

**Implementation of technology for language teaching in BM  
School's secondary level: its opportunities and obstacles**

By

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A thesis submitted to the Department of English and Humanities in partial fulfillment of  
the requirements for the degree of  
Bachelor of Arts in English

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## **Declaration**

It is hereby declared that

1. The thesis submitted is my own original work while completing degree at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

**Student's Full Name & Signature:**

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## Approval

The thesis titled “Implementation of technology for language teaching in BM school’s secondary level: its opportunities and obstacles” submitted by Arifa Aziz Siddiqua (17203015), has been accepted as satisfactory in partial fulfillment of the requirement for the degree of for a Bachelor of Arts in English Degree.

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## **Abstract**

In the 21st century, using technology in every sphere of life is not a luxury; instead, it is necessary in this digitalized world. In this circumstance, implementing technology in language learning and teaching is very important to go forwards with the digitalized world. Bangladesh has already started to include technology in the language teaching process. Many researches have addressed the use of technology in the educational field, but very few researches have been conducted focusing on technology integration in language skill teaching and learning. This paper focused on how the secondary level of Bangla medium schools addresses technology for language teaching. The researcher mainly aimed to explore the effectiveness and barriers of technology integration in secondary level language teaching. Qualitative research method adopted for this research paper. The study conducted among six teachers and fifteen students of secondary level from different districts of Bangladesh. The researcher took individual, pair, and group interviews with open-ended questions to deeply observe the whole phenomenon. After analyzing the whole phenomenon, the study found the true scenario of implementation of technology for language teaching and learning in secondary level of Bangla medium schools. The researcher observed some barriers in this process which are describes elaborately in the discussion part of the paper. Lastly, consulting the discussion part the researcher came up with some possible moderation that might help the stakeholders to overcome the obstacles and successful implementation of technology in language teaching.

**Key Words:** Technology integration, Language learning, Barriers, Multimedia classroom, Student's active participation, efficiently.

## **Dedication**

I would like to devote my work to my beloved parents, whose sacrifices, dedications, and prayers make all the way easier for me.

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## Table of Content

<b>Declaration.....</b>	<b>ii</b>
<b>Approval.....</b>	<b>iii</b>
<b>Abstract.....</b>	<b>iv</b>
<b>Dedication.....</b>	<b>v</b>
<b>Acknowledgement.....</b>	<b>vi</b>
<b>List of Acronyms.....</b>	<b>x</b>
<b>Chapter 1 Introduction.....</b>	<b>1-2</b>
1.1 Objective of the study.....	1
1.2 Research question.....	1
1.3 Significance of the study.....	2
1.4 Limitation of the research.....	2
<b>Chapter 2 Literature review.....</b>	<b>3-13</b>
2.1 Defining “Execution of technology in linguistic tutoring”.....	3
2.2 Methods of integration.....	3
2.2.1 CALL.....	3
2.2.2 MALL.....	4
2.2.3 Digital presentations.....	5
2.2.4 Projector overhead.....	5
2.2.5 You-tube.....	5
2.2.6 CAT, CBELT, CALT.....	6
2.2.7 Writing of blogs and wiki.....	7
2.3 Advantages of technological integration.....	7

2.4 Disadvantage of technology integration.....	9
2.5 Role of instructor.....	11
2.6: Technology utilization for language teaching in Bangladeshi context.....	12
2.7 Conclusion.....	13
<b>Chapter 3 Methodology.....</b>	<b>14-18</b>
3.1 Research Design .....	14
3.2 Participants .....	14
3.3 Research Instrument.....	16
3.4 Procedure of data collection.....	16
3.5 Data collection.....	17
3.6 Ethical Issues and Reliability.....	17
<b>Chapter 4: Summary of Findings from Teachers Interview.....</b>	<b>19-25</b>
4.1 Teacher’s perception about technology integrated language teaching.....	19
4.2 Utilization of technology in language class by teachers.....	20
4.3 Technology and the use of textbook.....	21
4.4 Language skills assessment with technology.....	22
4.5 Facilities and training from the authority.....	22
4.6 Difference between urban and rural school’s condition.....	23



4.7 Teacher’s opinion on the impact of technology utilization.....	24
<b>Chapter 5: Summary of Findings from Students Response.....</b>	<b>26-29</b>
5.1 Student’s knowledge and experiences about technology integrated language learning.....	26
5.2: Student’s interest and active participation in technology integrated language class.....	27
5.3: Problems that students faced in technology integrated language class .....	27
5.4: Online language classes.....	29
<b>Chapter 6: Discussion.....</b>	<b>30-36</b>
5.1 Language teaching and learning technologies.....	30
5.2: Teachers and students' beliefs.....	31
5.3: Advantage and Disadvantage.....	32
5.4: Barriers in implementation of technology.....	34
<b>Chapter 7: Recommendation and Conclusion.....</b>	<b>37-38</b>
6.1: Proposed Recommendations.....	34
6.2: Conclusion.....	35
<b>Appendix 1.....</b>	<b>39-40</b>
<b>Appendix 2.....</b>	<b>41</b>
<b>References.....</b>	<b>42- 46</b>

## **List of Acronyms**

CALL: Computer Assisted Language Learning

MALL: Mobile Assisted Language Learning

NCTB: National Curriculum and Textbook Board

CALT: Computer Adaptive Language Testing

## **Chapter 01: Introduction**

Technology is no longer new to the people of the planet. The introduction of technology in education has been a real subject of concern over the past two decades. It makes sense to bring this into the classroom in an era where we are overwhelmed by electronics, and everyone is apparently glued to their computer, pad, or laptop.

Implementing technology in language learning can play a significant role. As the world is changing every day, the way of teaching language is changing too. In many countries, technology is being used for language learning, and it is showing impressive results. Technology delivers education opportunities and adds practical knowledge to the world of students. Different countries around the world are trying to integrate technology in education. Al-Mamun (2012) stated that the current administration of Bangladesh incorporates digitization of the country to speed up an advanced Bangladesh development process. In such manner, the Administration of Bangladesh has underscored the combination of innovation in all levels of the education system.

### **1.1 Objective of the study:**

By conducting the research, the researcher tried to determine how effectively technology has been utilized in secondary level Bangla medium school for teaching four language skills. Also, it initiated to find out the barriers that the stakeholders face while using technology in language teaching and learning.

### **1.2 Research questions:**

a) How effectively the stakeholders of the secondary level are using technology for language teaching and learning?

b) What are the major barriers affecting the implementation of technology for language teaching and learning in the secondary level of Bangla medium school?

### **1.3 Significance of the study:**

The primary audiences of this study were teachers and students. This study will provide the audiences a thorough insight into technology integrated language learning. The audiences will be aware of the issue and change their negative aspects about the use of technology. Teachers will learn more about technological efficiency in language teaching. Above all, the administrators will recognize the problems that hinder technology integration in language teaching. This knowledge will make the management aware of the problem, and they will try to improve it.

### **1.4 Limitation of the study:**

Due to the pandemic situation, the research could not observe any English classes for this survey. Another limitation needs to address that the researcher could not reach the interviewees physically but took the interview overcall. Moreover, data were collected from small groups of participants. This study could have been richer if the researcher could collect data from more participants. Nevertheless, the pieces of information were taken in detail from the interview and explained critically.

## **Chapter 02: Literature Review**

### **2.1 What is technology integration for education and language education”:**

Technology in teaching is commonly referred to as a utilization of special upgrade device. Technological integration should combine mechanical expertise with the ability to use information on education and learning to integrate innovation (Okojie et al., 2006). Students can use technology to promote their language skills (e.g. reading, writing, speaking and listening) with the wider internet application of other equipment and innovative materials (Gunuc & Babacan, 2017).

Digital training is a method for students, via the cyberspace, to enlighten oneself. This system serves as a catalyst for lecturers and learners from around the world (Aranya et al, 2017).

### **2.2 Methods of integration:**

Successful learning of students depends on the appropriate training and technological approach. Innovation should be implemented both in class and outside the classroom. Technology like PC's, projectors and tablet PCs can be used in the classroom. Innovation such as smart loads, computers, PAD projectors, PDAs are important to exploit mixed media learning effects such as video, games, activities, etc. (Gunuc & Babacan, 2019).

#### **2.2.1 CALL:**

Computer Assisted Language Learning is typically a computer assisted process that offers a range of interchange components – text, sound, design, photographs, activity and moving video. Each media component helps in particular to communicate some messages and

invoke certain language reactions. Computer Assisted Language Learning is normally shown on PC, with a vast range of interchange components – text, sound, images, photos, movable video and activity. Languages are concerned about developing relationship skills and have used this correspondence in their classroom environment generally and innovatively (Bahrani, 2011).

Anderson & Freeman (2011) pointed out that, students who learn dialect there are a variety of CALL programming sites for them. These can be downloaded from your PC free of charge. Few CALL programs concentrate on explicit language components such as punctuation. Others focus on the understanding or guidance and practice of further elocution development. Computers also provide resources for checking online words, phrases, structure and style (Freeman & Anderson, 2011).

### **2.2.2 MALL:**

Mobile Assisted Language Learning means using mobile for language learning. Cell phones can be used as viable devices to transmit language learning content in a universal environment with their expanded network capabilities (Binti et al.,2016). M-learning games can likewise be utilized to show elocution, punctuation, comprehension and spelling. Technology can likewise be used for visual clarifying on student cell phones to better understand new words with the arrival of the 2nd generation cellular telephones; a mobile multimedia system is now doable with hearing activities to gain knowledge on listening skills (Miangah & Nezarat, 2012). Rashid et al. (2017) identified MALL as an excellent language learning tool based on tasks. They argued TBLT (Task Based Language Teaching) approach and cell phone can be implanted together. It could have a positive impact on the student's inspiration and dedication to the education cycle. In the study room, mobile phones can create learning conditions under the instructor's designated

direction to promote own-reliance and educator co-operation and its associates. Also Miangah & Nezarat (2012) said that grammar points are being learned by means of a uniquely engineered mobile device program, which instructs rules of grammar and innumerable activities where students choose the exact answers from the alternatives provided.

### **2.2.3 Digital presentations:**

PowerPoint is a tool for designing slides for various layout presentations. Slides of the LCD projector are trapped in a PC. Teachers and students use PowerPoint for lectures. (Anderson & Friedrichsburg, 2011). The Interactive Whiteboard is one of the most valuable inventions. The pictures can be composed on the board by educators and students. Anything on the board can also be saved (Harmer, 2015).

### **2.2.4 Overhead projector:**

The overhead projector has particular flexibility. Teachers can show the entire content, the functioning of the language structure and images, contours clearly. It is possible to place or print clear transparencies from any PC via a scanner. (Harmer, 2015).

### **2.2.5 You-tube:**

Seeing and spreading small visuals on YouTube is innovation's best uses. The scope of learning is immense, including real recordings from language study class, presentations etc. (Anderson & Freeman 2011).

### **2.2.6: CAT, CBELT, CALT:**

McNamara (2014) picked out various approaches of using innovation for linguistic evaluation. The following are discussed in his book: CAT- Computer Assisted Testing and CALT- Computer Adaptive Language Testing (CALT). According to the report, an alternative computerized language test enables human communication during the evaluation cycle. The test exposures are exemplary for desktop-promoted test systems (CAT), including Live Examiner participation. PC is being utilized as a text editor. This method takes into consideration the most extreme innovation and open articulation in terms of ups and downs while lenity the still very crude cutting edge (McNamara, 2014).

Moreover, the Computer-Adopted Language test is another aspect of the language assessment. CALT is the system PC-driven and PC-scored. The test is tailored to each study. CALT is a specially adapted item bank using a quantifiable routine to investigate understudy responses to questions and to select the relevant elements for the applicant. Then the test ends when a defective standard estimate level is established (McNamara, 2014).

### **2.2.7 Writing of blogs and wiki:**

A blog is a separate online diary. The creator of the diary can refresh it as much as he wishes. Students may also have to compose and create their own web journals as standard workplaces. (Freeman & Anderson, 2011). Eady (2013) has also stated that writing a journal enables students to think about what they learn and how they learn. Wikis can also be extremely useful for the composition of communities. Some authors – a collection of students – can think together about one content. The origin of the different forms/parts of the report is monitored by an appropriate wiki device. The trainer can therefore record the composition of the student as a cycle (Freeman & Anderson, 2011).



### **2.2 3 Advantages of technological integration:**

Shyamlee (2012), Gilakjani (2014) and Yang & Chen (2007) annotated the advantage of using technology in language learning. Shyamlee (2012) described the multimedia classroom advantages. She says that multimedia classrooms have significantly stimulated positive thinking among students. Sound, visual animation and other factors generally increase data acquisition, which unbelievably develops interest and inspiration in examining and integrating training. Multimedia more likely to demonstrates students function and improve class time learning. The development of a multimedia audio laboratory is good for people who want to learn separately. Mentoring, adapting and promoting openness are an important aspect of vision and sound education. The role of the educator as a negotiator is particularly important during this process. The use of mixed media as a means to create a better environment for language learning and to promote traditional models provides a good place for trade between stakeholders. Multimedia is distinguished by individual elements including perception and vitality. Audio and images can be combined in English with the media instruction to upgrade the motivation of instructors and students. Readers can use images to enhance interactive media subjects (Shyamlee, 2012). Gilakjani (2014) also states that key learning can be conceived by integration into innovation. Using program and facilities as educational tools, students can produce an item so that educators can examine and adapt it jointly. The learning output also increases. Teachers support their students and thus improve basic thinking skills. He underlined that students that changed their papers through computer are more likely to produce better results in English, language and composition (Gilakjani ,2014).

Yang and Lin (2011) described that by reading wiki-page compositions, students learn new words, as well as sentence structures. The deconstruction of the usual relationship of power of students- teachers can be conceived by modest training through peer input and wiki composition (Lin & Yang, 2011).

Walker (2005) was quoted by Gilakjani & Sabouri(2017) that technology used for speech recording and evaluation. The recordings can be broken up and further developed by speech research software. Besides, the advantage of using sell phone has been described. Smart phones integration allows their users to access audio - visual functions. A good cell-phone-learning service should include speech transmission facilities ability. With such amenities, candidates can access dictionaries with sound functions in order to learn to pronounce unfamiliar or new words accurately to accomplish their instructional goals. Smart phones with interactive media function allow learners to take their own voice. Then teachers can monitor student weak points in etymology more effectively (Miangah & Nezarat, 2012).

Chun et al. (2016) elaborated that, with the introduction of new comprehension technological innovations are adding new possibilities for text production and consumption. Applications for word processing, electronic networks and visual displays make text easy to change and collaboratively acceptable. Software programs focus on providing comprehensive tools for design concept, proofreading, syntax and automatic indentation, which help some writers overcome their real skills. Authors participate in composing. Audiences also can modify the length and arrangement according to their individual needs. Readers can publish or recite this as "swiping" files online. Users can dispense content with a simple keystroke to thousands of recipients worldwide by authors or readers (Chun el al., 2016). Language educators are now

trying not only to teach grammatical structures to students but also to help them to gain learning in new discursive practices. This is done with the technological creation of genuine and reasonable interaction within the classroom and into the provision of techniques for students to explore their communal, ethnical and lingual fields (Warschauer & Meskill, 2002).

#### **2.4 Disadvantage of technology integration:**

The disadvantages of implementing language learning technology were described by Patel (2013). The use of multimedia contributes to achieving the expected educational impact if educators are completely dependent in their education on visual and sound devices, says Patel (2013). Eye-to-eye connections between teachers and students do not occur as teachers remain on the PC and only study on the screen. Visual and sound innovation also satisfied the sound and visual needs of students, but also resulted in a lack of correspondence among educators and undergraduates. It replaces the instructor's voice with a computer sound and teacher research with visual photography and study has very little opportunity to communicate. (Patel,2013).

Lai & Kritsonis (2006) and Dina & Ciornei (2013) expressed the same view. The lack of technological expertise demotivates students and teachers alike. Dina & Ciornei (2013) pointed out the disadvantage of computer-aided language learning that teachers and students must be ready to acquire fundamental ICT skills so that they can use the PC. Similarly, Lai & Kritsonis (2006) states that unless fundamental technological knowledge is available, students cannot adapt technologically-based language learning. Although Dina & Ciornei (2013) outlines the disadvantage of CALL, the selection of the ideal material could lead to a large array of web data being unfocused and delayed. The key element in implementing CALL in classroom is that instructors themselves use internet resources in transit (Dina & Ciornei, 2013). Many modern

PCs have some functions that enable the media to be played, recorded and edited in limited ways. Several conversational programmers and their capacity are still relatively limited, have been run recently. Their conditions of learning are constantly changing and their contexts differ. Unforeseen circumstances cannot be addressed by PCs. With integrated PCs, progress is not able to deal with stunning learning problems and student answers as students can deal with them quickly (Lai & Kritsonis, 2006).

Anderson & Freeman (2011) mentions, in social media such as Facebook, twitter etc. people utilize casual verbal language and short cut word for instance ‘R U OK?’(Are you OK?). Yunus et al. (2012) confirmed the negative aspects of language and education teaching in social media. They argued that students probably would not concentrate on implementing a web-based PC. They searched the Facebook homepage for some time. In the real composition of the students, casual short-cut word writing gradually influences. The use of truncations is not a good learning environment, because the tendency to use many short cut words in a hard copy could lead to the habit of using short cut words by students, even in conventional school compositions. In addition, some interpersonal communications authorities will changes; they will not remember how to write words accurately if they understand it. (Yunus et al.,2012). Computerization can also create negative education and efficiency if students, teachers and experts in materials focus on testing the small capacity that certain PC tests require, rather than offering more communication exercises (Douglas & Hegelheimer, 2008).

## **2.5 Role of instructor:**

Gilakjani & Sabouri initially demonstrated the role of teachers in certain categories (2017). They said teachers can play role as: inventor, inspector, mentor and IT assistant

(Gilakjani & Sabouri, 2017). The instructor needs to recognize why computers are used in their courses to work and use dynamic learning. Tutors should be well aware that resources they have used. (Gilakjani & Sabouri, 2017). Davies (2011) then stated that training could enhance the use of innovation. A strong use of innovation, however, requires an understanding of the learning goals and the utility and capacity of innovation in achieving those goals. To achieve these goals, instructors should make use of innovation in an admirable and sensitive way. While describing the use of video on language learning Cakir (2016) described the role of a teacher. He said that in English instructing circumstance, the teacher is instrumental in utilizing video as a means of language education for the creation of a successful linguistic environment. He is a person who allows the students to understand what they see and hear utilizing certain communication skills. The teacher can be a regulator, a developer's assessor, an inviter and a respondent.

In addition, instructors should take new jobs to help students conduct their own exams, gather, orchestrate, clarify information and intelligently use a wide array of PC developments on quality and data sources. Teachers need the appropriate learning environment for students with different meetings, components and skills ( Gilakjani, 2014). Kuddus (2018) also supported this idea, but he explained it differently. He argued that teachers must be up-to-date, develop and reclassify their teaching positions. Moreover, the instructor is not the authority for information. The teacher also should be involved in the course as learner ( Gilakjani & Sabouri, 2017).

## **2.6: Technology utilization for language teaching in Bangladeshi context**

Mallick et al. (2020) quoted that Bangladesh is initiating to work on its instructing learning quality at various degrees of schooling such as , higher secondary(11-12 classes) and secondary (6-10 classes) levels through taking on current mechanical devices of sight and sound projector as well as PC. Secondary government school began to utilize these innovative devices in classroom climate on limited scope as they needed earlier preparation to work them.

In order to promote the CLT approach in the curriculum of English, Save the Children launched innovative instructional support in government primary schools by developing the additional teaching software for schools or class 4 on the basis of their country texts. An supplementary course material was used as an interactive audiovisual plan. The audio-visual content of the ICT project had been planned with communicative activities to instructors, to acquire new instructional methods by assimilating four language skills (listening, speaking, reading and writing) (Parvin & Salam, 2015). With integrated teaching and activities, the audiovisual materials have been devised, which allow students to use the language in a variety of exciting activities. This research found, ICT users for language learning in this project were superior to non-ICT users (Parvin & Salam, 2015).

Valk et al. (2010) have discussed how different countries use mobile phone in language teaching in different ways. He mentioned Bangladesh is using mobile phone as distant learning tool, India's schools are using it as after school gaming program, Philippine is also using mobile phone for language teaching and assessment etc. In Bangladesh, a typical distance-learning courses programmed on the national TV network in Bangladesh were simulated and the communication among teachers and pupils through SMS technologies was introduced to the venture. Student's interest rates were high among those understudies who partook in cell phone-

worked with distance instruction in Bangladesh. In India a curriculum was developed with support from an Indian ESL teacher which lined up with neighborhood ESL adapting needs and addressed the comparable to the material that a certified educator could cover in eighteen hours with provincial kids in a classroom setting. The cellular games therefore focused on listening understanding, lexical access, syntax forming and orthographic, and were separated into distinct layers ( Valk et al., 2010).

The next chapters of this study will consult these scholarly evidences to discuss the whole phenomenon in depth.

## **Chapter 03: Research Methodology**

Research methodology is a study of concentrating how research is directed deliberately (Mishra & Alok, 2017). This offers the speculative supporting for understanding which technique, set of procedures or best practices which can be applied to unequivocal case (Igwenagu, 2016). This chapter describes research design, data collection and analysis.

### **3.1 Research Design:**

To conduct the research qualitative research method was being used. This research observed the obstacles faced by stakeholders while integrating technology for language teaching and learning. Individual interviews were arranged for students of different classes and for teachers. Some open-ended questions were made to conduct the interview. Also, the interview was reported thematically and tried to investigate the whole phenomenon in depth. These qualities of the research indicated that the qualitative method was suitable for conducting the research.

### **3.2 Participants:**

The researcher interviewed school students from different secondary schools. She selected students from different classes of secondary level. This helped the researchers know students' perspectives and attitudes from different levels about integrating technology in their language learning. Also, it helped to know about the utilization of technology in the language learning process. Also, language teachers of the secondary level were selected as the participants. This helped to explore the real situation of the context in depth. Details of interview are given below:



<b>Type of participants</b>	<b>Number of Participants</b>
Teachers	06
Students	15

Description of participants:

<b>Institutions</b>	<b>Number of participants</b>
Schools 1( From Dhaka)	Teachers: 02 Students: 03
School 2 ( Sreemangal)	Teachers: 01 Students: 04
School 3( Chittagong)	Teachers: 0 Students: 02
School 4 ( Munshigonj)	Teachers: 02 Students: 02
School 5( Jhenaidah)	Teacher: 01 Students: 02
School 6( Sylhet)	Teachers: 01 Students: 02

Secondary-level students were selected because they are aware of their needs and expectation from their learning. The teachers are the front liners in this field who are experiencing all the possible issues related to integrating technology in language teaching. Therefore, it was easy for them to understand the impact implementation of technology for language learning and convey the whole phenomena broadly to the researcher.

There were different aged groups of participants. Students selected for the interview were aged between eleven to fifteen. Teachers were aged between thirty to forty-five.

### **3.3 Research Instrument:**

The researcher conducted and analyzed data through the qualitative method. Interview was the only instrument of the research. The researcher conducted the interview both in Bengali and English. So, the participants got the flexibility to talk in their convenient language. As a result, the participants were able to express their opinion freely. The researcher got in detailed information from them. Also, she tried to clear any problematic terms or meanings to the participants when it was necessary. The researcher made two sets of questions for conducting the interview. One set was made for student's interview and another set for the teacher's interview. All the questions were open- ended. The interviewees conveyed their own opinion about the question and shared their experiences.

### **3.4: Procedure of data collection:**

Due to the pandemic, she arranged an online interview. Zoom live session and messenger audio call was the main process of data collection. Interview from students was taken

into group, pair, and individual. The researcher took individual teacher's interviews. The researcher called the interviewees at their convenient time and asked the questions to the participants. The participants answered them instantly from their experience. It took almost 25-30 minutes to complete each teacher's interview. Student's group interview took around 30 minutes and individual interview took 15-18 minutes. The researcher completed taking interview from both group of participants within one week.

### **3.5 Data Analysis:**

The collected data were analyzed thematically. The researcher found some codes from the interview and selected few themes among them. She found out four main themes of this study. "Language teaching and learning technologies", "Teachers and students beliefs", "Advantages and disadvantage", "Barriers in implementation of technology" are the main themes of this study.

### **3.6 Ethical Issues and Reliability:**

The teacher provided a consent form to the students and teachers. The researcher also called the parents of the students and took permission from them for taking student's interviews as the students were not adults yet. When participants agreed, the survey was conducted. Again, permission was taken from them before calling at the time of the interview.

In the information sheet, the researcher mentioned where she would use the collected information. The purpose of collecting data was clearly stated to the participants. She mentioned the reason for conducting the research to the participants. Besides, the researcher tried to know all possible information about the participant to avoid jargon in the research. For example their

age, religion, educational background, etc. Yet, she did not force any participants to provide any information they were unwilling to share. Interviewees consent was taken before recording the conversation. Also, the interviewees were informed that it is volunteering work.

Moreover, to avoid potentially sensitive terms, the personal information of the participants was kept confidential and stated anonymously in the paper. The information securities of the participant were ensured. The researcher placed her concentration on the point that she was not harming and hurting any beliefs of the participant.

## **Chapter 4: Summary of Findings from Teachers Interview:**

This chapter divided into six sections. In this chapter six teachers shared their beliefs, practices, and experience of teaching language using technology.

### **4.1 Teacher's perception about technology integrated language teaching:**

First of all, the interviewees were asked their general thoughts about technology integration in language learning. Two teachers replied that taking advantage of modern technology to improve students' language learning process can be defined as integrating technology into language learning. Some of them said that improving or upgrading the existing language teaching and learning system by using the latest innovations. One of the teachers defined as increasing the scope for the learner to access the wide world of language learning.

Then, the teachers were asked if they were using technology to teach language skills besides the conventional way of teaching. All the teachers answered that they used technology in their language teaching class. Some of them used regularly; some used occasionally. Also, the interviewer wanted to know about the technologies or tools that teachers used in language classes. The teachers said they used a voice recorder, a speaker, a computer, etc. Some of the teachers replied that they used projectors regularly in their language classes.

Besides, the interviewer asked the teachers if it was possible to use the same technology for teaching all four language skills. In return, four teachers among six replied that it is impossible to use the same technology to teach all four language skills. One of them said, "Writing, reading, speaking, and reading are four different types of skills. So, it is challenging to

teach all skills using only one technology ". On the other hand, few teachers opined the opposite. According to them, one computer could be used for various purposes in language teaching.

#### **4.2 Utilization of technology in language class by teachers:**

The interviewer asked the teachers about the skill that they find challenging to teach using technology. They answered differently. One of them said that she conventionally teaches every writing topic. So he has no idea about the difficulty of using technology to teach writing part. Two teachers opined that they use technology while teaching the writing part. They mostly use it to show the work of other students from different parts of the country. They collect new materials for students. Also, they show different videos to help students gather different information regarding the given topic. They think it helps them to do the brainstorming easily. Rests of the teachers rarely use technology to show the topic and general rules on the virtual screen. They mentioned that they use the virtual screen instead of writing on the blackboard or whiteboard. For the reading part, all the teachers answered with almost the same answer. They said that most of the time, they use textbooks to teach reading skills. Two teachers claimed that teaching reading skills with technology is not difficult for them; in fact, it appears to be the easiest. Most importantly, highlighting different parts is an easy and time-saving way of teaching the reading skill, according to them. Regarding the listening skill, most of the teachers do not teach this skill separately in their class. One teacher said she downloaded some listening tasks on her mobile phone at home, and the next day she played them in the class. She mentioned that sometimes she found it difficult to select the appropriate task according to the student's adaptation level.

Also, the teachers mentioned that they found teaching speaking skills the easiest to teach among four skills using technology. Though the teachers did not emphasize separate speaking skills in the class, they believed teaching pronunciation and accurate accent were easy using different technology. One teacher said, "As I am a Bangladeshi, my pronunciation and accent are not as accurate as the English/Americans'. So, I believe my students will get the best input if I give them access to the original pronunciation using Google or other websites." Another teacher believed that if students got the chance to interact with foreigners from English-speaking countries, their speaking skills would be more polished and fluent. He believed if teachers could video or audio conference between the native people and the students, students would benefit more and be encouraged to speak. Among them, only one teacher mentioned that she found teaching writing skills the easiest to teach using technology. She stated, "Free handwriting is one of the ways to increase command of writing and technology, such as writing blogs on Facebook, wikis, etc., helps students practice free handwriting more." She also mentioned, "In this way, students do not have to write only on conventional topics, rather they get the chance to explore. It also reduces my workload as I get readymade topics on different sites". Besides, she mentioned, "Sometimes I observe students scrolling through other unimportant things on Facebook or Google that divert their attention."

#### **4.3 Technology and the use of textbook:**

The teachers were asked if the NCTB book encourages incorporating technology into language learning. Some of them answered that NCTB books are designed in a way that supports technology-integrated language teaching. For example, they said tasks require listening to a selected audio track and then writing an answer based on the audio. In contrast, another teacher

said there are tasks for using technology in language teaching, but the necessary materials are not provided with the book. Most of them suggested that the authority should make the audio and video clips easily accessible for both teachers and students. Besides, one teacher mentioned that there were very few reading and writing materials that supported technology integration.

#### **4.4 Language skills assessment with technology:**

While the interviewer asked about utilizing technology in the assessment process, all the teachers answered that they did not use technology to assess language skills. One of them said, "I never think of using technology for the assessment purpose as I never get instruction to do so". Another participant said, "Actually assessing language skills through technology is quite unfamiliar in our country, and language skills assessment cannot be done accurately by technology". Also, they said that they do not use technology for anything beyond class learning. Only two teachers said they try to use technology for beyond class language teaching. One from Sreemangal said that their school arranged a language club, but it is not running due to COVID-19. Another teacher from Dhaka stated that during vacation, he sends emails to parents requesting that their children complete various tasks such as word games, sentence rearrangements, etc. Then the parents send the answers done by the students.

#### **4.5 Facilities and training from the authority:**

About the facilities teachers get from school authorities, some teachers mentioned about ICT lab established by the government where they got the facilities of new technologies, including laptops, over-headed projectors, internet accessibility, speakers, mobile phones, etc. Some complained that those facilities were only found in ICT room, not in every classroom.



Three teachers from rural areas claimed that they had no ICT lab. They got a computer, but most of them did not get any internet connection. One teacher mentioned, "I use my mobile phone in the language class while it is necessary". The teachers said they received training regarding teaching language skills, but do not get specific training focusing on using technology for language teaching. One of the teachers said, "One of our teachers got training in how to use technological devices, and he helps me while I operate those." Otherwise, I have not received any training on technology-integrated language learning". All the teachers said they lose their patience using technology in the middle of the class while they needed to take help from other teachers. It wasted their allocated class time, and students got distracted. Also, two teachers from two different schools said that at this age (45+ & 50+) they find it challenging to learn new things for teaching students.

#### **4.6 Difference between urban and rural school's condition:**

Participants opined that rural and urban schools do not get the same facilities. Most urban teachers said they got good internet connections and other technological facilities. Also, their students were very familiar with technology-based language learning. On the other hand, teachers from rural schools opined, they did not get good internet connections. Sometimes they did not get good electricity service. Therefore, operating and maintaining the devices became very tough for them. One teacher said, "I visited some schools outside the city area. According to that, I would say village teachers are the most ill-facilitated. Their only prop is a common PC." One of the teachers from a rural school mentioned that some of our teachers find it a nightmare to use technology for language teaching as they have faced much hassle operating and maintaining the devices. "

#### **4.7 Teacher's opinion on the impact of technology utilization:**

The participants believed that technology integration is delivering positive results for the learners. They said that students find learning fascinating while teaching language using technology. It encouraged students to participate on their own. One teacher stated, "While I ask students to write something on traditional topics, I get the same answer from most students. While I tell them to watch a video and write on a similar topic, students write more dynamically as they acquire the information through visual effects. It stimulates the student's acquisition power". Two teachers mentioned some negative aspects of using technology. They said students were becoming more dependent on technology and this decreases their creative thinking skills. They searched on Google and write on scripts without writing by own. One teacher said, "Using auto-correction and short form is becoming a habit of my students. As a result, they cannot learn pronunciation and spelling properly". About the workload, half of the teachers said their workload has increased due to the technology integrated language teaching process. Shifting to another classroom, fixing the technical problem takes time from their 40-45 minute class. Also, they have to learn many new things on their own regarding the method of technology use for language technology. On the contrary, some opined that technology in language learning has decreased their workload and saved class time. Mrs. Tania said, "While I had to write everything on board, now I prepare the PowerPoint slides and just show them during class time." Also, another person said, "I do not have to worry about wrong pronunciation or spelling in the class. Also, I can consult on any writing issues using the internet". In contrast, two teachers aged almost 50 and 52 stated something negative about technology integration. They conveyed that if students get more involved in technology, their attention will be diverted to unnecessary work

rather than developing language skills. They also believed it will also decrease the interaction between teacher and student, and, as a result, students will not be proficient in real-life language use.

During the pandemic, all the teachers were taking online classes. Most teachers said that as language teaching is an interactive process, they found it difficult to teach language online. They could not observe the students properly, and it hampered both teachers and students.

## **Chapter 05: Summary of Findings of Students Response**

This chapter discussed the interview of student's where they shared their opinion and experience about technology integrated language learning.

### **5.1 Student's knowledge and experiences about technology integrated language learning:**

First of all, students were asked if they were familiar with technology-based language learning and if their teachers use technology in language teaching. Most of the students said they knew it, but they could not explain it adequately. Most students stated that their teachers use computers, speakers, and other technology in their classes, but not regularly. Two students told their teachers use computer rarely in the language class.

Then, the students were asked which language skill they were being taught with technology. Some students said writing skills; some said reading. One of them said, "Sometimes my teacher shows the grammar rules on the screen and then reads them aloud." Another student said, "Once my teacher showed a video about the use of prepositions, I learned the use of prepositions easily." One more student said, "Before writing something, my teacher shows me a video and then tells me to write whatever I see". Regarding reading skills, all the students said their teacher showed a passage or some sentences and highlighted them, telling them to read the sentences aloud. One student from Motijheel Girls High School said her teacher helps her with correcting pronunciation using the internet. She said, "If I mispronounce any word, ma'am, play the word on speaker from the computer, and I get a chance to correct the pronunciation." All the participants from different schools said their teachers do not teach speaking and listening separately in the class.

## **5.2 Student's interest and active participation in technology integrated language class:**

The interviewer asked which skill they enjoy learning with technology. The answers were different and sounded interesting. Some students said they enjoyed writing, as their teacher assigned them to write about an interesting topic after showing the video. One of Rifles Public School students said, "My teacher showed me little animes which I enjoyed. Then he asks me to write something interesting about it. It gave me pleasure". Another student said he enjoys learning vocabulary using the internet. He says, "One day my teacher gave me a game of words where I had to guess the meaning by seeing pictures. In this way, I learned some words and found the journey interesting.

Students were asked whether they participated actively in language classes or not. They answer that they participate, but it is very occasional. Besides, they mention that while teachers show any video or ask me to repeat with the audio, they get interested in taking part in the class. Very few students tell their teachers they do not help them to take part in the class. Most of the students said they do not get any instruction from their teachers after class about language learning. Only three students said there is a language club at her school where she learns languages using technology.

## **5.3: Problems that students faced in technology integrated language class:**

Students said that while they learned in the technology classroom, they face several problems. A student from Munshigonj said, "Sometimes when computer does not work, it takes the whole class time to fix ". Another student from Dhaka said, "I have used mobile phones since my childhood. While I was typing something, the mobile phone showed auto-correction (mobile

amake thik banan ta dekhay) and I enjoyed it a lot. However, I faced a problem when trying to write something without this kind of help. Two students from Chittagong said their teachers cannot access internet properly. They said, "One of our teachers cannot play the pronunciation from Google (word er uccharon bole je google eta sir ber korte pare na)". One student from Jhenaidah said, "Most of the time my teacher cannot use the computer due to a power cut issue." Another student from Sylhet said, "I find it time-consuming to shift in the ICT class in the middle."

Students were asked if their textbook encourages them to use technology in their language learning. Half of the students said "NO." Few said they found some activities in the book, such as watching the video and correcting the sentences. However, they did not find the video anywhere. The remaining students blamed their teachers for failing to assign technology-based tasks from the book.

They were asked if their teacher could use technology properly. They replied with a partial answer. Some said yes, their teachers are very efficient. Some students said some of their teachers could not utilize technology properly in the language class. They only use the technology as a virtual screen, nothing more than that. Furthermore, some students stated that some elderly teachers dislike using technology and are unable to operate it. Then, the students said they never go for any technology-based exams; rather, they always sit for pen and paper-based exams.

#### **5.4: Online language classes**

Finally, the interviewer asked them about the online class during the pandemic. The students said they could not grasp all the topics of language appropriately online. One student from Sreemangal said, "My teacher comes on Facebook live and teaches some grammar rules. But I cannot consult him while I face a problem in using those rules". Other students also stated similar. In the same way, another student said, "My teacher tells me to listen to the track and answer the question. I am answering those but do not get any feedback from the teacher as he is taking class on Facebook where he cannot hear me".

## **Chapter 06: Discussion**

This chapter analyses the findings thematically. The researcher found four themes to include in the discussion.

### **6.1: Language teaching and learning technologies:**

There are different types of innovations that can be included in language teaching. Innovation should be implemented both in class and outside the classroom. Technology like PCs, projectors and tablet PCs can be used in the classroom (Gunuc & Babacan, 2019). The research also found that teachers of different secondary Bangla medium schools use computers, projectors, mobile phones, etc. in their language classrooms. The teachers use computers and projectors as virtual screens instead of black-or-white boards for both writing and reading skills and to show textbooks or other materials. All the collected data supported the fact that most teachers used computers for this purpose. Also, many teachers used PowerPoint slides to teach language skills. The students also supported the statement by their teachers. Also, half of the teachers mentioned that they used PCs to show students the right spelling, pronunciation, structure, etc. Almost twelve students also expressed the same opinion that teachers showed them the right spelling and pronunciation on the computer. Computer Assisted Language Learning programs provided resources for checking online words, phrases, structure and style (Freeman & Anderson, 2011). In addition, teachers from urban schools stated that they try to show YouTube videos to their students when assigning writing tasks. The students also shared their teacher's assigned writing task after showing short anime or videos on different topics. Both



teachers and students, especially those from urban areas, said they use social media to teach and learn the language.

Nevertheless, no teacher used technology for language assessment. Surprisingly, few of them did not even know that language skills assessment can be possible using technology. Students supported that they never go through technology- based assessment procedures.

The research observed most teachers use computers as the primary technological device in their language classrooms. They focus mainly on writing and reading skills. It can be said that the main purpose of teachers using technology is to teach writing and reading skills. Yet, it is helping to enrich students' listening skills, such as when students have to write something based on audio, they must focus on what the audio is saying. This practice helps to improve students' listening skills. Some statements by the teachers and students show that teachers do not focus on speaking and listening separately, but due to the use of technology, these secondary students are enhancing their listening skills too. It can be noticed from the interview that urban and semi-rural teachers use technology more than rural teachers. Therefore, fundamental technologies have been integrated to teach language in the secondary Bangla medium schools. Also, these are used for fundamental purposes in the language class The ICT lab is also one of the common technological set-ups at secondary schools. However, all the upgraded technologies for language teaching are still not being introduced at the secondary level.

## **6.2: Teachers and students' beliefs**

The research observed that teachers hold mixed perceptions regarding technology integrated language teaching. More than half of the teachers believe that technology integration

has increased students' interest in language learning and has made the teaching process easier and more advanced. They believe technology has decreased their work load and they can teach language skills smartly and perfectly. On the other hand, some teachers hold a negative perspective regarding the issue. They consider it a time-consuming matter to set up or fix up the devices. They also believe students' learning goals and attention will be diverted due to technology integration and technologies decrease students' and teachers' creative and interactive skills, which are important for teaching and learning language. The majority of aged teachers have entirely negative attitudes toward technology integration.

Students from all schools believe that technology gives them a good opportunity. They will be able to learn language skills efficiently with the help of technology. The entire series of interviews with students from various schools reveals that students are enthralled by technology-based language learning. It can be said that the students will learn more explicitly with the help of technology.

### **6.3: Advantages and Disadvantages:**

The research has perceived some advantages and disadvantages of using technology in language teaching at the secondary level. Technology saved teachers' time, as teachers need not write on the board, create and think new topics for students, or give long lectures in class. Now teachers can do these by computers, the internet etc. Also, they need not worry about the right accent or pronunciation; rather, they can easily play it on this computer and get the accurate one. Both teachers and students agreed that they could easily access accurate pronunciation, spelling, structure, etc., within a short time. Also, teachers agreed students get audio-visual input while

watching any video before any task that helps them grasp the language easily. Shyamlee (2012) also supports this statement by stating that sound, visual animation, and other factors generally increase data acquisition, which develops interest and inspiration in examining and integrating training.

Another advantage that can also be addressed from the interview is the real-life language learning experience. Teachers can create a real-life environment for students by using the internet and social media. Students get an opportunity to connect with native English speakers and talk to them. It increases their speaking and listening skills. In this way, students can also utilize their learning in real-life situations. Students and teachers can explore the work of other students across the county. It helps them to compare own writing and make the necessary modifications. This process also assists teachers in evaluating the condition and progress of the students compared to other students across the country.

Teachers can access new topics and materials for their students. As a result, students find it interesting to participate actively in the class. Also, new materials and topics help them to know about the modern language. While students write on new topics, their brainstorming and organization skills develop, which is necessary to increase writing skills.

Nevertheless, some disadvantages can also be found in the research. Students are becoming more dependent on technology, which hampers their actual learning. For example, in the interview, both teachers and students mentioned that students do not think it necessary to learn spelling properly as they find auto-correction in their devices. Also, students supported that teachers concentrate more on maintaining devices than focusing on teaching. As a result, the

scope of in-person communication decreases among them, whereas the interaction between these two groups is mandatory to teach language skills efficiently. Patel (2013) stated that the instructors can be transformed into prisoners in mixed media and cannot play a major role in education. Eye-to-eye connections between teachers and students do not occur as teachers remain on the PC and only study on the screen.

Another disadvantage the teachers and students also address is that students easily distracted as the internet gives them access to all types of information. Therefore, students go through the information unrelated to their learning and waste their valuable time. Yunus et al. (2012) argued that Understudies probably would not concentrate on implementing a web-based PC. They searched the Facebook homepage for some time.

#### **6.4: Barriers in implementation of technology**

This research also observed significant barriers that hamper the integration of technology for language teaching and learning at secondary Bangla medium schools. Teachers and students have opined almost the same barriers.

Lack of teachers' skills and knowledge can be addressed as the most critical issue. All the teachers expressed the same experience that they have not received any training regarding the use of technology focusing language teaching. Teachers are unsure of how to use technology in the field of language teaching. The teachers said some of them do not enjoy using technology as they cannot operate it. Some teachers have very little idea about the ways of integration. All the teachers do not know anything about language skill assessment through technology. From the interviews of teachers, it has been revealed that only one teacher from the whole school gets

training on the usage and maintenance of devices. All the language teachers are dependent on him for conducting the technology-based class and fixing any problems. The teachers also reported that this dependency on others killed their class time and made them averse to technology-based language teaching. Students also agreed that their teachers could not use technology, and while they needed help from ICT teachers, the class time was over. The lack of well-trained teachers keeps us behind the other countries in the world in acquiring language skills by using technology.

Secondly, according to both teachers and students, the textbook given by NCTB is not well organized. Some contents require technology, but those materials are not easily accessible for the users. Also, most of the activities proposed in the textbook that requires technology are useful to increase students' speaking and listening skills. Yet, activities related to writing and reading skills are sporadic. Therefore, the NCTB book supports technology integration partially.

Thirdly, the classrooms of secondary Bangla medium schools are not well equipped. Most of the participants claimed each classroom does not have multimedia setting. One selected classroom, named "ICT lab," is designed with technological devices. Some village schools also do not get the facility of an ICT lab. There is only one general computer for all the teachers, and it has become very tough to get it whenever the teacher needs it during class time. Moreover, there are serious power cut issues in the village areas, and internet connection is rare. The lack of proper classroom facilities is one of the main obstacles in technology-integrated language teaching. Teachers find it time-consuming and a hassle at the same time. Also, students find it disturbing when they face interruptions in the middle of a class. For these reasons, many teachers, mainly from village areas, are not motivated to use technology for language teaching.

Fourthly, teachers' beliefs can also be marked as a barrier. During the interview, the researcher noticed that many teachers think the conventional way is best to teach language skills. They believe that because language teaching is an interactive process, technology cannot adequately replace it. The assessment of language skills through technology seems almost unnecessary and insufficient to them to judge language skills. Also, some of them think if they want to integrate a new process, they have to learn many things independently. They do not have the mindset to invest extra time to learn something new and find it problematic to use technology. In particular, this trait has been noticed among aged teachers.

## **Chapter 7: Recommendation and Conclusion**

This chapter discussed few recommendations. At last, it concluded the whole paper.

### **7.1: Proposed Recommendations**

The following recommendations can be helpful for the stakeholders and administrators of the language teaching and learning field. After analyzing the findings, the researcher came up with the following recommendations:

1. Teacher training on particular use of technology for language teaching is a crucial measure. Training will help them know how particular language skills can be developed among students using technology, how assessment can be done, and how to improve their own creativity for teaching language skills. Free of cost sessions or rewards on successful participation-based sessions can effectively encourage the aged teacher to join the training. Moreover, yearly training on this topic should make mandatory for all teachers at the secondary level.
2. Some seminar sessions on the effectiveness and importance of technology-based language teaching and learning in the era of digitalization should arrange for the teachers and students. It will remove participant's negative perception. They will understand the necessity of technology based language teaching.
3. The government needs to take more exceeding steps to make the classroom well equipped. Each classroom should have the arrangements of computer, over-headed projector, speaker, internet, etc. As a result, it will reduce the extra hassle to change the classroom to use technology.

4. Authority needs to emphasize more on the rural area where electricity and internet connection is very poor. The power cut and low internet issue need to solve.
5. NCTB authority can change and add more technology based activities. The materials such as audio clips, video clips, etc. should make easily accessible.

## **7.2: Conclusion**

Language and the way of teaching language are evolving with the change of the world. Technology-based language teaching inspires students to become a more involved and active learners. Additionally, innovation offers intellectual assets and carries practical information to the universe of students. Like other countries, secondary Bangla medium schools of Bangladesh are trying to integrate technology in language teaching and learning classes. They are at the primary implementation stage, and teachers are still merely dependent on the traditional way of teaching. The research observed that if some practical measures can be taken into account, the language teaching in the secondary level of Bangla medium schools will be upgraded as the advanced countries.



## Appendix 01: Questionnaire for teacher's interview

1. What are your general thoughts about teaching language with technology?
2. Are you using technology besides the traditional way of language teaching?
3. What are the technologies you using for teaching language to your secondary level students?
4. Is it possible to use technology for teaching all four language skills ( Speaking, listening, writing and reading)?
5. Do you use same technology for teaching all four language skills?
6. What are the topics of writing part you find difficult to teach using technology?
7. What are the topics of reading part you find difficult to teach using technology?
8. What are the topics of listening part you find difficult to teach using technology?
9. What are the topics of speaking part you find difficult to teach using technology?
10. Which language skill among the four do you think is the easiest and which one is the toughest to teach using technology? Why do you think so?
11. Do you think NCTB's curriculum of language teaching is justifying the scopes for technology integrative teaching? Would you please suggest any moderation for NCTB's curriculum regarding integration of technology for language teaching?
12. Do your students find it interesting while you teach language using technology? How do you ensure student's active participation in technology based language learning system?
13. How do you asses language skills using technology?
14. What do you think integration of technology in language teaching is giving positive result to the learners? Please state some reasons behind your belief.
15. As language learning is a ongoing process, how do you facilitate you students learning language skills beyond the class? How technology can be helpful beyond class language learning?
16. What are the technological facilities do you get from the school authority? Are you getting enough facilities and support regarding this issue from the institution you are working now?
17. Do you think integration of technology has increased the existing workload or decreased the work load?

18. Have you received any professional training regarding the use of technology in language learning? What is the importance of teachers training in this field?
19. Do you think of teaching language skills using technology can be same for the rural and urban schools?
20. During this pandemic, how are you teaching all the language skills through online? Are you finding it difficult to teach the language skills properly via online?

## Appendix 02: Questionnaire for student's interview

1. Are you familiar with technology integrative language learning?
2. Does your teacher use technology in language learning class? If yes, what are the technologies he uses?
3. What are the language skills your teacher teaches using technology?
4. Which language skill (reading, writing, listening & speaking) do you find very interesting to learning via technology and which one you find tough to learn?
5. Can you please share some problems with me that you face while learning language skill through technology?
6. Which system of learning language you think more interesting and easier? Learning in traditional way or Learning language using technology?
7. Is there any task in your language learning textbook that supports using technology?
8. Do you actively take part in the technology based language learning class?
9. How do you learn and practice language beyond the class time? Does your teacher give you any language learning task that you help to learn language using technology?
10. DO you get enough technological facilities at your school and at your home?
11. Can your teacher use technology properly in the class?
12. Does your teacher help you while you face any problem in technology based language learning class?
13. How does your teacher assess language skills using technology in classroom? Do you think they can assess your language skill properly using technology?
14. During this pandemic, when everything is running online, are you finding it difficult to grasp the language skills properly?
15. What are the differences you are experiencing between technology based in person classroom language learning and technology based online classroom language learning?

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