

Influence of digital technology in EFL learning at Bangladeshi Universities

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Inspiring Excellence

BRAC University, Dhaka

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Declaration

I hereby declare that this thesis paper is the result of my own work. Every effort has been made to acknowledge the contributions of others with due references and acknowledgement. This paper has not been previously used in any other thesis paper or report submitted to this University or to any other institution for a degree or any other qualifications.

Signature:

Date:.....

Dedication

I would like to dedicate this paper to my beloved parents

Abstract

In this modern era, use of technology has become an essential part of foreign language teaching and learning. This research attempts to find out how technology influences learning of English as a foreign language from the perspectives of the students and teachers at different government and private universities of Bangladesh. In order to do so, the researcher has conducted a survey on randomly selected 140 EFL students and 28 EFL teachers of the tertiary level of Bangladesh. Among the students, 80 students are from 6 private universities and 60 students are from 4 public universities of Bangladesh. On the other hand, among the teachers, 18 teachers are from 6 private universities and 10 teachers are from 4 public universities of Bangladesh. Along with this, the collected data were analyzed by using a mixed method of analysis consisting of both quantitative and qualitative method. The findings suggest that in most of the cases, technology positively influences the learning of English as a foreign language in various ways. Also, the study shows that technology cannot have a positive impact in learning English if a technological aid is not selected according to the needs and interests of the students, and also according to the context. Besides, the study recommends that universities should be equipped with modern technological facilities for effective teaching and learning. This study is important for the teachers, students, course designers, and authorities since from this study they will know how technology influences learning of English as a foreign language, and they will also know about the existing technological facilities of the universities.

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Chapter 1

Introduction

English is considered to be the global language today. People of different countries around the world use English language as a means of cross-cultural communication. According to Crystal (2006), there are over 1 billion English language speakers around the world(as cited in, "How many people in the world speak English?," n.d.). The numbers of English speakers are increasing day by day. According to Graddol(1997):

The use of English language has increased rapidly after 1960. At present the role and status of English is that it is the language of social context, political, sociocultural, business, education, industries, media, library, communication across borders, and key subject in curriculum and language of imparting education.(as cited in Shyamlee, 2012,p.150)

Though many people want to learn English because of its prestigious status, learning a foreign language is a difficult and complex task. To facilitate the learning of a foreign language, different teaching methods and techniques have also gone through numerous changes (Alsulami, 2016, p.1). In this digital era, modern technology-based language teaching and learning has become popular among the teachers and students around the world. At the present time, language teaching and learning cannot be done without the assistance of latest technology such as computers (Jones, 2001, p.360). Kern and Warschauer (2000) stated that:

Nowadays, audiotape-based language labs are gradually being replaced by language media centers, where language learners can use multimedia CD-ROMs and laser discs, access foreign language documents on the World Wide Web, and

communicate with their teachers, fellow classmates, and native speakers by electronic mail (p.1).

In the context of Bangladesh also, university teachers have started using different forms of technology in teaching English as a foreign language. Though the universities cannot always provide adequate technological facilities to the teachers, the teachers try to integrate technology in teaching from their own. They have started using different technological aids such as computer, multimedia projector, video clips, social networking sites etc. along with traditional materials such as text book in English language teaching to make the learning interesting to the students.

Besides, the students of the universities also use technology for both entertainment and educational purposes. These students are mostly “Digital Natives” (Prensky, 2001, p.1), and they are different from the students of previous generations. They use different digital social media (Facebook, Twitter, Blog etc.) and instant messaging apps (Viber, WhatsApp, Imo, Messenger etc.) to interact with their friends, family members, and teacher. Similarly, they watch movies and YouTube videos, and listen to songs by downloading them through internet. Moreover, some of them use latest technologies such as Moodle and different applications for their educational purposes. It seems that technology has become part and parcel of their life and they are influenced by technology. Therefore, this research will explore how technology influences students’ learning of English language.

Chapter-2

Literature Review

2.1 Technology in world education:

The world of education is presently experiencing a second insurgency. Digital technologies such as PCs, mobile phones, iPods, laptops, digital videos, computer games, digital social media etc. are changing the way we think and learn. The educational institutions around the world are also embracing technology for ensuring effective teaching and learning. According to a report, *Class Difference\$ Online Education in the United States,2010*(Allen & Seaman, 2010):

- Sixty-three percent of all reporting institutions stated that online learning was a crucial part of their institution's long-term policy.
- The 21 percent development rate for online enrollments (to 5.6 million in the fall term of 2009) far surpasses the less than two percent development of the overall advanced education student population
- Approximately 30 percent of all students in advanced education take at least one course online(p.2)

Also, the report stated that “ in 2003, fifty-seven percent of academic leaders rated the learning outcomes in online education as the same or superior to those in face-to-face. That number is now sixty-six percent, a small but noteworthy increase”(Allen & Seaman, 2010,p.2).

Likewise, many universities of Australia offer online courses to the students (Stuparich, 2001, p.4). Online courses have become popular among the students in Australia. Even the city-based students are “choosing distance education for the convenience of not having to visit a university campus”(Cumpston et al, 2001, as cited in Stuparich, 2001,p.3).

2.2 Technology in Education of Bangladesh:

Like many other countries of the world, Bangladesh is also trying to introduce latest technologies such as ICTs in major sectors of the country (Rahman, Paul, Hasan, 2012, p.8977). In order to do so, in 2009, Bangladesh has launched an ICT plan (Rahman, Paul, Hasan, 2012, p.8977). Though “Bangladesh government made ICT policy for the better use of it and it's a part of Digital Bangladesh: Vision 2021”, the higher educational institutions are still not getting enough modern technological facilities for effective teaching and learning (Hossain, Salam, & Shilpi, 2016, p.131). The depth of the situation can be understood by the fact that the universities cannot offer online courses to the students while online courses are very popular among students around the world in this digital era. Rahman et al. (2012, “The e-learning was first introduced in Bangladesh in 1956 by a radio-broadcasting program, and later expanded much by the establishment of Bangladesh Open University (BOU) in 1992” (p.8978). Till now Bangladesh Open University is the only university of Bangladesh which offers online course to the students(Rahman et al, 2012,p.8978; Karim, 2014, p.38). The other “34 public universities are operating in conventional system in brick-and-mortar campus. There are 76 private universities in the country as well, but among them no universities offer distance mode education along with class room mode.”(Karim, 2014, p.38).

Besides, it seems that public universities are more deprived of technological facilities in comparison to private universities. “All private and public universities have the internet connectivity. Computer lab with internet connectivity is available for the student of the leading universities of the country. On the other hand, most of the public sector higher educational institutions (HEIs) do not adopt technology for the improvement of imparting quality education” (Rahman et al, 2012, p.8979).

Though universities are not endowed with enough technological facilities, few technological aids are available in the universities of Bangladesh for teaching and learning. The study of Hossain et al. (2016) found that all the universities have computer to some extent (p.125). Also, Mahmuda, (2016) said that the use of multimedia projector is very common in the English language classrooms of Bangladesh(p.258). Additionally, a virtual learning environment called “Moodle” is used by BRAC University and University of Liberal Arts(Mahmuda, 2016,p.258).

2.3 Definitions: Different researchers have defined CALL, MALL, and TELL in different ways. However, according to Jones and Fortescue (1987), in the context of CALL, computer is a flexible classroom aid which can be utilized both by teachers and students inside or outside the classroom in a variety of ways and for a variety of purposes .(as cited in Gunduz,2005, p.197). Besides, Miangah and Nezarat (2012) said that

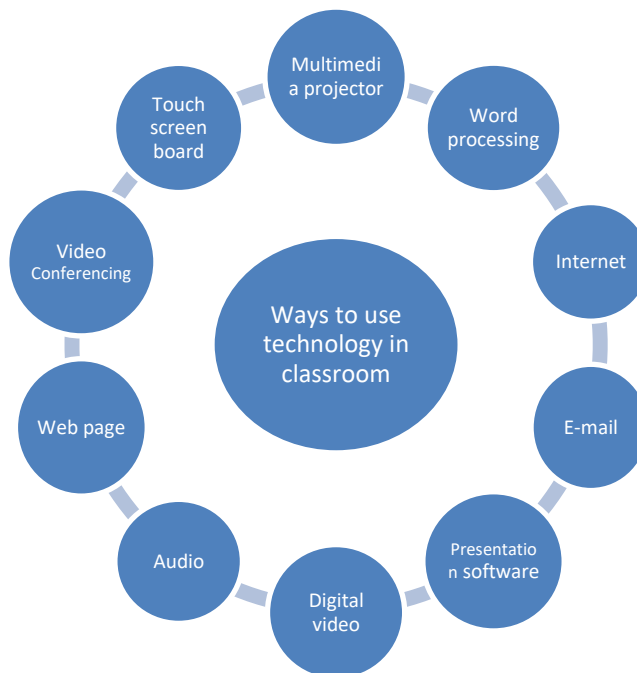
Mobile-Assisted Language Learning (MALL) deals with the use of mobile technology in language learning. In contrast to classroom learning, in MALL there is no need for the learners to sit in a classroom or at a computer to get learning materials. In fact, MALL can be considered an ideal solution to language learning barriers in terms of time and place (p.309).

Similarly, according to Golshan & Tafazoli(2014),

Technology-Enhanced Language Learning (TELL) is the study of applications of the technology in language teaching and learning. The main aim of TELL is to find ways for using technology for the purpose of teaching and learning the language. In other words, TELL is the use of technologies that improve and facilitate educational learning (p.115).

activity, distributed not only among the community members but also on the artifacts available in the environment.(p.40).

2.4 Types of technology used in English language teaching:Technology as learning tools can provide remarkable opportunities to enhance language teaching (Raihan & Han, 2012, p.25). However,to ensure effective learning, it is important to select appropriate technology (Raihan & Han, 2012, p.25).. Raihan and Han (2012) showed the following model which consists of some technological options which can be used in English language classroom (p.26):



Besides, Ivy (2011) has mentioned some technological options which language teachers can use for both professional purposes and educational purposes. She said that the teachers can be benefitted by using different technological options such as internet, multimedia presentations, office applications, audio-visual equipments, electronic whiteboards, web pages, web 2.0 technologies, and LMS etc.

2.5 Krashen's Input hypothesis:

The most famous hypothesis of the second language acquisition is Stephen Krashen's Input hypothesis (Krashen, 1985). This hypothesis states that "humans acquire language in only one way-by understanding messages, or by receiving 'comprehensible input'...we move from i , our current level, to $i+1$, the next level along the natural order, by understanding input containing $i+1$ " (Krashen, 1985, p.2). This hypothesis has two main corollaries:

i)... "Speech cannot be taught directly but emerges on its own as a result of building competence via comprehensible input

ii) If input is understood, and there is enough of it, the necessary grammar is automatically provided" (Krashen, 1985, p.2).

2.6 Sociocultural theory of language learning:

Lev Vygotsky was a Russian psychologist who said that human interaction plays the fundamental role in the process of learning (Vygotsky, 1978). He said that learning happens at two levels:

"...first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory and to the formation of

concepts. All the higher functions originate as actual relationships between individuals.” (Vygotsky,1978,p.57).

The second aspect of Vygotsky’s theory(1978) is that the learning takes place in the zone of proximal development. Zone of proximal development “is the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (Vygotsky, 1978, p.86).

2.7 Students’ views on and attitudes towards technology in language teaching and learning:

Learners’ views on and attitudes towards technology play an important role in learning of English as a foreign language. In fact, Learners’ positive perception is basically vital for the adoption of technology in education and ‘ its effectiveness and implementation’(Liton,2015,p.13). From Lasagabaster and Sierra’s (2003) point of view, it is necessary to consider learners’ perceptions since they are the potential benefactors in developing their language learning instruments (p.294).That is why, researchers need to seriously consider learners’ perceptions in assessing these technologies.

2.7.1 Characteristics and knowledge of technology of today’s students:

Different researchers have focused on the characteristics and knowledge of technology of today’s students. For instance, Prensky (2001) has focused on the characteristics of today’s students and has also discussed their knowledge of technology. According to Prensky (2001), today’s students should be called as ‘digital natives’ since they have grown up with digital technology and technology has turned into a vital part of their life(p.1). He has also said that today’s students are different from the students of previous

generations in many ways. First of all, today's students "think and process information fundamentally differently" from the students of previous generations because they have been surrounded by and using technological tools of the digital age since early childhood (Prensky,2001,p.1).Beside this, today's students are habituated in using technologies that work instantly and that is why they think and process information much faster compared to the students' of previous generations(Prensky,2001,p.1). Then again, today's students have little patience for lectures, long traditional tasks and get bored easily(p.2). For these reasons, Prensky(2001) has recommended that teachers need to bring a change in both the methodology and in learning content(p.3). On the other hand, the study of Hargittai (2010,as cited in Asztalos,2011,p.119) has gone against the view of Prensky(2001). Hargittai (2010,as cited in Asztalos,2011,p.119) has discovered significant variety within the Internet skills of a comparatively small group of US college students and this has disproved the assertion that today's students are by and large savvy with digital technology. Beside this, on the basis of a critical review of research on digital natives, Bennett, Kervin and Maton (2008,as cited in Asztalos,2011,p.119) also argued that just a part of youngsters can be called digital natives because there is a great deal of variation within the young generation.

2.7. 2 Students' views about the use of technology in learning English:

There are several studies that try to find out today's students' views on and attitudes toward technology in language teaching and learning. Most researchers looking at students' perceptions of digital technology report positive attitudes in different settings.

For instance, in the study of Afrin(2014), 72% students strongly agreed and 20% agreed on the statement that "the lesson is more interesting if teacher uses electronic tools" and

78% & 13% strongly agreed and agreed that “they prefer learning from a teacher who uses various e-tools while teaching”(p.72). From this data, it is quite evident that the students preferred blending of teacher-led traditional learning and computer-assisted learning (Afrin, 2014, p.72). Beside this, in the study of Lasagabaster and Sierra (2003), the majority (76.3%) of the students preferred the combined teacher and computer software option to develop their English language(p.299). Only one student wanted to use software alone and only 22% students preferred having only the teacher (p.299). This data clearly reflects that “students regard language learning software as complementary to the teaching of their lecturers, but would not like it to replace group classes” (p.299).

Besides, there are some other studies that tried to find out students’ views on and attitudes toward online language learning materials or e-books by comparing between students’ perceptions of paper-based materials and computer-based/online-based materials. For instance, the study of Peel (2014) brought out students’ reactions toward traditional textbooks and online reading through focus groups and attempted to discover probable reasons for such assessments (p.134). The study found that the focus groups favoured textbook and only 4% negative comments came against textbook(Peel,2014,p.148). The students of both the groups favoured textbook because they considered textbook a good aid for reading(p.148). Moreover, they mentioned that they liked textbook because textbook consists of pictures and clear clarifications of vocabulary (P.148). Again, students liked textbook reading in comparison to online reading because they experienced that it was simpler to revise from books and to take notes (p.149). Also, the students felt more ‘focused’ while reading textbook and that is why they liked it (p.149). Further, another reason of liking textbook was mentioned by Peel(2014) :

In a textbook, it is far easier and faster to flick through the pages to refer back to previous units, know where you are going, and use contents pages/indexes/vocabulary boxes and grammar glossaries as easily referable aids in the reading process, and anecdotally students have told me of this several times in class.(p. 150)

Furthermore, the students of group B liked textbook for group work because textbook “becomes a more ‘shareable’ resource as the students are more spatially bonded to its intrinsically less ‘fluid’ nature” (p.150). On the other hand, online reading could not gain much popularity and only 11% of comments were found in its favor but still students liked the rapidity of finding information (p.148). However, for online reading the overwhelming reaction was negative (p.148). From 46% negative comments it was quite evident that the students disliked it for various reasons –“technical problems such as logging in or connectivity issues, user unfriendliness such as a small typeface or viewing different windows simultaneously, and a lack of focus leading to what students called ‘time wasting’ ” (p. 148). Besides, students disliked online reading because online reading was tiring on their eyes and, like a textbook, they could not make notes on it (p.148). Also, “it was difficult to revise from and boring ” (p.148). So, In brief, from the data analysis it is clearly evident that the students of both the groups strongly preferred textbooks over online reading (p.149).

Similarly, there are some other studies that tried to find out students’ views about online language learning materials or e-books by comparing between students’ perceptions of paper-based materials and computer-based/online-based materials. For instance, the study of Jarvis and Szymczyk (2010) has found that even in this period of the digital native, the

students have not abandoned traditional materials in specific contexts (p.38). The study revealed that the students regarded the paper-based material more helpful for autonomous grammar practice than the computer-based material (p.38). The students said that the advantages of self-study books or paper-based materials are “availability, clear organization and gradation of exercises, comprehensible presentation and explanation of a grammar point, and clarity of instructions” (p.38). On the other hand, according to the students, the major disadvantage is “lack of variety” and this makes autonomous grammar practice with a book tedious (p.38). However, in case of computer-based material assessment, even though it cannot be said that students’ view was negative but still “the level of uncertainty was much higher”(p.38). Perhaps, students did not choose computer-based materials for grammar practice because of insufficient computer skills (p.38). Moreover, the computer-based materials were not systematically arranged and this has been considered as a disadvantage(p.38). On the other hand, though students did not like computer-based materials over paper-based materials but still they liked the fact that the websites supplied them huge amount of activities and this made their autonomous grammar practice more exciting (p.38). Likewise, the study of Tseng (2010) also revealed that the students did not like online reading (p.102). In this study the students did not like reading text on PC screens because while reading online,

“...students stared at the screens and moved their eyes by using the scroll bar to move up and down the web pages. When they read over the text, they felt their eyes blur, and they could not find where they were” (Tseng,2010,p.101).

On the other hand, students liked reading text on paper because in printed material students moved their eyes rapidly over the content and replied the questions (p.101).

Even, “Some of them used pens to help them read over the text. They might underline certain lines, circle some words, or leave a few marks on the paper”(p.101).

However, there are also some studies that tried to find out students’ views on and attitudes toward social networking sites in language teaching and learning. For instance, along with other aspects, the study of Bani-Hani, Al-Sobh and Abu-Melhim(2014) investigated the views and attitudes of Jordanian EFL students toward using Facebook group in teaching writing. The study demonstrated that, in the Facebook group, the majority or 92.9% students were comfortable in sharing thoughts with others and 97.6% became inspired when others “liked” their posts (p.32). This happened may be because in such settings, students have enough time to think what they need to post or comment on in advance (p.32). On the other hand, 54.8% students favored the classroom setting over Facebook group participation (p.32). This happened may be because in the Facebook group context the “ lack of spontaneity” sometimes occurs because of time lags and slow replies, whereas, in classroom context the conversations happen on the spot(p.32).In brief, The majority of the students in this study felt that using a Facebook group in language teaching does help in language learning. Besides, it helps to develop writing skills, vocabulary and also decrease spelling errors (p.33). Surprisingly, though the students had positive attitudes toward Facebook group in language learning, almost one half of students favoured the traditional classroom context over the virtual Facebook group context (p.33).

Similarly, there are some other studies that investigated students’ views on social networking sites in language learning. For instance, the study of AbuSa’aleek(2015) demonstrated that, according to the EFL students of his study, social networking site

Facebook “facilitates, supports, and encourages their English language learning” as an online learning atmosphere, that is why, it helps the students in the procedure of developing their English language skills (p.68). Most of the students agreed that they can practice and improve their English reading and writing skills by utilizing Facebook (p.68). Further, the majority of the participants also agreed that Facebook helps to improve their communication skills (p.69). Besides, according to 75.37% students, Facebook plays a major role in overcoming their language errors and learning new words (p.69). In brief, it can be said that, the majority of the students had a positive attitude towards Facebook as a learning model and they also agreed that Facebook can help in enhancing the motivation and confidence of students in general (p.72).

However, there are some studies that tried to find out students’ views on audio-visual aids in English language learning. For instance, the study of Mathew and Alidmat (2013) investigated EFL students’ perception about the usefulness of audio-visual aids in the English language classroom along with other aspects. The study found that, according to the majority or 73.3% students, EFL teachers need to use audio-visual aids in the classroom (p.89). Besides, some interesting responses came out from this study. For example, one student stated that, “some students cannot get the information in traditional ways but using audio-visual aids will help them to understand better” (p.89). Further, some students felt that audio-visual aids are helpful in making the classroom sessions interesting and in developing English language skills by listening to native speakers (p.89). Furthermore, some students also felt that teachers can use audio-visual aids when they find it difficult to explain specific language terms on the white board (p.89). Also, most of the students believed that audio-visual aids can help to

develop their understanding(p.89). However, 26.6% students believed that there is no need for the teachers to use audio-visual aids in the classroom because “some teachers can bring more understanding to the students without the use of audio-visual”(p.89). These few students seem to prefer traditional way of teaching and learning (p.89).

Likewise, the study of Ismaili (2013) also focused on students' perceptions toward using movies in English language learning along with other aspects. In this study, English movies were used to teach English to the students of experimental group in the classroom. The study revealed that, according to the students, movies are helpful in learning English and by watching the movies they have learned some English(p.127). Besides, they stated that English movies offer the opportunity to learn real-life conversation(p.128). Also, movies helped them to develop their listening comprehension and speaking skill(p.128). Moreover, the students claimed that movies offer more opportunity to practice English and movies can be utilized to improve English vocabulary(p.126). Similarly, in the study of Tuncay(2014), most students preferred feature movies to learn English language(p.61). The students of this study claimed that, “FMs are good references for cross-cultural understanding and authentic, educational, entertaining, accessible aid to learning and practicing English through visual elements and dialogs in various contexts” (p.61).

Besides, there are also some studies that investigated students' views on course management systems such as Moodle in English language learning. For instance, the study of Şahin- Kızıl(2014) tried to find out students' perceptions of Moodle in blended language learning. In this study, 84% participants strongly agreed or agreed that the

course work and activities became interesting because of the utilization of Moodle(p.181). Again, Moodle gave the students the opportunity to interact at any time and at any place, and it also furnished them with a lot of language activities to do which cannot be comprehended in a shorter period class time(p.182). Perhaps, these things have an effect on the level of participation and that is why majority of the students agreed that “the use of Moodle increased their level of participation in this course” (p.182). Further, 70% students liked the function of Moodle which keeps report of the activities students occupied with “including the right and wrong responses to the activities, grades, feedback from the other users (e.g., peers and the instructor)...” (p.182). Furthermore, 85% students claimed that, while learning through Moodle, they could get timely feedback (p.183). Besides, the majority of the students also strongly agreed that Moodle is well-suited with all aspects of the English class(p.183). However, in this study, students paid particular attention to the writing activities may be because the forum module of Moodle created a collaborative learning environment, and this gave opportunity to the students to easily interact with their peers, share their writing, and remark on one another’s work (p.184). Concerning the forum module, one student said that “seeing how other classmates were writing in English was very enjoyable. We also talked to friends in English and this was really encouraging(p.184)”. Suggesting the improvement in his writing skill, another student commented that “at the beginning, I was able to write just few sentences in the forum and I needed to think hard before making a sentence. But now I can write without making so much effort” (p.184). On the other hand, in case of reading skill, some students were neutral(23%) and some students (38%)said that their reading skill didn’t improve (p.184). Lastly, 70% participants said that the easy access to course content

through Moodle was important to them and majority of the students also agreed that they were comfortable in using Moodle(p.185).

Moreover, there are also some studies that tried to find out student views on mobile apps in language learning. For example, the study of Steel (2012) gave insights into student views on the advantages of utilizing mobile apps for foreign language learning. In this study, the students appreciated the fact that on mobile apps they could practice language anywhere and anytime. Besides, the study revealed that, “mobile apps reportedly benefited most with vocabulary (particularly for memorization, accessing meaning and contexts for use) and with reading, writing, grammar and translation tasks”(p.877). In fact, the students stated that, mobile apps gave them the opportunity to easily and quickly check the meaning of words (p.877). Also, many students claimed that utilizing mobile apps had positive impacts on their vocabulary acquisition since it offered students more opportunities to remember words in contexts (p.878). In this case, the comment of one student can be mentioned below:

When I want to know what a certain word may be for a situation and I am out and about I can look it up straight away. I find I remember it better because I can remember the situation as well, so I am constantly expanding my vocabulary (Steel,2012,p.878).

So, mobile apps for vocabulary acquisition were seen as profoundly valuable to students' learning(p.878). Further, in many cases different features were found in one app and this allowed students to use several functions in incorporated and consistent ways (p.878). In fact, these apps generally consisted of flash card or choose the right answer games on important vocabulary or grammar, along with a supporting dictionary/translator (p.878).

And, this helped the learners in their learning of language(p.878). Besides, the students stated that, the mobile apps helped them in their language learning outside the classroom and enabled them to work at their own pace, whereas sometimes the teacher moved too fast in the class that they could not understand anything(p.878).

Again, students' consider online dictionaries and mobile-app based dictionaries as useful language learning aid. The study of Levy and Steel(2015) found that majority of the students consider online and mobile app-based dictionaries "as time efficient and easy to use" (p.187). Also, the study found that "the range of functionality now available in online or mobile app-based dictionaries can contribute toward helping students' understanding and comprehension of vocabulary, word use and phrasing"(p.188). Besides, the research result of Hamouda (2013) found that the majority of the students use electronic dictionary, whereas 45.2% students use paper-based dictionary, and only 16.9% students use online dictionary (p.244).

2.8 Teachers' views on and attitudes toward technology in English language teaching and learning:

2.8.1.Characteristics and knowledge of technology of the teachers: Teachers' views are also very important because they are the facilitators of learning. However, before knowing their views about using technology in teaching and learning English, it is important to know about their characteristics and knowledge of technology. According to Prensky, "digital Immigrants" are those who are not accustomed to use fast paced technology and who think that their students cannot learn successfully by using technology (Prensky,2001). He said that the teachers do not possess the characteristics of the students because they do not look for information on the internet initially, they read

the manual of the program before using it, and they want the hard copy of an e-mail to edit it, etc.(p.2). For this reason, the teachers can be called “Digital immigrant instructors, who speak an outdated language (that of the pre-digital age), are struggling to teach a population that speaks an entirely new language” (Prensky, 2001,p.2).

2.8.2 Teachers’ views about the use of technology in teaching and learning English:

Different researchers tried to find out teachers’ perceptions about the usefulness of technology in English language teaching and learning. For instance, Mollaei and Riasati (2013) conducted a study on the university teachers to find out their perceptions about using technology in teaching and learning English. The study found that according to the teachers, “technology facilitates learning and teaching, increases students’ participation and provides visual support for students” (Mollaei & Riasati,2013,p.19). However, the teachers also said that technology cannot replace the place of quality teachers since “...computers are not a substitute for effective teaching. Computers are a tool - they are simply one type of supplement to the regular curriculum in teaching English language learners as they develop their English language skills” (p.19). Besides, the study of Afrin(2014) found that teachers think that technology helps the students in learning language effectively by providing animation movies, video clips, and various types of resources(p.73).

Besides, some studies tried to find out teachers’ views about the influence of audio-visual aids in learning English as a foreign language. For instance, the study of Kabooha (2016) found that the teachers use movies to make the students involve in different types of activities because movies help to develop students’ English language proficiency(p.253). According to the teachers of this study, watching movies also help the students to learn

how people communicate in English in real life situations (p.253). Also, many teachers said that the students can improve their English language skills, learn new words, grammar and correct pronunciation of words by watching movies (Kabooha,2016, p.253).

2.9 Learner autonomy and Motivation:

Motivation plays a major role in learning English as a second or foreign language. According to Dornyei(1998), “Motivation provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and often tedious learning process; indeed, all the other factors involved in L2 acquisition presuppose motivation to some extent”(p.117). However, different researchers have stated that motivation and learner autonomy are related to each other. For instance, Deci and Ryan (1985) said that “intrinsic motivation will be operative when action is experienced as autonomous” (p.29, as cited in Spratt, Humphreys, & Chan, 2002, p.246). Besides, Dickinson (1995) said that learner autonomy can increase learner’s motivation(p.174). Moreover, the survey of Warschauer (1996a)also found that students get motivated by the use of technology because it provides the opportunity to exercise learner autonomy (p.9). The survey identified three common factors of student motivation of using technology for English language learning, and among these the third factor implies that students believe that technology assists them to learn independently, and to have control over their learning(p.9).

2.10 Impact of using technology in English language teaching and learning:

Use of technology influences the teaching and learning of English language in various ways. For instance, the study of Ilter (2009) found that the use of technology in EFL classroom increases students’ motivation(p.140). However, the study also suggested that

the lessons should be based on thoughtful use of technology and pedagogical considerations as using technology is not the only solution for motivating students(p.155) Besides, the study of Amine, Benachaiba and Guemide (2012,p.78) found that use of technology in EFL teaching and learning motivates the students to learn English. Similarly, several studies(Kim,2008,p.250; Zarei & Hashemipour ,2015,p.53 ; Afrin,2014, p.73) found that use of technology in English language teaching can motivate students to engage in their learning. However, several studies also explained how students get motivated by using technology in learning English. The study of Warschauer (1996b) found that students get motivated to participate in online discussions than face-to-face discussions because they can express themselves freely and comfortably during online discussions. Moreover, another survey of Warschauer (1996a) found that the most important factor of student motivation of using technology for learning English is “communication” which describes the finding that students liked the fact that in technology-enhanced setting they are able to communicate with others including their classmates, teachers, non- native and native speakers of English language, and to engage in real conversations, and in this way they can develop their thoughts and ideas, and can learn from each other. So, technology provides such a learning environment which encourages lower affective filter(Krashen,1982,p.32).

However, different types of technologies can greatly impact learning and teaching of English language. Blattener and Fiori (2009) stated that students should join Facebook groups since through discussion forums they get the opportunity to come across realistic and authentic language (p.24). Also, they commented that Facebook provides opportunities to the learners “for intercultural communication with authentic native

speakers” (p.22). For this reason, they consider Facebook a modern language learning tool which helps to develop socio-pragmatic awareness and competence of the learners in the second or foreign language (p.22). On the other hand, Maranto and Barton(2010) stated that Facebook can be harmful as students are not conscious about grammatical rules or “formal precepts” while posting on Facebook(p.37).

Besides, the study of Shams(2014) tried to find out the effectiveness of Facebook on English language learning in the context of Bangladesh. The study disclosed the fact that the students of Bangladesh do not get the chance to use English language in practical life as the people of the country only speaks “Bangla” (p.139). Moreover, the practice of defective communicative language instruction compels the students to memorize the grammatical rules of English language but never allows them to practice those rules in real life(p.139). So, Shams(2004) commented that Facebook can help the students to learn English effectively by providing virtual learning environment where they can interact with other people regularly in English(p.139). On the other hand, the study of Anwaruddin(2012) found that though students learn some aspects of English language by using Facebook, they get influenced to use grammatically incorrect words and expressions (Discussion, para.1). So, the study of Anwaruddin(2012) drew a conclusion by saying that Facebook has both positive and negative effects on learning English as a foreign language(Conclusion, para.1).

In the same way, audio-visual aids greatly impact English language teaching and learning. According to Wang(2015), English video materials can be extremely helpful in learning the language because in video clips, students see how to use English language in real life which is not possible by using traditional English teaching and learning materials

(p.25). Also, he stated that audio-visual aids help the learners to develop their listening skills and to learn pronunciation of words (Wang, 2015, p.25). Besides, movies and television serials help the students to learn different types of regional dialects(Kaiser,2011,p.233).

2.11 Challenges of using technology in teaching and learning English:

Sometimes the use of technology can negatively impact the teaching and learning process. The study of Zamari, Adnan, Idris and Yusof (2012) found that slow speed of internet discourages the students to learn English by using technology (p.618). Besides, Mahmuda(2016) stated that students can easily access lots of information by using technology, and for this reason, it has become easier for them to do plagiarism or copy and paste the informations (p.259). Moreover, Khalid, Sujana and Haque (2011) commented that power insufficiency and frequent load-shedding in Bangladesh is "... making computer and Internet access less effective for e-learning applications, government needs to ensure uninterrupted electricity and Internet access"(p. 158).Similarly, the study of Afrin(2014) found that inadequate technological facilities are one of the barriers of integrating technology in English language teaching.(p.73). The study also found that according to the teachers, "it takes much time for preparing teaching materials and activities" by using technology(p.73).

Chapter 3

Research Methodology

3.1 Objective:

The main objective of this study is to find out how technology influences learning English as a foreign language at the tertiary level in Bangladesh.

3.2 Research Questions:

- 1) What kinds of technologies are used/available in the universities of Bangladesh?
- 2) To what extent teachers and students use technology?
- 3) Do the students feel motivated by learning English through using technology?
- 4) What are the students' views regarding the influence of technology in English language learning?
- 5) What are the teachers' views regarding the influence of technology in English language teaching and learning?
- 6) What are the challenges do the teachers and students face while using technology in English language teaching and learning?

3.3 Significance of the Research:

Though in recent years, technology is being integrated into language teaching and learning in Bangladesh, many teachers and course designers might not be well aware of the influence of technology in language learning. This research will give an insight to the language teachers and course designers about the influence of technology in students' learning of English language. And, this knowledge about the influence of technology will help the teachers to design the technology-based lesson in such a way so that the

opportunities offered by technology for effective English language teaching and learning can be completely utilized and negative influences of technology can be avoided. Besides, the study will try to find out the existing technological facilities of public and private universities of Bangladesh. However, students will also be benefitted from this research as it will make the students aware of the positive and negative sides of using technology in learning English, and that is why, it is expected that they will use technology more responsibly in their learning. Finally, this study will be able to help the future researchers as a research model.

3.4 Methodology:

3.4.1 Setting

The setting of conducting the survey was both formal and informal. The researcher went to different university premises and requested the students to take part in the survey. Most of these students agreed to participate at their own convenient time or leisure time and the survey took place in their respective university premises. However, some students participated in the survey through e-mail and Facebook. In either case, the students shared their views freely and independently because the environment was quite friendly. So, the setting of the student survey was informal. On the other hand, the teachers took part in the survey in their office rooms of the universities.

3.4.2 Instruments

In this research, two questionnaires and class observation have been used as instruments to collect the data.

(i) Questionnaire for the students: This questionnaire is consisted of total 20 questions. Among these, there are 12 questions which have multiple options and the

participants had to tick on their preferred option among the given options. These questions are called close-ended questions. And, there are 8 open-ended questions as well where the participants were requested to share their views. (Please see Appendix-1)

(ii) Questionnaire for the teachers: This questionnaire included total 20 questions. Among these, 12 questions are close-ended while 8 questions are open-ended questions. (Please see Appendix-2)

(iii) Class Observation checklist: To get more accurate information, the researcher observed 4 English language classes in 4 different public and private universities of Bangladesh. With the permission of the teacher, the researcher entered the classroom and sat on the back bench to easily observe the teachers' and students' attitudes and activities in the classroom. A class observation checklist was used to collect the important information regarding the technological facilities, and teaching and learning process in the classroom. (Please see Appendix-3).

3.4.3 Participants

The research was conducted on 140 students of 6 private and 4 public universities of Bangladesh. Among these, 80 students are from 6 private universities and 60 students are from 4 public universities. Besides, they belong to the age group of 18-22 years. However, all of these students were studying in different departments of the universities, and that is why, it was made sure that they had already done or they were doing English language course in their respective universities. On the other hand, a total of 28 teachers of 6 private and 4 public universities participated in the survey. Among these, 18 teachers are from 6 private universities and 10 teachers are from 4 public universities. These teachers teach English language courses in their respective institutions or universities. So,

it is visible that the participants were chosen very carefully to get more reliable and accurate results.

3.4.4 Data Collection Procedure

To collect data, firstly, the researcher found out those universities that offer English language courses. Then, she contacted the authorities of those universities to get permission to conduct the survey. Some of the teachers participated in the survey immediately, whereas some teachers gave appointment to the researcher and asked her to come at the appointed time. So, some teachers took part in the survey on their appointed time. Besides, to observe classes, the researcher studied the class routine of those courses whose teachers had already taken part in the survey. Then, with the permission of the respective teachers, the researcher observed their classes. Further, to survey the students, the researcher identified target student group of respective universities with the help of some acquaintances. Then, she requested them to take part in the survey and most of them agreed to participate at their own convenient time. So the survey took place after their class at the same day or any other day.

3.4.5 Methods of Analysis

The collected data of this survey have been analyzed by using a mixed method of analysis consisting of both quantitative and qualitative data analyzing methods.

(i) Quantitative Analysis: Quantitative analysis provides countable results. In this study, quantitative method of analysis has been used to analyze the responses to close-ended questions of teachers' questionnaire and students' questionnaire. The responses to the close-ended questions of two questionnaires have been converted into percentage and then arranged in tables, pie charts created by Microsoft Excel 2007.

(ii)Qualitative Analysis: Qualitative method of analysis has been used to analyze the answers to open-ended questions of Teacher Questionnaire and Student Questionnaire. Besides, researcher has also used qualitative method to analyze the findings that were collected from class observation.

3.4.6 Limitation

The study has few limitations. Firstly, it was not possible for the researcher to conduct survey on many universities of Bangladesh. That is why; she conducted survey on 6 private and 4 public universities of Bangladesh. So, the influence of technology in students' learning of English might be different in case of other universities of Bangladesh. Secondly, the researcher tried to find out the influence of technology in teaching and learning of English on the basis of teachers' views, students' views, and class observation. No test could be done to determine the influence of technology in teaching and learning of English. Finally, students' gender was not considered while trying to find out how much they get influenced by technology in learning English.

Chapter-4

Findings and Analysis

The data obtained from the Student Questionnaire and Teacher Questionnaire have been presented and analyzed in this chapter.

4.1 Analysis of Students' responses:

4.1.1 Analysis of close-ended questions:

Table 1: Having personal computer at home

University	Response	Number of Students	Percentage	Total %
private	yes	80	100%	95.71%
Public		54	90%	
Private	No	0	0%	4.29%
Public		6	10%	

Table number 1 shows that all the students (100%) of private university and 54 students (90%) of public university have personal computer at home. In total, 95.71% students have personal computer at home and the remaining 4.29% students do not have. However, though the majority of the total students have personal computer at home, it is noticeable that 6 students (10%) of public university do not have personal computer at home while every students of private university have personal computer at home.

Table 2: Having 24 hours internet at home

University	Response	Number of Students	Percentage	Total %
private	yes	73	91.25%	75.71%
Public		33	55%	

Private	No	7	8.75%	24.29%
Public		27	45%	

It is observed in table-2 that 73 students (91.25%) of private university and 33 students (55%) of public university have 24 hours internet connection at home. In total, 75.71% students have 24 hours internet connection at home. On the other hand, 7 students (8.75%) of private university and 27 students (45%) of public university do not have this facility at home. In total, 24.29% students do not have this facility at home. However, it is noticeable that though the majority of the total students have 24 hours internet connection at home, the number of private university students is higher than the number of public university students in terms of having this facility.

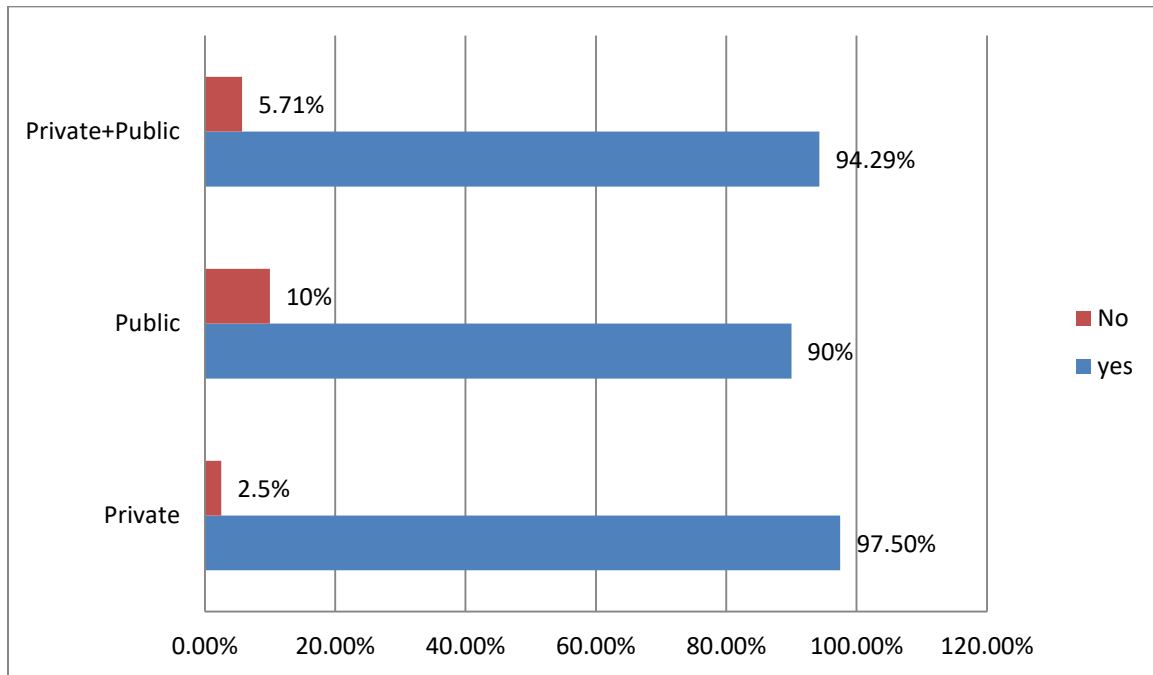
Table 3: Difficulty in learning English for not having 24 hours internet connection

University	Response	Number of Students	Percentage	Total %
private	yes	7	100%	70.59%
Public		17	62.96%	
Private	No	0	0%	20.59%
Public		7	25.93%	
Private	Sometimes	0	0%	8.82%
Public		3	11.11%	

Here, table 3 is related to table 2. In table 2, it is found that 7 students(8.75%) of private university and 27 students(45%) of public university do not have 24 hours internet at home. In table 3, it is seen that among the students who do not have this facility, all the 7 students (100%) of private university and 17 students(62.96%) of public university answered that they face difficulty in learning English language for not having 24 hours

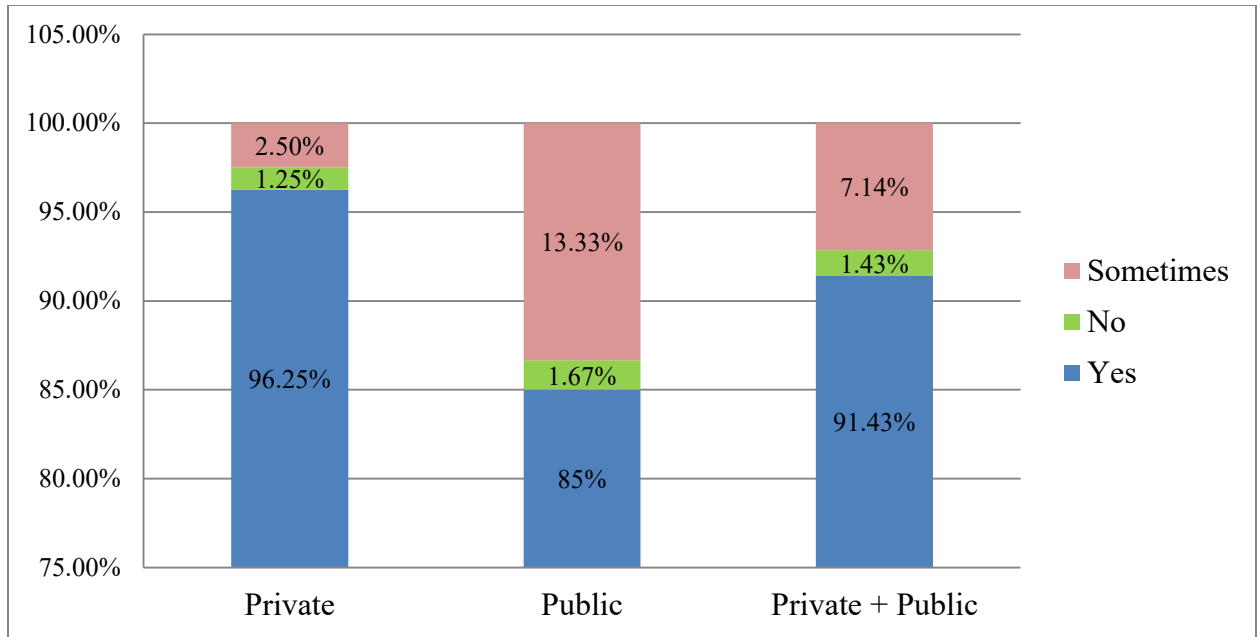
internet connection. In total, 70.59% students answered that they face difficulty in learning English for not having this facility. On the other hand, 20.59% students said that they do not face any difficulty while 8.82% students said that they face difficulties sometimes for not having 24 hours internet facility at home in case of learning English.

Bar chart- 4: Having a Smartphone



Bar chart-4 depicts that 78 students(97.5%) of private university and 54 students(90%) of public university said that they have a Smartphone . Overall, 94.29% students said that they have a Smartphone. On the other hand, 2 students (2.5%) of private university and 6 students (10%) of public university said that they do not have any Smartphone. Altogether, 5.71% students answered that they do not have any Smartphone.

Column chart-5: Enjoyment in using technology



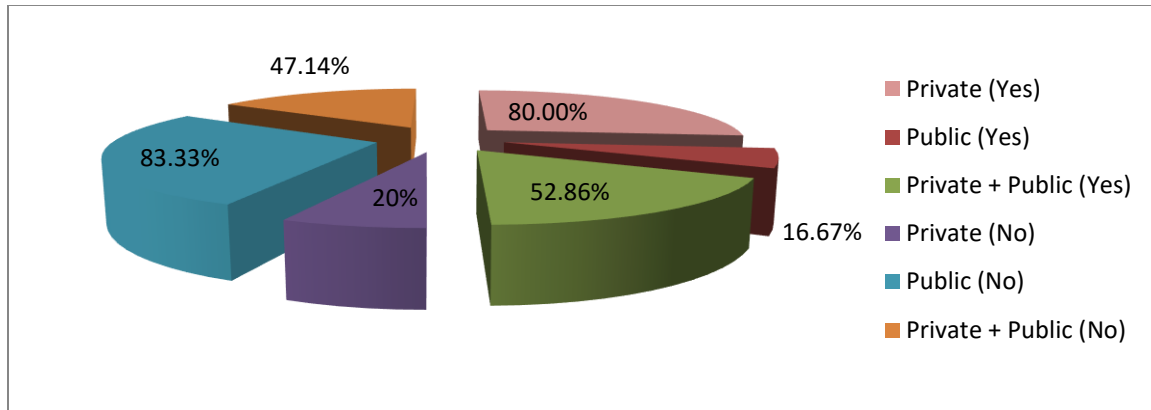
It can be seen in column chart-5 that 77 students (96.25%) of private university and 51 students(85%) of public university agreed that they enjoy using technology in their everyday life. Altogether, 91.43% students said that they enjoy using technology. Besides, 2 students(2.5%) of private university and 8 students (13.33%) of public university said that sometimes they enjoy using technology but not always. In total, 7.14% students said that sometimes they enjoy using technology. On the other hand, 1 student(1.25%) of private university and 1 student(1.67%) of public university said that they do not enjoy using technology in their everyday life. So, total 1.43% students said that they do not enjoy using technology in their everyday life.

Table 6: Students' activities by using technology

University	Response	Number of Students	Percentage	Total %
Private	Browsing Internet	72	90%	83.57%
Public		45	75%	
Private	Preparing assignments	71	88.75%	77.86%
Public		38	63.33%	
Private	Chatting with friends	73	91.25%	87.86%
Public		50	83.33%	
Private	Watching movies/videos	69	86.25%	83.57%
Public		48	80%	
Private	Playing Games	38	47.50%	45.71%
Public		26	43.33%	
Private	Reading e-books (for study purpose)	62	77.50%	65.71%
Public		30	50%	
Private	Reading e-books (for entertainment)	31	38.75%	36.43%
Public		20	33.33%	
Private	Others(Listening to music)	60	75%	75%
Public		45	75%	
Private	Others(Online shopping)	27	33.75%	19.29%
Public		0	0%	
Private	None	0	0%	2.89%
Public		4	6.67%	

Table number 6 shows that majority of the students of private universities (91.25%) and public universities (83.33%) chat with friends in social networking sites. Then, 69 students (86.25%) of private university and 48 students (80%) of public university watch movies/videos, 72 students (90%) of private university and 45 students (75%) of public university browse internet, and 71 students (88.75%) of private university and 38 students (63.33%) of public university prepare assignments by using technology. Besides, the same number of public and private university students listen to music (75%). Also, 62 students (77.5%) of private university and 30 students (50%) of public university read e-books for study purpose, 38 students (47.5%) of private university and 26 students (43.33%) of public university play games, 31 students (38.75%) of private university and 20 students (33.33%) of public university read e-books for entertainment, and 27 students (33.75%) of private university do online shopping. In total, the option “chatting with friends” received maximum number of response from the students (87.86%). Then, the option “browsing internet” and “watching movies” received same number of response from the students (83.75%). However, the data also show that 109 students (77.86%) prepare assignments, 105 students (75%) listen to music, 92 students (65.71%) read e-books for study purpose, 45.71% students play games, 51 students (36.43%) read e-books for entertainment, and lastly 27 students (19.29%) do online shopping. Besides, it is noticeable that 4 students (6.67%) of public university do nothing by using technology. Moreover, 27 students (33.75%) of private university do online shopping while no one from public university does this kind of activity.

Pie chart 7: Amount of technology provided by the institutions



In pie chart-7, it can be seen that among 80 students of private university, 64 students(80%) said that their universities provide enough technological facilities while 16 students(20%) said that their universities do not provide adequate technological facilities for them. On the other hand, only 10 students (16.67%) of public university said that their universities provide enough technological facilities, whereas 50 students(83.33%) of public university expressed that they do not get sufficient technological facilities at their universities. In total, 52.86% students agreed that their universities provide enough technological facilities for teaching and learning while 47.14% students disagreed with this.

Table 8: Types of technological facility which are available at the universities

University	Response	Number of Students	Percentage	Total %
Private	Computer	80	100%	96.43%
Public		55	91.67%	
Private	Internet	80	100%	92.86%
Public		50	83.33%	
Private	Multimedia	80	100%	96.43%

Public	projector	55	91.67%	
Private	Moodle	25	31.25%	17.86%
Public		0	0%	
Private	TSR	10	12.50%	7.14%
Public		0	0%	
Private	Online Course	0	0%	0%
Public		0	0%	
Private	Digital library	80	100%	78.57%
Public		30	50%	
Private	Others(LFS)	20	25%	14.29%
Public		0	0%	
Private	Others(Interactive whiteboard)	0	0%	10.71%
Public		15	25%	
Private	None	0	0%	0%
Public		0	0%	

Table No. 8 shows that all the students(100%) of private university said that computer, internet ,multimedia projector, and digital library are available at their institutions. Besides, among 80 students of private university, 25 students(31.25%) said that Moodle is available , 20 students(25%) said that LFS(Learner Feedback System) is available, and 10 students(12.50%)said that TSR is available at their institutions. On the other hand, among 60 students of public university, 55 students (91.67%) said that computer is available, 55 students (91.67%) said that multimedia projector is available, 50 students(83.33%) said that internet is available, 30 students(50%) said that digital library

is available, and 15 students(25%) said that interactive whiteboard is available at their universities. Altogether, 96.43% students get computer, 96.43% students get multimedia projector, 92.86% students get internet, 78.57% students get digital library, 17.86% students get Moodle, 7.14% students get TSR, 14.29% students get LFS, and 10.71% students get interactive whiteboard as technological facilities at their universities. However, it is noticeable that neither public nor private universities offer online course to the students.

Table 9: Types of technology used by the teacher

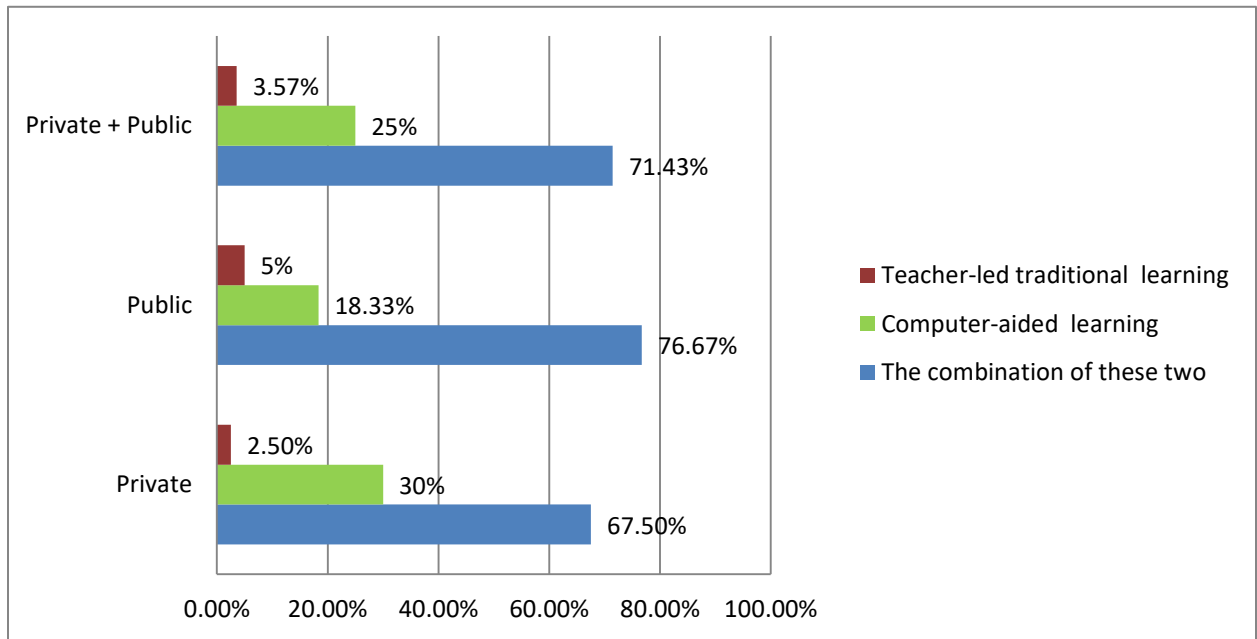
University	Response	Number of Students	Percentage	Total %
Private	Computer	68	85%	78.57%
Public		42	70%	
Private	Multimedia projector	68	85%	78.57%
Public		42	70%	
Private	Internet	65	81.25%	70%
Public		33	55%	
Private	Presentation software	40	50%	48.57%
Public		28	46.67%	
Private	Word processing software	32	40%	38.57%
Public		22	36.67%	
Private	Digital video	68	85%	78.57%
Public		42	70%	
Private	Audio	68	85%	78.57%
Public		42	70%	

Private	Web page	60	75%	58.57%
Public		22	36.67%	
Private	Moodle	25	31.25%	17.86%
Public		0	0%	
Private	Video conferencing	0	0%	0%
Public		0	0%	
Private	Touch screen board	0	0%	0%
Public		0	0%	
Private	E-mail	42	52.5%	43.57%
Public		19	31.67%	
Private	Interactive whiteboard	0	0%	7.14%
Public		10	16.67%	
Private	None	0	0%	0%
Public		0	0%	
Private	Others(Facebook)	62	77.5%	71.43%
Public		38	63.33%	
Private	Others(LFS)	20	25%	14.29%
Public		0	0%	
Private	Others(Digital library)	12	15%	8.57%
Public		0	0%	
Private	Others(Google classroom)	25	31.25%	17.86%
Public		0	0%	

It can be seen in table No. 9 that the teachers' use of computer, multimedia projector, digital video, and audio have received the same number of response(85%) from the students of private university. Then, 81.25% students said that their teachers use internet, 77.5% said that their teachers use Facebook, 75% said that their teachers use web page, 52.5% mentioned that the teachers use e-mail, 50% students said that the teachers use presentation software, 40% students said that the teachers use word processing software, 31.25% students said that the teachers use Google classroom, 31.25% said that the teachers use Moodle, 25% said that teachers use LFS or Learners Feedback System, and lastly 15% said that teachers use digital library in English language teaching. On the other hand, the same number of public university students (70%) said that their teachers use multimedia projector, computer, digital video, and audio in English language classroom. Besides, 63.33% students of public university said that their teachers use Facebook, 55% students said that their teachers use internet, 46.67% said that the teachers use presentation software, 36.67% said that teachers use word processing software and web page, 31.67% said that teachers use e-mail, and 16.67% said that teachers use interactive whiteboard in English language teaching. In total, the teachers' use of computer, multimedia projector, digital video, and audio have received the same number of response(78.57%). Likewise, overall 71.43% students said that their teachers use Facebook, 70% students said that the teachers use internet, 58.57% students said that the teachers use web page, 48.57% students said that their teachers use presentation software, 43.57% students stated that the teachers use e-mail, 38.57% students said that the teachers use word processing software, 17.86% students said that their teachers use Google classroom, 17.86% students mentioned that the teachers use Moodle, 14.29%

students said that the teachers use LFS, 8.57% students mentioned that the teachers use digital library, and last of all 7.14% students said that the teachers use interactive whiteboard while facilitating the students to learn English.

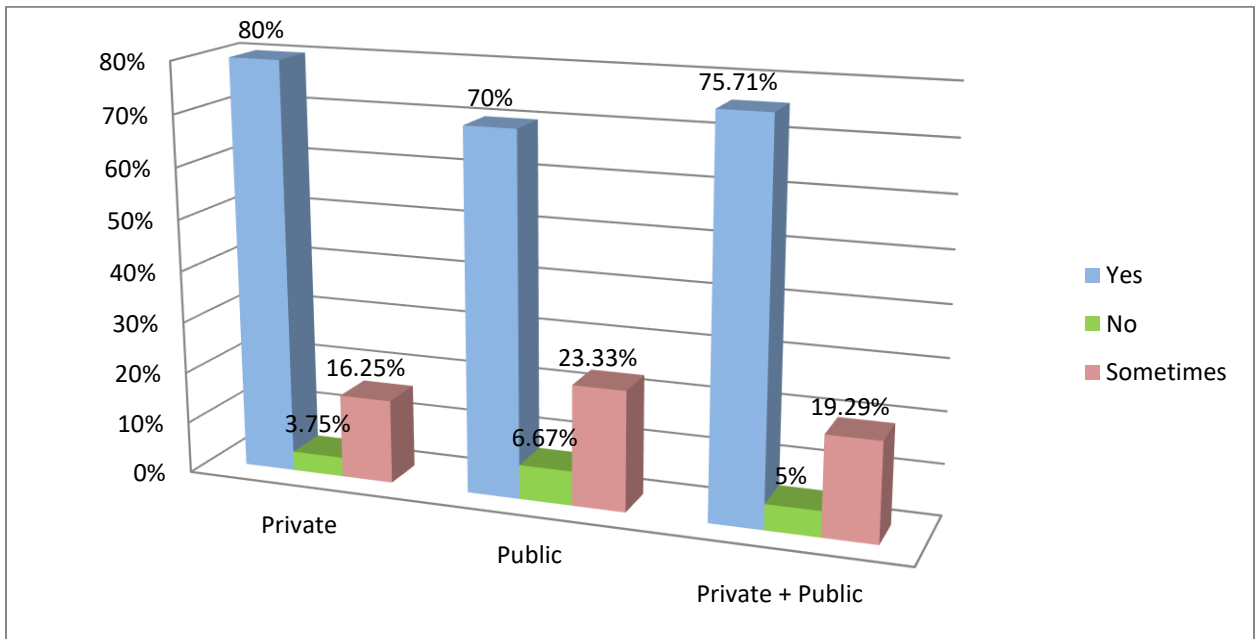
Bar chart 10: Preferred technique of learning



In bar chart number 10, it can be seen that 24 students(30%) of private university and 11 students (18.33%)of public university said that they prefer computer-aided teaching and learning technique. On the other hand, only 2 students(2.5%) of private university and 3 students(5%) of public university mentioned that they prefer teacher-led traditional teaching and learning technique. The interesting part is, 54 students(67.5%) of private university and 46 students(76.67%) of public university said that they prefer the combination of computer-aided and teacher-led traditional teaching and learning technique. In total, 100 students(71.43%) have preferred the combination of computer-aided and teacher-led traditional teaching and learning while 35 students (25%) have

preferred computer-aided teaching and learning ,and 5 students(3.57%) have preferred teacher-led traditional teaching and learning.

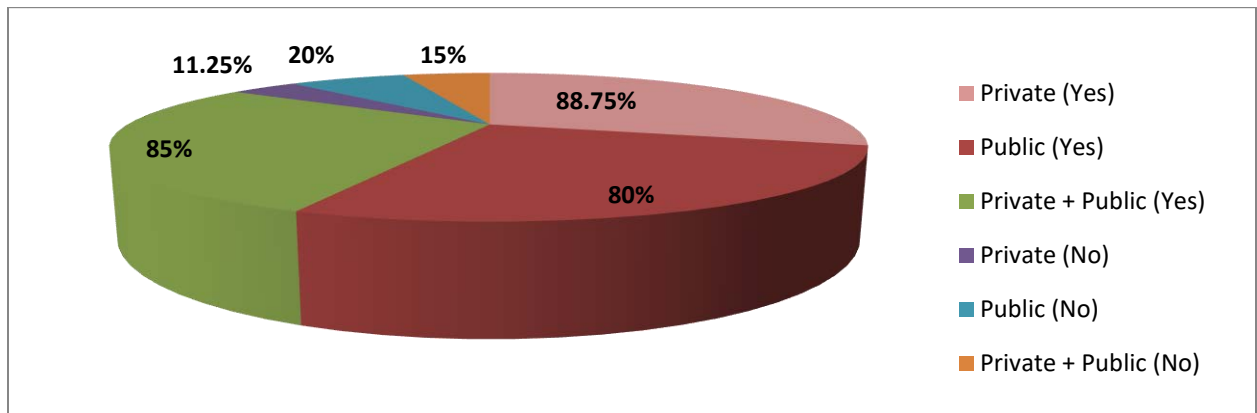
Column chart 11: The influence of technology-based teaching activities in making lessons enjoyable



It is observed in column chart number 11 that 64 students(80%) of private university and 42 students(70%) of public university agreed that technology-based teaching activities make lessons more enjoyable to them. Besides, 13 students (16.25%) of private university and 14 students (23.33%) of public university said that sometimes technology-based teaching activities make lessons more enjoyable but not always. On the other hand, according to 3 students(3.75%) of private university and 4 students(6.67%) of public university, lesson does not become more enjoyable because of integrating technology-based teaching activities into it. In total, 75.71% students said that technology-based teaching activities always make lessons more enjoyable. Moreover, overall 19.29% students said that sometimes technology-based teaching activities make lessons more

enjoyable, whereas 5% students said that these types of teaching activities does not make lessons enjoyable at all.

Pie chart 12: Students' opinion about using more technology



Pie chart number 12 shows that 71 students (88.75%) of private university and 48 students (80%) of public university said that their teacher should use more technology in English language teaching. On the other hand, 9 students (11.25%) of private university and 12 students (20%) of public university said that they do not think that their teachers should use more technology in English language teaching. Altogether, 119 students (85%) opined that more technology should be used by their teachers whereas 21 students (15%) expressed that teachers need not to use more technology in English language teaching.

Table 13: Types of dictionary used by the students

University	Response	Number of Students	Percentage	Total %
Private	Online dictionary	50	62.5%	60.71%
Public		35	58.33%	
Private	Paper-based dictionary	48	60%	60.71%
Public		37	61.67%	
Private	Pocket electronic dictionary	7	8.75%	5%
Public		0	0%	
Private	CD-Rom dictionary	22	27.5%	21.43%
Public		8	13.33%	
Private	Mobile dictionary	55	68.75%	65.71%
Public		37	61.67%	

Table number 13 depicts that, 55 students (68.75%) of private university and 37 students(61.67%) of public university said that they use mobile dictionary, 50 students(62.5%) of private university and 35 students(58.33%) of public university said that they use online dictionary, 48 students(60%) of private university and 37 students(61.67%) of public university said that they use paper-based dictionary, 22 students(27.5%) of private university and 8 students(13.33%) of public university mentioned that they use CD-Rom dictionary , and finally 7 students(8.75%) of private university said that they use pocket electronic dictionary in English language learning. It is noticeable that total 65.71% students use mobile dictionary in English language learning. Then, overall the same numbers of students use online dictionary and paper-

based dictionary (60.71%). Other than these, total 21.43% students use CD-Rom dictionary while only 5% students use pocket electronic dictionary.

4.1.2 Analysis of open-ended questions:

Question no. 9 is about the problems of using technology in learning English language. To answer this question, majority of the students said that they often encounter different technical problems such as a particular server is down or the internet speed is slow, and because of these problems they do not feel interested to learn English by using technology.

Again, according to some students, this occurrence is not rare that they start looking for a particular type of language learning material in internet and after a while they start watching funny videos in YouTube, or start playing games, or downloading Hindi songs, or browsing social networking sites etc. Similarly, some students said that technological devices are expensive, and for this reason, they cannot use different types of technology to learn English. Interestingly, 3 students said that they do not find any problem while using technology in learning English.

Question no. 10 is about whether the use of technology increases the students' motivation to learn English or not. Among the students, 77.5% students of private universities and 76.67% students of public universities agreed that use of technology increases their motivation to learn English. In total, 77.14% students said that use of technology motivates them to learn English. Majority of these students said that they get motivated to learn English by using technology as technology gives them the opportunity to access lots of authentic materials according to their learning needs.

Again, some students said that by using technology, they can learn at their own pace and learn independently and, can monitor and evaluate their own learning process. They said that this opportunity offered by technology motivates them to learn English. One student explained that by using reputed EFL websites he can test his existing level of English proficiency, and can also know in which area he should work more. Also, it often happens that he does not understand some parts of a class lecture but, by using internet, he can learn that specific part by his own and sometimes he can learn a lesson in advance. He also said that to keep a record of his own learning process, he uses e-diary. And, he said that these records can be used later to reflect on what and how he has learned. So, in this way technology helps him to study on his own, and that is why, he said that he gets extremely motivated by learning English through using technology.

Besides, a good number of students said that by using social networking sites, everyone can share their ideas equally, and this encourages them to practice English language by using social networking sites. Also, these students said that Classroom is not an ideal place for them to share thoughts as they cannot express themselves in face-to-face situations because of fear and shyness. They added that in social networking sites, they do not hesitate to involve in interactions since the interaction here is not face-to-face.

In question no. 14, students were asked about the type of material they prefer for language learning. Among 140 students, 50% students of private universities and 43.33% students of public universities said that they prefer both computer-based materials and paper-based materials, and they also explained the reasons behind their choice of both types of materials. In total, 47.14% students said that they prefer both types of materials for learning English language. Majority of these students said that by browsing internet,

they can get unlimited number of free materials and activities. And, according to them, this is one of the best facilities provided by the internet which help them a lot in learning English language. Besides, they said that computer-based materials can be stored as soft copies in computers or in pen drives or even in a virtual space, and can be accessed at anytime and anywhere. On the other hand, they said that they like paper-based materials because they can use pen to mark or underline important words and sentences. Similarly, they said that in a printed book, they can easily flip through the pages, and can easily use contents pages/indexes/vocabulary boxes and grammar glossaries in their reading, and above all they can know where they are going. Also, some students said that printed book or text book provides clear explanation of a particular topic, and well-organized exercises. Likewise, three students gave an interesting reason for liking paper-based materials. They said that in a book, they can see and touch the pages, and book gives them the sense of ownership.

However, 35% students of private universities and 30% students of public universities said that they prefer computer-based materials. In total, 32.86% students said that they prefer to use computer-based materials for learning English language. These students said online-based materials are mostly free, and that is why, they prefer online-based materials. Also, these materials save their time because they do not have to go to book store to buy books. In the same way, some students said that book provides limited number of information and cannot provide various types of activities and exercises, whereas computer-based materials are full of varieties. They added that because of this reason, they feel bore to learn using paper-based materials. Lastly, five students said that

computer-based materials are preferable because it is eco-friendly while to produce paper, we need to cut down trees.

On the other hand, 15% students of private universities and 26.67% students of public universities said that they like to use paper-based materials in learning English language. Overall, 20% students prefer paper-based materials. Majority of these students said that they prefer paper-based materials over computer-based materials because they feel uneasiness in their eyes while reading on computer screen, and they often feel their eyes blur. Besides, some students said that books provide correct and more reliable information, and it is easier to revise from books and to make notes in comparison to computer-based materials. Likewise, according to some students, unavailability of 24 hours internet connection and technical issues are another reasons for preferring paper-based materials.

Question no.15 is about the influence of Facebook in learning English as a foreign language. Students were asked to give their opinion- whether Facebook has a positive impact in the learning of English language or not. To answer this question, 93.75% students of private universities and 95% students of public universities said that they use Facebook. Among these students, 58.67% students of private universities and 49.12% students of public universities said that Facebook helps in learning English as a foreign language. In total, 94.29% students use Facebook and among these 54.55% students said that Facebook has a positive impact in their learning of English language. While explaining how Facebook helps in learning English, majority of these students said that they have knowledge of different grammatical rules of English language but hardly get the opportunity to apply those rules in everyday life or to practice the language outside

the classroom. They said that Facebook gives the opportunity to interact with other people in the English language regularly. And, regular interaction in Facebook has a positive influence in developing their English reading, writing, and communication skills. Besides, many students said that from peoples' posts and comments, and by chatting with others in Facebook, they learn new words, correct spelling of word, and also learn more grammatical rules. Moreover, according to some students, discussions in Facebook groups are very much helpful because through discussion forums they become familiar with realistic and authentic English language. They added that by participating in discussions, they can learn new words from other people, and can practice and develop writing skill. Further, there were some students who said that Facebook gives unique opportunity to interact with the native speakers which in turn helps them to know the culture of the native speakers and how native speakers use the language in real life contexts.

However, among the students who use Facebook, 21.33% students of private university and 15.79% students of public university said that Facebook has both positive and negative impacts on English language learning. In total, 18.94% students said that Facebook is not always helpful in learning English language. Majority of these students stated that though posting, commenting, chatting, and group discussions in Facebook help to develop their English reading, writing and communication skill, Facebook also has negative impact on their learning as people have a tendency to use broken words, grammatically incorrect words and even Bengali in Facebook. Besides, according to some students, Facebook is useful only when they get the chance to chat with more proficient learners of English and who are the native speakers of English language.

On the other hand, 20% students of private universities and 35.09% students of public universities said that Facebook has a negative influence on students' learning of English. Altogether, 26.52% students said that Facebook negatively influences the learning of English language. When they were asked to tell the reasons, majority of these students said that people use broken, informal and grammatically incorrect English sentences in Facebook. And, this trend of Facebook encourages the students to use informal and grammatically incorrect sentences. They added that sometimes people use Bengali and even mix Bengali words with English words in Facebook. And, this works as a barrier in their learning of English language. Moreover, according to some students, many persons in Facebook do not know English as it is a social community of different types of people, and for this reason, they cannot learn anything from them. Apart from this, one student said that Facebook cannot be utilized as an online platform of English language learning as it consumes much time.

Question no. 17 is about the influence of audio-visual aids in learning English. Among all the students, 95% students said that audio-visual aids positively influence the learning of English as a foreign language. While explaining how these aids help them in learning English language, a greater part of these students said that in Bangladesh, majority of the people use Bengali to communicate in their daily life, and that is why; they cannot see the use of English language in real life situations. Also, text books cannot help to experience how to apply different grammatical rules in real life contexts. They commented that for this reason, they watch English film because it shows the use of language in real life situations. Again, they added that movies help them to learn the native speakers' use of English language in different social situations.

Further, many students said that various types of accents can be learned by watching movies and by listening to songs. They further added that in this way, they can develop their listening skills and also can learn pronunciation of words. Furthermore, some students said that they can learn new words and the usage of those words in different situations by watching movies. Moreover, some students explained that knowledge about the culture of English speaking countries is vital in learning English efficiently, and English movies and television serials help them to know the values, social customs and way of thinking of the people of English speaking countries.

Lastly, according to the three students, a specific topic can be clearly understood by using audio-visual aids. They added that visualization of something helps them to learn better, whereas book reading and teachers' lecture are not helpful for them in learning English.

On the other hand, according to the 5% students, teachers' lecture is more helpful in understanding a topic clearly while audio-visual aids cannot help much in understanding a topic.

Question no.18 is about the usefulness of Moodle in English language learning. To answer the question, 25 students (31.25%) students of private universities said that they use Moodle. On the other hand, no student from public university said that he uses Moodle. In total, 17.86% students said that they use Moodle, and among them all the students feel that Moodle has a positive impact in learning English language. Majority of these students said that in Moodle, they easily get the resources provided by the teachers. Also, they can know the grades they got in their exams and assignments, and can also get feedback from the teachers. Besides, according to some students, by using Moodle, they can interact with their classmates and teachers at their own convenient time and place.

Similarly, some students commented that they like to use Moodle because the discussions in Moodle allows them to easily interact with their friends, share their writing, and comment on one another's work. They said that to improve their English writing skill, these interactions help a lot.

Question no. 19 is about the influence of mobile apps in learning English as a foreign language. Among the students, 81.25% students of private universities and 70% students of public universities said that they use mobile apps in learning English as a foreign language. Among these students, 95.38% students of private universities and 90.48% students of public universities said that mobile apps help in learning English. In total, 76.43% students said that they use mobile apps and among them 93.46% students said that mobile apps are helpful in learning English as a foreign language.

These students said that they use various English language learning apps such as "Hello English: Learn English", "Enguru", "Evernote", "Speak English", "Learn English By Conversation", English learning apps offered by British council, "IELTS practice test", "Academic flip words", "GRE vocabulary" and ,mobile dictionary. According to them, these apps provide good quality materials such as conversations, meaning of different words with synonyms and antonyms, lessons on different grammatical items, lessons on how to talk in different contexts etc. Along with this, these apps provide effective exercises such as reading the passage and answering the questions, listening to conversation and answering the questions, translation tasks, different types of language learning games such as choosing the right answer game, unscrambling the words of a sentence etc. Also, the students said that these materials and exercises help them to practice English skills, to learn grammar, to learn new words and improve vocabulary, to

know the contexts of different words, to learn correct spelling and pronunciation of words etc. Further, these students expressed that mobile apps are convenient for language learning as they give the opportunity to learn language at anywhere and anytime. Furthermore, students stated that it often happens that teacher progresses too quickly in the class, and because of this, they cannot understand anything or cannot match with the pace of class. In this case, mobile apps play the role of a teacher outside the classroom and enable them to learn at their own speed.

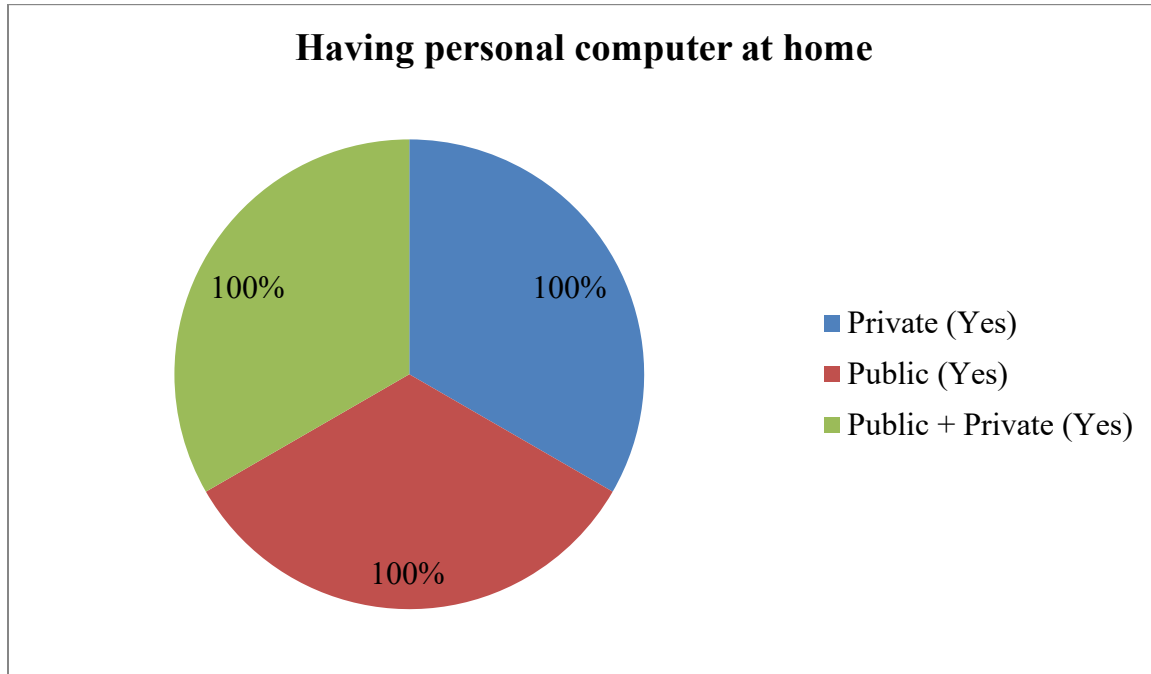
On the other hand, few students said that they do not consider mobile apps as useful language learning tool. Poor quality materials and exercises are found in many mobile apps, and for this reason, these students do not consider mobile apps as useful language learning aid. They expressed that no one should rely on mobile apps since these can hamper the learning of English. Also, these students said that mobile apps cannot positively influence the learning of English because using mobile apps consume much time but they cannot learn anything.

Question no. 20 is about the usefulness of weblog in learning English. However, the researcher found that none of the students of the present study use blog for personal communication or for English language learning.

4.2 Analysis of teachers' responses:

4.2.1. Analysis of close-ended questions:

Pie chart-14: Having personal computer at home



Pie chart No. 1 clearly shows that all teachers (100%) of both public and private universities have personal computer at home.

Table 15: Having 24 hours internet at home

University	Response	Number of teachers	Percentage	Total %
Private	yes	18	100%	96.43%
Public		9	90%	
Private	No	0	0%	3.57%
Public		1	10%	

It is observed in table No. 2 that 18 teachers (100%) of private university and 9 teachers(90%) of public university said that they have 24 hours internet connection at home while only 1 teacher (10%)of public university said that he does not have this facility at home. In total, 96.43% teachers said that they have 24 hours internet connection at their home.

Table 16: Difficulty in teaching English for not having 24 hours internet connection

University	Response	Number of teachers	Percentage	Total %
Private	yes	Not applicable	Not applicable	0%
Public		0	0%	
Private	No	Not applicable	Not applicable	0%
Public		0	0%	
Private	Sometimes	Not applicable	Not applicable	100%
Public		1	100%	

Here, table No. 3 is related to table No. 2. In table number 2, it is found that among the teachers of public and private university, only 1 teacher of public university said that he does not have 24 hours internet connection at home. Since nearly all the teachers have 24 hours internet connection at home, so they did not need to answer whether not having this facility creates obstacles in their teaching of English language. Only 1 teacher of public university does not have 24 hours internet facility at home, and so he responded to this question. In table number 3, it is observed that he said that because of not having 24 hours internet connection at home, sometimes he faces difficulties in English language teaching.

Table 17: Having a Smartphone

University	Response	Number of teachers	Percentage	Total %
Private	Yes	18	100%	100%
Public		10	100%	
Private	No	0	0%	0%
Public		0	0%	

Table No. 4 depicts that all the teachers (100%) of public and private university have a Smartphone.

Table 18: Teachers' activities by using technology

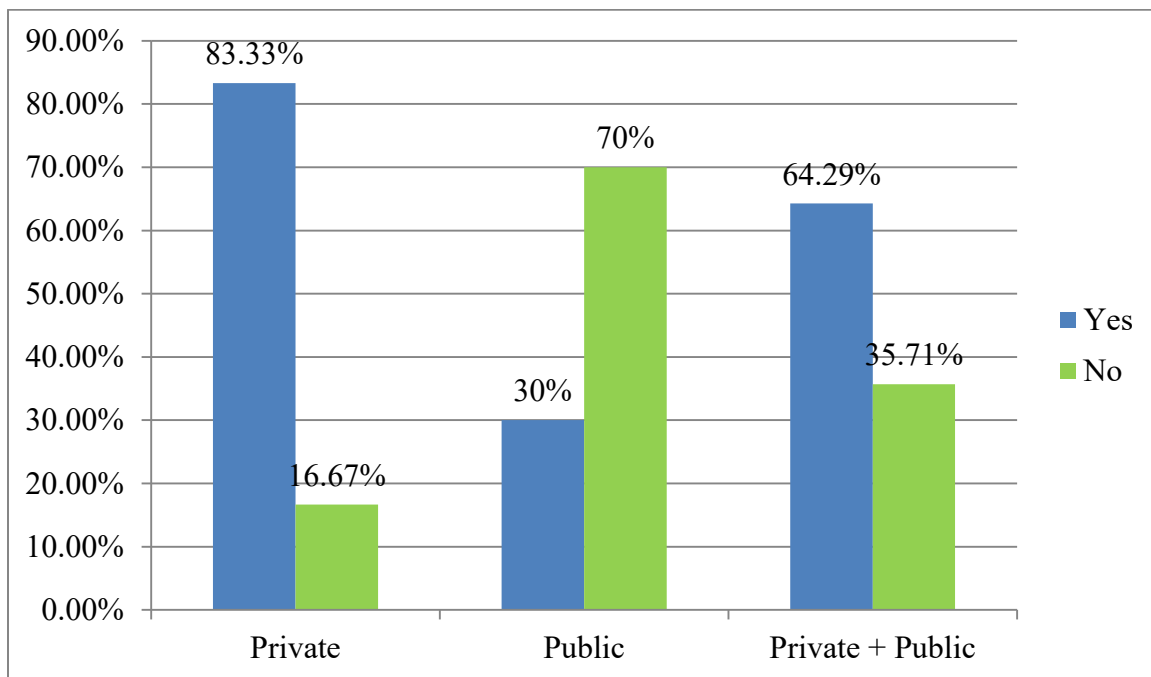
University	Response	Number of Students	Percentage	Total %
Private	Watching movies/videos	10	55.56%	53.57%
Public		5	50%	
Private	Preparing power point slides	12	66.67%	64.29%
Public		6	60%	
Private	Giving feedback to the students	12	66.67%	60.71%
Public		5	50%	
Private	Chatting with friends	11	61.11%	60.71%
Public		6	60%	
Private	Participate in online discussions with	10	55.56%	50%
Public		4	40%	

	students			
Private	Reading e-books	10	55.56%	53.57%
Public	(for entertainment)	5	50%	
Private	Searching online	16	88.89%	85.71%
Public	teaching materials	8	80%	
Private	Others(online	5	27.78%	17.86%
Public	shopping)	0	0%	
Private	Others(Listen to	5	27.78%	17.86%
Public	music)	0	0%	
Private	None	0	0%	0%
Public		0	0%	

Table No.5 shows that 16 teachers (88.89%) of private university and 8 teachers (80%) of public university search for teaching materials online, 12 teachers(66.67%) of private university and 6 teachers(60%) of public university prepare power point slides, 12 teachers(66.67%) of private university and 5 teachers(50%) of public university give feedback to the students by using technology, 11 teachers(61.11%) of private university and 6 teachers(60%) of public university chat with friends in social networking sites, 10 teachers(55.56%) of private university and 5 teachers(50%) of public university watch movies/videos, 10 teachers(55.56%) of private university and 5 teachers(50%) of public university read e-books for entertainment, 10 teachers(55.56%) of private university and 4 teachers(40%) of public university participate in online discussions with students, 5

teachers(27.78%) of private university do online shopping ,and 5 teachers (27.78%) of private university listen to music. In total, 85.71% teachers search teaching materials online, 64.29% teachers prepare power point slides, 60.71% teachers give feedback to the students, 60.71% teachers chat with friends online, 53.57% teachers read e-books for entertainment, 53.57% teachers watch movies/videos, 50% teachers participate in online discussions with students, and 17.86% teachers do online shopping and listen to music respectively. It is noticeable that there is no teacher from any university who does not use technology at all.

Column chart- 19: Amount of technology provided by the institutions



Column chart-6 depicts that among 18 teachers of private university, 15 teachers (83.33%) said that their universities provide enough technological facilities for teaching and learning while 3 teachers(16.67%) mentioned that they do not get enough technological facilities at the universities. On the other hand, only 3 teachers (30%) of public university said that their universities provide adequate technological facilities,

whereas 7 teachers(70%) of public university stated that they do not get sufficient technological facilities at the universities. In total, 18 teachers (64.29%) agreed that their universities provide enough technological facilities for teaching and learning though 10 teachers (35.71%) disagreed with this.

Table 20: Types of technological facilities which are available at the universities

University	Response	Number of Students	Percentage	Total %
Private	Computer	18	100%	100%
Public		10	100%	
Private	Internet	18	100%	100%
Public		10	100%	
Private	Multimedia projector	18	100%	100%
Public		10	100%	
Private	Moodle	4	22.22%	14.29%
Public		0	0%	
Private	TSR	2	11.11%	7.14%
Public		0	0%	
Private	Online Course	0	0%	0%
Public		0	0%	
Private	Digital library	18	100%	82.14%
Public		5	50%	
Private	Others(LFS)	4	22.22%	14.29%
Public		0	0%	

Private	Others(Interactive whiteboard)	0	0%	10.71%
Public		3	30%	
Private	None	0	0%	0%
Public		0	0%	

It can be observed in table No. 7 that all the teachers (100%) of private university said that computer, internet, multimedia projector, and digital library are available at their institutions. Then, 4 teachers (22.22%) of private university said that Moodle is available, 4 teachers (22.22%) of private university said that LFS is available, and 2 teachers (11.11%) of private university said that TSR is available at their universities. On the other hand, all the teachers (100%) of public university said that their universities provide computer, internet, and multimedia projector for teaching and learning. Also, 5 teachers (50%) said that their universities provide digital library, and 3 teachers (30%) said that their universities provide interactive whiteboard for teaching and learning. In total, 100% teachers get computer, internet, and multimedia projector at the universities. Similarly, 82.14 % teachers get the facility of digital library at the universities. Additionally, 14.29% teachers get the opportunity to use Moodle and LFS respectively. Similarly, 10.71% teachers said that their universities provide interactive whiteboard and, 7.14% teachers said that they get to use TSR for teaching at their universities. It is remarkable that no teacher said that their universities offer online course to the students.

Table 21: Types of technology used by the teacher

University	Response	Number of Students	Percentage	Total %
Private	Computer	18	100%	89.29%
Public		7	70%	
Private	Multimedia projector	18	100%	89.29%
Public		7	70%	
Private	Internet	18	100%	85.71%
Public		6	60%	
Private	Presentation software	5	27.78%	32.14%
Public		4	40%	
Private	Word processing software	5	27.78%	35.71%
Public		5	50%	
Private	Digital video	16	88.89%	82.14%
Public		7	70%	
Private	Audio	16	88.89%	82.14%
Public		7	70%	
Private	Web page	14	77.78%	60.71%
Public		3	30%	
Private	Moodle	4	22.22%	14.29%
Public		0	0%	
Private	Video	0	0%	0%

Public	conferencing	0	0%	
Private	Touch screen board	0	0%	0%
Public		0	0%	
Private	E-mail	10	55.56%	46.43%
Public		3	30%	
Private	Interactive whiteboard	0	0%	3.57%
Public		1	10%	
Private	None	0	0%	0%
Public		0	0%	
Private	Others(Facebook)	14	77.78%	67.86%
Public		5	50%	
Private	Others(Digital library)	2	11.11%	7.14%
Public		0	0%	
Private	Others(LFS)	3	16.67%	10.71%
Public		0	0%	
Private	Others(Google classroom)	4	22.22%	14.29%
Public		0	0%	

In table No. 8, it can be seen that 100% teachers of private university said that they use computer, multimedia projector, and internet in English language teaching. Similarly, teachers' uses of digital video and audio have received the same number of response (88.89%). Then, private university teachers' uses of web page and Facebook have again received the same number of response (77.78%). However, 10 teachers (55.56%) said that they use e-mail, 5 teachers(27.78%) said that they use presentation software, 5

teachers(55.56%) said that they use word processing software, 4 teachers(22.22%) said that they use Moodle, 4 teachers(22.22%) said that they use Google classroom, 3 teachers(16.67%) said that they use LFS, and 2 teachers (11.11%) said that they use digital library in English language teaching. On the other hand, among the teachers of the public university, the same number of teachers(70%) responded that they use computer, multimedia projector, digital video, and audio in the classroom. Then, 6 teachers (60%) said that they use internet,5 teachers (50%) said that they use word processing software, 5 teachers (50%) said that they use Facebook, 4 teachers (40%) said that they use presentation software, 3 teachers(30%) said that they use web page, 3 teachers(30%)said that they use e-mail, and 1 teacher(10%) said that they use interactive whiteboard in English language teaching. In total, the same number of teachers (89.29%) use computer and multimedia projector. Also, 85.71% teachers use internet in English language teaching. Again, the same number of teachers use digital video and audio(82.14%). After that, 67.86% teachers use Facebook, 60.71% teachers use web page, 46.43% teachers use e-mail, 35.71% teachers use word processing software, 32.14% teachers use presentation software, 14.29% teachers use Moodle and Google classroom respectively,10.71% teachers use LFS, 7.14% teachers use digital library, and 3.57% teachers use interactive whiteboard in teaching English as a foreign language.

Table 22: Enjoyment in using technology in teaching English

University	Response	Number of Students	Percentage	Total %
Private	Yes	17	94.44%	96.43%
Public		10	100%	
Private	No	0	0%	0%

Public		0	0%	
Private		1	5.56%	3.57%
Public	Sometimes	0	0%	

In table No. 9, it can be seen that 17 teachers (94.44%) of private university and 10 teachers (100%) of public university have agreed that they enjoy using technology in teaching English as a foreign language. Altogether, 96.43% teachers have agreed that they enjoy using technology in teaching English. Besides, 1 teacher (5.56%) of private university said that he sometimes enjoy using technology in teaching English but not always. However, it is visible that there is no teacher who does not enjoy using technology in teaching English language.

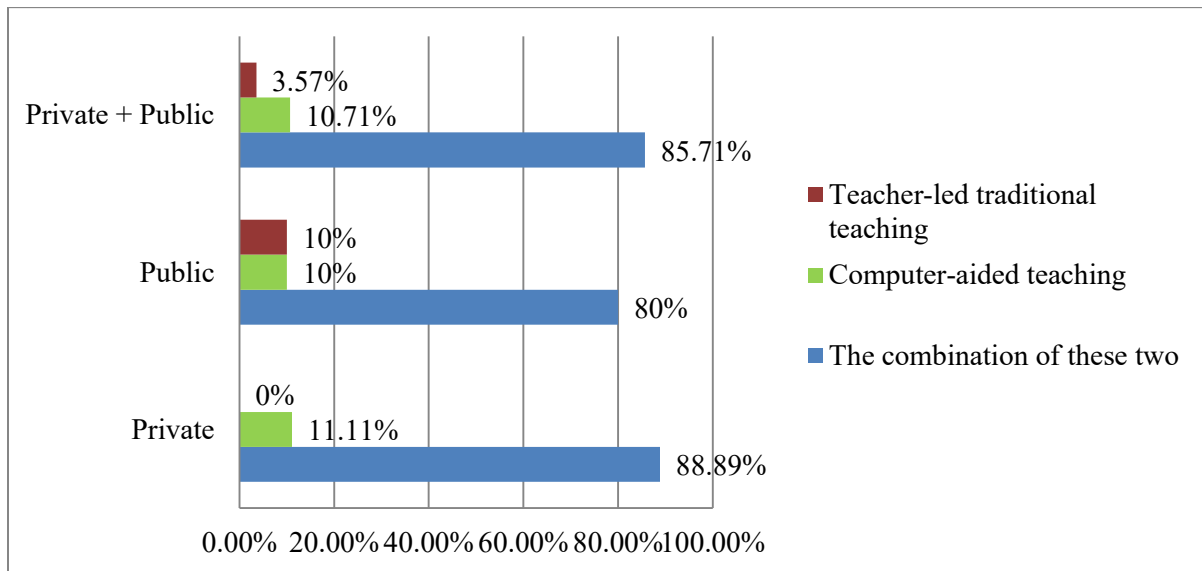
Table 23: Reasons for using technology in English language teaching

University	Response	Number of Students	Percentage	Total %
Private	For course requirement	8	44.44%	46.43%
Public		5	50%	
Private	Students learn better with technology	16	88.89%	85.71%
Public		8	80%	
Private	The authority pressurizes to use technology	2	11.11%	10.71%
Public		1	10%	

Table No. 10 depicts that 16 teachers (88.89%) of private university and 8 teachers (80%) of public university said that they use technology because their students learn better with technology. In total, 85.71% teachers said that their students learn better with technology, and hence, they use technology in English language teaching. Besides, 8 teachers (44.44%) of private university and 5 teachers (50%) of public university said that they

use technology in English language teaching for course requirement. Overall, 46.43% teachers said that they use technology in English language teaching for course requirement. On the other hand, 2 teachers (11.11%) of private university and 1 teacher (10%) of public university said that they use technology in English language teaching as the authority put pressure on them to use technology. Altogether, 10.71% teachers agreed that they use technology in English language teaching because the authority pressurizes them.

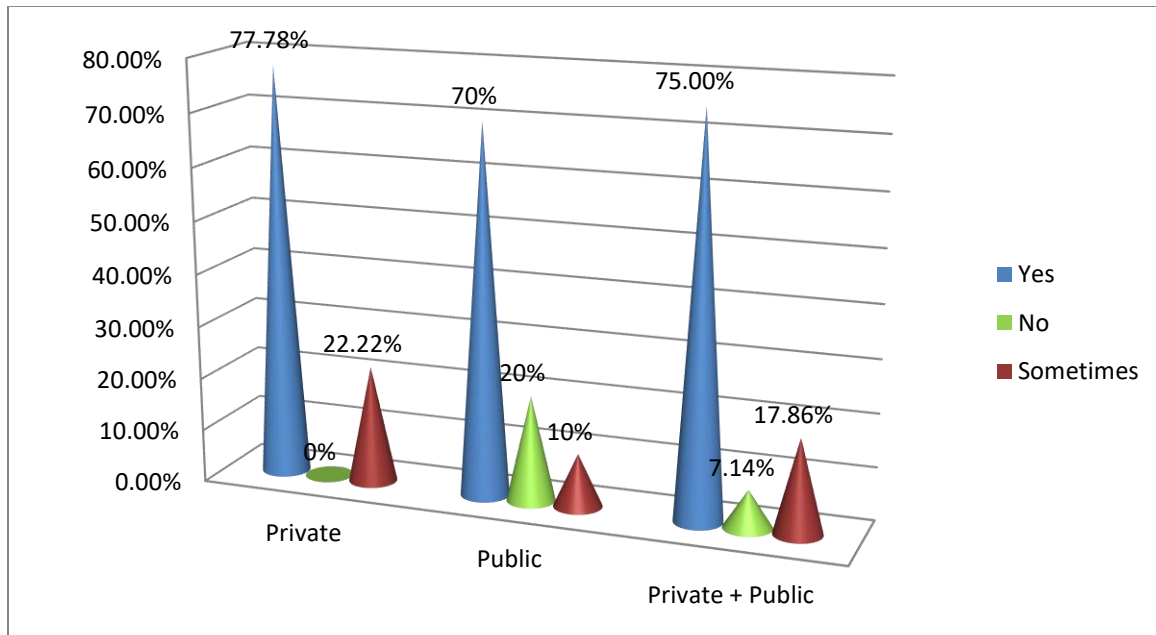
Bar chart 24: Preferred technique of teaching and learning



In bar chart No. 11, it can be seen that 16 teachers (88.89%) of private university and 8 teachers (80%) of public university said that they prefer the combination of computer-aided teaching technique and teacher-led traditional teaching technique. On the other hand, 2 teachers (11.11%) of private university and 1 teacher (10%) of public university said that they prefer computer-aided teaching technique. Moreover, only 1 teacher (10%) of public university said that he prefers teacher-led traditional teaching technique. In total, 24 teachers (85.71%) have preferred the combination of computer-aided and

teacher-led traditional teaching while 3 teachers (10.71%) have preferred computer-aided teaching, and 1 teacher (3.57%) has preferred teacher-led traditional teaching. However, it is noticeable that teacher-led traditional teaching technique has not been preferred by any teacher of the private university.

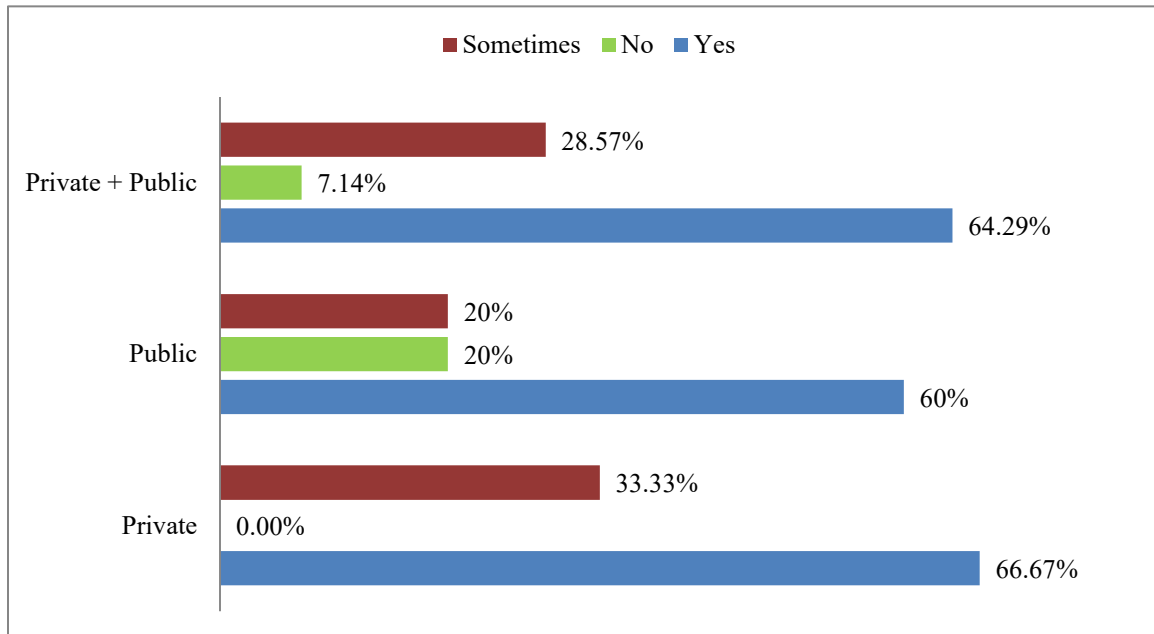
Column chart 25: The influence of technology-based teaching activities in making lessons enjoyable



Column chart No. 12 depicts that 14 teachers(77.78%) of private university and 7 teachers(70%) of public university agreed that technology-based teaching activities make lessons more enjoyable to their students. Besides, 4 teachers (22.22%) of private university and 1 teacher (10%) of public university said that sometimes technology-based teaching activities make lessons more enjoyable to the students but not always. On the other hand, according to 2 teachers(20%) of public university, lesson does not become more enjoyable to the students because of integrating technology-based teaching activities into it. In total, 75% teachers said that technology-based teaching activities

always make lessons more enjoyable to the students. Moreover, overall 17.86% teachers said that sometimes technology-based teaching activities make lessons more enjoyable, whereas 7.14% teachers said that these types of teaching activities does not make lessons enjoyable at all to their students.

Bar chart 26: Students' insistence about using more technology



It is observed in bar chart No. 13 that 12 teachers (66.67%) of private university and 6 teachers (60%) of public university said that their students want them to use more technology in English language teaching. Besides, 6 teachers (33.33%) of private university and 2 teachers (20%) of public university said that their students sometimes want them to use more technology but not always. On the contrary, 2 teachers (20%) of public university said that their students never want them to use more technology in English language teaching. Altogether, 64.29% teachers revealed that their students always want them to use more technology. Similarly, total 28.57% teachers said that

students sometimes have such kind of demand, whereas 7.14% teachers claimed that the students never insist on them to use more technology in English language teaching.

4.2.2 Analysis of open-ended questions:

In response to question no.8, majority of the teachers said that absence of regular power supply is a common issue in Bangladesh. Besides, universities do not provide adequate computer facilities for teaching and learning. These teachers expressed that because of these problems, they cannot always use technology in the classroom. They added that it is a common phenomenon for them that computers get infected with viruses, and for this reason, they cannot open a file or look for a particular type of material in the computer. They said that these problems negatively impact the learning and teaching of English language in the classroom.

Likewise, some teachers said that technology provides the students with lots of materials, and because of this facility, students develop the practice to copy and paste contents. They added that the tendency to do plagiarism destroys students' original thinking and creativity.

In question no. 11, teachers were asked whether use of technology increases their students' motivation to learn English or not. To answer this question, 72.22% teachers of private universities and 70% teachers of public universities said that use of technology motivates their students to learn English. Altogether, 71.43% teachers said that technology motivates their students to learn English. It is noticeable that a greater part of these teachers also commented that only a well-planned technology-based lesson which meets the needs and interests of the students, can motivate learners. However, while explaining how technology motivates the students, majority of the teachers said that

internet provides lots of different authentic materials, and this facility provided by the internet motivates the students to learn English by using technology.

Further, according to many teachers, book reading does not excite students anymore, and the students of present generation want to learn by using real pictures, images, animations, and video clips etc. They added that students of present generation do not like to learn by reading a story from the book. Rather, they want to learn by watching the animated narration of the same story.

Also, some teachers said that interaction with the classmates, teachers, and native speakers of English language in social networking sites motivate the students to learn English by using these online platforms. The teachers added that students get motivated by social networking sites because in these platforms, sharing of ideas and learning from one another can be possible easily.

In question no. 15, teachers were asked about the type of material they prefer for English language teaching and learning. Among the teachers, 44.44% teachers of private universities and 50% teachers of public universities said that they prefer both computer-based materials and paper-based materials in English language teaching and learning. In total, 46.43% teachers said that they prefer both computer-based materials and paper-based materials.

According to these teachers, computer-based materials and paper-based materials serve different purposes. They said that internet provides various types of materials including animation movies, and video clips which are very much helpful in practicing English listening and speaking skills. Also, they said that computer-based materials can be stored and accessed easily from anywhere and at anytime. Besides, some teachers said that

hyperlinks promote interactive reading because during online reading, students can click on the hyperlinks and instantly go to another page and read that page. On the other hand, the teachers said that they prefer paper-based materials because marking the important words or underlining the sentences is possible in paper-based materials. Some teachers said that in case of group works or pair works in class, books or paper-based materials are preferable as these can be easily used to swap and self-check in class. Only two teachers said that they do not prefer any particular type of material because some students are comfortable with paper-based materials, and there are some other students who are comfortable with computer-based materials, and that is why; they make both types of materials available to the students.

On the other hand, 28.57% teachers have preferred computer-based materials and 25% teachers have preferred paper-based materials respectively. The teachers who have preferred computer-based materials said that online-based materials can be collected easily because these are mostly free and students do not need to go to book store to search for and buy books. Also, some teachers prefer computer-based materials because the soft copies of the books or online-based materials can be stored and carried easily in mobile phones or in pen drives or even in virtual space, whereas students often forget to bring books in the class as books cannot be stored and carried in this way. Two teachers prefer to use computer-based materials because to produce paper, we need to cut down trees. On the contrary, the teachers who have preferred paper-based materials said that internet connection is often very slow, and also computers often get infected with viruses in our country. For this reason, they do not depend on computer-based materials and prefer to use paper-based materials. According to some teachers, online-based materials

provide wrong information and bad quality contents. Further, some teachers said that many students still cannot afford to have personal computers, internet, and pen drive to store and use computer-based materials. They said that for this reason they choose to use paper-based materials in English language teaching.

In question no. 16, teachers were asked whether Facebook helps in learning English or not. To answer this question, 77.77% teachers of private universities and 50% teachers of public universities said that they use Facebook in English language teaching. Among them, 57.14% teachers of private universities and 80% teachers of public universities said that Facebook has a positive influence in learning English. In total, 67.86% teachers said that they use Facebook in English language teaching and among them 63.16% teachers commented that Facebook helps in effective English language teaching and learning. While explaining how Facebook helps in teaching and learning English, majority of these teachers said that creating pages or groups is one of the advantages of using Facebook in English language teaching and learning. They explained that they can create groups for a particular course and then can ask the students to join groups, and in this way, they can communicate with their students instantly. Also, those pages or groups can be used to upload language learning materials and to make announcements about the timing and place of the class or exam.

Besides, according to many teachers, in Bangladesh people use Bengali for daily communication. They expressed that for this reason, students are not always exposed to English language and cannot learn English effectively. And, they commented that this problem can be solved by using Facebook since Facebook exposes the students to English language and culture. They added that in Facebook, students are always exposed

to English language by involving in discussions on English language learning groups, by chatting with friends in English, by watching videos, and by reading English news etc. According to the teachers, these activities help the students to develop their English language skills.

Similarly, some teachers said that discussions in Facebook groups are very much helpful for both the students and the teachers. These teachers said that in Facebook groups, they participate in discussions with the students and through this discussion they ask direct and indirect question to the students, help the students to clear their confusions regarding a particular topic, and most importantly encourage the students to share their views without fear. The teachers also added that the discussions help the students to work collaboratively, and to learn from each other.

Likewise, some teachers said that in Facebook , students can interact with the native speakers of English language, and this helps the students to learn how to communicate in English in real life situations.

On the other hand, among the 19 teachers (67.86%) who use Facebook in English language teaching, 7 teachers(36.84%) said that Facebook has negative influence on students' learning of English language. A greater part of these teachers said that now-a-days, it is trend to use shorten speech or incorrect English in Facebook. Again, some people frequently mix Bengali words with English words while posting, commenting, and chatting in Facebook. The teachers expressed that because of these trends, students often get confused and fail to recognize the correct form of English or standard English, and this leads to the learning of incorrect English. Also, students get encouraged to use

incorrect English, and mix Bengali words with English words in the formation of a sentence.

Additionally, some teachers said that Facebook is a place for social communication, and for this reason, students do not pay attention in their learning and get involved in non-academic activities in Facebook which are not related to their English language learning goals.

Question number 17 is about the influence of audio-visual aids in teaching and learning English as a foreign language. Among the teachers, 94.44% teachers of private universities and 90% teachers of public universities said that they use audio-visual aids in the classroom. Among them, all the teachers said that audio-visual aids are helpful for English language teaching and students' learning of the language. Majority of the teachers said that in Bangladesh, everyone speaks Bengali in their everyday life. For this reason, the students do not get to see the use of English language in real life situations, and by watching movies or video clips, they can learn how native speakers use the language in their everyday life. Again, many teachers said that they design different types of activities such as role-plays, quizzes, fill-in-the blanks, debates, and summary writings etc. based on the movies, and these activities help to develop the students' English language skills, and to learn new words, grammar and correct pronunciation of words.

Some teachers also commented that movies can help the students to know about the culture of native speakers, and knowledge of culture plays a vital role in learning the language effectively. Likewise, according to some teachers, audio-visual aids are necessary in the English language classroom since these aids help them to make the students understand a topic clearly. Finally, one teacher commented that he suggests the

students to watch movies and television serials because movies and television serials are good source to learn different types of regional dialects.

Question no. 18 is about the usefulness of Moodle in English language teaching and learning. To answer the question, 4 teachers (22.22%) of private universities said that they use Moodle, whereas no one from public universities said so. In total, 14.29% teachers said that they use Moodle, and among them all the teachers said that Moodle helps in learning and teaching English as a foreign language. A greater part of these teachers said that by using Moodle, they can upload teaching materials, and can access students' assignments easily, and for this reason, they do not have to carry the hard copies of students' assignments and paper-based materials. Besides, some teachers said that sometimes they initiate discussion on a particular topic in Moodle which helps their students to learn from one another, and also from the teacher. And, they added that the discussions also help in developing the students' English language skills.

In question number 19, the teachers were asked whether mobile apps are helpful in their English language teaching and students' learning or not. To answer this question, 44.44% teachers of private universities and 40% teachers of public universities said that they use mobile apps. Among them, 100% teachers of private universities and 75% teachers of public universities said that mobile apps are helpful in English language teaching and learning. In total, 42.86% teachers said that they use mobile apps and among them 91.67% teachers said that mobile apps are helpful in English language teaching and learning. In the first place, many of them said that they suggest and make their students to use particular English language learning apps or mobile apps such as "Spelling Bee", "Vocabulary.com", "aWE-Academic Writing in English", different English learning apps

offered by British Council, “Academic flip words” etc. to practice English language skills. Moreover, they expressed that these apps help their students to learn new words, to learn grammar, to learn spelling and correct pronunciation of words, and to learn the usage of English in different contexts by providing good quality language learning materials and activities. Further, some teachers said that these apps help the students to learn lots of words, to practice English language skills extensively whereas, it is not possible for a teacher to teach and make the students learn English language skills extensively in one or two hour class time. They explained their opinion by saying that students can use these apps at the time of travelling, at home or, at their convenient time and place, and that is why, they can practice the language extensively. Along with this, among the teachers who think that mobile apps are helpful, 4 teachers of a particular private university said that they do not use or recommend any ready-made English language learning apps. They said that their university provides an open-source tool called “Live Code” which helps them to develop their own English language learning apps by designing materials and activities of their choice. They expressed that these apps are more helpful in comparison to ready-made mobile apps as they design the materials and activities of the apps according to their students’ needs and level.

On the other hand, among the teachers who use mobile apps, 1 public university teacher argued that mobile apps are not helpful in students’ English language learning. She mentioned two reasons for not considering mobile apps as useful language learning aid. Firstly, she said that students enjoy using social networking apps but they do not like to use English language learning apps. Secondly, she argued that in majority of the cases, mobile apps provide bad quality language learning materials.

Additionally, among the teachers who do not use mobile apps, some teachers expressed that they do not use and recommend mobile apps in English language teaching and in students learning because they do not know much about English language learning apps.

In response to question no. 20, only one teacher says that he reads blogs of other people.

He said that he reads blog just to know about interesting thoughts and ideas of people.

Chapter-5

Discussion

In this chapter, the results of the questions of two questionnaires will be discussed in the light of the various theories and previous researches which were discussed in literature review.

5.1 Digital Natives but not Digital Immigrants

In the present study, the researcher found that 100% private and 90% public university students have personal computers (Table 1), 91.25% private and 55% public university students have 24 hours internet connection at home (Table 2), 97.5% private and 90% public university students have smart phones (Bar chart 4) and, 96.25% private and 85% public university students enjoy using technology (Column chart 5). Besides, analyzed responses of the students show that the majority of public and private university students do different types of activities by using technology (Table 6) and this proves that they are using technology in every sphere of their life. These findings suggest that both public and private university students are surrounded by technology, they use technology to do different types of activities, and they enjoy using technology in their everyday life. According to Prensky (2001), today's students should be called "digital natives" because they are surrounded by technology all the time and technology has become a part and parcel of their life (p.1). The survey results of the present study show that the majority of public and private university students have the characteristics of "digital natives" and that is why they should be called "digital natives". On the other hand, this finding goes against the findings of Hargittai (2010, as cited in Asztalos, 2011, p.119) and Bennett, Kervin and Maton (2008, as cited in Asztalos, 2011, p.119) which suggested that there are

a lot of varieties within the young people, and that is why, only a part of youngsters can be called “Digital Natives” (Prensky, 2001, p.1). However, though both the public and private university students can be called “digital natives”, the number of “digital natives” in private university is higher than the number of “digital natives” in public university. This is evident in the survey results which show that more number of private university students (100%) have computer than public university students (90%), more number of private university students have 24 hours internet connection (91.25%) than public university students (55%), more number of private university students (97.5%) have Smartphone than public university students (90%), and more number of private university students (96.25%) enjoy using technology than public university students (85%). Perhaps, the reason behind this is, the students of the private university get more opportunities to use different types of technology both in their institutions and at their home. On the other hand, public universities offer less technological facilities (pie chart 7, column chart 19) and not all the students of public university have technological facilities at home. That is why, students of public university do not get much opportunity to use technology like the students of private university, and this affects their technological skills. The fact that rate of access to technology can influence students’ skills is also mentioned by Hargittai (2010, as cited in Asztalos, 2011, p.119). However, since the majority of the students are “digital natives” (Prensky, 2001, p.1), so it can be assumed that they are influenced by technology in learning English as a foreign language.

On the other hand, the researcher found that all the private and public university teachers (100%) have personal computer (pie chart 14), 100% teachers of private university and

90% teachers of public university have 24 hours internet connection (Table 15), all private and public university teachers have smart phone (Table-17), 94.44% teachers of private university and 100% teachers of public university enjoy using technology in teaching English (Table 22). Besides, after analyzing responses of the teachers, the researcher found that the teachers also do different types of activities by using technology like the students (Table 18). Additionally, 88.89% private and 80% public university teachers have expressed the view that their students learn better with technology, and that is why they use technology in their teaching of English language (Table 23). These findings suggest that the majority of the teachers of the present study are surrounded by technology; they do different types of activities by using technology; they enjoy using technology in English language teaching, and they believe that their students learn better with technology. So, these teachers should not be labeled as “Digital Immigrants” since “Digital Immigrants” are those who are not accustomed to use fast paced technology and who think that their students cannot learn successfully by using technology (Prensky, 2001, p.2). It is clearly visible that the teachers of the present study do not possess the features of Prensky’s “Digital Immigrants” and that is why they should not be described as “Digital Immigrants” (Prensky, 2001, p.2). Since the teachers are not “digital immigrants” (Prensky, 2001, p.2), it can be assumed that they are also influenced by technology in teaching English.

5.2 Technological facilities provided by the universities

Though Bangladesh is currently prioritizing the implementation of Digital Bangladesh, the higher educational institutions are still not getting enough modern technological facilities for effective teaching and learning (Hossain, Salam, & Shilpi, 2016, p.131). In

the present study, 80% private and only 16.67% public university students said that their universities provide enough technological facilities for teaching and learning (Pie chart7). Besides, all the students(100%) of private university said that computer, multimedia projector, internet, and digital library are available at their universities(Table No. 8). On the contrary, 91.67%, 83.33%, 91.67%, and 50% students of public university said that computer, internet, multimedia projector, and digital library are available at their universities(Table No.8). Also, 31.25% private university students said that their universities provide LMS such as Moodle, whereas no student from public university said that the university provides Moodle (Table No. 8). These findings indicate that the public universities of Bangladesh are less equipped with technological facilities than the private universities. In 2012, Rahman, Paul, and Hasan also said that the majority of the public universities of Bangladesh do not adopt technology “for the improvement of imparting quality education” (p.8979). Perhaps the reason behind this is, public universities are funded by the government, and that is why, public universities cannot offer enough technological facilities if the government does not allocate money for developing the facilities of the public universities. One remarkable finding is, neither public nor private universities of Bangladesh offer online course to the students (Table No. 8) while different universities around the world are offering online courses. Many universities of Australia offer online course to the students (Stuparich, 2001, p.4) ,and even the students of the urban area of Australia are taking online course, because in distance education, they do not have to visit a university campus physically (Stuparich,2001, p.3). Even in USA, “the 21 percent growth rate for online enrollments (to 5.6 million in the fall term of 2009) far exceeds the less than two percent growth of the overall higher education student

population”(Allen& Seaman, p.2). It is evident that Bangladesh is still far behind in providing the opportunity to the students to take fully online course.

On the other hand, 83.33% private university teachers said that their universities provide enough technological facilities for teaching and learning, whereas only 30% public university teachers said that their universities provide enough technological facilities (Column chart 19). From the teachers’ responses also, it is evident that the public universities provide less technological facilities in comparison to the private universities. However, all the teachers (100%) of both public and private university mentioned that their universities provide computer, internet, and multimedia projector for teaching and learning (Table no.20). It seems that both type of institutions provide computer (Hossain et al., 2016, p.125) , internet (Rahman et al.,2012, p.8979), and multimedia projector (Mahmuda, 2016, p.258) for teaching and learning to some extent. Again, 100% teachers of private university said that their universities provide digital library, whereas 50% public university teachers said that they have this facility at the university (Table No.20). Also, 22.22% private university teachers said that their universities provide the opportunity to use Moodle for effective teaching and learning while the responses of public university teachers’ show that public universities do not provide this type of facility to the students and teachers(Table No.20). Though public universities provide less technological facilities than the private universities, 30% teachers of public university said that their universities have interactive whiteboard for teaching and learning while none of the private universities said that they have this kind of facility(Table No.20). Further, from the teachers’ responses, it is noticeable that public and private universities of Bangladesh do not offer online course to the students (Table

No.20). As Karim (2014) stated, Bangladesh Open University (BOU) is the only university of Bangladesh that offers online course or distance education while no other universities of Bangladesh offer online course to the students(p.38).

However, during the class observation, the researcher has found that both the public and private universities do not provide enough technological facilities to the students. Though private universities have technological facilities for the teachers and students to some extent, the situation of public universities is much worse in case of having these facilities. The researcher noticed that except one private university, all other surveyed private universities have multimedia projector, computer, and internet in every classroom. Whereas, surveyed public universities provide multimedia projector and computer in one classroom only in the whole department. Similarly, two private universities provide virtual learning environment such as Moodle but no public universities provide this kind of facility to the students and teachers. Mahmuda (2016) said that among the private universities of Bangladesh, BRAC University and University of Liberal Arts (ULAB) provide Moodle for effective teaching and learning (p.258). So it seems that private universities have more technological facilities than public universities.

In spite of this; the researcher noticed that Dhaka University has interactive whiteboard which the other private and public universities do not have. Besides, private universities are not also fully equipped with technological facilities. During class observations, the researcher has found that the teachers cannot take the class properly because the server is often down and the internet speed is also very slow in the private universities. So, it seems that both the public and private universities are not fully equipped with technological facilities.

5.3 Types of technology used in English language teaching

Different types of technology can be used in English language teaching. However, to ensure effective learning, it is important to select appropriate technology (Raihan & Han, 2012, p.25). In the present study, the researcher has found that the teachers use various types of technology for students' effective language learning. Table No. 9 shows that 78.57% students said that their teachers use computer, multimedia projector, digital video, and audio for their English language learning. Similarly, 71.43% students, 70% students, and 58.57% students said that their teachers use Facebook, Internet, and web page respectively for their English language learning. Also, the students said that their teachers use presentation software (48.57%), e-mail (43.57%), word processing software (38.57%), Moodle(17.86%) and Google classroom(17.86%), Learners Feedback System (14.29%), digital library (8.57%), and interactive whiteboard (7.14%). These findings indicate that in spite of not getting enough opportunity, the teachers try to use different types of technology for students' effective language learning. Raihan and Han (2012) showed a model which consists of some technological options which can be used in English language teaching (p.26). The technological options of their model include multimedia projector, internet, word processing, e-mail, presentation software, digital video, audio, web page, video conferencing, and touch screen board (Raihan & Han, 2012, p.26). From the students' responses, it is evident that the majority of the teachers use most of the technologies of the model of Raihan and Han (2012, p.26).

On the other hand, Table No. 21 shows that the teachers mainly use computer (89.29%), multimedia projector (89.29%), internet (85.71%), digital video (82.14%), and audio (82.14%) in English language teaching. A remarkable fact is, the researcher found that

the teachers said that the universities mainly provide computer (100%), multimedia projector(100%), and internet(100%) for teaching and learning(Table No. 20). Perhaps because of this reason, majority of the teachers use computer, multimedia projector, digital video, and audio in English language teaching. Besides, the finding suggests that Facebook is not a mere social networking site for the teachers anymore as 67.86% teachers said that they use Facebook for their students' effective language learning and in English language teaching(Table No. 21). Additionally, Table No. 21 also shows that the teachers use web page (60.71%), E-mail (46.43%), presentation software (32.14%), and word processing software (35.71%). Further, only 14.29% and 3.57% teachers said that they use Moodle and interactive whiteboard in their teaching respectively as very few universities provide these facilities for teaching and learning. Furthermore, it seems that the teachers have started recognizing the positive influences of Google classroom since 14.29% teachers said that they use Google classroom in English language teaching. Moreover, the researcher has found that some teachers (10.71%) use a new online learning platform called "Learners Feedback System" as their university provides this facility for them. These findings imply that the teachers use different types of technology to a certain extent to ensure effective learning of the students. Ivy (2012) has mentioned some technological options for the teachers to use in their English language teaching, and these options include internet, multimedia presentations, office applications, audio-visual equipments, electronic whiteboards, web pages, web 2.0 technologies, and LMS etc. It is evident that the teachers of the present study also use these technologies in English language teaching and for students' effective learning.

5.4 Influence of computer assisted teaching and learning

From the result of the present study, it can be assumed that the use of computer has a positive influence in English language teaching and learning. In response to question number 11 of student questionnaire, 25% students have preferred computer-aided learning and 3.57% students have preferred teacher-led traditional learning. Since 25% students have chosen computer-assisted learning over teacher-led traditional learning, it can be assumed that the use of computer has a positive influence on students' learning. However, though computer-aided learning has been preferred by 25% students while teacher-led traditional learning has been preferred by only 3.57% students, 71.43% students have preferred the combination of computer-aided learning and teacher-led traditional learning. This result finds similarity with the research result of Afrin (2014, p.72). The study of Afrin (2014) also found that the students prefer blending of teacher-led traditional learning and computer-assisted learning (p.72). Similarly, the study of Lasagabaster and Sierra (2003) also found that the students prefer the combined teacher and computer software option to develop their English language (p.299). The finding of the present study implies that though the use of computer has positive influence on students' learning of English language, teacher's lecture or teacher's instruction is still needed along with the use of computer for effective learning to take place in the context of Bangladesh.

Besides, in responses to question number 12 of teacher questionnaire, 10.71% teachers said that they prefer computer-aided teaching while 3.57% teachers said that they prefer teacher-led traditional teaching. It seems that the teachers believe that the computer technology plays an important role in effective teaching of foreign language (Mollaei &

Riasati, 2013, p.19). On the other hand, though 10.71% teachers have preferred computer-aided teaching over teacher-led traditional teaching, 85.71% teachers have preferred the combination of computer-aided teaching and teacher-led traditional teaching. This finding implies that though the computer technology plays an important role in teaching the foreign language learners, teacher-led traditional way of teaching is still needed along with the use of computer technology for effective teaching. Mollaei and Riasati(2013) also stated that "...computers are not a substitute for effective teaching. Computers are a tool - they are simply one type of supplement to the regular curriculum in teaching English language learners as they develop their English language skills" (p.19).

5.5 Use of different types of dictionaries

Dictionaries are considered to be an essential tool in foreign language learning (Hamouda, 2013, p.227). By using dictionaries, students can access the meaning of new word quickly and easily (Hamouda, 2013, p.228). In the present study, the researcher found that the students use different types of dictionaries to learn the meaning of different words. The analyzed responses of the students show that 65. 71% students use mobile app-based dictionary, the same number of students(60.71%) use online dictionary and paper-based dictionary , 21.43% students use CD-Rom dictionary, and 5% students use pocket electronic dictionary(Table 13). It is evident that the majority of the students use mobile app-based dictionary in English language learning. Mobile-app based dictionary saves time and can be used easily (Levy & Steel, 2015, p.187).Besides, this type of dictionary allows the students to access the meaning of different words anywhere and anytime (Levy & Steel, 2015, p.187). Moreover, mobile-app based dictionary helps the

students in their “understanding and comprehension of vocabulary, word use and phrasing” (Levy & Steel, 2015, p.188). Perhaps, because of these reasons, the students use mobile-app based dictionary more than other types of dictionaries in English language learning. However, the result of the present study finds dissimilarity with the research result of Hamouda (2013) which found that the majority of the students use electronic dictionary, whereas 45.2% students use paper-based dictionary, and only 16.9% students use online dictionary (p.244).

5.6 Usefulness of computer-based materials and paper-based materials in teaching and learning

In response to question number 14 of the questionnaire for the students, 47.14% students said that they prefer both computer-based materials and paper-based materials in English language learning. These students also mentioned several reasons for liking both types of materials. For instance, they said that websites supply them lots of free materials and activities which are very much helpful for their English language learning (Jarvis & Szymczyk, 2009, p.38). Besides, they said that they like computer-based materials because computer-based materials can be stored even in a virtual space and can be accessed at anytime and anywhere. On the other hand, they said that they like paper-based materials because they can use pen to “underline certain lines, circle some words, or leave a few marks on the paper” (Tseng, 2010, p.101). Also, they said that in a printed book, they can easily and quickly flip through the pages, and they can know where they are going, and can “...use contents pages/indexes/vocabulary boxes and grammar glossaries as easily referable aids in the reading process...” (Peel, 2014, p.150). Similarly, some students said that by using a printed book or textbook they understand a topic well

because a textbook provides clear explanation of a particular topic, and well-organized exercises (Jarvis & Szymczyk, 2009, p.38). Likewise, few students said that they like paper-based material or book because it gives them the sense of ownership, and they can see and touch the pages. This finding implies that both the paper-based materials and computer-based materials have the potentialities to meet the different needs of the students.

However, an interesting fact is, though 47.14% students have preferred both the computer-based materials and paper-based materials, 32.86% students have preferred computer-based materials and 20% students have preferred paper-based materials. So, it seems that even if the students prefer both types of materials, they go for computer-based materials in case of choosing any one of these two types of materials. This research result is different from the result of the study of Jarvis and Szymczyk (2009). The study of Jarvis and Szymczyk (2009) found that students prefer paper-based materials over computer-based materials (p.38). Besides, some other researches (Tseng, 2010; Peel, 2014) found that students strongly prefer paper-based materials over computer-based materials. However, the students of the present study also mentioned the reasons for liking and not liking any particular type of material. For instance, the students who have preferred computer-based materials said that online-based materials or computer-based materials are mostly free and they do not have to go to book store to buy books. Also, some of these students said that the computer-based materials are full of varieties, whereas one of the major drawbacks of paper-based materials is “lack of variety”, and because of this they feel bore to learn using paper-based materials (Jarvis & Szymczyk, 2009, p.38). Similarly, few of these students said that people have to cut down trees to

produce paper but computer-based materials are eco-friendly. On the contrary, the students who have chosen paper-based materials said that they prefer to read paper-based materials because they feel discomfort in their eyes during online reading (Peel, 2014, 148). Also, they added that during text reading on computer screen they often feel their eyes blur (Tseng, 2010, p.101). Besides, some students said that they like paper-based materials since paper-based materials provide correct and more reliable information in comparison to online-based materials. Again, students like textbook reading in comparison to online reading because they experienced that it was simpler to revise from books and to take notes (Peel,2014,p.149). Likewise, few students said that they prefer paper-based materials over computer-based materials because of unavailability of 24 hours internet connection and also because of some other “technical problems such as logging in or connectivity issues...” (Peel, 2014, p.148). In short, the views of the students suggest that though both the computer-based materials and paper-based materials are useful for English language learning, computer-based materials are slightly more useful than paper-based materials in this digital era.

On the other hand, in response to question number 15 of teacher questionnaire, 46.43% teachers said that they prefer both computer-based materials and paper-based materials in English language teaching and learning. They mentioned several reasons for preferring both types of materials. According to them, each type of material has its own role in teaching and learning. They said that internet provides animation movies, video clips and various types of resources (Afrin,2014,p.73) , and these materials are very much helpful in practicing English listening and speaking skills. Also, they said that computer-based materials can be stored and accessed easily from anywhere and at anytime. Besides, some

teachers said that while reading online, students can click on the hyperlinks and instantly go to another page and read that part, and this promotes interactive reading. On the other hand, the teachers said that they like paper-based materials because in paper-based materials the students can easily underline and circle sentences and words. In the same way, some teachers said that books or paper-based materials can be easily used to swap and self-check in class and so more group work or pair work is possible in class by using paper-based materials. So, it seems that both the paper-based and computer-based materials have their own advantages, and because of these reasons these teachers prefer both types of materials. Additionally, few teachers said that they give both types of materials to the students because some students prefer to learn using computer-based materials and some other students prefer paper-based materials.

Although 46.43% teachers have preferred both types of materials, 28.57% teachers have preferred computer-based materials and 25% teachers have preferred paper-based materials respectively. So, it seems that even if the teachers prefer both types of materials, they choose computer-based materials over paper-based materials when they are offered to choose any one of these two types of materials. These teachers also mentioned the reasons for preferring any particular type of material. For instance, the teachers who have preferred computer-based materials said that in most of the cases online-based materials are free and students do not need to go to book store to buy books. Also, some teachers said that they prefer computer-based materials because these materials are convenient to store and carry in different devices or even in virtual space, whereas paper-based materials cannot be carried in this way and the students often forget to bring books in the class. In the same way, two teachers said that they love nature and

want to save paper, and that is why, they prefer to use computer-based materials. On the other hand, the teachers who have preferred paper-based materials said that in the context of Bangladesh we cannot always depend on computer based materials because the internet connection is often very slow, and also computers often get infected with viruses. Again, some teachers said that they prefer paper-based materials because sometimes online-based materials do not provide correct information. Further, some teachers said that in Bangladesh, there are many students who still do not have technological facilities to store and use computer-based materials. That is why; they prefer to use paper-based materials in English language teaching. To sum up, the views of the teachers imply that although both the computer-based materials and paper-based materials are useful in English language teaching and learning, computer-based materials are more useful than paper-based materials to some extent.

5.7 Technology and Motivation

Motivation is considered to be one of the main factors which influence the rate and success of foreign language learning (Dornyei, 1998, p.117). Moreover, Dornyei (1998) said that “Motivation provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and often tedious learning process; indeed, all the other factors involved in L2acquisition presuppose motivation to some extent” (p.117). So, motivation is vital to be a successful language learner but many learners are not motivated to learn. In this case, appropriate use of technology in English language teaching and learning can motivate learners. Here in the present study, the researcher found that the use of technology in English language teaching seems to have a motivational effect on student’s learning. This is evident in the responses of the question

no.10 of student questionnaire as 77.14% students think that technology motivates them to learn English. Also, 75.71% students have agreed that technology-based teaching activities make lessons more enjoyable(Column chart 11) and ,85% students want their teacher to use more technology(pie chart 12). Besides, 25% students have preferred computer-aided learning technique while only 5% have preferred teacher-led traditional learning technique (Bar chart 10). These findings indicate that motivation of the students can be increased with the use of technology in English language teaching and learning. The result of the present study finds similarity with the research result of Ilter(2009,p.140). The study of Ilter(2009)found that use of technology in EFL classroom increases students' motivation(p.140). Further, the study of Amine, Benachaiba and Guemide(2012)also found that the use of technology in English language teaching and learning can motivate students(p.78).

Additionally, technology motivates students in a variety of ways. This is evident in the responses of the students. In question no.10 of student questionnaire, students were asked how technology motivates them and to answer that majority of the students said that technology gives them the opportunity to access variety of authentic materials according to their learning needs and; this opportunity offered by technology highly motivates them to learn English. Ilter(2009) also said that the opportunity to access authentic materials is one of the advantages of using technology in EFL learning which motivates the language learners (p.138).

Again, according to some students, technology motivates them by giving the opportunity to study on their own or to learn independently and, to monitor and evaluate their own learning process. One student specifically said that reputed EFL websites help him to test

his current level of English proficiency. Also, he said that using an e-diary enables him to keep a record of his learning process and later to reflect on what and how he has learned. He further added that in this way technology enables him to study on his own and that is why he gets highly motivated to use technology in learning English. So, from students' views, it seems that technology encourages learner autonomy and that is why; use of technology motivates students to learn English. In other words, students get motivated by learner autonomy and when technology promotes learner autonomy, students get motivated by technology. Learner autonomy is the ability for independent learning (Little,1991,as cited in Dickinson,1995,p.167) and also the ability to “take charge of one's own learning” (Holec,1981, p.47).The fact that learner autonomy leads to motivation is mentioned by many researchers. Deci and Ryan (1985) said that “intrinsic motivation will be operative when action is experienced as autonomous” (p.29, as cited in Spratt, Humphreys, & Chan, 2002, p.246). Besides, in the review article, Dickinson (1995) concluded that learner autonomy can increase learner's motivation (p.174). However, the fact that technology motivates students by providing the opportunity to exercise learner autonomy is also mentioned by Warschauer (1996a,p.9). The survey of Warschauer (1996a) identified three common factors of student motivation of using technology for English language learning ,and among these the third factor implies that students believe that technology assist them to learn independently, and to have control over their learning(p.9).

Similarly, a good number of students commented that social networking sites provide equal opportunity to everyone to share their thoughts and, this motivates them to practice English language by using social networking sites. They added that they often cannot

express their thoughts in classroom setting as they feel shy and afraid to do face-to-face interaction. Whereas, they do not hesitate to involve in discussions in social networking sites since the discussion there is not face-to-face. So, they get motivated to practice and learn English language by participating in online discussions. The study of Warschauer (1996b) also found that students participate more in online discussions than face-to-face discussions because they can express themselves freely and comfortably during online discussions. However, along with these, these students of the present study stated that when someone “likes” their posts and comments in social networking sites, they get motivated to participate more. The result of the present study finds similarity with the result of the study of Bani-Hani, Al-Sobh and Abu-Melhim (2014) . The study of Bani-Hani, Al-Sobh and Abu-Melhim (2014) demonstrated that the majority of their participants or students are comfortable in sharing thoughts with others in Facebook group and become inspired when someone “likes” their posts (p.32).

Also, in the present study, the teachers have acknowledged the potentiality of technology in motivating students to learn English. In response to question no. 11 of teacher questionnaire, 71.43% teachers said that technology motivates their students to learn English. Again, 75% teachers said that technology-based teaching activities make lessons more enjoyable to their students(Column chart 25) ,and 64.29% teachers said that their students want them to use more technology in English language teaching (Bar chart 26). These findings indicate that technology has a motivational power and that is why it can increase students’ motivation to learn English. The study of Kim(2008,p.250) and the study of Zarei & Hashemipour (2015,p.53) also found that use of technology in English language teaching can motivate students to engage in their learning. Besides, the study of

Afrin(2014)found that using technology in the classroom is helpful in increasing students' motivation (p.73)

However, it should be noted that using technology just for the sake of using it does not motivate students. In response to question number 11 of teacher questionnaire, majority of the participants expressed their view that if the lesson is based on thoughtful use of technology which meets the needs and interests of the students, then only students get motivated to learn. The study of Ilter(2009) also suggested that the lessons should be based on thoughtful use of technology and pedagogical considerations as using technology is not the only solution for motivating students(p.155).

Additionally, teachers also hold the view that technology can motivate students in a number of ways. In response to question number 11, majority of the teachers revealed that the opportunity to access variety of authentic materials via internet motivates their learners for learning English. This result finds similarity with the research result of Rahman (2015,p.124).The study of Rahman(2015) also found that according to the teachers, students can access authentic materials by using technology, and this motivates them to learn English(p.124).

Further, multimedia technology seems to motivate students with the help of audio, visual, and animation effects, and this is evident in the responses of the teachers. According to many teachers, students do not like to learn from book reading or traditional classroom activities anymore; rather, they get highly motivated to learn when the teacher uses real pictures, images, animations, and video clips etc. These teachers explained by giving example that student get motivated to learn when they see an animated narration of a story or movie but do not feel interested to learn by reading the same story from the book.

This result finds a connection with the statement of Rana(2013) which implied that students are very visual beings and that is why they learn better when they see, and “technology helps in bringing that visual aspect to education”(as cited in Pun, 2013,p.31).

Furthermore, some teachers commented that technology motivates their students to practice the language by giving the chance to interact with others including classmates, teachers, and native speakers of English language. The teachers added that this kind of interaction in online platforms enhances their students’ motivation because they can share and develop their thoughts and ideas easily, and can learn from one another. This result finds similarity with the survey result of Warschauer(1996a). The survey of Warschauer (1996a) found that the most important factor of student motivation of using technology for learning English is “communication” which describes the finding that students liked the fact that in technology-enhanced setting they are able to communicate with others including their classmates, teachers, non- native and native speakers of English language, and to engage in real conversations, and in this way they can develop their thoughts and ideas, and can learn from each other.

Moreover, during the class observations also, the researcher found that students get more motivated when the teacher uses technology in teaching. They paid more attention to those lessons and participated more in those classroom activities which were based on the use of technology. So, the use of technology seemed to create a lively classroom atmosphere and facilitated learning. This motivating learning environment is very much essential for successful second/foreign language learning since the students will take less

input and will not learn effectively if he/she is not in an environment that encourages lower affective filter(Krashen,1982,p.32).

5.8 Influence of Facebook in teaching and learning English

Facebook is the fastest growing and popular site on the internet which has more than 100 million members around the world (Blattner & Fiori , 2009, p.19). It seems that Facebook is also popular in Bangladesh since the majority of the students of the present study said that they use Facebook. In response to question number 15 of student questionnaire, the researcher found that 94.29% students use Facebook and among these 54.55% students feel that Facebook has positive influence on their learning of English language. The students who use Facebook also explained how Facebook positively influences the learning of English language. For example, majority of these students expressed that they know different grammatical rules of the English language but do not get the opportunity to use those rules in practical life and to practice the language outside the classroom. They said that in this case, by using Facebook, they can practice the language outside the classroom since it is a virtual community where the students can interact with other people in the English language regularly. And, by practicing the language regularly in this way, their English reading, writing, and communication skills develop (AbuSa'aleek, 2015).This result of the present study finds similarity with the research result of Shams (2014). The study of Shams (2014) disclosed the fact that the “medium-skilled” students of Bangladesh know different rules of English language but do not get the chance to use those rules in practical life(p.139). This happens because of the defective communicative language instruction practice widespread in Bangladesh, in fact compels the students to learn grammar of English language yet never permits them to practice and use the

language in a natural setting(Shams,2014,p.139). Also, Shams(2014) argued that the people of the country only speaks “Bangla”, hence, the situation outside the classroom becomes even more adverse for using and practicing English language(p.139). The study revealed that Facebook can help the students in this situation by providing them a virtual social environment where they can practice and use the language regularly (Shams,2014,p.139).

Besides, many students asserted that from peoples’ posts, comments and by chatting with others in Facebook, they can learn new words, correct spelling of word, and can develop their knowledge of grammatical rules. The study of AbuSa’aleek(2015) also found that Facebook helps the students in overcoming their language errors and in improving their vocabulary (p.69). Moreover, some students said that discussions in Facebook groups help them a lot because through discussion forums they get the opportunity to come across realistic and authentic language (Blattener & Fiori , 2009, p.24). Also, by participating in discussions, they can learn from each other and, can develop their English vocabulary and writing skill. Further, some students expressed that Facebook gives them the opportunity to interact with the native speakers of English language. And, they said that this helps them to know about the culture of the native speakers and to learn how native speakers use the language in a specific social situation. Blattener and Fiori (2009) also stated that Facebook provides opportunities to the learners “for intercultural communication with authentic native speakers” (p.22). Thus they opined that Facebook can be regarded as a modern language learning tool to develop socio-pragmatic awareness and competence of the learners in the second or foreign language (p.22). In short, these views of the students suggest that Facebook provides opportunities for the

students to interact synchronously and asynchronously with other people in various social situations with the help of different features such as post, comment etc., and this meaningful interaction helps the students to learn the different aspects of the English language effectively. So, Facebook provides collaborative learning environment and this collaboration is very much essential for effective learning according to the Sociocultural theory of Vygotsky(1978).

According to Vygotsky(1978), anything is learned at two levels:

“...first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory and to the formation of concepts. All the higher functions originate as actual relationships between individuals.” (p.57).

In brief, Vygotsky (1978) argued that learning is not just an individual matter, rather, learning is basically the result of interaction among the individuals in the social setting (as cited in Storch, 2011, p.277).

However, among the students who use Facebook, 18.94% students feel that Facebook has both positive and negative impacts on English language learning. They gave several reasons in support of their argument. For example, majority of these students stated that through posting, commenting, chatting, and group discussions in Facebook they can develop their English reading, writing and communication skills. Along with this, they said that Facebook has negative impact on their learning since people have a tendency to use broken words, grammatically incorrect words and even Bengali in Facebook. Besides, some students said that Facebook is useful only when they get the chance to chat

with their friends who are more proficient in English and who are the native speakers of the English language.

The study of Anwaruddin(2012) also tried to find out the impact of Facebook on learning English in the context of Bangladesh. The study disclosed that Facebook helps students to learn some aspects of English language but encourages them to use grammatically incorrect words and expressions (Discussion,para.1). So, the study of Anwaruddin(2012) drew a conclusion by saying that Facebook has both positive and negative effects on learning English as a foreign language(Conclusion, para.1)

On the other hand, among the 94.29% users of Facebook, 26.52% students feel that social networking site Facebook does not help in learning English language. Rather, they feel that Facebook has a negative influence on students' learning of English. They mentioned several reasons in favor of their argument. Firstly, majority of these students expressed that in Facebook, people have a tendency to use broken, informal and grammatically incorrect English sentences. For this reason, students are negatively influenced to use informal and grammatically incorrect sentences. Secondly, they also said that sometimes people use Bengali while posting, commenting and chatting, and even mix Bengali words with English words. So, the students do not get the opportunity to learn correct English from others in Facebook. Thirdly, some students said that Facebook is a social community of diverse people for social communication. That is why, many persons in Facebook do not know English and therefore, they cannot learn anything from them. Finally, one student expressed that using Facebook to learn English is not a good idea because it consumes much time.

The study of Anwaruddin(2012) also analyzed students' views and found that a good number of students use “ grammatically incorrect words and expressions” because Facebook encourages them to do so(Discussion,para.1). Besides, Maranto and Barton(2010) stated that students do not think about grammatical rules or “formal percepts” while posting on Facebook(p.37). Here, in the present study, the researcher also found that some students think that Facebook interferes in their learning of English language.

However, it is evident from the teachers' views that they also consider Facebook a useful tool for English language teaching and learning. In response to question number 16 of Teacher questionnaire, 67.86% teachers said that they use Facebook in English language teaching. Among these, 63.16% teachers think that Facebook helps in effective English language teaching and learning. These teachers also explained how Facebook helps them in English language teaching and how it positively influences the students' learning of the language. For instance, majority of these teachers said that by using Facebook they can create pages or groups for particular courses and can ask the students to join those groups or pages. Then, on those pages or groups, they can upload language learning materials, make announcements about the timing and place of the class or exam, and can contact students for different purposes etc. Blattner and Fiori(2009) also stated that by using Facebook, teachers can create pages or groups for particular courses and can post notices about the timing and place of the class , upload documents or materials, give information to the students about his/her office hours, email address etc. on those pages or groups(p.19).

Besides, many teachers said that in the context of Bangladesh, students are not always exposed to English language. According to them, Facebook helps to resolve this problem by exposing the students to English language and culture (Hanafi, Alberth, Wiramihardja, Siam, & Badara, 2015, p.529). They explained that by using Facebook, students can participate in discussions on those groups which are related to English language learning. Also, by using Facebook, students can chat with friends in English, watch videos, read English news, and in this way they are being always exposed to English language which in turn helps them to develop their English language skills. Similarly, some teachers said that group discussions on Facebook are very much effective because through these discussions the students learn from each other, and the teacher can also facilitate the students' learning by participating in the discussions and by giving feedback to the students. Likewise, some teachers said that Facebook provides opportunities for the students to engage in real interactions with others including the native speakers of English language, and this helps the students to learn how to communicate in English in real life situations. Hanafi et al(2015) also stated that Facebook provides "opportunities for authentic communication" which can be helpful for the students to learn the language effectively(p.529). In short, most of the views of the teachers indicate that Facebook provides opportunities for social interactions, and this help the students to learn English language effectively. This result goes well with the theory of social constructivism "which places social interactions as an essential part of human cognitive development" (Kurtz, 2014, as cited in Rodliyah, 2016, p.93).

On the other hand, among the 19 teachers (67.86%) who use Facebook in English language teaching, 7 teachers(36.84%) said that Facebook has negative influence on

students' learning of English language. They also explained how Facebook creates obstacles in students' learning of English language. Firstly, majority of these teachers said that people have a tendency to shorten their speech or to use incorrect English in Facebook. And, some people frequently mix Bengali words with English words while posting, commenting, and chatting in Facebook. The teachers expressed that these tendencies of the people make the students confused and they "fail to differentiate between the Standard English and the typical informal English used on Facebook" (Anwaruddin, 2012). Also, the teachers added that these tendencies negatively influence the students to practice and learn incorrect English and to mix Bengali words with English words within a sentence. So, according to these teachers, Facebook hampers learning of correct English. Secondly, some teachers expressed that since Facebook is a social networking site, so it often happens that students get distracted from their learning and become busy in doing other non-academic activities in Facebook which are not related to their English language learning goals. Lin, Hou, Wang, & Chang (2013) also stated that students get involved in non-academic discussions on Facebook since it is mainly designed as a social networking site (as cited in Rodliyah, 2016, p.83).

5.9 Mobile apps as language learning aid

From question number 19 of student questionnaire, the researcher found that 76.43% students use different types of English language learning apps and among them majority of the students feel that these apps help them in various ways in their learning of English language. In the first place, they mentioned various English language learning apps such as "Hello English: Learn English", "Enguru", "Evernote", "Speak English", "Learn English By Conversation", English learning apps offered by British council, "IELTS

practice test”, “Academic flip words”, “GRE vocabulary” ,and mobile dictionary. Moreover, they also expressed how these apps help them in the learning of English language. They said that these apps provide various types of good quality materials which consist of conversations, meaning of different words with synonyms and antonyms, lessons on different grammatical items, lessons on how to talk in different contexts, choosing the right answer game, and unscrambling the words of a sentence etc. According to the students, these materials and exercises help them to practice English language skills, to learn grammar, and to improve vocabulary. Further, they argued that mobile apps are very helpful in English language learning since they can use apps to learn language at anywhere and anytime. They added that sometimes they cannot match with the pace of the class, and in this case, mobile apps work as a teacher outside the classroom and help them to learn at their own pace.

The study of Steel(2012)also found that students consider mobile apps as useful language learning aid because these apps help to learn language anytime and anywhere; they help in learning vocabulary and in doing reading, writing, grammar and translation tasks; and, they help in learning the language by providing language learning games such as selecting the right option game. Besides, the study disclosed the fact that mobile apps play the role of a teacher and help the students to learn at their own pace outside the classroom because sometimes the course teacher moves too quickly and the students cannot match with the pace of the class.

On the other hand, the researcher of the present study also found that few students think that mobile apps negatively influence the learning of English language. These students argued that largest number of mobile apps provides poor quality materials and exercises.

For this reason, they feel that no one should rely on mobile apps since these can hamper the learning of English. Also, these students feel that mobile apps consume much time but the result is fruitless.

However, in question number 19 of teacher questionnaire, the teachers were equally asked whether mobile apps are helpful in their English language teaching and students' learning or not. From this question the researcher found that 44.44% private and 40% public university teachers use mobile apps and among these 100% private and 75% public university teachers feel that mobile apps are helpful in English language teaching and learning. The teachers, who think that mobile apps are helpful, also expressed how these apps help in their English language teaching and in students' learning. First of all, they mentioned that they suggest their students to use different mobile apps such as "Spelling Bee", "Vocabulary.com", "aWE-Academic Writing in English", different English learning apps offered by British Council, "Academic flip words" etc., and expressed that these apps provide good quality language learning materials and activities which help their students to learn new words, to learn grammar, to learn spelling, and to learn the usage of English in different contexts. Further, some teachers commented that it is not possible for a teacher to help the students learn English language skills extensively in class time, whereas these apps can help the students to practice and learn the language at anywhere and at anytime. So, these apps provide additional language practice outside the classroom and students can learn beyond the class time. Along with this, the researcher has found that 4 teachers of a particular private university have started using an open-source tool called "Live Code" to develop their own English language learning apps. They expressed that these apps are very much helpful since they can design the

materials and activities of the apps according to their students' needs and level. From these views, it is clearly visible that majority of the public and private university teachers consider English language learning apps as useful language learning aid.

On the other hand, according to one teacher of public university, students love to use social networking apps but they do not like to use English language learning apps. Also, she argued that majority of the mobile apps provide bad quality language learning materials. For these reasons, she does not think that mobile apps or English language learning apps can help students in learning English effectively.

5.10 Influence of audio-visual aids

Audio-visual aids are regarded as an effective language learning tool (Kausar, 2013, p.11). In the present study also, the researcher has found that the students have a positive attitude towards the use of audio-visual aids in English language teaching and learning, and they believe that audio-visual aids help them in developing their English language skills in various ways. In response to question number 17 of student questionnaire, 95% students said that audio-visual aids help them in English language learning and they also explained how these aids help them. Firstly, majority of the students said that in Bangladesh they do not get much opportunity to see the use of English language in real life situations. Also, by reading text books they cannot learn completely how to apply grammatical rules and use the language in real life. They expressed that English video materials such as films help to overcome this problem by portraying the use of language in real life situations. Wang(2015) also stated that by using English video materials students can see how to use English language in real life which is not possible by using traditional English teaching and learning materials (p.25). And, the study of Ismaili(2013)

found that according to the students, English movies offer the opportunity to learn real-life conversation (p.128). However, the students of the present study added that by watching movies or video clips they can learn how native speakers use the language in their everyday life since film “itself is an authentic source material (that is, created for native speakers and not learners of the language)...” (Kaiser, 2011, p.233).

Secondly, many students expressed that audio-visual aids help a lot in improving listening skill. They said that by using audio-visual aids they get the chance to listen to different types of accents which in turn help them to develop their listening skills and to learn pronunciation of words (Wang, 2015, p.25). Thirdly, some students said that by watching movies or video clips they can learn new words and can also learn how a word can be used in different situations. Fourth, some students explained that by watching English movies and television serials they can understand the values, social customs and way of thinking of the people of English speaking countries, and this knowledge about the culture of English speaking countries is essential to learn English effectively. Wang (2015) also stated that “Video materials provide students with direct access to a taste of western culture”, which can be helpful in developing their intercultural communication skills (p.25).

Finally, few students commented that audio-visual aids help them to understand a specific topic better. They added that they learn better by watching than by reading books and by attending teachers’ lecture, and that is why, visual aids are useful for them to learn English. The study of Mathew and Alidmat (2013) also found that audio-visual aids are helpful to understand better for those students who do not understand the topic in traditional ways (p.89).

From the students' views it is evident that audio-visual aids have positive influence on students' learning of English language and these aids help to develop students' listening skills and speaking skills (Ismaili, 2013, p.128). Besides, the views of the students also indicate that these aids help to improve vocabulary (Ismaili, 2013, p.126). Moreover, the views of the students suggest that they prefer movies more to learn English language among different types of audio-visual aids since "FMs are good references for cross-cultural understanding and authentic, educational, entertaining, accessible aid to learning and practicing English through visual elements and dialogs in various contexts" (Tuncay, 2014, p.61).

On the other hand, 5% students expressed that audio-visual aids are not helpful in English language learning. They said that they understand a topic clearly from the teachers' lecture but they do not understand much from audio-visual aids. It seems that these students like the traditional ways of learning. Likewise, the study of Mathew and Alidmat (2013) found that according to few students, audio-visual aids are not needed in the classroom because teachers can help the students more in developing their understanding (p.89).

However, it seems that EFL teachers consider audio-visual aids as the essential tool for English language teaching and learning. In response to question number 17 of teacher questionnaire, 92.86% teachers said that they use audio-visual aids in English language teaching and among them all the teachers said that audio-visual aids are helpful for English language teaching and students' learning of the language. These teachers also explained how audio-visual aids help in English language teaching and learning. Firstly, majority of the teachers said that since Bangladesh is not an English-speaking country,

the students do not get many opportunities to see how the native English speakers use the language in real life situations. They added that by watching movies or video clips, students can learn how native speakers interact in English in their everyday life. The study of Kabooha (2016) also found that the teachers think that movies are helpful in English language learning because by watching movies, students can learn how people communicate in English in real life situations (p.253).

Secondly, many teachers said that movies or video clips help to develop students' English language skills, and to learn new words, grammar and correct pronunciation of words (Kabooha,2016, p.253). These teachers added that they use movies to design different types of activities such as role-plays, quizzes, fill-in-the blanks, debates, and summary writings etc. for the students. And, they said that these activities based on the movies help to develop the students' English language proficiency. The study of Kabooha (2016) also found that the teachers use movies to make the students involve in different types of activities which in turn help to develop students' English language proficiency (p.253). During the class observation also, the researcher found that the teachers assign the students in different types of activities such as fill in the blanks, role-plays, discussions etc. based on movies, video clips, or songs, and the students paid special attention to the class and performed in those activities enthusiastically.

Thirdly, some teachers commented that in order to learn English effectively, students need to have knowledge about the culture of English speaking countries since "language is an integral part of culture" (Wang, 2015, p.25). These teachers added that movies can help the students to know about the culture of native speakers since in most cases movies portray the culture of English speaking countries. The study of Kabooha(2016) also

found that according to the teachers movies should be used in English language teaching because these help the students to have knowledge about the culture of English speaking countries(p.253).

Fourth, some teachers expressed that audio-visual aids help them to make the students understand a topic clearly, which is one of the advantages of using audio-visual aids in English language teaching (Daniel, 2013, p.3811).Finally, one teacher commented that movies and television serials help the students to learn different types of regional dialects(Kaiser,2011,p.233).

To sum up, the views of the teachers suggest that audio-visual aids provide enough comprehensible input, which is very much essential to acquire English language (Krashen, 1985, p.2).

5.11 Usefulness of Moodle in English teaching and learning

Moodle is a new technology in Bangladesh but it seems that both the students and the teachers have started liking it for English language learning and teaching. In response to question no. 18 of the questionnaire for the students, 17.86% students said that they use Moodle in learning English as a foreign language. Among them, all the students said that Moodle helps them in learning English language. They also explained how Moodle helps in learning of English language. Majority of these students said that by using Moodle, they can easily get the language learning materials provided by the teachers, and can also know grades and get feedback from the teachers (Sahin-Kizil, 2014, p. 182). Besides, according to some students, Moodle enables them to communicate with their classmates and teachers at anytime and at any place (Sahin-Kizil, 2014, p. 182). Similarly, some students appreciated the fact that discussion boards in Moodle enable them to easily

interact with their peers, share their writing, and remark on one another's work (Sahin-Kizil, 2014, p.184). They said that this type of interaction helps them a lot in improving their English writing skill (Sahin-Kizil, 2014, p.184).

On the other hand, in response to question no. 18 of the questionnaire for the teachers, 4 teachers (14.29%) said that they use Moodle in English language teaching and for students' learning. Among them, all the teachers said that this online learning platform help a lot in English language teaching and learning. They also explained how this modern technology helps in English language teaching and learning. For instance, a greater part of these teachers said that Moodle is helpful to upload teaching materials, and to access students' assignments easily (Wu, 2008,p.55). Besides, some teachers said that discussion on a particular topic in Moodle helps their students a lot to develop their English language proficiency. They added that these discussions help their students to learn from one another, and also from the teacher. So, this research result finds similarity with the theory of Vygotsky (1978,p.86). Vygotsky(1978) said that in the zone of proximal development less proficient learner learns with the help of more competent learner(p.86).

5.12 Use of Blog

Though both the teachers and the students use different types of technology in their everyday life and in English language teaching and learning, it seems that digital social media such as blog is not popular among them. The study found that none of the students use blog to communicate with their friends or to learn English. Among the teachers, only one teacher said that he reads blogs of other people to know about interesting thoughts. So it seems that students and teachers are not influenced by blog to learn English.

5.13 Challenges of using technology in teaching and learning

Both the students and the teachers mentioned some problems or challenges of using technology in English language teaching and learning, and said that these problems hamper effective teaching and learning of the language. In response to question no. 9 of the questionnaire for the students, majority of the students said that they often find that a particular server is down and the internet speed is slow while using technology in learning English. And, they said that this discourages them to learn English by using technology. The study of Zamari, Adnan, Idris and Yusof (2012) also found that students consider slow speed of internet as a problem in learning English, and they said that this problem with the internet discourages them to learn English by using technology (p.618). Besides, some students said that they often get distracted from learning while using technology. They revealed that it often happens that they start browsing internet for a particular type of language learning material, and after a while they find themselves watching funny videos in Youtube, or playing games, or downloading Hindi songs, or browsing social networking sites etc. So, it seems that technology influences the students to divert from their learning. Similarly, according to some students, they cannot use different types of technology to learn English as technological equipments are costly (Mahmuda, 2016, p.259).

On the other hand, few students said that they do not face any problem or challenge while using technology in learning English.

However, in response to question no. 8 of questionnaire for the teachers, majority of the teachers said that load-shedding (Khalid, Sujana & Haque, 2011, p. 158), and inadequate computer facilities (Afrin, 2014, p. 73) work as barriers for them while using technology

in the classroom. Also, they added that computers get often infected with viruses. They said that these problems hamper teaching and learning activities a lot.

Similarly, some teachers said that by using technology, students can access lots of various types of materials, and this opportunity influences the students to plagiarize. They added that the tendency to do plagiarism destroys students' original thinking and creativity. Mahmuda(2016) also stated that students can easily access lots of information by using technology, and for this reason, it has become easier for them to do plagiarism (p.259).

Chapter-6

Conclusion

In this modern age, digital technology has become an indispensable part of both the students' and teachers' lives, and it influences the way people think and learn. This research paper has demonstrated how technology influences the learning of English as a foreign language. First of all, technology exposes the students to English language and culture which in turn helps the students to develop their English language skills, to enrich their vocabulary, and to also have knowledge about the native speakers' use of language in everyday life. Also, technology helps the teachers to create a facilitating learning environment, and promotes learner autonomy and learner-centeredness. Moreover, technology especially online platforms enable the students to practice and learn English at their own convenient time and place. Also students get motivated by learning English through using technology since technology provides unprecedented opportunities to learn English effectively. On the other hand, technology has some negative influences as well because some students get distracted from learning while using technology, some students develop the tendency of plagiarizing others' contents, and some students get influenced to learn and use incorrect English. Though use of technology mostly has positive influences in students' learning of English language, teachers' guidance is still needed for effective learning. Besides, the most important fact is, technology cannot help the students in learning English if a particular technological aid is not chosen according to the needs and interest of the students, and also according to the context. Meyer (2009) stated that "Technology is here to stay- nobody can deny this... and blind resistance will take us nowhere. On the other hand, uncritical adoption of technology might lead to

unprincipled teaching- which in my opinion is the greatest sin of all” (as cited in Ivy, 2012,p.220). So the teachers should have in-depth knowledge about a particular technological aid, and should use it according to the context.

However, in Bangladesh, the positive influence of technology can be far-reaching if enough technological facilities can be provided for teaching and learning. The government of Bangladesh is introducing digital technologies in all sectors of the country but it seems that higher educational sector is still deprived of enough modern technological facilities which are necessary for effective teaching and learning in this 21st century. Additionally, the students and teachers of public universities suffer more because they get less technological facilities for teaching and learning in comparison to private universities. So, universities should be equipped with more technological facilities so that the teachers and students can take the full advantage of using technology in English as a foreign language teaching and learning.

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Appendix-1

Topic: Influence of digital technology in EFL learning at Bangladeshi Universities

Student questionnaire

1. Do you have personal computer at home?

- Yes
- No

2. (A) Do you have 24 hours Internet at home?

- Yes
- No

(B) If not, do you think not having 24 hours internet is creating obstacle in your language learning? (you have to answer this only if you don't have 24 hours internet at home)

- Yes
- No
- Sometimes

3. Do you have a smart phone?

- Yes
- No

4. Do you enjoy using technology in your everyday life ?

- Yes
- No
- Sometimes

5. What kinds of activities you do by using technological tools(PC, Smartphone etc)?

You can tick more than one option.

- Watch Videos/movies
- Play games
- Browse internet
- Prepare assignments
- Chat with friends in social networking sites
- Read e-books (for entertainment)
- Read e-books(for study purpose)
- Others(specify)
- None

6.Does your institution provide enough technological facilities for teaching and learning?

- Yes
- No

7. Which of the following technologies are available in your institution for teaching and learning? You can tick more than one option.

- a) Computer b) Internet c) Multimedia projector d) Moodle e) TSR
- f) Online course d)Digital library e) Other (specify) f)None

8. Which of the following technologies does your teacher use for your language learning? You can tick more than one option.

- (a)Computer (b) Multimedia projector (c) Internet (d) Presentation software
- (e) Word processing software (f) Digital video (g) Audio
- (h) Web page (i) Moodle (j) Video conferencing

(k) Touch screen board (l) E-mail (m) Interactive whiteboard (n)None (o)Others(specify)

9.What kinds of problems do you face while using technology in English language learning? Please explain.

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10. Does use of technology increase your motivation to learn English? If so,how?

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11. Which technique of learning do you prefer?

- a)Teacher-led traditional learning
- b) Computer-aided learning
- c) The combination of these two

12. Do technology-based teaching activities make the lessons more enjoyable?

- Yes
- No
- Sometimes

13. Do you think that your teacher should use more technology in English language teaching?

- Yes
- No

14. Which type of material do you prefer from the following? Please give reasons for your choice.

- a) Computer-based materials (eg. e-books, online-based materials)
- b) paper-based materials/text book
- c) Both

Reasons:.....
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15. Do you use Facebook? If so, do you think different features (such as posting, commenting, chatting in English) of Facebook are helpful in improving your English language skills? If so, how? If not, why? Please explain:

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16. What type of dictionary do you use from the following for your English language learning? You can tick more than one option.

- a) Online dictionary
- b) Paper-based dictionary
- c) Pocket electronic dictionary
- d) CD-Rom dictionary
- e) Mobile-app based dictionary

17. Do you think audio-visual aids (English film, song, audio-video clip etc.) are helpful for your English language learning? If so, how? If not, why? Please explain:

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18. Do you use Moodle? If so, do you think they are helpful for your English language learning? If so, how? If not, why? Please explain:

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19. Do you use mobile apps for your English language learning? If so, do you think they are helpful for your English language learning? If so, how? If not, why? Please explain:

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20. Do you use blog? if so, do you think they are helpful in your English language learning? if so, how? if not, why? Please

explain:.....
.....
.....

Appendix-2

Topic: Influence of digital technology in EFL learning at Bangladeshi Universities

Teacher questionnaire

1. Do you have personal computer at home?
 - Yes
 - No

2. (A) Do you have 24 hours Internet at home?
 - Yes
 - No

(B) If not, do you think not having 24 hours internet is creating obstacle in your language teaching? (you will answer this only if you don't have 24 hours internet)

 - Yes
 - No
 - sometimes

3. Do you have a smart phone?
 - Yes
 - No

4. What kinds of activities you do by using technological tools (PC, Smartphone etc)?
 - Watch Videos/movies
 - Prepare power point slides
 - Give feedback to the students
 - Participate in online discussions with students
 - Search online teaching materials

- Chat with friends
- Read e-books for entertainment
- None
- Others(please specify)

5. Does your institution provide enough technological facilities for teaching and learning?

- Yes
- No

6. Which of the following technologies are available in your institution for teaching and learning? You can tick more than one option.

- a) Computer b) Internet c) Multimedia projector d) Moodle e) TSR
- f) Online course g) Digital library f) Other (please specify)

7. Which of the following technologies do you use in English language teaching? You can tick more than one options.

- (a) Computer (b) Multimedia projector (c) Internet (d) Presentation software
- (e) Word processing (f) Digital video (g) Audio (h) Web page (i) Moodle
- (j) Video conferencing (k) Touch screen board (l) E-mail
- (m) Interactive whiteboard (n) None (o) Others(please specify)

8. What kinds of problem do you face while using technology in English language teaching? Please explain.

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9. Do you enjoy using technology in teaching English?

- Yes
- No
- Sometimes

10. For what reasons you use technology in your English language teaching? You can tick more than one option from the following.

- a) For course requirement b) Students learn better with technology
- c) The authority pressurizes you to use technology
- d) Any other reason(please specify) :

11. Does use of technology in English language teaching increase your students' motivation to improve English? If so, how? Please explain.

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12. Which technique of teaching and learning do you prefer more?

- a)Teacher-led traditional teaching b)Computer-aided teaching
- c) The combination of these two

13. Do technology-based teaching activities make lessons more enjoyable to your students?

- Yes

- o No
- o Sometimes

14. Do your students want you to use more technology in English language teaching?

- o Yes
- o No
- o Sometimes

15. Which type of material do you prefer from the following? Please give reasons for your choice.

a) Computer-based materials(eg. e-books, online-based materials etc.) b) Paper-based materials/text book

Reasons:.....
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16. Do you use Facebook in English language teaching? If so, do you think Facebook are helpful in improving your students' English language skills? If so, how? If not, why? please explain.

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17. Do you use audio-visual aids in English language teaching? If so, do you think audio-visual aids (English film, song, audio-video clip etc.) are helpful for your students' English language learning and in your teaching? If so, how? If not, why? Please explain:

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18. Do you use Moodle in English language teaching? If so, do you think Moodle is helpful for your students' English language learning and in your teaching? If so, how? If not, why? Please explain:

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19. Do you use mobile apps for your English language teaching? If so, do you think they are helpful for your students' English language learning and in your teaching? If so, how? If not, why? Please explain:

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20. Do you use blog in your English language teaching? If so, do you think they are helpful in your students' English language learning and in your teaching? If so, how? If not, why?

Please explain:

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Appendix-3

Class observation checklist

1. Name of the institution:
2. Class:
3. Topic of the Lesson:
4. Is the classroom equipped with enough technological facilities? Yes/No
5. Technological aids that are available in the classroom:
6. Types of technology used by the teacher: audio-visual aids/ power point slides/web page/others:
7. Are technological aids related to the objectives of the lesson? Yes/ No
8. Which language skills have been practiced through using technological aids? How?
9. What was the students' reaction about the use of technological aids in the class?