

EXPLORING BANGLADESHI ENGLISH MEDIUM SCHOOL  
TEACHERS' USE OF TECHNOLOGY IN ENGLISH  
LANGUAGE TEACHING AND ITS OUTCOME

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  
Master of Arts in English

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## **Abstract**

One of the foremost 21<sup>st</sup> century skills is technological competence. Technology provides chances for innovation that can change educational environments by enhancing, integrating, and fostering collaboration in the learning process. With the advent of numerous useful applications and tools more teachers are expected to adapt technological skills in their teaching. In Bangladesh, English teachers were not aware of technological factors earlier. However, after COVID-19, technology has become a necessary part of pedagogy in the English language. Many studies have been conducted on the response of the students about learning ways and experiences after using technology. However, works on teachers' responses in this context are hardly seen. Every day, new opportunities are created to learn about emerging technology.

To explore this factor, this paper explored how language teachers are involving technology in their pedagogy. To that end, this study was conducted on middle school English medium school teachers who teach the English language in the classroom. Findings revealed that middle school English medium teachers in Bangladesh are capable of incorporating technology in a wide context, but are not willing to entirely depend on it. Thus, it is suggested that a blended learning model be implemented so that technology integration in the classroom is neither lacking nor excessive.

**Keywords:** Technology integration in education, blended learning, educational technological advancement, technology in pedagogy, English medium school, Bangladeshi English medium school

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## **Chapter 1**

### **Introduction**

#### **Overview of the Study**

With the emergence of technology, the demand for teaching English in innovative ways is increasing. Nowadays, teachers incorporate various creative and unique methods while teaching the English language, such as making educational videos for delivering contents and sharing information and using technology to motivate students for learning (Ahmed, 2018). According to Ahmadi (2018), it is time to reconsider the concept of incorporating technology into the educational system and focus on embedding technology into instruction to facilitate student learning. In other words, from the beginning of planning lessons to in-class activities and learning assessment, technology is usually considered a crucial component of learning and an important challenge for teachers (Eady & Lockyer, 2013). In particular, teachers have to find appropriate technological materials and blend them with traditional authentic materials. At the same time, he has to keep in mind to design it based on the context and learners' needs.

According to Shyamlee et al. (2012) and Gilakjani (2017), the adoption of technology enables students to study based on what intrigues them. Additionally, it caters to the auditory and visual intelligence of the students. Moreover, Lam and Lawrence (2002) and Gilakjani (2017) claim that technology helps students modify their learning processes and gives them access to an array of knowledge that their instructors are unable to impart. Gilakjani, in another article written in 2013, asserts that the integration of technology has a significant chance of altering how languages are taught today. Technology, therefore, plays an essential role in encouraging student activities and causes a big impact on how teachers educate. Indeed, modern instructors cannot stay ahead of technology if they do not incorporate it as

part of their lessons. Thus, they must have a thorough understanding of these tools to be effective in the language teaching classroom.

Since technology has become a big part of the global education system, many developing countries such as Bangladesh are facing the challenge of integrating technology into the classroom setting. Among the two main streams of education in Bangladesh—Bangla medium and English medium—English medium schools follow international curricula such as Edexcel, Cambridge, Oxford IQA, or the IB curriculum (Hasan, 2019). Thus, compared to education institutions that follow the national curriculum in Bangla, English medium institutions may follow a more global standard, and hence make use of technology more in the classroom.

### **Background of the Study**

English is considered to be a foreign language in Bangladesh (Siddique, 2016). A wide range of Bangladeshis regularly depend on Bangla, which is the nation's official language. English is widely used in areas pertaining to profession, academia, and business, and thus it is still regarded as a crucial language. The usage and significance of English in the country in both the past and the present have unavoidably been impacted by the British colonial era. English was chosen during that time as the official language of the state and academia, and it quickly rose to the status of a language of power and privilege (Hasan & Ahmed, 2017). English has remained crucial to the educational system of Bangladesh and employment opportunities since that period. English is currently a required subject in Bangladesh's primary and secondary schools. However, according to Islam and Miah (2018) English language instruction is frequently criticised for being of poor quality. They mentioned some causes behind this: the employment of obsolete educational techniques, inadequate financing, and inexperienced and undertrained instructors. Despite these numerous issues, the English language remains a vitally important language in the



perceptions of Bangladeshi people. First, English is frequently used in learning environments, for instance, especially at educational institutions where a large number of programs are given in English. Second, English is necessary for professional and commercial communication since many Bangladeshi organisations demand that their staff have a specific competence in the language (Islam & Miah, 2018). In conclusion, although Bangla is the dominant language in the country, English is viewed as a major foreign language for a variety of reasons. This includes the fact that it is used in academic as well as professional fields. Not to mention, English is closely tied to economic and social advancement in Bangladesh. Thus, middle school English language teachers are, to some extent, responsible for grooming such children at this critical age.

Despite the country's claims, the integration of technology in the classroom remains significantly underdeveloped in Bangladesh, despite its fixation with technological growth (promises vs. realities). The lack of innovative technology in Bangladeshi classrooms is caused by a number of reasons. This assertion that many Bangladeshi schools lack the tools needed to integrate technology into the classroom is supported by a report from the Bangladesh Bureau of Educational Information and Statistics (BANBEIS). Their survey indicated that there are not many computers obtainable in schools and almost no connection to the internet in remote areas (BANBEIS, 2018). This suggested that a significant obstacle to technological growth in Bangladeshi classrooms is the country's inadequate access to technology. Ali and Rana's (2019) study reported that while some Bangladeshi schools have been successful in incorporating technology into the classroom, many still have issues with money and equipment. They further elaborated that in order to upgrade digital facilities, provide dependable internet access, and provide technical assistance, schools require adequate money. According to their study, a lack of funding and resources is the major barrier to technological advancement in Bangladeshi schools. As a result, the biggest barriers

to technological advancement in Bangladeshi schools are financial constraints and limited access to technology. These problems need to be resolved in order for Bangladesh's educational system to develop.

It is unfortunate that various problematic areas—which include limited availability of digital training—are the root causes for the general digital illiteracy for the Bangladeshi teachers (Islam & Inan, 2021). Despite having a favorable attitude toward employing technology in the classrooms, Bangladeshi instructors lacked the requisite abilities, according to Alam and Karim's (2018) study. According to them, instructors need more support and training in order to properly integrate technology into the curriculum. Bangladeshi instructors lack the opportunities for training. The Daily Star (2019) published an article highlighting the difficulties Bangladeshi teachers encounter while incorporating technology in their classes. According to the report, most teachers are not properly trained to adopt technology, and it remains challenging for Bangladeshi teachers to teach online (The Daily Star, 2019). For Bangladesh's education system to improve, these issues must be addressed.

### **Significance of the Study**

Overall, there is a dearth of research on various aspects of this topic on English medium schools in general—for example, about how English medium school teachers incorporate technology in the classroom, how language classrooms in particular can benefit from the use of technology, and some benefits and challenges of the above. More specifically, scant research has taken place regarding middle school technology integration in Bangladesh, not to mention research on this topic focusing on English medium English language teachers.

These research gaps are significant because, firstly, digital technology is something that the Bangladeshi government is eager to improve, as can be understood from the Digital Bangladesh SDG (Rashid, 2020). Therefore, more and more research related to technology

usage in Bangladesh is not only important, but also required as the Bangladesh government is putting much effort into digitising the country. Moreover, middle school children are generally better prepared than primary school children in using technology, as the latter may not be able to use technology autonomously, or they may not be allowed by their parents to freely use it. As for high school children, they are more autonomous users of technology than middle school children in general, but it is still worth investigating the extent to which middle school children can be facilitated with the use of educational technology. Therefore, the present study is significant as middle school teachers, policymakers, students, and students' parents can all gauge the benefits and challenges of educational technology in the English medium institutions in Bangladesh. With such knowledge and awareness, more focus can be put into maximizing the benefits and minimizing the challenges of incorporating technology in the middle school English language classroom.

### **Scope of the Study**

Bangla and English are the two primary languages used in education in Bangladesh. The majority of schools in Bangladesh use Bangla as their primary language of instruction, according to research by the Bangladesh Bureau of Educational Information and Statistics (BANBEIS). However, the report also mentioned that there are now more English medium schools in the country. English medium schooling is getting more popular in Bangladesh, particularly among middle and affluent households (The Daily Star, 2018). The rate of acceptance in English medium schools is increasing, according to the report, because it is thought that English medium students are better prepared for greater academic and professional opportunities than Bangla medium students (The Daily Star, 2018). Furthermore, Alam and Hassan's study (2018) found that Bangladeshi children in English medium schools typically outperform those in Bangla medium schools on standardized examinations. Additionally, students from English medium schools outperform students from Bangla

medium schools in public examinations (Alam & Hassan, 2018). The report also notes that compared to Bangla medium schools, English medium schools frequently have greater resources and instructors with more training.

This study focuses on English medium schools. Though Bangla is the predominant language of teaching in Bangladesh, the demand for English medium education is growing. The academic performance and resources available to learners in English medium schools can appear superior, but not all children in the nation may have exposure to or can afford this education. This study focuses on the benefits and difficulties of technology integration, particularly in English medium schools. This paper focuses on middle school education because middle school students tend to start using technology significantly, whereas primary school students may generally be too young and higher school students may already be quite familiar. According to the National Education Association (NEA) (2021), compared to older or younger children, middle school children frequently require additional help and access to technology.

### **Research Gap**

There is a lack of research exploring the actual use of technology, and its influence on the instruction of the English language in Bangladeshi English medium schools, despite the growing trend of incorporating technology in language learning, as stated by Khan (2020). While some research studies exist on the benefits of technology integration in language classrooms in Bangladesh, such research has largely focused on traditional government-run schools rather than private English medium schools (Khan, 2020). As a result, there is a substantial vacuum in our knowledge of how technology is promoted in English language classrooms in Bangladeshi English medium schools and its possible outcome regarding student learning.

Therefore, further research is necessary to explore the current state of technology integration in Bangladeshi English medium schools and how effective it is on English language teaching and learning (Khan, 2020).

### **Statement of the Problem**

In essence, every institution—not only of the educational kind—requires technology to keep pace with the digital world of today. However, especially in developing countries like Bangladesh, there is a need for teachers to bring themselves up to date with the ongoing technological advancements to integrate technology in their classrooms. After the pandemic, technology has become an essential part of our instructional pedagogy. In Bangladesh, English medium school teachers are generally advanced in using technology for pedagogical purposes. English medium schools often require teachers to use technology in their classrooms, and middle school children require technology-based classroom instruction more than the others. However, the question arises whether this existing use technology is making any difference in students' performances or not. This study's purpose is to explore how teachers are using technology to teach English as a foreign language. Along with this, this paper will identify the effects of technology on students' learning outcomes. Therefore, this paper tries to answer the following research questions:

1. How are lower secondary level English language teachers in Bangladesh using technology in their teaching?
2. What are the outcomes of their use of technology in English language teaching?

## **Chapter 2**

### **Literature Review**

This chapter summarises the key findings from the existing literature related to the technological involvement in the pedagogy. It also discusses the impacts of technological incorporation in English language classrooms.

#### **History of the Use of Technology in Education**

The integration of technology in pedagogy has a rich history that originates in the beginning of the 20th century. Radio and television were used in education beginning in the 1920s and 1930s, and educational programs were broadcast on radio and television to provide students with access to educational content outside of the classroom (Molnar, 1997). By offering extra resources and materials, radio and television broadcasts also served to supplement classroom learning (Encyclopedia Britannica, n.d.). The introduction of computers in the 1970s also represented a turning point in the development and use of technology in education. Computer-assisted instruction (CAI) systems, which gave pupils interactive and individualized learning opportunities, marked the beginning of the use of computers in education (Sözcü et al., 2013). Teachers may now produce and administer digital resources and materials because of computers (Encyclopedia Britannica, 2023). Projectors were first used in classrooms as early as at the beginning of the twentieth century. Pictures, maps, and various other visual aids were displayed by teachers during lessons using overhead projectors. Due to its ability to accurately and visually deliver knowledge to larger student groups, the projector quickly gained popularity as a teaching tool (Encyclopedia Britannica, n.d.).

The widespread use of internet access in the 1990s and 2000s completely changed the way that education was practiced. The creation of online learning tools and settings, including virtual classrooms, online textbooks, and multimedia materials, was made possible

by the Internet. Additionally, the internet gave learners and teachers access to an abundance of data and tools (Collis, 1996). Further expanding the implementation of technology in pedagogy is the advent of mobile phones and apps in the 2010s. Students now can access instructional resources and materials anywhere, at any time, thanks to mobile devices like smartphones and tablets. Students may study in a pleasant and interesting way with educational applications like arithmetic games and language learning programs (Laato et al., 2020). Notably, during the early 2000s, interactive or digital whiteboards gained popularity in schools. They offer teachers a digital canvas on which to display and customize text, graphics, and multimedia while providing real-time student interaction with the material. Interactive whiteboards enhance student engagement and facilitate collaborative learning (EdTechReview, n.d.).

Artificial intelligence (AI) is further changing the world education scenario. For example, AI can help to analyze student performance data to identify strengths and weaknesses, in addition to providing recommendations for personalized learning activities. AI can also be used for automatic grading and assessment, freeing up time for teachers to focus on instruction (Team, 2021). Next, cloud computing is a technology that enables the storage and retrieval of data and applications over the internet. In education, cloud computing, such as Google Docs, Google Drive, and Dropbox are used to provide students and teachers with access to digital resources and materials from anywhere and on any device (EdTechReview). Gamification in education is also changing how education is being provided, we can now use game elements such as scores, rewards, and rankings to attract learners. Educational gamification has become increasingly popular in English medium language teaching classrooms as it offers a fun and interactive approach to language learning (Kaur & Nadarajan, 2020). Finally, the use of social networking tools in foreign language acquisition has also been found to be advantageous, and English language instructors were

among the first to notice this (Pop, 2010). Social media platforms such as Twitter, Instagram, and Facebook have become significantly well known in English medium language teaching classrooms. Indeed, social media can be used to facilitate communication and collaboration between learners, as well as provide opportunities for authentic language practice and cultural exchange (Li, 2017).

Today, technology integration in English medium schools has become a growing trend worldwide. A lot of schools in the United States are adopting blended learning models which combine traditional classroom teaching with online learning. This allows students to access learning materials online and complete coursework at their own pace (Jost et al., 2021). Today many schools are using online learning management systems (LMS) to deliver lessons and assess students, especially in the West (Jensen, 2010). While developed countries with English as the majority language do have other mediums of instruction, like French in Canada (Gentil & Séror, 2014) and Spanish in the USA (Carreira, 2013). Canada has two official languages—Or does it? Case studies of Canadian scholars' language choices and practices in disseminating knowledge. *Journal of English for academic Purposes*, 13, 17-30.), the point of focus here is on English medium schools. LMS platforms of such countries allow students to access learning materials and interact with their teachers online (Jensen, 2010). One example of a developed country that uses LMS is the United Kingdom, where English medium schools use a range of technology tools such as interactive whiteboards, tablets, and educational software to support learning (TES, 2015). Quite a lot of English medium schools use virtual reality (VR) and augmented reality (AR) technologies to enhance learning. These immersive technologies allow students to explore and interact with virtual environments, bringing their learning to life (The Guardian, 2019). As for Australia, English medium schools are adopting a range of technology tools including video conferencing, online learning platforms, and educational apps to enhance learning (The Sydney Morning Herald,



2019). Finally, the COVID-19 pandemic has marked a landscape change in the whole country, forcing most education institutions to shift to an online mode of education at least for a few months (Pokhrel & Chhetri, 2021). Numerous benefits and challenges of this reliance on technology in education were seen, such as flexible classrooms in the comfort of the home, and severe physical and mental disconnect from academia (Pokhrel & Chhetri, 2021).

In short, the history of technological involvement in pedagogy demonstrates the diverse range of technologies that have been integrated into pedagogy, the continuous evolution of educational technology and the potential benefits they offer for teaching and learning. As technology continues to advance, it is likely that more schools will adopt technology in their classrooms to enhance the learning experience for students.

Unfortunately, the pace of technological integration in the education systems of all countries is not equal. Whereas developed countries are experimenting with simulations and gamified learning programs, developing countries like Bangladesh still need to catch up to basic necessities.

### **Impacts of Technology Integration in English Language Classrooms Worldwide**

Academic research has extensively examined and documented the effects of incorporating technology in English medium language education classrooms all over the world. Technology integration in the context of Nepalese is English language teaching, according to Thapa and Timsina's (2016) research study, increased student motivation and accomplishment. In a comparable manner, Lee and Lai (2017) in Taiwan discovered that the use of digital resources in English language learning greatly increased students' language abilities and communication abilities. Integration of technology has been shown to boost students' interest in language learning. According to Vlachopoulos and Makri's (2017) findings, the use of digital technologies in language instruction increased student interest and

involvement. Similar findings were made by Sujono and Hidayat (2019) in Indonesia, who discovered that using multimedia in language instruction enhanced student involvement and participation. It has also been discovered that using technology into language instruction increases teacher effectiveness. In the United States, Christensen and Knezek (2017) discovered that integrating technology into English language instruction increased teacher effectiveness and efficiency. In accordance with this, Nguyen (2021) in Vietnam discovered that instructors were able to deliver more individualized and flexible education because of the usage of technology.

Noticeably, integrating technology can aid the progress of four language skills which comprise of speaking, listening, reading, and writing. According to Al-Harthy and Al-Maamari's (2017) research study conducted in Oman, learners' listening and speaking abilities increased while using digital tools for English language instruction. Similar findings from Cakir's (2017) study in Turkey showed that students' writing abilities were enhanced while using web-based tools for teaching English. Additionally, through the incorporation of technology in language training, students can employ a number of learning aids, such as multimedia resources, electronic dictionaries, and instructional language software. For instance, Yunus et al. (2016) conducted a study in Malaysia and discovered that integrating technology into the classroom increased students' access to learning materials, which in turn increased language competency. Wiyasa's (2019) investigation in Indonesia also uncovered that the utilisation of tablets and smartphones in language education allowed students access to a variety of language learning tools.

Besides, using technology can enhance student and teacher cooperation and communication. Erenli and Altun (2018) conducted a research study in Turkey where they found that social media use in language instruction boosted student interaction and collaboration. Moreover, a South Korean research study by Kim and Lee (2017) discovered

that the usage of video conferencing in language instruction enhanced students' communication abilities. Additionally, technological integration can enable personalised and adaptive learning, meeting the demands and learning preferences of each individual student. According to Wijaya et al. (2017) research in Indonesia, the inclusion of smartphones and tablets in language education allows for tailored and adaptable learning. The adoption of automated tutoring systems in the teaching of languages allows for adaptable training and enhanced learning results (Li et al., 2020).

The reviewed literature thus far collectively demonstrates how the use of technology in English medium instruction classrooms throughout the world could increase student engagement, learning outcomes, and teacher effectiveness.

### **Technology Integration in Asian English Medium Schools**

The effect of technology in English medium schools is increasing worldwide in a significant manner. As technology continues to advance, many schools have recognised the need of incorporating it into their classrooms to enhance the learning experience for students. In developed countries like Singapore, English medium schools have been at the forefront of technology integration. English medium schools of Singapore have been incorporating technology into their classrooms for several years. The Ministry of Education has made significant investments in technology to support teaching and learning in English medium schools. They use digital textbooks, interactive whiteboards, and other multimedia resources to enhance learning (The Straits Times, 2017). Furthermore, all primary and secondary schools in the country are equipped with interactive whiteboards, and students are given access to a range of digital resources to support their learning (Ministry of Education, Singapore, 2019). Like Singapore, a great number of Asian English medium schools have adopted virtual learning platforms to provide remote learning opportunities to students. For

example, The International School of Kuala Lumpur uses Google Classroom to deliver online classes and assessments (Online Learning, n.d.).

Technology integration in English medium schools is a global phenomenon and has become increasingly important in the digital age. Being aware of this fact, English medium schools in Asia are implementing smart classrooms equipped with interactive whiteboards, projectors, and audiovisual systems. The British Council School in Madrid, Spain, has adopted smart classrooms that allow teachers to deliver dynamic lessons using multimedia resources (Smart Classrooms, n.d.). In India, English medium schools are also adopting technology in their classrooms. Resembling the United Kingdoms' blended learning strategy of English medium school, a lot of Indian schools are using virtual reality and augmented reality technologies to create immersive learning experiences for students (The Times of India, 2019). In addition, plenty of Indian English medium schools are adopting digital resources such as videos, podcasts, and interactive software to enhance classroom learning and engage students (The Times of India, 2019).

English medium schools in Asia are using language learning apps to improve students' English language skills. The Confucius Institute at the University of Nebraska-Lincoln has developed the "GoEast" app, which is designed to help Chinese students learn English through interactive games and activities (University of Nebraska-Lincoln, n.d.). In addition, Chinese English medium schools are further investigating the use of AI (artificial intelligence) to improve guidance and learning. For example, the Chinese tech company, Squirrel AI, has developed an AI-powered personalized learning platform that adapts to students' learning needs (EdTech Magazine, n.d.). Noticeably, English medium schools of Pakistan have introduced 3D printing technology to enhance students' creativity and problem-solving skills. In particular, the Beaconhouse School System in Pakistan has introduced 3D

printing labs in its schools to provide hands-on learning experiences to students (Ahmad, 2010).

In brief, English medium schools in Asia have generally appreciated technology improvements to improve their teaching and learning strategies, and it is expected that these advancements will continue to play a significant part in the future of education. The advantages of introducing technology in schools are obvious, even if there are still many obstacles to overcome in terms of facilities, instruction, and resources.

### **Technology Integration in Bangladeshi English Language Classrooms**

There is not much study available on the use of technology in English medium schools in Bangladesh. In a study conducted by Hossain and Rahman (2016), English medium schools in Bangladesh have more modern technology than Bangla medium schools. The findings of the study suggests that English medium schools harness technology more frequently and integrate it into the curriculum accordingly. Additionally, the research indicated that a lot of English medium schools lacked the necessary expertise and supplies for effectively incorporating technology into their classes. In another research study by Hossain and Rahman (2021) claimed that despite having a positive attitude toward employing digital tools in the classroom, teachers ran across a number of challenges, including the absence of technical guidance, insufficient training, and restricted chances for technology. Along similar lines, Islam et al. (2017) study claimed that English medium schools in Bangladesh tend to use technology for teaching and learning compared to Bangla medium schools. However, the study noted that English medium schools utilise ICT more frequently, and the teachers are more comfortable using technology in the classroom (Islam et al., 2017). Notably, the study stressed that there are significant barriers to technology integration in both English medium and Bangla medium schools, including a lack of resources and training.

In addition, Hossain and Hasan (2020) found that English medium schools in Bangladesh are more likely to use online resources such as different websites and social media for teaching and learning compared to Bangla medium schools. The study states that “English medium schools were found to be more advanced in terms of using digital technologies in education than Bangla medium schools” (Hossain & Hasan, 2020, p. 53). However, the study similarly found that both English medium and Bangla medium schools face significant challenges in terms of internet connectivity and access to technology. Moreover, in 2019, Ahmed et al. looked at how technology was used in Bangladeshi English medium classrooms. Although most schools owned computers and internet connectivity, the study revealed that classroom usage of technology was rather low. The authors recommended that instructors should properly teach and be equipped to integrate technology into the classroom before creating any blended learning content.

Indeed, technology integration in English medium schools in Bangladesh is still at a relatively nascent stage. However, there are some initiatives being taken to introduce technology in English medium schools in the country. One such initiative is the introduction of digital textbooks in English medium schools. Around 200 English medium schools around the country have access to electronic textbooks via tablets as part of a government-led trial program. The project's objectives are to lighten students' backpacks and raise educational standards (The Daily Star, 2021). The usage of multimedia in English medium schools is another endeavor. To improve learning, several English medium schools in the nation have begun using multimedia tools like movies and interactive software in their lessons (The Daily Star, 2019). Online learning management systems (LMS) have been implemented in certain English medium schools to give classes and assessments to students. These LMS platforms enable students to communicate with their lecturers and access learning materials digitally (The Daily Star, 2020).

Some of the major obstacles integrating technology in schools across the nation include an absence of digital tools, training, and resources (Hossain & Rahman, 2016). Additionally, there is a need for policy-level support to ensure that technology integration in schools is sustainable and effective (Hossain & Hasan, 2020). Although there are some attempts being taken to integrate technology into Bangladesh's English medium schools, there still remains much to be done to ensure that the country's schools effectively integrate technology.

### **Impacts of Technology Integration in Bangladeshi English Language Classrooms**

There has been very limited research conducted on technology implementation in English medium schools in Bangladesh. Still, there is a need to explore what previous studies can suggest regarding the research topic by examining the general influence of technology in Bangladeshi secondary level education. Indeed, technology is being used in various ways to support teaching and learning in many educational institutions in Bangladesh, and one can assume that English medium schools use it even more.

By far the fastest-rising technological aspect that COVID-19 forced Bangladeshi classrooms to adapt is the mode of assessments shifting online. Online assessments are being used to evaluate student performance and progress. These assessments provide real-time feedback to both teachers and students, which can be used to make adjustments to instruction and identify areas where students may need additional support (Karim & Hassan, 2020). Besides online assessments and before COVID-19, though, there were many other ways in which technology integration was seen in Bangladeshi English medium language teaching classrooms. First, digital learning resources like electronic books, YouTube clips, and online quizzes are now accessible to students because of online learning platforms. These learning platforms give teachers the freedom to adapt their lessons to each student's requirements (Hossain & Hasan, 2019). Second, by projecting multimedia information like photos, movies,

and engaging tasks, interactive whiteboards can be used to improve classroom learning. According to Jones (2018), this strategy increases student involvement and participation.

In particular, the purpose of educational apps is to aid additional classroom instruction and provide students with extra resources and interactive activities. These apps are designed to be engaging and fun, which helps to motivate students to learn (Islam & Huq, 2019). Moreover, in order to expose learners to have practical and interactive learning experiences virtual labs are the replacement of expensive tools. This approach is particularly effective in science education, where students can conduct experiments and explore scientific concepts in a safe and controlled environment (Rahman & Islam, 2019). In addition to these technologies, English medium schools in Bangladesh are also using digital storytelling (Alam, 2020), gamification (Sultana & Choudhury, 2020), distance learning (Rahman & Islam, 2021), social media (Khatun & Ferdousi, 2020), and mobile learning (Hossain, 2017) to support teaching and learning.

It appears that English medium institutions are ahead of Bangla medium institutions regarding technology integration into the language teaching classroom. This may be due to a number of reasons, one being that most private schools are English medium schools, which means that the general English medium school has a smaller classroom size and a more privatised budget, which contrasts with the impractical and unfortunate teacher-student ratio in public or government schools (Akter, 2020). A qualitative research study, therefore, can shed more extensive light on the reasons and consequences of technology integration in English medium schools in the country.

In conclusion, the review of the literature has shown the history of educational technology, its benefits and challenges in Asia and in Bangladesh. Unfortunately, very little research has been undertaken on this topic in the context of Bangladesh—especially in



Bangladeshi English medium schools and even more particularly in English language classrooms.

## **Chapter 3**

### **Methodology**

I describe the methodology and structural design of the research project in this chapter. At the outset, I explain the approach and design of the research. Subsequently, I give a summary of the research participants. After that, I describe the data collection process, followed by the data analysis process. In the end, I discussed the ethical issues related to this study.

#### **Research Design**

In this study, I aim to qualitatively explore how technology has influenced how English is taught in English medium schools. The research approach I chose is qualitative because the aim is to explore—not identify some characteristics or answer any yes or no questions of—the topic (Creswell, 2012). I followed an ethnomethodological perspective and explored the perspectives of English language teachers toward the impacts of technology in English medium schools. I used open-ended questionnaires and semi-structured interviews to collect data, so that I could analyse the authentic information from the mouths of the participants themselves to gain insights into the topic of study (Creswell, 2012).

#### **Research Site**

I have tried to scout various English medium schools so that the data would be comprehensive and representative instead of being biased and narrow. I was able to approach five schools, out of which only three schools ended up giving me consent. I am presently a middle school English teacher of one of the schools, and so I easily managed that school. As for the other two schools, I talked with my colleagues who had some connections to some schools, which helped me get clearance to conduct research on them. All three schools are located in Gulshan, Dhaka. They remain anonymous here as per their school policies. Thus, the English medium schools are referred to as School A, School B, and School C.

## Participants

The participants of the study consisted of ten English medium teachers from three English medium schools. At first, I wanted to include Bangla medium school teachers as well in my study, and I talked with some from various schools. However, I found out that the Bangla medium school English teachers I talked with never implement technology in their teaching. Thus, I decided that my focus should be mainly on teachers who teach English at the English medium schools. As for why I have chosen English language teachers in particular (those who teach the English subject), that is because I have identified a research gap regarding middle school English language teachers in Bangladesh.

From each school, two teachers gave their consent to participate. All the selected teachers teach English language courses for grades five, six, and seven. I also talked with the teachers from the primary level to grade four. The impact of technology is relatively less in those grades. Besides, I also talked with the teachers of grades 8 to 10. Their syllabus follows a specific curriculum that limits the teaching method, and the pedagogical practices are mostly exam-centered. For this reason, I have chosen the mentioned grades — five, six, and seven (which comprise middle school years) — for this research study.

All my participants have at least six months of experience in teaching. Thus, they took classes online during the pandemic, and at present, they are taking face to face classes. Even in this regard, technology has influenced their teaching, and so I was excited from the start in conducting this study as I could extrapolate genuine findings from their own lives. The following table shows relevant information of the participants.

**Table 3: Outline of the Research Participants**

Participant	School	Gender	Age Range	Teaching Experience	Last Educational Qualification	Teacher Training
P1	School	Female	25-27	2 months	MA in	N/A

	A				English	
P2	School A	Female	28-30	3 years	BA in English	N/A
P3	School A	Female	25-27	1 year	MA in English	N/A
P4	School A	Male	25-27	6 months	MA in English	N/A
P5	School B	Female	25-27	7 months	BA in English	N/A
P6	School B	Male	28-30	8 months	BA in English	N/A
P7	School B	Female	28-30	2 years	BA in English	N/A
P8	School C	Female	25-27	6 months	MA in English	N/A
P9	School C	Female	28-30	10 months	MA in English	N/A
P10	School C	Female	28-30	1 year	BA in English	N/A

### **Data Collection Procedure**

For this study, I adopted semi-structured interviews for the data collection process. One interview was conducted with each participant. I formulated the interview questions following the research questions previously mentioned in 1.6. I also offered the option between in-person and online interviews. This approach of providing participants with autonomy in the research process is viewed positively by scholars such as Nyumba et al. (2018). At the end, six participants opted for online interviews, and four chose face-to-face interviews. I conducted the online interviews using Zoom, and I chose that platform because it is an online communication software application that allows for recording and neutral storage of the data (Ritchie & Lewis, 2003). The interview process consisted of 15 questions related to the research topic with some additional background information questions. Each interview took around 30 minutes to complete. I did not face any significant problems during

the interview sessions, though some online interviewees experienced network problems that required around four to five extra minutes to solve.

### **Data Analysis**

I chose Braun & Clarke's (2006) framework of thematic analysis for this study, which consists of five stages. Initially, data collection involved transcription and rigorous reviewing. I recorded the online interviews and took notes for the face-to-face interviews on the spot. When needed, I told the interviewees to pause for a few seconds so that she could take notes. For the online interviews, I transcribed them as needed (not verbatim). Transcription is crucial in generating codes and identifying meanings, and patterns (Sgier, 2012).

In the theme generation process, I followed a three-phase stage, beginning with a basic coding stage, followed by defining and titling themes, and finally analysing the themes. First, I categorised similar data from the interviews in the coding stage. This step was done rigorously, and then themes emerged. As recommended by Chamberlain (2015), I titled and arranged the qualitative data to find out various themes and their connections. The last stage consisted of documenting the themes and interpreting them, finally resulting in the writing of this research report (Braun & Clarke, 2006). Although I used no theoretical model, the entire research report is based on the perspective of English medium language teachers' perspectives.

### **Ethical Issues**

I provided each of the participants a consent form before beginning the interview. I clearly informed them that their personal information would not be disclosed in this paper or any other. Each of the responders has a pseudonym to identify them, starting from P1 to P10. Additionally, I gave the participants the option to conceal any information they desired throughout the interviews. For instance, if somebody wanted to offer a contentious opinion or some private information that they were unwilling to allow should be used as data,

they might choose to remain anonymous (by responding confidentially). I allowed this liberty to ensure the participants' security and comfort throughout the process.

## Chapter 4

### Findings and Discussion

This chapter reports the teachers' experience of using technology in the English language classrooms in English medium schools in Dhaka, Bangladesh and the impacts of using it in the classrooms. Responses of the ten participants are reported thematically in response to the research questions.

#### **How Bangladeshi English Middle School Teachers Use Technology in the Classrooms**

The pertinent information of the participants regarding the use of technology in English medium classrooms and how they are implementing them in the classroom is discussed in this subsection.

#### ***Using Technology to Make Classes Engaging and Motivating***

Almost all the participants agreed that using technology in English language instruction classrooms in Bangladesh boosts students' engagement and motivation. According to P1, he is able to make a learning environment that is “enjoyable, interesting, and stimulating for students through the integration of gamification strategies and other interactive technologies.” Participant 3 said that for students who might be having a hard time staying motivated and interested in their language studies, adapting gamification might be particularly relevant. P4 gave an example of using gamification and its effectiveness in the classroom setting. He said that,

I have noticed that using technology has made it possible for me to design a more engaging and student-centered learning environment in Bangladesh where I teach English as a second language. I can make interactive exercises and tests using programs such Kahoot that provide my students with a fun and interesting opportunity to revisit and hone their language skills.

Likewise, P6 said that educational games such as Duolingo have many features like leaderboards, levels, awards, and other gamification tools that may be used to motivate students to work together and interact with one another. A learning platform like Kahoot, according to P6, can work well as “an interesting MCQ-type game where the students compete with each other to see who can rack up the most points, and more points are given to correct answers done quickly.” P6 claimed to have used Kahoot in a number of classes to pique the interest of students. He said that it is especially important to gain middle school students’ interest as “they are still children, but also newly experiencing adolescence, and so the problem is even more.” Moreover, P6 suggested gamified language lessons to be used for particularly difficult topics. He said that hopefully, this will make learning easier, more enjoyable, and engaging.

Additionally, P5 experienced that when he uses multimedia or any type of technological resources in the class, “students tend to give more attention than usual.” One main reason behind this, he believes, is that students can relate with it as they all generally use technological platforms in their daily lives. Not to mention that, almost all teachers mentioned that they have Messenger or WhatsApp groups where they share materials, assign tasks, and also provide feedback on students’ homework. P5 added that these types of platforms are helping students to “exchange knowledge and engage with one another besides the classroom by joining social media groups that the teacher can set up for their classrooms.”

Moreover, from P9’s experience, using technology to teach English language skills such as “listening and speaking has been particularly effective.” She creates audio and video related to the class material and guides her students to listen and comprehend them. He then gives various tasks which assist them in improving their ability to listen and comprehension abilities through the use of multimedia resources. P4 also added that he sometimes shows



YouTube videos to the students which makes the content “fun, interesting to pay attention to, and easy to remember later.”

### ***Incorporating Student and Parent Feedback***

The previous subsection reported the findings of the varying teaching techniques regarding technology integration, and the online sources or platforms which were used by the participants to create class materials, boost student engagement, and for learner assessment in English medium middle schools in Bangladesh. This subsection focuses on how teachers are combining the feedback that they are receiving from both students and parents.

While P1 mentioned that she directly asks for the students’ feedback and preferences regarding the use of specific technologies in the classroom, P6 said that if he has enough time, he distributes questionnaires among the students regarding the mentioned topic to gather “feedback and experiences of the students.” He further continued that his survey questions include “detailed inquiries on the suitability and efficacy of particular technology, as well as recommendations for enhancements.” P8 also resonates with P1:

In order to get feedback from students regarding their experiences with technology, teachers might encourage conversation in the classroom. This can be especially beneficial since today’s generation is almost all digitally literate. So, it could be an excellent way to get students talking about their ideas, and help teachers see where they need to make adjustments.

Regarding guardians’ or parents’ feedback, P6 informed that their school has separate Messenger groups for the guardians of each class’s students. They get regular updates about the activities of regular classes, announcements, class test results, and grades. On the other hand, P8 said that they are instructed to upload any assignments, class rests, quizzes and class activities on Google Classroom from the school administration. This is to avoid situations where the guardians would complain about the lack of sincerity of the teacher (not providing

sufficient class materials and homework). However, P5 suggested that as technology has pros and cons, teachers should engage guardians and parents in talks about the appropriate and moral use of technology. Moreover, according to P5, teachers should discuss and make the guardians alert about limited screen time, overuse of social media, and browsing in safe mode. She believes that,

This approach can motivate them to keep an eye on their children's online conduct at home. Moreover, the practice of responsible behavior and good digital citizenship among students in as well as out of the classroom may be reinforced in this way.

### **Positive Outcomes of Incorporating Technology in Bangladeshi Middle School English Classrooms**

Whereas the previous section focused on the implementation, this section addresses the relevant information which the participants provided regarding the research topic that appeared to have a positive outcome on their experiences.

#### **Creating *Greater Flexibility in Teaching Methods***

In order to answer the question of flexibility of integrating technology in the teaching method, P2 answered that her technology has a vast amount of multimedia resources which can be used to attract children and make learning more enjoyable. She also gave examples of some materials she used such as sometimes incorporating videos, animations, and images into the lessons to make them more attractive and visually appealing. In line with this, P4 said that during the COVID-19 pandemic, he used to create open-ended questions and upload them on a discussion forum on Google Classroom. According to him, “it can spur discussion from the students.” However, after the pandemic, the use of Google classroom’s discussion is rare. He still sometimes uses the discussion forum, as he repeated, “it can motivate learners to share their ideas and have the mentality to learn from each other in a collaborative setting.”

Additionally, P1 also agreed with P4, saying that teachers can make a collaborative environment for the students by using technology. She mentioned one example of a collaborative platform that she used which is, Google docs. She continued that by using this platform she can assign students to complete or solve any group task. She further informed me that she uses this platform because this online platform helps students to work together from anywhere simultaneously, and they can check their peers' activities too.

It was P3 who spoke extensively about the variety of materials available, and some notable sources, online for English language teaching. According to her, "There is a wealth of resources available online such as Dave's ESL Café, 5-Minute English, Cambridge IELTS. There are also online resources created by Bangladeshi content creators like Ayman Sadiq and Munzereen." P3 continued that such local resources are superior in the sense that learners can relate more with the teachers who may also use Bangla to help explain the content.

Another interesting remark was made by P5 who informed that she now uses multimedia projectors and shows students images and videos of museums, historical places and many more education related things. She first makes the students read the book and then shows visuals through the projector related to the class content. She thinks that this is a great opportunity for the students to "bring learning to life." Though she added that she cannot always incorporate pictures and videos to the class content due to the workload, she tries her best to create this type of material whenever she gets free time.

Therefore, there are many online educational platforms that give teachers freedom to incorporate technology into their lessons to make it more creative and interactive.

### ***Using Digital tools for Success***

Though the participants spoke mostly of the disadvantages of technology integration from their experiences as English medium middle school teachers (explained elaborately in 4.2), they also noted some success stories of some students. For example, P10 mentioned

about a student of their school who performed exceptionally well when “reading digitally but previously failed with traditional reading activities.” With the help of e-books and audiobooks, the student was able to read and listen to the subject at his own pace. By adapting the mentioned technique, he enhanced his understanding and involvement with the reading tasks. Another successful story was shared by P5, where a team of learners from her class used multimedia technologies to work together on a digital story-telling project. Students had to use technology to create, record, and customise their own tales for the project. According to her, as they “designed and revised their stories together, young learner’s teamwork, creativity, and writing abilities significantly strengthened.”

P4 also shared an anecdote of one of his students who had trouble retaining traditional grammar lessons but performed well while implementing language development applications. The student was given a selection of language-learning applications, such as Kahoot and Duolingo, enabling her to engage in more interactive grammar practice. Those applications have features like games and learners have to solve quizzes in order to solve the task and move on to the next stage. Thus, his student's grammatical abilities dramatically improved, and the student became more interested in and motivated to learn English. On a similar note, P5 also shared a story regarding the Duolingo application. One of her students had difficulty learning traditional vocabulary lessons but did well with flashcard applications. The student had access to many flashcard applications (including Duolingo) that let him drill language in a more engaging manner. The student's language abilities dramatically increased, and he gained greater self-assurance when speaking English.

## **Negative Outcomes of Incorporating Technology in Bangladeshi Middle School English Classrooms**

However, compared to the positive outcomes, there were far more negative experiences that were shared by the teachers.

### ***Technology Burnout and Addiction: Two Extremes***

Most students nowadays are automatically interested in escaping in an online world. For example, P1 said, “Some teachers may not be interested or even capable of using technology in their teaching, but almost all students love it to some degree.” However, P1 also warned about relying entirely on technology: “Note that most of them [students] have had extremely negative experiences in online education during the pandemic. So, the trick is to use a blended model and combine the online and offline modes.”

Another concern was technology addiction. P3 said, “Technology addiction is on the rise. Both inside and outside the classroom, I am concerned about it. If I tell my students to use their phones in class, they may be distracted and surf social media.” On the other hand, P2 continued, more problems could occur if the line between entertainment and academics is blurred: “Students generally think of studies as a burden. And the internet as an escape. But if they mix it, some unintentional problems include the students being distracted and desensitized.” In such a case, P3 said that a teacher should, at the beginning of the term, tell students about the midterm and final exam date and procedures.

### ***Physical and Mental Health Dangers due to Excessive Technology Exposure***

The last subsection touched on most students facing burnout due to unsavory online learning experiences during the COVID-19 pandemic. The negative experiences also include physical and mental ailments. For example, P5 complained about having increased headaches during the pandemic: “Sometimes, the pain was so bad that I could not continue any work. I had to shut down everything and lie down for a while.” Some other participants also

complained about this. P7 already used to have migraines before the pandemic, but it increased significantly due to “prolonged screen time.” Other physical issues related to back pain—for prolonged usage of a computer or laptop—and visibility. As P10 said, “I used to wear specs with a power of minus 0.5 before the pandemic. But now, the power went up to minus 1.5! All because I had to sit on the computer all day long.” P10 also mentioned that some students she knows have developed eye problems anew: “Unlike me who already had a worsening pair of eyes, some of my students did not have eye problems before, but now they do.”

Besides these physical issues that sprang about due to increased technological incorporation in teaching and learning, there were also mental ailments. Some participants reported feeling hollow due to social distancing and being confined to taking classes online via synchronous or asynchronous platforms. For instance, P5 said, “I very much dislike taking online classes. Zoom and Google Meet may appear good alternatives, but these aren’t, um, conducive to class participation, and class participation is of the utmost importance in language learning.” Another participant, P8, called synchronous online classes on Zoom and Google Meet “a waste of time and energy, as language learning is futile when we [language teachers] talk to faceless beings behind a screen.” She even admitted to going for mental health therapy out of frustration and feelings of emptiness. As for asynchronous language teaching, such as via textual and video lectures, these were considered by P6 to be “supplemental but not essential.” Due to such perceived hopeless and inefficient teaching, the participants experienced mental stress as an overreliance on technology was something too alien to themselves and their students.

### ***Increase in Unfair Means Especially during Online Assessments***

One major area identified by the participants where they faced the most burnout and subsequent physical and mental stress was in online script checking. P4 said that whereas

high-stakes exams in Bangladesh like the SSC and HSC were postponed if not canceled due to the pandemic, at the school level, many educational institutions still conducted assessments. According to him, “English medium schools tended to take alternative exams more than Bangla medium schools did, such as taking online tests, homework assignments, and recorded presentations.” When asked if such assessments were taken at the middle school level as well, P4 replied in the affirmative, saying, “Why not?” To evaluate traditional pen-and-paper assessments—class tests and assignments—teachers do not need to sit on the computer, and so their screen time is significantly less. However, during the pandemic, the teachers had to take remote exams via technological platforms like Zoom, Google Classroom, and Google Forms.

Therefore, the exposure to digital screens is “always, always, and always mostly to do with checking online assessments of students” (P2), as checking digital scripts naturally needed the teacher to use an online platform. Most of the participants expressed their displeasure in checking digital scripts though they “all know how to use Microsoft Word.” P9 dislikes checking digital scripts so much that she bought a printer to print hard copies of scripts and then evaluate them via pen and paper.

### **Challenges of Incorporating Digital Technology in Classrooms**

My research yielded some additional findings related to the challenges faced by the teachers and students while integrating digital technology in English language classrooms. I would like to report those here.

#### ***Lack of Funds and Resources***

The first and probably the most glaring issue has to do with the lack of government initiative and backing regarding the integration of technology in Bangladeshi classrooms. According to all the participants, this problem is not only seen in middle schools, but also in other education levels (primary, higher, and tertiary). For instance, P1 questioned, “From

schools to colleges to universities, how many classrooms have a computer with available internet? Not many, from what I have seen.” Another participant mentioned that even if many classrooms have a computer, the computers are often not up to date and experience technical and internet connectivity issues.

The cause behind this, according to P7, is the lack of government funding and monitoring: “English medium schools are privately owned institutions, and so money is always tight. There is always resistance regarding where to allocate resources.” Though P4 resonated with this, he mentioned that this is an issue for private and government-run institutions alike. According to him, “Both private and public schools have this issue. Whether it is English medium, Bangla medium, or even Madrasa education, Bangladeshi language classrooms are in need of more technological integration.”

Due to such insufficient funding—whether from the government or from privately owned funds—there is a mismatch between the theoretically rich curriculum that encourages technology integration in language classrooms and the reality of what happens. For example, P10 said,

You know, CLT doesn't really work here in Bangladesh for a number of factors including the lack of resources. The sad matter is that the existence of CLT and the fact that it is adopted officially by the Bangladeshi education curriculum ... that fact makes the situation even worse. I mean, if there was no such demand for the use of digital tools inside and outside the classrooms, the need would not be felt, and comparisons between technological and non-technological classrooms would not be made.

Though the problem about finances may seem like something that teachers cannot do anything about, some participants mentioned some solutions that can be attempted. For instance, P6 said that cheap alternatives of computers can be brought to the classroom: “If a



computer is too costly, the school can at least manage a sound system for English listening classes. Then, we teachers can simply plug in our mobile phones and play audio clips in the classroom.” Another potential solution was suggested by P10, who said that teachers can try to form a coalition and approach local or public institutions for fund grants: “If the government does not provide it, we can request them and private agencies ourselves to do so.”

### ***Lack of Teachers’ Digital Literacy***

Like the problem of a lack of resources, the issue of a teacher’s lack of digital competence is a comparably significant issue. Most of the participants claimed to have sufficient technological skills, but said that the overall teacher body in Bangladesh is quite inept in this regard. According to P1, “Most of Bangladeshi classrooms are not digital, but even if they were, the problem would not be that much solved because, you know, most teachers are not good with technology.” P3 also said that most teachers she has worked with are not digitally competent:

Yes, almost all of us can start a PC and use a mouse and keyboard, but I have seen many teachers who type with one finger and have to constantly look at the keyboard. You can’t expect them to get much benefit from online materials and platforms like Google Classroom and Google Docs.

Due to a general lack of proficiency toward technology integration, teachers in Bangladesh may also tend to develop a resistant attitude toward implementing technology in pedagogy. According to P8,

Some teachers, especially of the older generation, wrinkle their nose at the very thought of having to use a new technological platform. Sending emails, up to that is alright for most of them. But anything more, like Google Classroom assignments, is too much for them. And they either require assistance from the staff to handle this

stress, or they get around the problem by neglecting the new and trendy technology altogether and sticking to traditional methods.

Indeed, change is something scary for most of us, and technology is something that keeps changing.

According to P4, though, English medium teachers may generally be more digitally competent than Bangla medium teachers. He said that those who come from an English medium background typically have significantly stronger English language skills, and from those people, those who are English language teachers are even more fundamentally sound in English. As “the English language is the dominant language of the internet,” English medium language teachers are inherently more technologically competent than their Bangla medium counterparts. As P4 elaborated, “So, these two things, one being that the teachers come from an English medium background, and another being that they are English teachers ... Both these facts positively correlate to being tech savvy at least to some extent.”

A number of suggestions were given by the participants regarding what steps can be taken to combat the lack of digital literacy in the Bangladeshi teacher community. P1 said that teacher training should be bolstered in Bangladesh: “As it stands now, the teacher training programs in Bangladesh are both insufficient and flawed. And one major area where there are flaws is technological training.” P1 also suggested that informal teacher training can happen with peer mentoring as well, with more technologically proficient teachers mentoring the lesser ones. Along the same lines, P5 mentioned the importance of workshops and seminars related to how technology can be implemented in the classroom. P7 recommended teachers to think about professional teacher development and involve themselves in projects, programs, and short courses. As for P9, she suggested all teachers to individually take this matter into their own hands and develop their technological competence, even if they are sufficiently capable in using digital gadgets:

We all can improve. Yes, all of us. I am not only talking about those of us who cannot run a PC or do not own a Google account. I am also not talking only about teachers who cannot upload a video on YouTube. There is much more to be learned.

P9 went on to give some ways she has tried to improve her digital literacy. For example, during the pandemic, she taught herself audio and video editing. She believes these will undoubtedly help make her class materials much more appealing and relatable with the young generation.

### ***Lack of Students' Digital Literacy***

Yet, the fact remains that some problems do plague a handful of students of this generation. Such students, according to P5, may be technologically incompetent because they do not own digital gadgets like a computer, iPad, or a smartphone. Like teachers, students may also have trouble using technology for educational purposes. According to most of the participants, the problem is much less for students than for teachers. For example, P2 said, "Most teachers are technologically incompetent, and only a few students are the same." P7 mentions that this may happen due to the specific lack of experience in using technology for academic reasons: "You see, I have not seen any student who does not know how to use a smartphone. Yes, even middle school students. However, almost all of them face challenges when using academic software like Zoom and Google Classroom."

Among students who have sufficient technological expertise, there is a portion of them that do not own personal digital gadgets like a computer, laptop, or smartphone. According to many participants, some English medium middle school children are not given a digital device at home even at their age. P6 said, "Those from financially struggling families may not have the opportunity to complete online assessments and access online lectures. Just due to the circumstances of their birth."

Yet another problem exists regarding the topic: Not all students are motivated to use technology for educational purposes. According to P1, “I read a lot of books. I have about a thousand at my bookshelf. Despite being a reader, I cannot read ebooks. I cannot read an ebook even within 40 pages. Thank you.” To deal with such students, according to P1, workshops and seminars might work. As for P10, she said, “Making the students interested in their studies is also part of a teacher’s job. So, a good teacher also inspires good studying tips.” One innovative but impractical way to do this, according to P3, is gamification, which is “quite certain to catch several students’ attention in the class.”

### **English Medium vs. Bangla Medium: Similarities and Differences in Technology**

#### **Integration**

Holistically, it appears that there are a handful of similarities and differences in the way middle school English medium English language teachers incorporate technology in the classroom compared to middle school Bangla medium English language teachers.

Like Bangla medium teachers, English medium teachers also use technology to an extent in teaching, and both parties face some difficulty in doing so. In particular, teachers of both streams have faced burnout during the pandemic due to using too much technology without prior preparation amidst the chaotic times. Additionally, both have used and are continuing to use at least some form of technology in their teaching, such as in writing and receiving email, and being involved in social media communities for teaching purposes.

Yet, there are notable differences between English medium school teachers and Bangla medium ones. For instance, it has been established both in this study and others (such as in Imam, 2015) that English medium teachers are superior to Bangla medium teachers in terms of technological knowledge. Perhaps this is due to the additional emphasis put by English medium schools on their students and teachers. Indeed, English medium schools follow not the national curriculum but a British one—primarily either Cambridge or Edexcel

(Mousume, 2017). Since a foreign curriculum typically may require more cosmopolitan values to be groomed in students, this may result in larger focus in language teaching and learning. Moreover, theoretically sound principles of language teaching today call for technological integration, and an entire sub-field of English language teaching is CALL (Computer Assisted Language Teaching), with numerous high-impact journals like *CALL* and *reCALL* (Gillepsie, 2020).

### **Links with Previous Research**

The findings confirm some existing research on the topic. One way in which the study confirmed previous research was that English medium schools depended on the online medium more than Bangla medium schools did, and that this was reflected during the pandemic. This finding supports Imam's (2005) study. This distinction between Bangla medium and English medium schools has both positive and negative consequences. As English medium English language school teachers of middle school students were forced by the school authority to continue taking online classes and online assessments, they were prone to burnout like the students were due to the sudden absolute shift to the unfamiliar online learning mode. Both physical ailments like back and eye strain and mental health issues surfaced or increased.

Of course, there were positive sides as well, especially as bringing technology into the classroom is inherently aligned with modern pedagogy—especially language pedagogy. Indeed, language learning is boosted by communicative methods and a variety of input, which can be facilitated by technology integration. This supports various studies like Chun et al. (2016). It also supports Howard Gardner's Multiple Intelligences (MI) theory which posits that different learners learn better and worse in different ways (Gardner, 1993). For example, some people are visual learners, some are textual, and some are experimental. As Gardner argued, just because someone is not proficient at one learning mode and strategy does not

mean that they are poor learners or unintelligent; rather, intelligence comes in multiple forms. Thus, this study's findings suggest that educational technology can foster learning in a multiplicity of ways—through audiovisual materials, simulations, and other creative means—which result in greater learner autonomy and a more adaptive pedagogy.

On average, it was found that English medium teachers are more proficient in technology than Bangla medium teachers, which confirms Imam's (2015) study. This could be because of a number of factors such as the fact that English medium schools pushed educational technology more than Bangla medium students did. Furthermore, teachers who are proficient in English—as they are English language teachers—are also proficient in technology as English is the most widely used language on the internet. Unfortunately, as this study found, not all English medium school teachers are proficient in using technology. Like many Bangla medium teachers, they also may feel resistant toward educational technology. One participant blamed the teacher training program of the country for being insufficient. This view brings up the argument of established pedagogical models that focus not just on teachers' content knowledge, but also in other areas like teaching-related knowledge and technological knowledge. For example, the TPACK model stands for Technological, Pedagogical, and Content Knowledge model, which is self-explanatory (Rodríguez Moreno, 2019). Unfortunately, funds for teacher training (Karim et al., 2018) and technology integration (Khan et al., 2012) are both lacking, as this study found.

Even if English medium school teachers are aware of and can use educational technology, they may not like to always use it, as this study showed. This may be influenced by being forced to depend on educational technology during the pandemic. Thus, this study adds to the literature that though English medium teachers may be, on the whole, better than their Bangla medium counterparts regarding educational technology, that does not mean that they will wholeheartedly and efficiently make use of that competence.

Finally, many of the participants pointed out that there exist several English language sources online, such as Dave's ESL Café and educational YouTube channels. These resources are important asynchronous language materials that students can access anywhere and at any time, provided that the web pages are intact. One participant put particular emphasis on local YouTube channels which use the L1 (Bangla) to facilitate English language teaching. YouTube channels like 10-Minute School are run by Bangladeshi people who have become successful English language users (Karim et al., 2019). This, therefore, shows other Bangladeshi people that it is possible to be proficient in a foreign language (English). Moreover, such people can relate to struggling Bangladeshi English learners, as they too have passed that stage. Finally, local YouTube channels can choose to mix in Bangla to connect with the audience to a significantly deeper degree. All these are advantages of using the L1 (first language) to teach L2 (second or foreign language).

## **Chapter 5**

### **Conclusion**

The final chapter of this dissertation provides a summary of the entire study, acknowledges some limitations, and finishes by mentioning some suggestions for future research and possible policy changes.

#### **Summary**

In summation, middle school English medium teachers of English in Bangladesh do use technology in and out of the classroom for academic reasons. For example, they use it for in-class activities, out-of-class online assessments, and asynchronous online materials. Moreover, teachers use social media platforms like WhatsApp and Messenger groups among themselves to exchange updates about the class, school notices, and other relevant information. Some middle school teachers also maintain parent-teacher relationships by communicating with the parents of middle school students about notable classroom happenings. Particularly, technology is deemed important for teaching the English subject, as much theoretical knowledge of English language teaching calls for technology to be used. In such ways, technology is quite significantly implemented in language teaching and learning in English medium middle schools in Bangladesh.

However, there are a lot more disadvantages than advantages of using technology in the classroom, according to the English medium school teachers. Whereas the positives had to do with how using technology opens up new and up-to-date ways of teaching and learning, and though many middle school English medium school teachers do use educational technology, the challenges facing them in using technology appear to be too inhibiting. Most of the perceived disadvantages were felt due to negative experiences of the participants during the pandemic. In English medium schools more than in Bangla medium schools, the online mode was used quite extensively for conducting the class, providing supplementary



materials to be studied at home, and online examinations and assignments. However, with the overload of online materials and reliance on it, not only students but also teachers have experienced burnout and frustration on being excessively immersed in technology.

Consequences included both physical and mental stress, often leading to visits to the doctor.

In light of the pros and cons of using technology in English medium English language classrooms, it can be argued that a balance be struck between using too much technology and not using it at all. As English medium school teachers are typically more involved and therefore more proficient in technology, they should capitalise on their digital literacy and use educational technology wisely, and not necessarily excessively. Indeed, incorporating as much technology as possible is not an ideal way to teach a language, even if the English medium school in question can provide such facilities with sufficient funds and other necessities.

### **Limitations of the Study**

Some limitations of the study include the lack of data triangulation, which refers to using various data collection sources and methods. These would hopefully help to analyse the study findings. As only a qualitative data collection method was taken (semi-structured interviews), this is a limitation. Furthermore, the sample size could definitely be bigger. If more schools were taken as participant sources, a more comprehensive picture would emerge. Finally, this study has not used a theoretical model or framework, and so searching for one or developing a new one can theoretically bolster further research prospects.

### **Scope for Future Research**

There is much scope to conduct research in the future in various areas. The methodology can differ in terms of participants, such as by contrasting English and Bangla medium teachers. This study had a subsection which discussed the similarities and differences between English medium and Bangla medium teachers' use of technology in the

classroom. However, a dedicated compare and contrast study with both English and Bangla medium school teachers can reveal more comprehensive findings. Secondly, participants can be brought from a variety of schools rather than from only one. Moreover, the data collection and analysis methods can be changed. Rather than just taking interviews, other ways of collecting data can be classroom observations and surveys. Classroom observations can provide a more accurate and thorough picture, and surveys can provide a more polished and particular frame. Thus, making some tweaks on the methodology can generate a more comprehensive situation of technology integration in Bangladeshi English medium language teachers.

### **Recommendations**

Based on the finding from my research, I would like to make the following recommendations for teachers while integrating digital technology in their classrooms:

#### ***Using a blended language learning model***

Technology integration in education is beneficial, but an overreliance on it is not. If the pandemic has taught us anything, it is that we should not think of technological alternatives to education as an ideal, but can only consider it to serve a supplemental function. This is especially important in language learning, where classroom participation is immensely important. Relying completely on asynchronous language learning will therefore take that crucial aspect away, and even synchronous modes like Zoom and Google Meet have not proven successful on their own. However, the researcher suggests these to be incorporated into the curriculum as additional material sources.

#### ***Focusing on the positive sides of online language education and minimising the negative sides***

Although this is easy to say or write, it may seem impossible to successfully implement. Still, some steps should be taken to reach this goal. Positive sides of online

education can be boosted by workshops, teachers occasionally talking about it with their students, and parent-teacher meetings so that parents can then manage their children's technological use like social media habits. This will hopefully curb social media addiction and save precious time for more fruitful yet still fun technological experiences like language learning by playing games.

### ***Conducting further research in similar areas***

The methodology can differ in terms of participants (such as by contrasting English and Bangla medium teachers or simply taking participants, both teachers and students, of different schools), data collection (classroom observations can be suitable), and the entire research design (a quantitative study can provide a statistical account). Making some tweaks on the methodology can, therefore, manifest more expansive research on how technology is used by English medium English language teachers in Bangladesh.

All in all, there are obvious pros and cons of using technology in the English language teaching classrooms. What is wise is to extrapolate as many benefits of educational technology as possible, and limit as many disadvantageous aspects as possible, in having middle school teachers use technology in the classroom. In particular, the English language subject in Bangladesh demands more technology integration than other subjects, due to the fact that technological language practice allows language learners to more thoroughly and effectively develop their language. As it happens, Bangladeshi English medium schools are ahead of their Bangla medium counterparts in regard to using educational technology. However, there is much more to be done to arrive at a technology-friendly middle school classroom scenario in the country. It is hoped that research like this can pave the path for such a future.

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## Appendix

### Interview Questions

#### Background Information:

1. Age:
2. Gender:
3. Teaching Experience (Number of years as a teacher):
4. Teacher at which school:
5. Teacher of which class(es):

#### Interview Questions:

1. Can you describe your experience with integrating technology into your English language teaching practices?
2. What specific technologies do you use in your classroom to enhance language learning and why?
3. How does technology affect your students' English skills and motivation?
4. What challenges have you faced in using technology in the classroom and how do you tackle them?
5. Do you take any steps to balance technology with traditional teaching methods? If so, please elaborate.
6. How, if at all, do you stay current with new technology trends and tools for English language teaching?
7. How do you assess the effectiveness of using technology in language teaching and learning?
8. How, if at all, do you involve your students in using technology to make them active learners?



9. How, if at all, does technology facilitate communication and collaboration among students?
10. Can you share any success stories or examples of students who have benefitted from the use of technology in your English language classroom?
11. How has the pandemic affected your use of technology and teaching methods?
12. What steps, if any, do you take to ensure the responsible and ethical use of technology by your students in the classroom?
13. Can you describe any other positive and negative outcomes of using technology?
14. Do you incorporate student feedback to improve technology use? If so, how?