

Perceptions and willingness of students towards using TELL in Bangladeshi Private Universities

Atqia Labiba

ID: 16363003



Department of English and Humanities

BRAC University

April 2018

Perceptions and willingness of students towards using TELL in Bangladeshi Private Universities

**A thesis submitted to the
Department of English and Humanities
of
BRAC University
by**

Atqia Labiba

ID: 16363003

**In partial fulfilment of the requirement
for the degree of Masters of Arts in English**

April 2018

Dedication

I would like to dedicate this paper to the Almighty and my beloved parents without whose blessings I would not have come so far.

Acknowledgment

At first, I would like to convey my profound gratitude to the Almighty, for keeping me in His blessings all the time.

Moreover, I would like to convey my sincere gratitude to my supervisor, S.M. Mohibul Hasan, who provides me with intellectual and academic support at the times when I needed it the most. His constant guidance helped me a lot in completing this dissertation. Besides, gratitude is also extended to all the teachers and friends of BRAC University who helped me to make these two years enjoyable here.

I acknowledge those scholars whose materials I have collected from different sources and use for supporting my research paper. The most important thing that I cannot neglect without saying and that is my parents' profound love and belief in me. Finally, I would also like to thank the participants as well as teachers for co-operating with me while doing the survey for this research in their universities.

Declaration

I hereby declare that this dissertation is a presentation of my own research work. Whenever contributions of others are involved, those are cited, with due reference to the literature and acknowledgment of collaborative research and discussions.

.....

Atqia Labiba

ID: 16363003

BRAC University

Dhaka.

Date: 4.4.2018

Abstract

Technology has become an integral part of our life. In fact, we cannot think of passing a single day without using any kinds of technology. In educational sectors, it is being used as an instructor, a facilitator and sometimes as a tutor for ensuring maximum input from the students. In this digital era, Bangladesh is not also lagging behind in terms of using technology in her educational fields. From the beginner to advanced level the use of TELL Technology Enhanced Language Learning) has become common. Thus, the study aims at finding out the types of technological tools and applications that are being used among the students of private universities in Bangladesh. Moreover, this study shed lights on the perceptions and willingness of students towards using different types of technologies in their language classrooms. To elicit responses from the students as well from teachers, four Bangladeshi private universities had been chosen. The methodology of the research was being conducted through the questionnaires and interviews. The findings revealed positive perceptions of the students towards the usages of technologies despite having several obstacles faced by both the teachers and students while implementing those in the classroom. Thus, the paper concluded giving some possible solutions to the barriers of integrating TELL effectively in language classrooms for assisting students in their learning. Therefore, this paper can pave the way for the ELT teachers to bring out some changes in their teaching method and to implement more technologically advanced applications to assist in their classes.

Keywords: TELL, students' perceptions

Table of Contents

Chapters	Titles	Page number
	DEDICATION	iii.
	ACKNOWLEDGEMENT	iv.
	DECLARATION	v.
	ABSTRACT	vi.
1	INTRODUCTION	1-3
	1.1 Problem Statement	1
	1.2 Purpose of Study	1
	1.3 Central Research Questions	2
	1.4 Significance of the Study	2
	1.5 Limitations	3
	1.6 Operations Definitions	3
2	LITERATURE REVIEW	5-13
	2.1 History of CALL	5
	2.2. Definition of Technology Enhanced Language Learning (TELL)	6
	2.3 Advantages of using technology in EFL classrooms	7
	2.4 Students perceptions of using TELL on TELL	8
	2.5. Use of Technology In Bangladeshi Classrooms	9
	2.6 Technology as a learning tool	9
	2.6.1 M-learning	10
	2.6.2 Virtual Learning Environment (VLE)	10
	2.6.3 Learning Management System (LMS)	11
	2.6.4 Social Networking Sites (SNSs)	11

	2.6 .5 Wiki and Blogs	12
3	METHODOLOGY	14-16
	3.0 Introduction	14
	3.1 Research Questions	14
	3.2 Research Design	14
	3.3 Sampling and Participants	14
	3.4 Settings	14
	3.5 Instrumentation	16
	3.6 Questionnaire for students	16
	3.7 Interview questions for the teacher	16
	3.8 Data Collection Procedure	17
	3.9 Data Analysis Process	17
	3.10 Obstacles Encountered	17
4	FINDINGS AND DISCUSSIONS	18-36
	4.0 Introduction	18
	4.1 Responses of the students of universities	18
	4.2 Responses of the teachers of universities	30
	4.3 Discussion	32
	4.3.1 Relation to central research question1	33
	4.3.2 Relation to central research question 2	33
	4.3.3 Relation to central research question 3	34
5	CONCLUSION	37-38
	5.1 Summary of the findings	37
	5.2 Recommendation	38
	5.3 Contribution to Research	38

	5.4 Practical implication	38
	5.5 Further Studies	38
	REFERENCE	39-44
	APPENDICES	45-52
	Appendix A	46
	Appendix B	49
	Appendix C	50

Chapter 1: Introduction

Nowadays, technology has become an integral part of our life. In every sphere of life, it is affecting our daily lives whether for communication or for education purposes. Moreover, for teaching language skills, technological tools and applications can have a positive and fruitful affect (Islam, 2014).

1.1 Problem Statement

In Bangladesh, English is considered as the second language. Therefore, without learning English, students cannot expect to have a good job in future. According to some experts, in this 21st century; the expectations of job market is to become proficient in the language along with the ability to use technological tools that are called 'electronic literacy'. For the increasing numbers of students, huge amounts of private universities are setting up in Bangladesh. Now, the country has 56 private universities with over 124,000 students and their number is still on the increase. (Islam, 2011, p.3). For meeting this future challenges Bangladesh government has taken steps to incorporate technology or ICT in education from school to tertiary level (Islam, 2014). For this reason, in most of the universities of Bangladesh, the use of technological tools and applications are very prominent. However, there is actually a great difference between the available literature on the use of technology for teaching purposes and actual scenario of implementation of technology in EFL context (Timucin, 2006, p.162). So, it is also necessary to look at the problems that the universities as well the teachers are facing for implementing technologies in their classrooms. In this country, the effective implementation of technology is still hindered for many reasons. Thus, the study will try to look at the actual usages and perceptions of students technological applications and tools in universities of Bangladesh. Moreover, by identifying the underlying obstacles of implementing new technological applications, the research will try to bring out the students' perception of the

Technology Enhanced Language Learning (TELL).According to Cope &Ward (2002)“ students’ perceptions are more likely to be influenced by their teachers’ perceptions and using technologies in their teaching approaches” (p.72)

1.2 Purpose of the Study

While using technology in a language-learning context, the attitudes, perceptions, goals, and needs of the learners may greatly vary from each other and from their teachers. (Levy and Stockwell, 2006, p.193) . So, the purpose of the study is to explore the perceptions and willingness of Bangladeshi students about their overall learning experience with TELL(Technology Enhanced Language Learning). The study will also find out the technological applications and tools that are frequently used in different universities of Bangladesh. In fact, CALL practitioners as well the teachers always face problems while taking decisions about using technology that will match with their learning objectives and teaching methods (Levy and Stockwell, 2006, p.191). Thus, this research will also shed light on the possible obstacles that are faced by the teachers while implementing technology in their classroom.

1.3 Research Questions

The research was set out for finding out the following questions:

1. What are technological tools being used by the teachers and students at tertiary level in Bangladesh?
2. What are the students’ perceptions of the aspects of technological applications and how likely are they to use those applications?
3. What are the limitations that teachers and students face in using technology as an assistive tool for language learning?

1.4 Significance of the Study

This study will pave the way for Bangladeshi teachers, students and authorities. In fact, this study will help them to understand the barriers that are hindering the successful implementation of TELL in their classrooms. Moreover, it would be easy for the teachers to make an urgent change in their teaching methods and develop new approaches to teaching by including the use of technology since their students are very willing to use any new kinds of technological applications.

1.5 Limitations

The limitations of the research were following:

- a) For getting more accurate results, the number of participants and teachers could be increased. However, this was not possible due to the shortage of time.
- b) The researcher had covered only some of the universities of Dhaka. However, covering the universities from other districts could make the research more authentic and interesting.
- c) The results of findings could have a contrastive view if the researcher could collect responses also from the public universities of Bangladesh.

1.6 Operational definitions

a) Computer Assisted Language Learning (CALL): According to Timucin (2006) "CALL involves the use of technology in the form of computers and a transformation process in the institution where implementation actually takes place" (p.262).

b) Technology Enhanced Language Learning (TELL): TELL can be used as the synonym for CALL that can be defined as the use of technologies that facilitate and improve educational learning (Golshan & Tafazoli, 2014, p.115).

Chapter 2: Literature Review

This chapter discusses the history and concepts of CALL, TELL and their applications in ELT classrooms. Moreover, different types of technological applications and their advantages are being discussed here in detail. Furthermore, the chapter provides with the description of previous studies of TELL from the different researchers around the world.

2.1 History of CALL:

Computer Assisted Language Learning (CALL) is one of the important fields of ELT that deals with the learning or teaching language through using computers. Levy (1997) defines Computer Assisted Learning (CALL) as “the search for and study of the application of the computer in language teaching and learning” (p.1).

The role of computers has changed from time to time. For example, Warschauer (1996) and Bax (2003) provide their own taxonomies for describing the roles of technology in language learning (as cited in Healey, 2016, p.13). Warschauer's model is divided into three stages or phases namely ‘behaviouristic’, ‘communicative’ and ‘integrative’ (Levy, 1997). The first stage or behavioristic CALL was programmed for mainframe computers in the 1960s and 1970s which set a computer to work as a tutor to teach drill and practice programs (like PLATO) and followed the notion of behaviorist theory. The second stage communicative CALL saw the computer as a tool, which was emerged on the notion of Communicative approaches to teaching in the 1970s and 1980s (Warschauer, 1996). The post-Internet era or integrative stage defines technology as an integral part of language learning and teaching. In fact, technology is integrated fully into classroom practices (Healey, 2016, p.13).

On the other hand, Bax (2003) modifies Warschauer’s three phases of CALL by labeling them as three approaches namely ‘restricted’, ‘open’ and ‘integrated’. Restricted CALL supports

the notion that in the 1960s to 1980s; the actual uses of computers were 'restricted' in terms of teachers' role as well as computer's feedback towards students' responses. As a result, some activities and software were not necessarily 'behaviouristic'. Open CALL refers to the approach which believes that we are now in an open phase of CALL and more uses and implications of computers are left to be discovered. (Bax, 2003, p. 20). The third phase or integrated CALL predicts the age when the use of technology or computer will be 'normalised' just as a textbook, a pen that is now an integral part of learning. However, this phase is not far away when computers and technology will become an integral part of classrooms (Healey, 2016, p.13).

So, According to (Schmid 2009; Lamy 2007; Shield 2008; Bush 1997), from the history it is clear that since 1960s and 1970s; traditional CALL shifted its' manifestations to virtual learning environment and web-based distance learning to Computer-mediated – communication (CMC), use of concordance and to Mobile-assisted language learning (MALL). Moreover, in the early 1990s, an alternative term to CALL and that was Technology-enhanced language learning (TELL) emerged as the TELL Consortium project at the University of Hull (as cited in Azizinezhad & Hashemi, 2013, p.122).

2.2 Definition of Technology Enhanced Language Learning (TELL):

Technology Enhanced Language Learning or TELL uses computer technology (hardware, software) and the internet to accelerate language learning and teaching. So TELL is conceptualized according to skills (listening, reading, writing, speaking); activity (fill-in-the-blank, chat, creating and posting videos, searching for words in Google); location(, online, distance and blended) and technology (computer, internet ,Wiki, blog, podcast, mobile) (Kranthi, 2017, p.31). According to Warschauer et al.(1996), Technology Enhanced Language Learning or TELL, is the use of technologies in language learning and is assistive of modern approaches to teaching like communicative language teaching, task based learning, training in

language learning strategies to enhance learners' autonomy and taking control over learning process (as cited in Golshan,Tafazoli,2014,p.115).

2.3 Advantages of using Technology in EFL classroom:

The advantages of using technology are huge in numbers. Kranthi (2017) points out several advantages that a technology-assisted classroom can have:

- Learning is not confined to classrooms only; rather students can engage themselves in language learning sitting at their home at their convenient time.
- TELL can be proved beneficiary if it is used alongside textbooks. As a result, students can gather deeper knowledge of their lessons.
- Using TELL allows students with more flexibility to discover their own learning styles which are quite impossible to find out from the traditional teaching styles.
- Using TELL, students can control and select the orders of the materials that are presented to them. For example: selecting language items like grammar or vocabulary; choosing a passage for listening to CD-Rom. Moreover, they can check their own progress as there are several websites where they can check the answers to exercises.(p.32)

According to International Society for Technological Education (2000),through using technology, students will be able to become “ (a) capable information technology users ; (b) information seeker, analyzer an evaluators ; (c) problem solvers and decision makers; (d) creative and effective users of productivity tools ; (e) communicators, collaborators, publishers an contributing citizens” (as cited in Raihan and Lock,2010 p.25)

Chickering & Ehrmann (1996) mentioned seven teaching practice principles that work as seven important factors for ensuring effective implementation of technology use. They are contact between teacher-students, reciprocity, and cooperation among students, instant feedback, respect towards diverse talents and ways of learning, time on task and time on task (as cited in Islam,2014).

2.4 Students perceptions towards the use of TELL:

Mohammad (2015) conducted a study on the perceptions about the benefits and barriers of using technology as an EFL aid among English students as well as teachers of Iraq University. The study showed that despite having positive attitudes towards technology use; the students did not use any technological tools, as there are shortages of instruments, financial supports and inadequate training opportunities for the teachers' in their university (p.85).

To find out the attitudes towards using CALL in EFL classrooms; Mokhtari (2013) conducted a study on the BA students of English at Qom University, Iran. Most of the students showed positive attitudes toward using CALL since they hope that one-day computer's role in language learning would expand and the teacher would become facilitator from the traditional position of all-knower.

Afrin (2014) investigated the integration of Computer Assisted Instruction (CAI) in EFL classrooms of tertiary level in Bangladesh. In this study , she found that the students perceived ICT “ can help students take ownership of their learning, make them autonomous and confident in their learning, enable introvert students to interact freely, acquire valuable study and time management skills with better impetus for learning and teachers can have a more student-centred form of learning” (p.72). Moreover, the teachers had different kinds of opinions (both positive and negative) regarding using computers, internet, and multimedia in their classrooms. Some of them use the computer to deliver lectures and have adequate training

on using those. On the other hand, some of the teachers still think that computer interrupts their lectures and it takes a lot of time to prepare materials through surfing internet.

2.5 Use of Technology in language classrooms of Bangladesh:

For ensuring the better quality of the educational systems of Bangladesh and also for improving the proficiency of teachers and students; Government has taken the step 'Vision 21'. The main theme of the vision is to develop ICT in educational sectors of all phases (Khan, Hasan, Clement, 2012, p.69).As a result, the use of technology is increasing day by day in this country. However, Shahrier, Haque, and Barai (2016) conducted a study on the availability of ICT facilities to the students at the tertiary level on different private and public universities of Bangladesh. The students were quite satisfied with the equipment available in their institutions but they were not happy with the quality of those tools. These were because the low speed of internet, unprotected data, software and hardware malfunction and longer repairing time of tools (p.157). But, Bangladesh has the potential to improve her students; learning by integrating technologies.

2.6 Technology as a tool for learning:

Raihan and Lock (2010) provided a diagram of the different ways of technological tools in language classrooms:



Figure 01: Technology in Classrooms (p.26)

Besides these technological tools; there are other types of technological applications that are becoming extremely popular among the teachers, students, and practitioners.

2.6.1. M-learning

Mobile Assisted Language Learning (MALL) or m learning, one of the subsets of CALL; involves the use of mobile technologies that can promote students' language learning. According to Klopfer et al. (2002), such mobile technologies like cell phones, MP3/MP4,

palmtop, notebooks, laptops and PDAs (personal digital assistants) have the features of portability, social interactivity, connectivity, individuality and context sensitivity (as cited in Begum, 2011, p.105). Moreover, different mobile companies update as well as design new mobile applications and functions from time to time to meet the demands of their users. These applications include language learning app, an app for grammar, dictionary and real-world apps (Sharma, 2011). Therefore, taking those advantages EFL practitioners are trying to incorporate cell phones in the language classrooms around the world. In Bangladesh, the concept of m-learning has come since BBC launched a mobile application program 'Janala' where English is taught through using internet on mobile. From this program, people of various ages and classes are becoming better language learners as it is easily accessible to them. Begum (2011) in her studies shows that using cell phones in Bangladeshi EFL classrooms can work as an instructional tool to the language learners if the teachers and authorities can overcome the challenges and misinterpretations of thinking cell phone as a disturbing factor in the classrooms (p.105).

2.6.2 Virtual Learning Environment (VLE)

According to Sharma (2010), VLEs are commonly used in universities to supplement traditional face-to-face classroom activities, which is known as blended learning (as cited in Sharma, 2011).

2.6.3 Learning Management System (LMS)

Pieri and Diamantini (2009) defines Moodle as a 'software program for electronic or 'e-learning', a category of programs that are variously identified as 'Course Management System' (CMS), 'Learning Management System' (LMS), or 'Virtual Learning Environment' (VLE)" (as cited in Wood, 2010, p.305). With the help of Moodle teachers can set up quizzes, assignments or course outlines creating a site with the course name. Moreover, Moodle

contains several features of CMC like chat, e-mail, discussion boards (asynchronous), forums, and wikis (synchronous). In fact, Moodle is the software, which is the combination of both e-learning and on-site classroom learning and this is a part of blended learning (Wood, p.305).

2.6.4 Social Networking Sites (SNSs)

With the development of technologies, various types of software like social networking sites are developed to ease the distance between people and to support social relation as well as social interaction. Web-based social networks (Facebook, Twitter) are highly popular among the young generations and easily accessible on computer and mobile phones. Eren (2012), conducted a study on the use of Facebook for academic purposes among the Turkish students and found that it can have a very positive impact on the students but traditional teaching styles should be minimized to enhance the use of this application. WhatsApp is the highly preferred mobile based applications through which people can send, receive photos, videos and also locate and talk over the phone using WIFI internet connections. Cetinkaya (2017), conducted a study on the use of WhatsApp as an educational technology tool among the students of different Turkish schools and found out that this application provides a natural and unstructured learning environment despite having several drawbacks of it.

2.6.5 Wikis and Blogs

A blog is one of the Web 2.0 technologies that are used as a platform for promoting students' writing skills. According to Trajtemberg and Yiakoumetti (2011) blog is seen as an 'authentic interactive contexts' in which learners participate in the real-life communication. In fact, it promotes scaffolding in that senses that through the peer work between weaker and advanced learners, the weaker can become knowledgeable (p.2). On the other hand, Wiki is another type of Web 2.0 technology that is associated with collaborative writing. According to Higgs and Mccarthy (2005), Wiki can be used for constructing one's knowledge by involving

his/her in community or society. So, here, knowledge and meaning are shaped by the interaction between teachers. As a result, one can find the sense of belonging in a community (as cited in Parker and Chao, 2007, 59).

Chapter 3: Research Methodology

3.0 Introduction:

This chapter focuses on the discussion of the methodology for conducting the research. Therefore, it includes the research questions, research design, setting, sample and participants along with the detailed descriptions of data collection process and analysis. Moreover, this chapter also provides the obstacles that had been encountered while conducting the research.

3.1 Research question:

The central research questions for the study were the following:

1. What are technological tools being used by the teachers and students at tertiary level in Bangladesh?
2. What are the students' perceptions of the aspects of technological applications and how likely are they to use those applications?
3. What are the limitations that teachers and students face in using technology as an assistive tool for language learning?

3.2 Research Design:

For collecting data the researcher had used both the qualitative and quantitative method. Because using mixed method allows the researcher to get results that are more accurate rather than adopting only one research method. The research was conducted in 4 private universities. 120 students and 10 teachers participated in this research. The questionnaire which is the quantitative method of collecting data were used for students to identify their perceptions

and willingness of using TELL in their classrooms. According to Nunan (2002), quantitative data are more controlled and obtrusive whereas qualitative data are naturalistic and uncontrolled (p.4) that were used as to take the responses of the university teachers in the form of the interview.

3.3 Sampling and Participants:

As the purpose of the study is to find out the students' perception regarding the use of TELL (Technology Enhanced Language Learning) in their overall learning experience, the researcher selected 4 universities. All the participants in this research were undergraduate students of EFL and 120 students participated in the research. All the students were from the Department of English and Humanities from different semesters. The research comprised of 120 students and 10 teachers. They were from University of Liberal Arts Bangladesh (ULAB), Daffodil International University (DIU), Eastern University (EU) and Stamford University (SU).

3.4 Settings:

The setting for the survey was formal as the researcher went to the universities for collecting data from both the teachers and students. The researcher got access to some of the classes with the permission of the head of the department. She distributed the questionnaires to the students and gave necessary instructions for filling it up. The teachers were being requested to take the questions with them where the researcher was not permitted to enter into their classes.

The researcher set interview questions for the teacher. Therefore, this part was done in an informal setting. The researcher took interviews in teacher's room by making appointing

with them at their convenient time. Most of the teachers preferred to write the questions rather than saying everything in words. Few number of the teachers gave interviews to th researcher.

3.5 Instrumentation:

For collecting the data for this research, two types of instruments were used. One was the questionnaire that provides quantitative data and the other was the interview, which provides qualitative data.

3.6 Questionnaire for students:

According to Gillham (2008), through the use of questionnaire one can collect a huge amount of data within less time and the processing of data can be fast and relatively straightforward (Dörnyei and Taguchi, 2010 p.6). Therefore, for eliciting the responses from the students the researcher set questionnaire that comprises of 11 questions and all of them are closed-ended (Appendix A). The response type of the questions were followed by Likert scales. Moreover, in preparing the questionnaire the study of Kennedy, Judd, Churchward, and Gray (2008) was being consulted who conducted a study on the first year university students of Australia about the perceptions of using technologies.

3.7 Interview questions for the teachers:

The interview questions were set for the teachers since it follows the open-ended questions. According to Dörnyei (2010), open-ended questions are needed to identify a huge number of possible answers that might be restricted to provide pre-prepared response categories found in quantitative research (p.36). There were four interview questions for the teachers. Most of the teachers preferred to write the answers rather than giving the formal interview.

3.8 Data Collection Procedure:

The procedure for the data collection started with selecting few universities at first. Then the researcher went to the universities for taking permission to conduct the survey. In two universities the researcher needed to take permission from the department head and in other two universities the researcher directly contacted with the teachers. The researcher gave the necessary instructions to the teachers for filling up the questionnaire for their students.

3.9 Data Analysis Process:

The data analysis process comprises of both qualitative and quantitative methods. For analyzing the questionnaire, the tally system of Microsoft Excel was being used. Moreover, the responses were being converted into the percentage and were given in pie charts, bar charts and in tables. The interview or qualitative data were being analyzed on the basis of responses stated by the teachers of universities.

3.10 Obstacles encountered:

Very few obstacles were encountered while conducting the surveys and interviews. The researcher had to wait for 2 days for getting the appointment of the head of the department from 2 universities. As in one university, the mid-term exams were running so the researcher had to wait for the permission of the teachers for conducting their interviews. Few university authorities told that the students would not be available for the survey since their mid-term examinations were about to start.

Chapter 4: Findings and Discussion

4.0 Introduction

This chapter will provide the detailed analysis and discussion of the data that were collected through the survey. The responses to the questions from the students and teachers are being analyzed through the graphical representations using pie charts and bar charts along with tables. After that, the overall findings are discussed in relation to the central research questions.

4.1 Responses of the students of universities

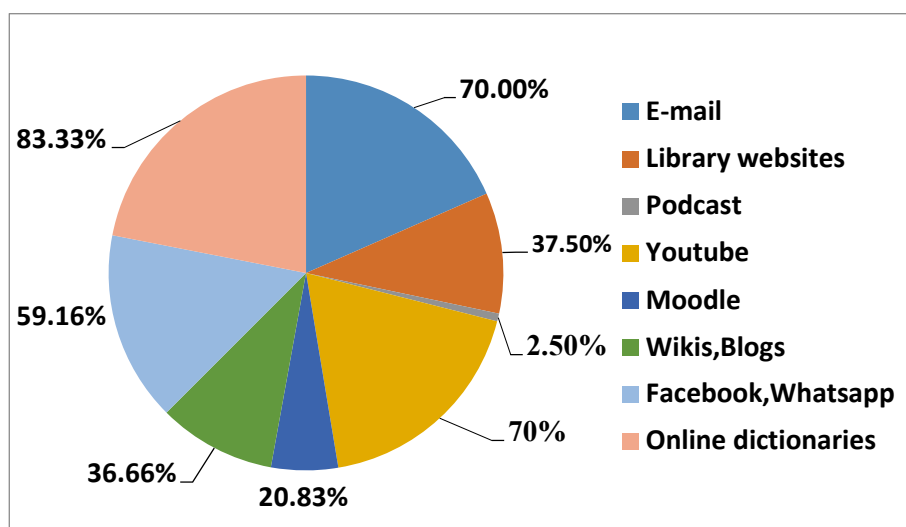
Response to question 1

Q.1. Which of the following applications do you use in your study and also in your university?

Responses	Participants	Percentage
E-mail	84	70.00%
Library websites	45	37.50%
Podcast	3	2.50%
YouTube	84	70.00%
Moodle	25	20.83%
Wikis, Blogs	44	36.60%
Facebook, Whatsapp	71	59.16%
Online dictionaries	100	83.33%

Table 1

It is visible from the responses that 84 students preferred using online dictionary app at their universities. Moreover, 84 participants also responded positively to using YouTube and E-mail for their study purposes. Furthermore, around 59% students agreed that they use the Social Networking Sites like Facebook, Whatsapp from where they can get the necessary information related to their classes and studies. On the other hand, the users of Podcast (2.50%) and Moodle (20.83%) were few in numbers because only some of the faculties universities have the actual use of those applications. Besides, the percentages of using library websites and wikis, blogs were 37% and 36% respectively.



Graphical Representation: 1

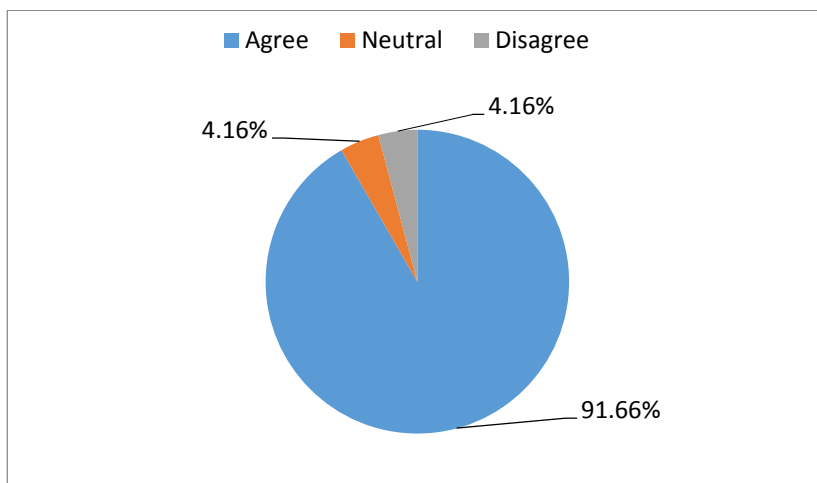
Response to question 2

2. Improvement of language skills

Responses	Participants	Percentage
Agree	110	91.66%
Neutral	5	4.16%
Disagree	5	4.16%

Table 2

In response to this question, most of the students (91.66%) agreed that using the above applications can help them to improve their language skills. On the other hand, only 5 participants did not agree with the above statement and the other 5 participants had no opinion regarding improving language skills through the use of technology.



Graphical Representation: 2

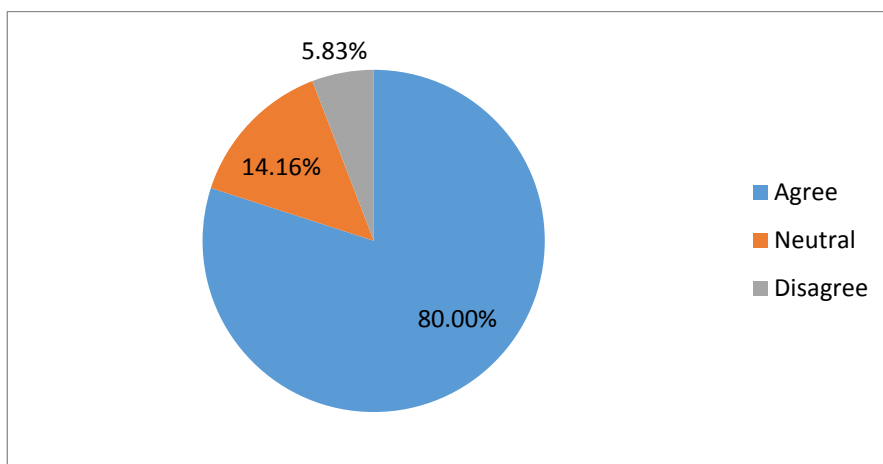
Response to question 3

3. Support learning every time and anywhere:

Responses	Participants	Percentage
Agree	96	80.00%
Neutral	17	14.16%
Disagree	7	5.83%

Table 3

80% students agreed that through using various technological applications and tools can support their learning by providing them the opportunities to access at their own pace and time. On the other hand, only 5% participants did not agree with the statement.



Graphical Representation: 3

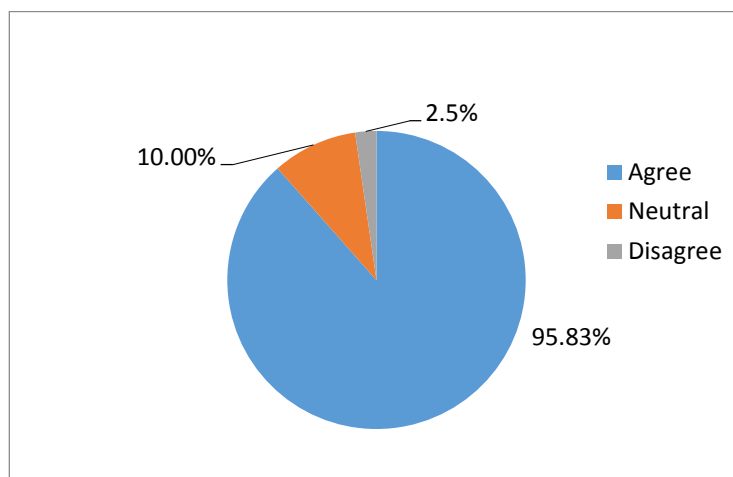
Response to question 4

Information and material sharing:

Responses	Participants	Percentage
Agree	115	95.83%
Neutral	12	10.00%
Disagree	3	2.5%

Table 4

While answering this question 95.83% of the total participants agreed that with technological applications, the process of information and material sharing becomes easier. However, 10% of them had a neutral response and only 2.5% had a negative response to the above statement.



Graphical Representation: 4

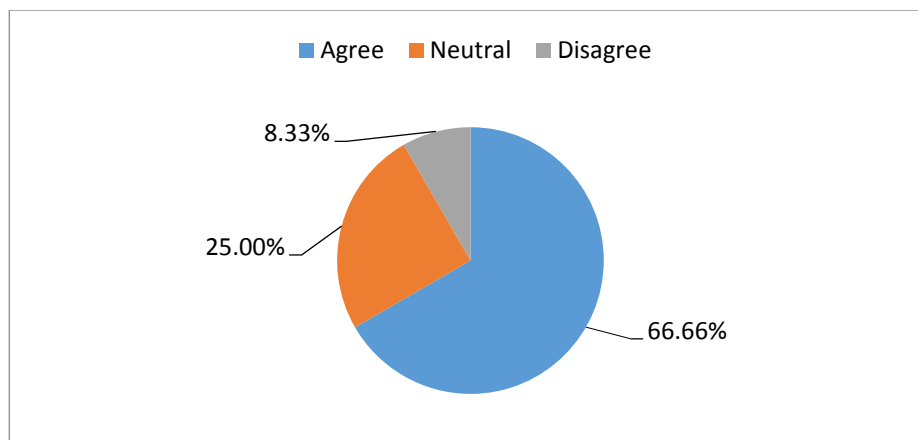
Response to question 5

Proper feedback beneficial for learning:

Responses	Participants	Percentage
Agree	80	66.66%
Neutral	30	25.00%
Disagree	10	8.33%

Table 5

Only 66% students agreed that these technological applications and tools can be sources of proper feedback that are beneficial for learning. On the other hand, 10% of the participants disagreed that they did not think that it can be proved beneficiary for the students to get proper and accurate feedback from their teachers.



Graphical Representation: 5

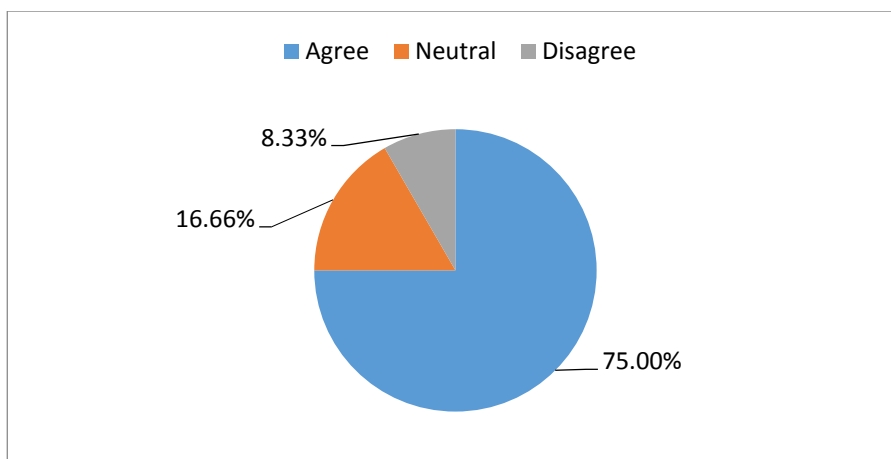
Response to question 6

Promotion of social interaction:

Responses	Participants	Percentage
Agree	90	75%
Neutral	20	16.66%
Disagree	10	8.33%

Table 6

Almost 90% of the students agreed with the fact that with the use of different technological applications can promote social interaction among them as well as among people all over the world. On the other hand, 16.66% did not have any definite opinion about the statement as they perceived it neutrally, whereas only 8% students disagreed with it.



Graphical Representation: 6

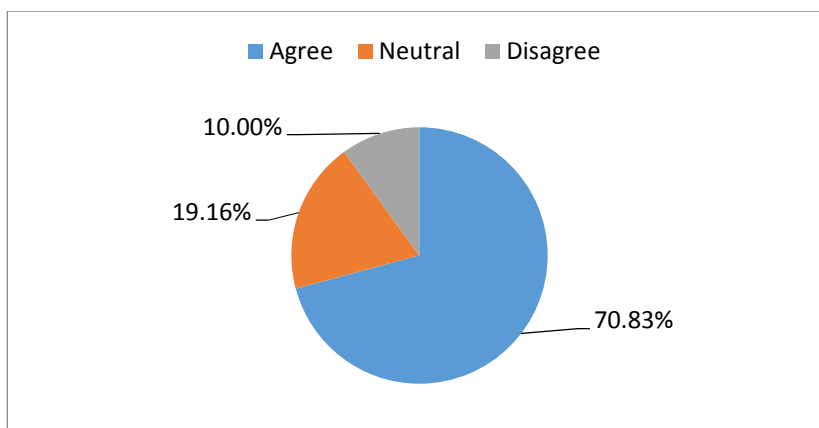
Response to question 7

The interaction between teacher-student:

Responses	Participants	Percentage
Agree	85	70.83%
Neutral	23	19.16%
Disagree	12	10.00 %

Table 7

The interaction between teacher-student becomes prominent through using technological tools and applications. Therefore, 70.83% students agreed with this statement. However, 10% students disagreed that they did not agree with the above statement. On the other hand, 23 participants had the neutral opinion in this regard.



Graphical Representation: 7

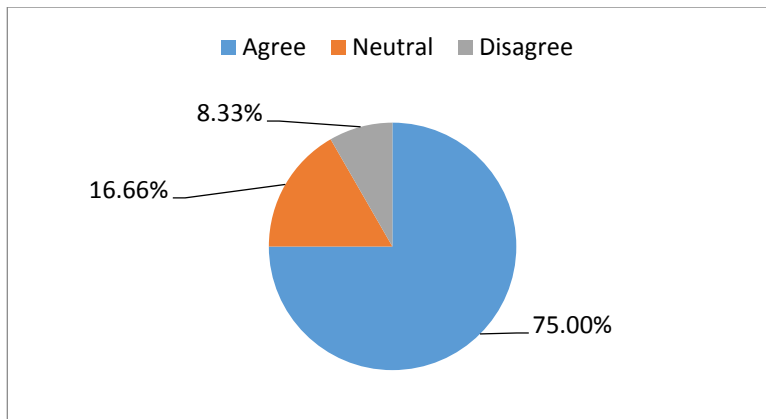
Response to question 8

Promotes different learning styles:

Responses	Participants	Percentage
Agree	90	75.00%
Neutral	20	16.66%
Disagree	10	8.33%

Table 8

Among 120 participants, 90 participants agreed that the use of technological applications and tools could promote different learning styles whereas only 10 participants disagreed with the statement. On the other hand, only 16.66% students did have the neutral opinion in this regard.



Graphical Representation: 8

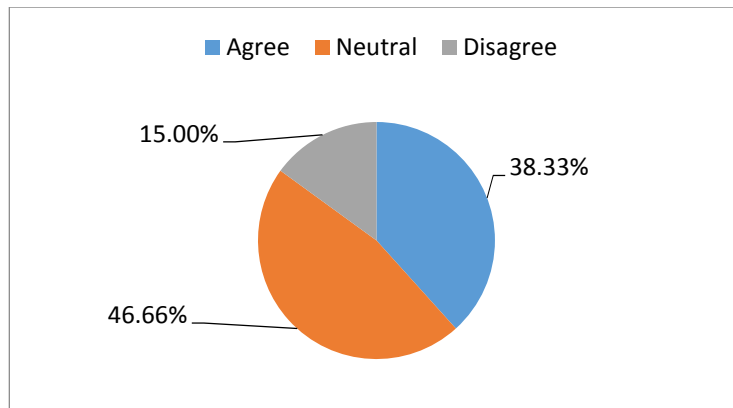
Response to question 9

Use other than academic uses:

Responses	Participants	Percentage
Agree	46	38.33%
Neutral	56	46.66%
Disagree	18	15.00%

Table 9

About 46.66% participants had the neutral opinion about the statement that those technological tools and applications can be used other than academic uses. On the other hand, about 38% participants agreed in this regard.

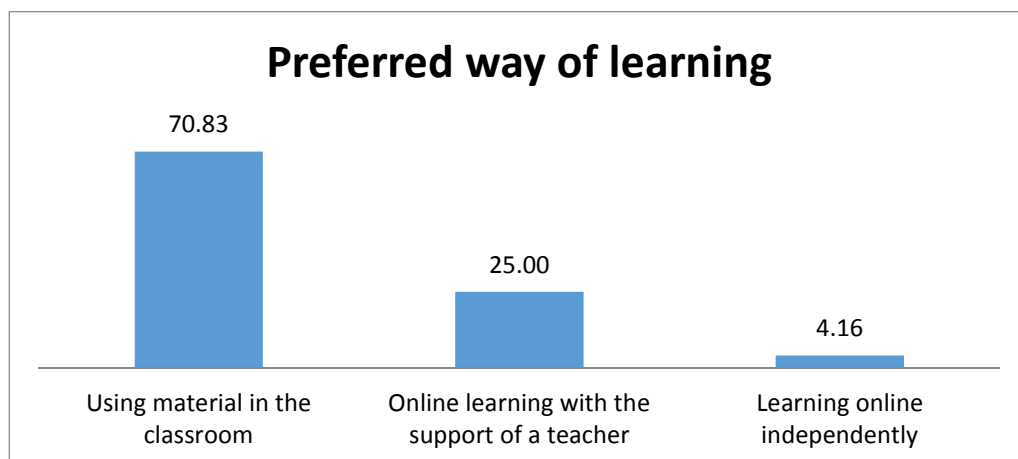


Graphical Representation: 9

Response to question 10

In which of the following way do you prefer learning language?

Ans: 70.83% students preferred to learn their lesson using learning materials on a computer in their classroom whereas only 4% students prefer leaning independently online without their teachers' help. On the other hand, 25% of the participants preferred online learning with the support of their teachers.

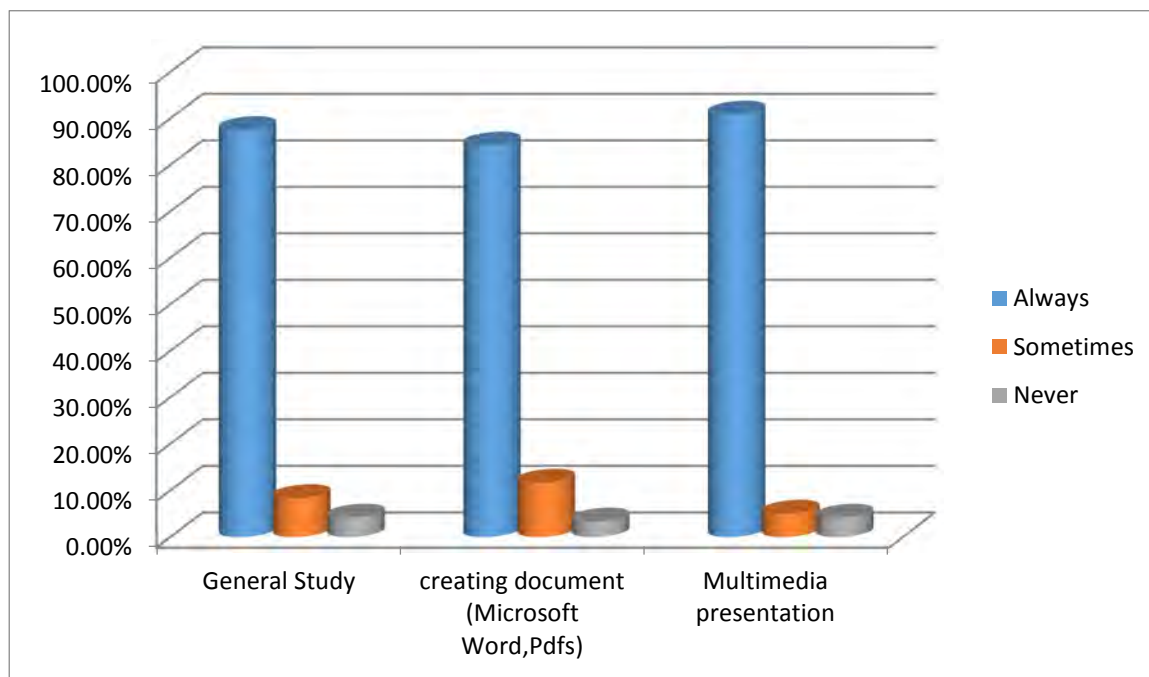


Graphical Representation: 10

Response to question 11

For which purposes or not do you want to use technology-based applications to assist with your study?

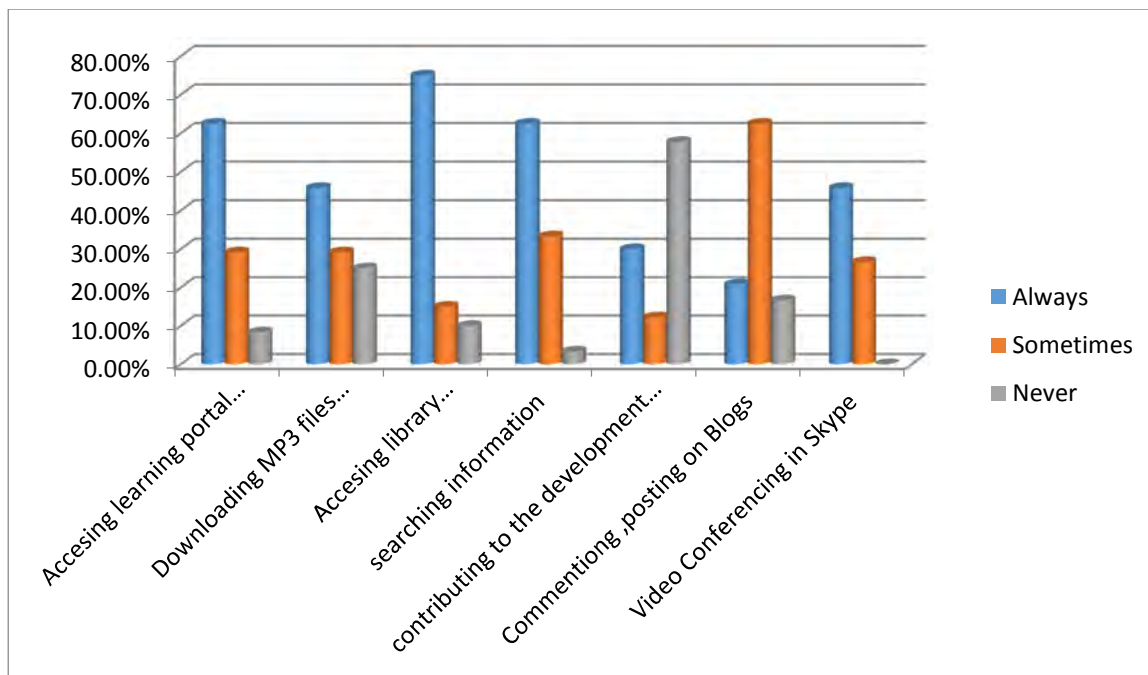
Ans: To assist with the studies of students using computers for the following purposes are shown below:



Graphical Representation: 11 (Using Computers)

For the purpose of assisting students with their studies, most of the participants (87.50%+84.16%+90.83%) agreed to use computers for general study; creating documents like Microsoft Excel, Word, Pdf and creating a multimedia presentation. On the other hand, not more than 5% participants disagreed with the above purposes of using computers

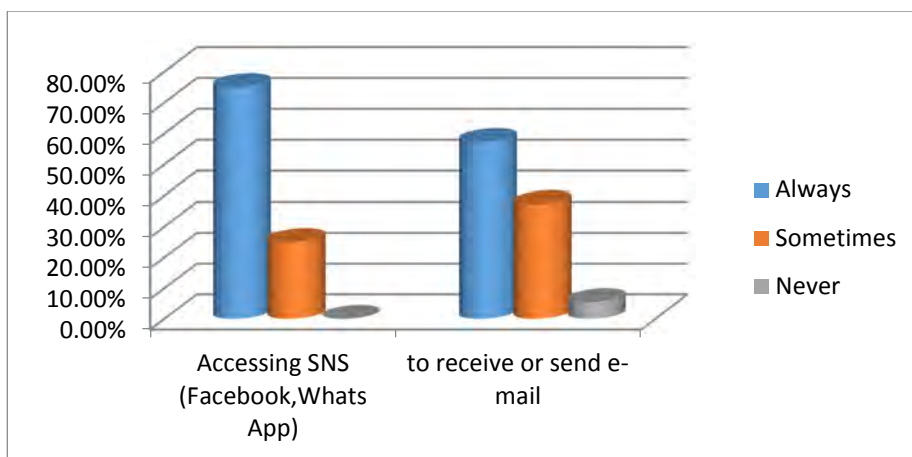
- (a) To assist with their studies, students' responses to use the Web for the different purpose are shown below in bar charts.



Graphical Representation: 12 (Using Web)

In terms of using the web, the participants were divided into different opinions. Among them, almost 63% students agreed that they always like to use the web for the purposes of accessing learning portal like Moodle and Google classroom and searching information from Google, online dictionaries. Moreover, for accessing library websites like database, e-journal for research work 75% students always like to use the web. On the other hand, for the purposes of commenting, editing and posting in Blogs almost 63% students like to use the web sometimes. However, for the purposes of contribution to the development of Wiki almost 58% students never like to use the web. In fact, they also showed negative attitudes towards downloading files and watching video tutorials from YouTube; video conferencing in Skype 45.83% participants equally like to use those to assist their studies.

- (b) To assist with their studies, the students like to use mobile phone for the following purposes



Graphical representation: 13

It is seen that 75% students want to use mobile phones to access social networking sites and also 57.23% students also want to use this device to send or receive E-mail.

4.2 Responses of the teachers of universities

Response to question 1

What are the technological tools and applications that you frequently use in your classroom?

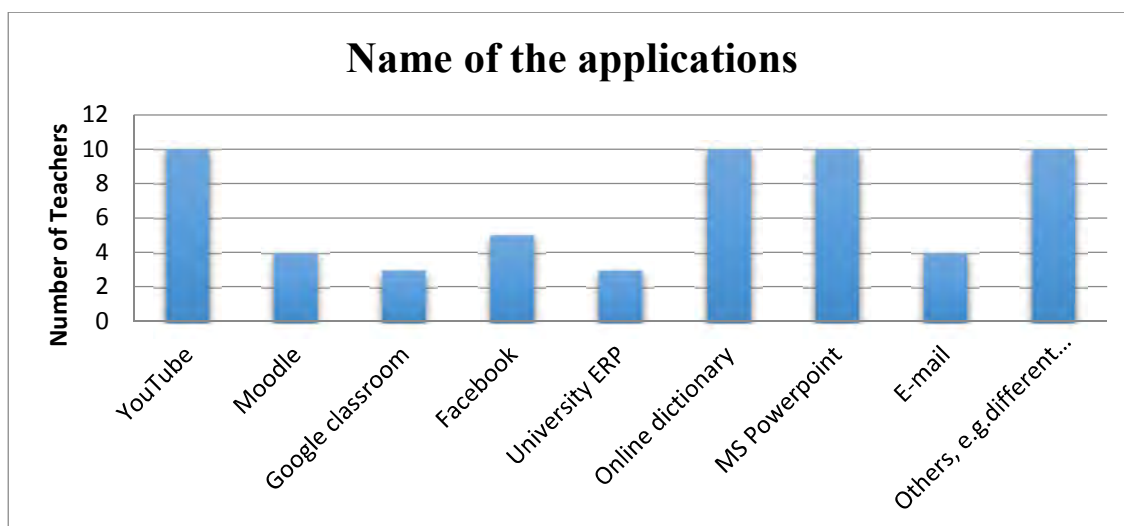
Answer:

Responses	Teachers	Percentage
YouTube	10	100%
Moodle	4	40%
Google classroom	3	30%
Facebook	5	50%
University ERP	3	30%
Online dictionary	10	100%
MS PowerPoint	10	100%

E-mail	4	40%
Other different websites	10	100%

Table 1

10 (100%) of the teachers said that they use YouTube, online dictionaries, different kinds of websites and MS PowerPoint in their classrooms. On the other hand, the use of University ERP and Google classroom were limited to only 30% of the teachers. The percentage of the teachers towards the use of E-mail, Facebook, and Moodle were respectively (40% +50% +40%).



Graphical representation: 14

Response to question 2

Are you satisfied with the technological tools and applications that you use in your classroom? If not then why?

Ans: All of the teachers (100%) agreed that they are were quite satisfied with the technological tools and applications that they use in their classrooms. However, some of the teachers also mentioned that their university authorities could enhance these facilities.

Response to question 3

How far do you think that your students are willing to use new technological applications and tools for their educational purposes?

Ans: While answering this question, 8 teachers (80%) said that their students are very much willing to use new types of technological tools and applications. In fact, being the students of this new digital age; using such technological tools saves their time and makes content available for any later use. On the other hand, 2 of the teachers said that their students are not that much prepared to use new technological application since for this they need to give extensive training to the students.

Response to question 4

What will be some possible obstacles to implement new technological applications in your classrooms?

Ans: While answering this question, the teachers gave different types of responses and they are listed below:

- i. Problems of viruses may hamper the entire system of technological tools and applications. For this reason, some equipment may not work and takes a longer time to set it up again.
- ii. Internet facilities may interrupt due to load-shedding, a slow connection of Wi-Fi.
- iii. Limited space and quality of tools might be some possible obstacles.
- iv. Cultural barriers, e.g., shyness of students.
- v. Lack of technological literacy or lack of training both for students' and teachers'.
- vi. Overuse of technological applications may hamper students' thinking capability and make less reliable on teacher talk.
- vii. Use of short forms of words while writing text or comments on social media and E-mail may interrupt the writing skills of students.

4.3 Discussion:

In the following part the results from the findings are discussed in relation the central research questions respectively.

4.3.1 Relation to central research question 1:

From the table 1 and table 2, it is obvious that both the teachers as well as students said that they use YouTube (100%+70%); E-mail (40%+70%); online dictionaries (100%+ 83.33%) mostly in their classroom even though the other applications were also frequently used. However, Google classroom and was only frequently used by the 3 teachers who were from Daffodil International University (DIU). On the other hand, the use of Moodle was few in numbers among teachers and students although their university authorities are trying to use this application since such kinds of Learning Management System (LMS) provides with opportunities of blended learning for the teachers and students (Wood, 2010). Moreover, while using different types of application in computers, web and mobile phones; most of the students like to use these for general study, creating document, searching information on Google and library websites. This study matches with the study of Kennedy, Judd, Churchward, Gray ,Krause (2008); Alsulami (2016) who conducted a research on Australian and Saudi Arabian university students respectively to find out the frequencies and willingness of using different types of technological applications. The students were very willing to use a wide range of technological options.

4.3.2 Relation to central research question no.2:

According to Chapelle (2003), in order to improve students' language ability, the implementation of technology both inside and outside classroom is necessary .This very idea supports the findings from question 2 ,where 91.66% students agreed that using technological tools and applications can help them to improve the four language skills. This finding is also

similar with the study of Alsulami (2016). Moreover, it was mostly agreed by the students (in graphical representation 5 and 7) that with the use of technology, proper feedback from the learners and teachers can bring fruitful results. According to Jonassen (1999), the interaction should not be restricted to only between learner and content rather it should happen in the three ways: learner-teacher; learner-learner; learner- content (as cited in Yuan, 2005). Technological applications like Social Networking Sites (Facebook, Whatsapp) can have a positive effect in promoting social interaction as 75% students agreed with this. In fact, with the help of these sites, they can contact their friends and teachers not only for social purposes but also for their academic purposes. 50% of the teachers also agreed with their students responses (Table 10). This responses matches with the study of Quader (2014) and Eren (2012) who conducted research on impact of Social Networking Sites (SNS)s on tertiary level students of Bangladesh and Turkey respectively. They found that the students use these sites both for academic and non-academic purposes but since they are the students of tertiary level so they have the knowledge of using these sites properly that might be absent among young and adolescent learners. According to Ghanizadeh, Razavi & Jahedizadeh (2015) , through using technology, learners can acquire their materials and information easily and thus students become much more motivated (p.73) .This findings matches with this research finding where in response to question no 4. Most of the students (90.83%) agreed that using technological applications can work as an effective medium of material and information sharing.

4.3.3 Relation to central research question 3:

In this digital era, the use of technology is very necessary in every sphere of life. However, implementing new technological applications are not that much easy in the context of Bangladesh. As some of the teachers mentioned that, sometimes while using any forms of texting like face book or e-mail, their students use the short forms of any words and do not maintain proper grammatical structure, which also supports the study of Pioto (2016).

According to his research, the teachers from two schools of California discussed the same fact that their students make the same mistakes in terms of texting or writing as the students of Bangladesh do. This will hamper the improvement of their writing skills. Moreover, in the interview; 2 of teachers think that the overuse of technology can also hamper the students' critical thinking ability since they are getting everything readymade from online. Thus, they emphasized that these can lead to the less reliability of teacher talk. This idea also matches with the study of Mahmuda (2016). According to her, using multimedia are reducing the students' note-taking abilities as a result their thinking ability is decreasing gradually. So, this is a clear indication that they somehow like to use the traditional forms of teaching like giving lectures while using technological tools. In fact, they are not following Prabhu's (1990) idea of 'sense of plausibility' which means the teachers' subjective understanding of their teaching and this only comes from their personal conceptualization as well as experiences of teaching (as cited in Kumaravadivelu, 1994,p.31). According the researcher, for attaining their sense of plausibility in teaching they need more training on integrating technology with their teaching methods and. Besides, from the graphical representation 10, it is clear that most of the students prefer to learn by using materials on a computer in their classrooms. This shows their dependency and confidence on their teachers' ability to use technology which matches with the study of Mahmuda (2016); Mahmud (2010), who asserts that the most of Bangladeshi students think that their teachers are efficient enough to use technology. Thus, the students are still not taking the responsibilities of their own learning though in the graphical representation 11, 12 and 13 they said that they would like to use different types of applications to assist with their studies. In a technology-assisted classroom, the role of a teacher should be the facilitator who will help her students to learn independently (Gibbon, 2001). In fact, they are unwilling to change their learning atmospheres, Moreover, in question no 4. The teachers identified that

due to their students' lack of technological literacy and confidence the processes of learning may be slow and that matches with the study of Mahmud (2010).

Chapter 5: Conclusion

The world has become more advanced with the use of technology. Therefore, in all sectors of life, we can see the usefulness of technology. In fact, there will be a time in future when technology will replace the books and pens entirely. Moreover, in an educational setting, both the teachers and students are becoming aware of its usefulness. In fact, being a new generation, they are very willing and adapting themselves to use different forms of technological applications.. However, in Bangladesh, the use of technology is limited to some particular applications. The teachers are also lagging behind in terms implementing technology in their classrooms due to several reasons. Thus, the research aims to show the willingness and the perceptions of Bangladeshi university students to use Technology Enhanced Language Learning (TELL) in their studies. This research also focuses on the teachers' perceptions about the implication of new technological tools and application and barriers that hinder its implementation.

5.1 Summary of the findings

The findings of the research pointed out the students' perceptions about their overall learning experience with TELL. Most of the students agreed that using different types of technological applications can be proved beneficiary for their academic purposes. In fact, most of them showed very positive perceptions towards the features of the technological applications. However, they did not show much interest in using those applications independently since 70% students preferred to learn with materials that would be provided by their teachers. Thus, it indicates that they were not still ready to take the responsibilities of their own learning. Therefore, they need training for this and this was also stated by most of the teachers in interviews. Moreover, the teachers also mentioned that implementing new technological applications might not be possible due to several reasons. Thus, the findings can

be concluded by saying that despite having very positive perceptions towards the use of TELL, the teachers, the educators and also the administrators need to plan their curriculum from the beginning where both the learning objects and integration of technology will be present together equally.

5.2 Recommendation

The overall finding of the research would recommend the following steps for implementing technology in language classroom:

- The teachers can attend extensive training on integrating technological applications properly in their teaching methods for ensuring the maximum outcomes from the learning objectives.
- The university authorities should give the maximum effort to improve the qualities of technological tools and applications for the classroom.
- Students should also receive training on the proper usages of technological tools and applications so that they can take responsibilities for their own learning in future.

5.3 Contribution to research

Though many of the researches have been done on the use of technology in Bangladeshi classrooms, this research can still guide the teachers to become aware of the uses of technologies in their classrooms. In fact, through this research paper, they will know the fact that the students of Bangladeshi universities are very willing to use different types of technologies to assist with their studies. Hence, this will help them to bring in some necessary changes in their teaching methods where technology can support them to become facilitators to their students rather than being the dominant figure in the class.

5.3 Practical implications

After reading the dissertation, the readers will get to know about Bangladeshi university students' overall learning experience and willingness of using technology in their classrooms. Moreover, the teachers can realize the fact that the students are very willing to use new technological tools and applications in their classrooms. But, it is also their responsibility to facilitate their students to promote autonomy learning. Therefore, the overall findings can be proved beneficiary to the teachers, students, authorities of universities in Bangladesh.

5.5 Further studies

This study focused solely on tertiary levels of students and teachers. So, further studies can be done by changing the proficiency levels of students. For instance, an overall scenario of using technological applications and tools in all educational sectors of Bangladesh. Moreover, the further researcher can conduct a scoping review of TELL in Bangladesh in order to find out the important variables that can affect the implementation of technology as an assistive tool in a language classroom.

Reference

- Afrin,N.(2014). Integrating Computer Assisted Instruction in the EFL Classroom of Bangladesh. *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)*,19(11),69-75. Retrieved from <http://iosrjournals.org/iosr-jhss/papers/Vol19-issue11/Version-4/L0191146975.pdf>
- Alsulami, S. (2016). The Effects of Technology on Learning English as a Foreign Language Among Female EFL Students at Effatt College: An Exploratory Study. *Studies in Literature and Language*,12(4),1-16.DOI:10.3968/7926
- Bax, S. (2003). CALL – past, present and future. *System*, 31(1), 13–28.Retreived from <https://www.scribd.com/document/317668029/BAX-2003-CALL-Past-and-Present>
- Begum,R. (2011). Prospect for Cell Phones as Instructional Tools in the EFL Classroom: A Case Study of Jahangirnagar University, Bangladesh. *English Language Teaching*,4(1),105-115.Retreived from <https://files.eric.ed.gov/fulltext/EJ1080334.pdf>
- Cetinkaya, L.(2017). An Educational Technology Tool That Developed in The Natural Flow of Life Among Students: WhatsApp. *International Journal of Progressive Education*, 13(2), 29-47. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1145590.pdf>
- Cape,C& Ward, P. (2002). Integrating learning technology into classrooms: The importance of teachers' perceptions. *Educational Technology & Society*,5(1), 67-74.Retreived from https://www.researchgate.net/publication/243963426_Integrating_learning_technology_into_classrooms_The_importance_of_teachers%27_perceptions
- Dörnyei, Z., &Taguchi,T. (2010).*Questionnaires in Second Language Research: Construction, Administration and Processing* (2nd ed.). New York, NY: Routledge.

Fahy,P& Strum, M. (2012,29August).

Learning English with Modern Technology Student Survey Results
[Supplemental material]. Retrieved from <http://learnit2teach.ca/wpnew/wp-content/uploads/2011/02/LearningEnglishWithModernTechnology-19Aug2012.pdf>

Ghanizadeh, A., Razavi,A.,&Jahedizadeh, S.(2015). Technology-Enhanced Language Learning (TELL): A Review of Recourses and Upshots. *International Letters of Chemistry, Physics and Astronomy*, 54, 73-87. doi: 10.18052/www.scipress.com/ILCPA.54.73

Gibson, I, W. (2001).At the intersection of technology and pedagogy: considering styles of learning and teaching. *Journal of Information Technology for Teacher Education*, 10(1-2),37-61.DOI: 10.1080/14759390100200102

Gilakjani,A.P., Leoi, L.M.,& Ismail, H.N.(2013). Teachers' Use of Technology and Constructivism. I.J. *Modern Education and Computer Science*, 4, 49-63. DOI: 10.5815/ijmeecs.2013.04.07

Golshan, N.,&Tafazoli, D. (2014).Technology-Enhanced Language Learning Tools In Iranian EFL Context: Frequencies, Attitudes And Challenges. *Procedia - Social and Behavioral Sciences*, 136,114-118. Retrieved from https://ac.els-cdn.com/S187704281403780X/1-s2.0-S187704281403780X-main.pdf?_tid=b3a9f2cc-b0fd-11e7-b1e0-0000aab0f26&acdnat=1507999114_887106843d2fd993ba7d355c5c699953

Islam, Yousuf (2011) "Tertiary Education in Bangladesh - Brief History, Problems and Prospects," *International Journal for the Scholarship of Teaching and Learning*: Vol. 5: No. 2, Article 5. <https://doi.org/10.20429/ijstl.2011.050205>

- Islam, M.H. (2014). Technology to use in EFL Classrooms: digitalisation of English teaching in higher secondary to tertiary levels in Bangladesh. Retrieved from https://www.academia.edu/7921305/Technology_to_use_in_EFL_Classrooms_Bangladesh_Context
- Kennedy, G.E., Judd, T.E., Churchward, A., & Gray, K. (2008). First year students' experiences with technology: Are they really digital natives?. *Australasian Journal of Educational Technology*, 24(1). Retrieved from <https://doi.org/10.14742/ajet.1233>
- Kumaravadivelu, B. (1994). The Postmethod Condition: (E)merging Strategies for Second/Foreign Language Teaching. *TESOL Quarterly*, 28(1), 27-48. DOI: 10.2307/3587197
- Levy, M. (1997). *Computer-Assisted Language Learning: Context and Conceptualization*. Oxford: Clarendon Press.
- Levy, M. & Stockwell, G. (2006). *CALL Dimensions: Options and Issues in Computer-Assisted Language Learning*. Mahwah, NJ: Lawrence Erlbaum.
- Liton, H. A. (2015). Examining students' perception & efficacy of using technology in teaching English. *International Journal of Education and Information Technology*, 1(1), 11-19. Retrieved from <http://files.aiscience.org/journal/article/pdf/70390003.pdf>
- Mahmud, K. (2010). E-learning for Tertiary Level Education in Least Developed Countries: Implementation Obstacles and Way Outs for Bangladesh. *International Journal of Computer Theory and Engineering* 2(2). Retrieved from <http://ijcte.org/papers/132-G266.pdf>
- Mahmuda, M. (2016). Teaching and learning through technology in Bangladeshi higher education. *International Journal of Scientific & Engineering Research*, 7(4), 257-

262. Retrieved from <https://www.ijser.org/researchpaper/TEACHING-AND-LEARNING-THROUGH-TECHNOLOGY-IN-BANGLADESHI-HIGHER-EDUCATION.pdf>

Mohammad, M.I. (2015). The perceptions of students and teachers about the benefits and barriers to technology aided EFL. *Journal of Literature, Languages and Linguistics*, 13, 85-99. Retrieved from www.iiste.org/Journals/index.php/JLLL/article/download/24820/25423.pdf

Mokhtari, H. (2013). Iranian EFL learners' attitude towards CALL. *Procedia-Social and Behavioral Sciences*, 70, 1630-1635. Retrieved from <http://doi.org/10.1016/j.sbspro.2013.01.232>

Nunan, D. (2002). *Research Methods in Language Learning*. Cambridge: Cambridge University Press

Parker, R.K. & Chao, T.J. (2007). Wiki as a teaching tool. *Interdisciplinary Journal of Knowledge and Learning Objects*, 3, 57-72. Retrieved from <http://wikieducator.org/images/5/58/Wikiasteachingtool.pdf>

Patel, C. (2013). Use of Multimedia Technology in Teaching and Learning communication skill: An Analysis. *International Journal of Advancements in Research & Technology*, 2(7), 116-123. Retrieved from <http://www.ijoart.org/docs/Use-of-Multimedia-Technology-in-Teaching-and-Learning-communication-skill.pdf>

Pieto, J. (2016). Accommodating Students Different Learning Styles with the Use of Technology (Capstones Projects and Master's Theses, paper No.35). Available from Digital Commons @ CSUMB. Retrieved from https://digitalcommons.csumb.edu/caps_thes_all/35

Quader, S. B. (2014). Online SNS usage patterns of undergraduate students in private universities of Dhaka, Bangladesh. *MEDIA RESEARCH*, 40(1). Retrieved from

https://www.academia.edu/3521370/Online_SNS_usage_patterns_of_undergraduate_students_in_private_universities_of_Dhaka_Bangladesh

Reinders, H. (2009). Teaching (with) technology: the scope and practice of teacher education for technology. *Prospect: an Australian journal of TESOL*. 34(3), 15-23. Retrieved from <http://unitec.researchbank.ac.nz/handle/10652/2490>

Shahriar, F.M., Haque, H.M., & Barai, M.K. (2016). Information and communications technology facilities at the tertiary level education in some urban universities in Bangladesh. *Int. J. Hum. Capital Urban Manage*, 1(3), 149-158. DOI: 10.22034/ijhcum.2016.03.001

Sharma, P. (2011). Enhancing classroom language learning through technology. Plenary session presented at the EAQUALs conference, Prague,. Retrieved from <https://ict-and-languages.wikispaces.com/file/view/TELL-Pete+Sharma.pdf>

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

Trajtemberg, C. & Yiakoumeti, A. (2011). Weblogs: a tool for EFL interaction, expression and self-evaluation. *ELT Journal*. Retrieved from <http://eltj.oxfordjournals.org/>

Warschauer, M. (1996). Computer Assisted Language Learning: an Introduction.

In Fotos S. (ed.) *Multimedia language teaching*, Tokyo: Logos International: 3-20.

Warschauer, M., & Healey, D. (1998). Computers and language learning: An overview. *Language Teaching*, 31, 57-71. Retrieved from

http://education.uci.edu/uploads/7/2/7/6/72769947/computers_and_language_learning_-_an_overview.pdf

Wood, S.L. (2010). Technology for Teaching and Learning: Moodle as a Tool for Higher Education. *International Journal of Teaching and Learning in Higher Education*, 22(3), 299-307. Retrieved from <http://www.isetl.org/ijtlhe/>

Yuan, R. (2005). A Probe Into Learning Approaches And Attitudes Towards Technology-enhanced Language Learning (tell) In Chinese Instruction (Electronic Theses and Dissertations, paper No.638. Available from University of Central Florida. Retrieved from <http://stars.library.ucf.edu/cgi/viewcontent.cgi?article=1637&context=etd>

Appendix A

Questionnaire for students

Dear respondents, as a graduate student at BRAC University, I am required to conduct research for the fulfilment of the Masters of Arts program in English. The aim of my research is to discover the use of TELL in the classroom of Bangladeshi universities as well as to identify students' attitudes and their willingness to use new types of technology in future. For this survey, we need not require your identity. Moreover, if you don't want to answer any question then leave them blank. Thank you in advance for your cooperation.

1. Which of the following applications do you use in your study and also in your university? Tick all that apply.
 - (a) E-mail
 - (b) Library websites
 - (c) Podcast
 - (d) Youtube
 - (d) Moodle
 - (e) Wikis, Blogs
 - (f) Facebook, WhatsApp, Twitter
 - (g) Online dictionaries

Which of the following aspects or features do you get through using the above devices and applications? Tick on the options applicable for you.

	Agree	Neutral	Disagree
2.Improvement of language skills			
3.Support learning every time and anywhere			
4.Sharing material and information			
6.Proper feedback beneficial for learning			
7.Promotion of social interaction			
8.Effective interaction between teacher-student			

9.Promotes different learning styles			
10.Use other than academic uses (distract learning)			

11. In which way of the following way do you like to learn your language? Put a tick (✓) on the best option

- (a) Using learning materials in the classroom
- (b) Online learning with the support of your teacher
- (c) Learning online without the help of your teacher

12. For which purposes or not do you want to use technology based tools to assist with your study? Put a tick (✓)

(a)A computer for	Always	Sometimes	Never
general study			
creating document (e.g. using Microsoft Word, Excel, PDFs)			
creating multimedia presentation (e.g. PowerPoint)			
(b)The web for			
accessing a learning portal (e.g.'Moodle', 'Google classroom')			
downloading MP3 files (e.g. podcasts); for watching tutorial videos (e.g. Youtube)			

accessing library websites (database, journals) for research			
searching information (e.g. online Dictionaries , Google, Google translator)			
contributing to the development of Wiki			
commenting, editing, posting on blogs			
Video conferencing or Skype with the native speakers of other countries to speak in English			
(a) A mobile phone for			
sending or receiving email			
accessing social, networking sites (e.g Facebook, WhatsApp, Twitter)			

Personal Information:

Gender:

Institution:

Appendix B

Interview questions for the teachers

1. What are the technological tools and applications that you frequently use in your classroom?
2. Are you satisfied with the technological tools and applications that you use in your classroom? If not then why?
3. How far do you think that your students are willing to use new technological applications for their educational purposes?
4. What will be some possible obstacles to implement new technological applications in your classroom?

Appendix C (Response sheet of the teachers' interviews)

University	Teacher	Question 1	Question 2	Question 3	Question 4
U1	T1	Multimedia, E-mail, internet, YouTube.	Yes, but these could be enhanced	they are very interested	Sometimes, implementing new technological applications hamper students' ability to think therefore leading to less reliability on teacher talk. It also causes students to get very dependent on materials rather than studying on own. This ultimately results in the hampering of the development of students critical thinking ability and development of English skills.
	T2	Power point presentations, online materials and dictionaries, YouTube	Yes, the university has got various facilities for us	Our students are quite cooperative and they are adaptive to the new are technological devices	Internet facility sometimes gets interrupted. Sometimes students face difficulty with sound system also.

	T3	MS PowerPoint, YouTube, online dictionaries, websites from internet	Yes	Students are not much prepared skilled at using mere applications, training is needed.	Cultural barrier is the most plausible obstacles that might stand in implementing technological applications.
U2	T1	Power point slides , Facebook, YouTube , Moodle and other websites	Yes.	I feel most students reluctant to use new types of technological applications	Shyness in students, uncomfortable feeling in using it, space and quality of tools might be possible obstacles
	T2	MS PowerPoint, YouTube, online dictionaries, E-mail ,Facebook, websites	Yes.	Maximum students like to use it.	If technology is easily available, and students are given extensive training on using it, then I think students will be ready to use then. If the website cannot be accessed easily or students don't know how to use it, Then it cannot be used effectively.
U3	T1	Moodle, Google classroom, digital dictionary apps, University ERP, YouTube, PowerPoint, online dictionaries	Yes.	Students are quite happy to use technology. It saves their time, and makes content available for any later use.	

	T2	MS Power point, Google classroom, different websites YouTube , University ERP , Moodle, dictionaries and Facebook	Yes.	They are very willing to use those applications	Problem of virus when we use pen drive sometimes the equipment does not work(if it is old), It takes time for the set up the equipments
	T3	Multimedia, Google classroom, YouTube, University ERP, Moodle, online dictionaries	Yes.	Yes, they are very interested	Some students, especially the fresher may not have access to computer and internet facilities .Some are not used to with technological skills.
U4	T1	Email, YouTube, Facebook, online dictionaries and websites, PowerPoint	Yes.		Teachers are not given enough training on integrating technology in language classrooms.

	T2	Facebook, E-mail, different websites and pronunciation app, multimedia, video clips from YouTube	Yes, I am satisfied		Sometimes students use short forms of words in their writing that they use in social networking sites
--	-----------	--	---------------------	--	---