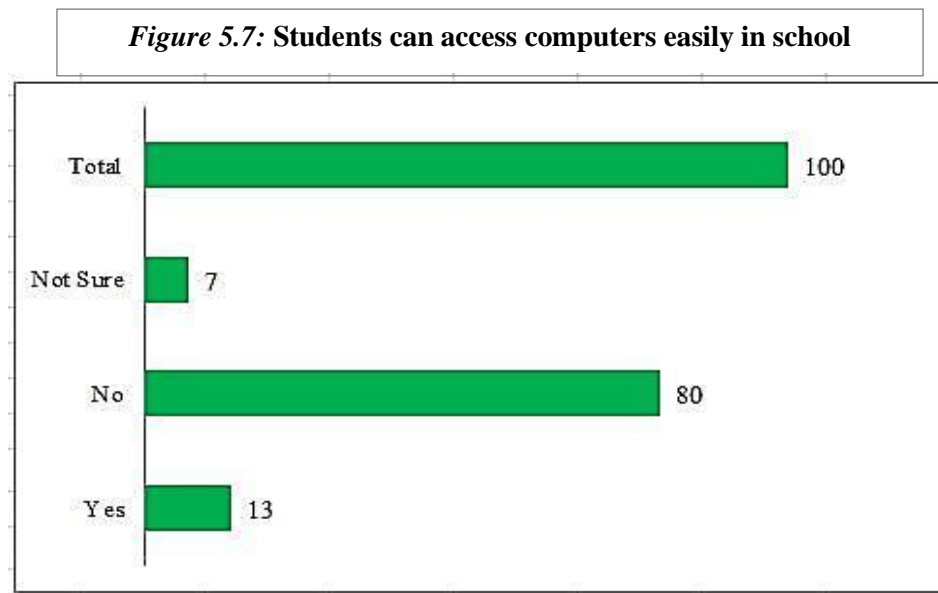


Figure 5.7 elucidates, 80% of the students said no. 13% said yes. On the other hand, 7% of the students said not sure. If I summarize Q.4 and Q.5 we will get, students are not getting facilities to learn and improve their technological skills in the school.

In question no. 3 the researcher wanted to know internet connection with technological devices.

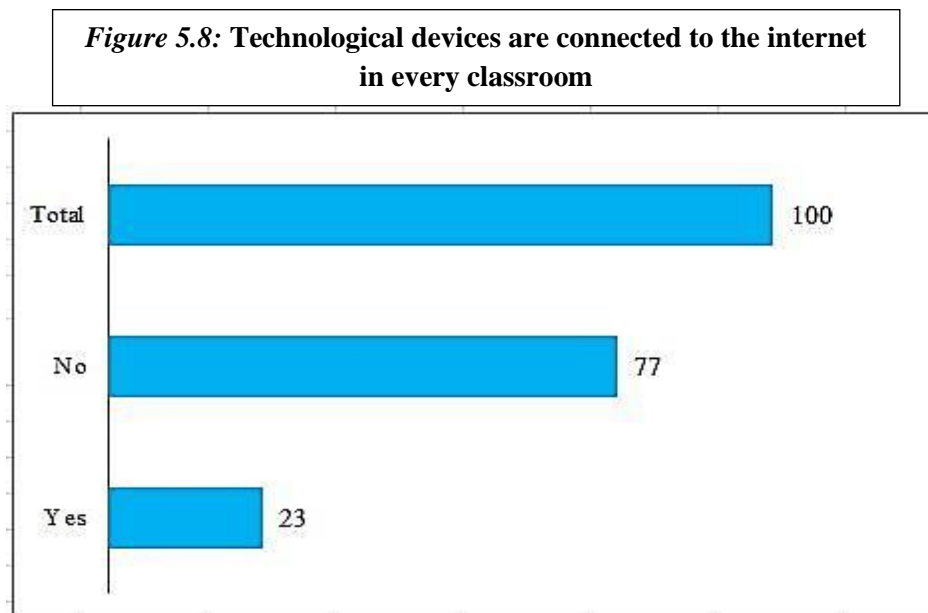


Figure 5.8 shows, 77% of the students said no. 23% said yes, technological devices are connected to the internet in every classroom. In some cases, they may have computers in the class, but do not have an internet connection. They can find the cheapest internet connections and providers.

In question no. 2 participants were asked to tick the technologies (computer, overhead projector, Video projector, Computerized testing, SMART Board) are available in every classroom.

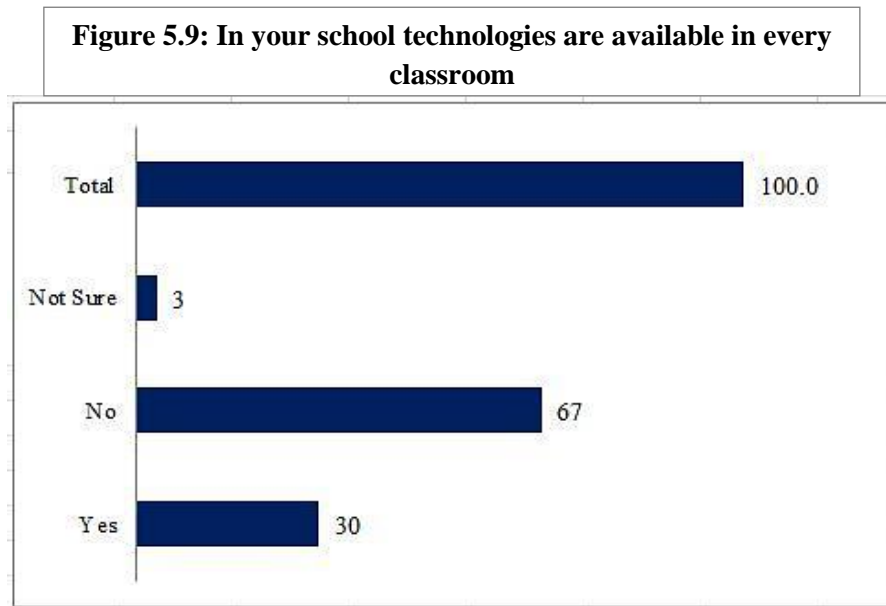


Figure 5.9 illustrates, 67% of the students said no. 30% said yes. On the other hand, 3% said not sure. In this modern age, most of the school do not or cannot provide technological facilities to the students.

In question no. 1, the researcher wanted to know in what specific areas/ fields/ domains/ situations Technology is used in Bangladesh. Majority of students reported education, medical, production and communication. Students know where to use technology. They have realistic knowledge about technology usage.

5.6 Teachers' Interview

5.6.1 Students' responses towards the technological advance classroom

In the interview the teachers who use technology in the classroom were asked how their students respond in the advanced classroom. All the teachers replied positive. They expressed that learners are responsive, spontaneous and co-operative in the classroom. One of the instructors said that students can get the best from modern classroom. Students like to participate in the class.

5.6.2 The benefits of using technology in the classroom

The researcher wanted to know how the teachers are being benefited from the utilization of technology in the English language classroom. All the teachers addressed positively. One of the teachers specified that the uses of multimedia in the classroom "are an awesome support for learners" as they can have direct encounters through a live presentation of the topic. Another teacher specified that "representation is useful for learning English dialect". Patel (2013) expressed, "[M]ultimedia teaching creates (...) the classes lively and interesting" and "has its own feature such as visibility and liveliness" (p.119). This perspective of Patel has been reflected among the instructors. One of the instructors shared that the class is "live and fascinating, and in this way learners are never exhausted in classroom". It was found that all members are being benefited by utilizing technology as a part of the classroom. The majority of the participants specified that technologically advanced classroom helps them to develop great correspondence with students and the outcome of the learning is remarkable.

5.6.3 Limitations, Teachers face when using Technology for classroom teaching

As discussed above, there are numerous benefits of using technology in the English language classroom. Then again why are not most of the teachers using technology in the English language classroom? This is because there are many limitations. It will include the tremendous cost

to actualize such project all through the school. The teachers revealed that the excessive use of computer and internet “hamper the students’ original power” because they start relying on digital contents or material. One of them included that these are making educators "slightly lazy". One of the educators expressed "instructors as well as students are going to reduce their imaginative thought". Students begin to use instant online materials, notes, thoughts and so forth. This will raise the possibilities of plagiarism and the tendency of memorization. They specified that they did not attend any training program on how to use technology in the English language classroom. One of the educators said two main problems are "infrequent electric connection and slow internet”. In addition, most of the time, overhead projector does not work properly; tablet or laptop charge issue also makes problems in the technological advance classroom. The teachers who are not using technology, it is because the authorities of the school are not allowing them to use it. Moreover, purchasing technological tools is also expensive for the school authorities.

Chapter 6: Conclusion

Inspiring the utilization of technology in the secondary English language classroom has more extensive implications. When technological devices are utilized properly by experienced and trained instructors in the English language classroom, it can encourage and expand learning in significant ways. Studies have demonstrated that the utilization of technology and the internet have a positive effect in English language teaching and learning. It serves to promote interactive activities in the classroom also utilization of realia in the classroom makes students active in the classroom. It likewise gives learners open learning environment and improve their insight from outside course books. In this study, the researcher found that students are excited to learn English language through technology. If the government of Bangladesh helped to use the technology and internet for both teaching and learning in all the schools, students would be motivated to learn it accurately and learn how to use English language in practical life.

Schools have an essential part to help today's learners. To be effective in this part, educational policymakers must comprehend the issues and legitimate issues raised by the technologies used in schools. They should set practical arrangements. They should likewise instruct teachers about critical technology beliefs issues. In Bangladesh, the majority of the institutions of higher education, both open and private, use technology in the classroom and the medium of the teaching and learning is basically English. Before going into those institutions, students at school level need to make themselves arranged to get affirmation for higher studies. On account of the low quality of English a good number of students fail to get admission in good institutions of higher education. In this manner, consideration should to be given to the utilization of technology in school level

all through the nation, with the goal that instructors can instruct English effectively and additionally students can learn the language with legitimate comprehension.

Course books are not generally enough to teach English language as the motivation behind English learning is to utilize it in practical life. To utilize it, in real life context, learners need to get a great deal of mixtures introduction to enhance their language learning skills. The utilization of technological devices and the web in the classroom help to get distinctive language learning material. The researcher found that the textbook which is given by the National Curriculum and Textbook Board (NCTB) does not give any audio-visual material for teaching and learning English language. On the other hand, the textbook which is used by English medium school it contains audio material. But then most of the school does not use it when they teach English in the classroom. For that reason, the researcher suggests that authorities should consider this issue and provide audio-visual material and devices in the classroom. If audio-visual material is provided, the students will learn the language in an effective way.

From the responses of overview, it has been found that teachers did not take the teachers' training program on how to use technology in the English language classroom. Moreover, the teachers should come up from their traditional way of teaching. It proposes that school authorities should give careful consideration on this issue. Proper training and evaluation can help teachers to give qualitative teaching. Doubtlessly new study will soon reveal significantly more inquiries, subjects, and issues about the utilization of technological devices to support education, particularly for students with learning challenges.

The method of the research was not free from constraints. The significant constraint was very few numbers of schools of Bangladesh were selected for this research. Also, more schools could not be visited for research because of time limitation. If there were sufficient time for the study, the researcher could overcome these confinements.

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Appendices

Appendix A

Questionnaire

The following survey contains questions about the challenges of using technology in the English language classroom. **Please do NOT write your name on the questionnaire as this study is anonymous.** We would be grateful if you could spend 4 or 5 minutes answering some questions. (নিম্নলিখিত জরিপ শ্রেণীকক্ষে ইংরেজিক্লাসেতথ্য প্রযুক্তির ব্যবহার সম্পর্কে প্রশ্ন রয়েছে। দয়া করে আপনার নাম লিখবেন না। আমরা কৃতজ্ঞ হবো যদি আপনি প্রশ্নের উত্তরে ৪ বা ৫ মিনিট ব্যয় করেন।)

Please answer as briefly as possible. Please (✓) one were needed.

1. In what specific areas/ fields/ domains/ situations Technology is used in Bangladesh?

List five: (বাংলাদেশে কোন কোনক্ষেত্র / কার্যক্ষেত্র / পরিস্থিতিতে প্রযুক্তি ব্যবহৃত হয়? তার পাঁচটি তালিকাকরণ:)

a. _____

b. _____

c. _____

d. _____

e. _____

2. In your school technologies (computer, overhead projector, Video projector, Computerized testing, SMART Board) are available in every classroom. (প্রযুক্তি যেমন: কম্পিউটার, ওভারহেড প্রজেক্টর, প্রজেক্টরভিডিও, কম্পিউটারাইজডটেস্টিং, স্মার্টবোর্ড আপনার স্কুলের প্রতিটি শ্রেণীকক্ষে অবস্থিত।)

- Yes(হ্যাঁ)
- No(না)
- Not Sure(নিশ্চিত না)

3. Technological devices are connected to the internet in every classroom. (প্রযুক্তিকিডিভাইস প্রতিটি শ্রেণীকক্ষে ইন্টারনেটের সাথে সংযুক্ত।)

- Yes(হ্যাঁ)
- No(না)
- Not Sure(নিশ্চিত না)

4. Students can access computers easily in school. (ছাত্রছাত্রীরা স্কুলে সহজে কম্পিউটার চালাতে করতে পারেন।)

- Yes(হ্যাঁ)
- No(না)
- Not Sure(নিশ্চিত না)

5. There are enough computers for students to use in the school. (ছাত্রছাত্রীদেরস্কুলেব্যবহারকরারজন্যখেপ্টকম্পিউটারআছে।)
- Yes(হ্যাঁ)
 - No(না)
 - Not Sure(নিশ্চিত না)
6. How many English classes do you have per week? (প্রতিসপ্তাহেআপনারকতটিইংরেজিক্লাসআছে?)
- None(না)
 - 1-3(১-২)
 - 4-6(৪-৬)
 - More than 6(৬ এর অধিক)
7. Do your English teachers use textbooks as their core teaching material? (আপনারইংরেজিশিক্ষক কি তাদেরমূলশিক্ষণউপাদানহিসাবেপাঠ্যবইব্যবহারকরতেচান?)
- Yes(হ্যাঁ)
 - No(না)
8. Which following tools your teacher used in the classroom? Tick the tools used by your teacher. (নিম্নলিখিতকোনটি আপনারশিক্ষকশ্রেণীকক্ষেব্যবহার করেন। টিক দিন।)
- Powerpoint slides(পাওয়ার পয়েন্ট স্লাইড)
 - Interactive animations(ইন্টারেক্টিভ অ্যানিমেশন)
 - Online materials(অনলাইন উপকরণ)
 - Blogs/ Wikis(ব্লগ / উইকিস)
 - Podcast (A digital recording of music, news or other media that can be downloaded from the internet to a portable media player.)(পডকাস্ট)
 - Youtube(ইউটিউব)
 - None of them(এর মধ্যে একটিও না)
9. Opinion of technology uses in English learning. (ইংরেজি শেখার জন্য প্রযুক্তি ব্যবহারেমতামত দিন।)

Your perception (আপনার দৃষ্টিকোণ)	Strongly agree (অতি মাত্রায় একমত)	Agree (একমত)	Neutral (নিরপেক্ষ)	Disagree (একমতনা)	Strongly disagree (দৃঢ়ভাবে অসম্মতি)
Technologies are fast and efficient means of getting information.(প্রযুক্তি দ্রুত এবং কার্যকরী উপায়ে তথ্য দেয়।)					
The internet can let us get more direct information from English speaking countries.(ইন্টারনেট আমাদের ইংরেজিভাষী দেশ থেকে সরাসরি তথ্য দেয়।)					

Students may not know how to choose suitable websites for their learning. (শিক্ষার্থীরা জানেন না কিভাবে তাদের শেখার জন্য উপযুক্ত ওয়েবসাইট নির্বাচন করতে হয়।)					
Watching online English TV operas/movies is a good way to practice our listening comprehension. (অনলাইনইংরেজিটিভিঅপেরা / সিনেমাদেখাগুলোএকটিভালোউপায়শোনাধীনশীলেনর।)					
Computers can allow me to do more interesting and imaginative work. (কম্পিউটারআরোআকর্ষণীয়এবংকল্পনাপ্রবণকাজ করারঅনুমতিদিতেপারে।)					

10. Expectations of technology use in the English language classroom. (শ্রেণীকক্ষে ইংরেজি ভাষা শিক্ষায়প্রযুক্তিব্যবহারে আপনারপ্রত্যাশা।)

Your expectations (আপনারপ্রত্যাশা)	Strongly agree (অতিমাত্রায় একমত)	Agree (একমত)	Neutral (নিরপেক্ষ)	Disagree (একমতনা)	Strongly disagree (দুর্ভাবেঅসম্মতি)
I hope technology can be used more often to help students to improve their English skills (e.g. reading, speaking, writing, listening) in the classroom.(আমিআশাকরিপ্রযুক্তিশ্রেণীকক্ষে (যেমনপড়া, বাচন, লেখা, শোনা) তাদেরইংরেজিদক্ষতাউন্নতকরতেসাহায্যকরারজন্যপ্রায়ইব্যবহারকরাযেতেপারে।)					
I hope the use of technology will provide students with more practical and useful English knowledge.(আমিআশাকরিপ্রযুক্তিরব্যবহারআরোবাস্তবএবংপ্রয়োজনীয়ইংরেজিজ্ঞানছাত্রদেরপ্রদানকরবে।)					
I don't want teachers to increase the use of technology in English teaching.(আমিচাই না শিক্ষকইংরেজিশিক্ষণক্ষেত্রেতথ্যপ্রযুক্তিরব্যবহারবৃদ্ধিকরুক।)					

I hope the communication with classmates and teachers can be easy after technology is used.(আমি আশা করি প্রযুক্তি ব্যবহার করে সহপাঠীদের এবং শিক্ষকদের সঙ্গে যোগাযোগ সহজ হতে পারে।)					
I don't want teachers to use a lot of online materials for English teaching.(আমি চাই না শিক্ষক ইংরেজি শিক্ষণে অনেক অনলাইন উপকরণ ব্যবহার করুক।)					

Appendix B

Teachers' Interview Questions

- a) What technology do you use in your classroom?
- b) Do you use the Internet in your classroom activities?
- c) How do your students' responses to the technology? Explain from your own experience.
- d) Do you use technology in the English language classroom? If yes, explain what are the benefits you get of teaching with technology? If not, explain what are the benefits you will get if you teach with technology?
- e) What are imitations of teaching with technologies?

