Hybrid classes: Orientation of Technology in present ESL classes in Primary Level.

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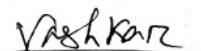**BRAC University**

Dhaka.

Dedication

I would like to dedicate this paper to my beloved mother, **Ms. Seema Rani Bhattacharjee**

without whom I am nothing.

Acknowledgement

At first, I would like to express my deepest gratitude to the Almighty God for blessing me which helped me to complete this dissertation. I am truly thankful to my supervisor Lubaba Sanjana, who had constantly supported me and encouraged me to complete this paper. I am also thankful to all the faculty members from whom I got the chance to educate myself with the enriched senses of English language. A special thanks to Ms. Shenin Ziauddin who was not only a teacher to us but also supported us in a motherly manner. I would like to express my cordial love to my mother without whom I cannot even think of anything. Moreover, I am really thankful to the students and teachers who helped me to complete my survey. They are a part of my paper. Lastly, few persons were there who had supported me constantly. My sister Sharita Alam and a friend Atqia Labiba, who had helped me unconditionally throughout the whole process of completing my dissertation. I am indebted to all of them.

Declaration

I, hereby declare that this paper presents my own and original works to be best of my knowledge and belief. The contributors of other sources and information have been acknowledged with due references. I certify that this paper has not been used previously or submitted anywhere as a part or whole.

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Abstract

In the modern time, technology is taking over all sectors. The life of human beings are too much dependent on modern technology that thinking of doing something without the help of technology is impossible to think. This paper attempts to find out the assistance of technology in present educational sectors, especially for young learners. To show how blended process of using technology in the classroom can be incorporated in teaching learning process as the most outcome-oriented and effective is the sole purpose of this paper. Regarding this issue, a survey has been done by selecting 100 students of high beginners proficiency level and 20 teachers from four different schools. The findings from the survey were analyzed using the mixed method comprising both quantitative and qualitative research. All the data from the survey conveyed that use of technology is really the most effective tool for getting a proper outcome with successful language learning. Most of the teachers and students had agreed with all the statements that were in favour of using technology. Rather following a single method, blended or Hybrid classroom has the potential to make students more motivated towards their learning. This study is important for all educationalist along with students to get the proper idea of the effectiveness of Hybrid classrooms in lower intermediate student level. Besides this paper also suggested some recommendations for the teacher to acknowledge own-self with the language of modern technology. Few drawbacks are found during conducting the survey, which are discussed in the tangible points.

Keywords: Traditional, Hybrid and technology.

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Chapter 1

INTRODUCTION

In this modern era, we cannot think of passing our life without using any kinds of technology (i.e. Smartphone, computers, tablets, and internet). So, in every sphere of our life especially in the field of education; technology is being used rapidly all over the world. In fact, nowadays, it is rare to find a language classroom that does not use any kind of technology to make students prepared to communicate with the real world (Kranthi, 2017). According to Nunan (1999), it is necessary to use authentic learning materials not only for motivating them but also for making the connection between learning atmosphere in the classroom and real world (as cited in Abuzahra, Farrah & Zalloum, 2016).So, using technology in a traditional language classroom can be very beneficial if there is a blending of both.

Hybrid or blending of two forms of teaching and learning process provides a perfect environment accompanying features of face-to-face, video conferencing and online instruction (Musawi, 2011).In Bangladesh, this type of classroom can be found but they are few in numbers. So, this study aims at pointing out the effectiveness of using technology in Bangladeshi context.

1.1 Problem Statement

Although Bangladesh government has taken so many steps for implementing computer technologies in education, it is hindered for many reasons like lack of funds; teachers' training; political and cultural factors (Khan, Hasan & Clement, 2012). Moreover, classes are too large for the teachers to focus on each of the students individually. Hence, the students cannot get the opportunity to communicate with their peers as well as with their teachers properly (Kranthi, 2017).Therefore, this study addressed this problem and attempted to find out the

effectiveness of using Hybrid classroom along with using technologies. It also tried to focus on the future prospects of Hybrid classroom among the learners.

1.2 Purpose of the Study

The study attempted to find out whether the application of technology can bring fruitful results to the language learners or not. It is also intended to show the usefulness of technology in classroom condition by showing the difference between Hybrid and traditional classes. Thus, the study will shed the light on to what extent a Hybrid classroom can be effective in terms of language acquisition for young learners in future.

1.3 Central Research Questions

- To what extent, Hybrid classes are the most effective medium of the fruitful teaching-learning process?
- What are the problems both teacher and students face in conducting a Hybrid class?
- What can be the future prospect of Hybrid classes in teaching-learning process Bangladesh?

1.4 Significance of the Study

The study will depict the effectiveness and problems of using technology and its' consequences in terms of language learning and also will suggest some possible solutions to the teachers for those. Moreover, by providing information from the findings of the students' and teachers' attitudes this study will pave the way for the future researchers to incorporate both the traditional and Hybrid classroom for a better learning. Thus, this study will seek attention from the language teachers of Bangladesh.

1.5 Limitations

There were few limitations of the study and they were:

a) Due to the shortage of time, the numbers of schools could not be increased. Having more schools for the survey could give the research more accurate results

b) It was not possible for the researcher to get the permission from some schools. As a result, the participants could not be increased for conducting the research.

c) The result of the findings could have a better contrastive view in terms of using technology if there was an even selection of both Bengali and English medium schools for conducting the research.

1.6 Operational Definitions

Definitions of some main concepts used in this research were:

a) CALL: Computer Assisted Language Learning (CALL) can be defined as 'a language learning and teaching approach in which the computer is used as a tool for presentation, assisting students and evaluating materials and has an interactional element' (Jafarian, Soori & Kafipour, 2012, p.138).

b) CMC: CMC stands for Computer-mediated communication where communication occurs through computer oriented devices (Warschauer,1998).

c) Hybrid class: The classroom that incorporates both the traditional and online classroom setting is called a Hybrid classroom. In that kind of classes, the traditional process of giving lectures is presented with the help of technology (Prensky, 2001).

d) Traditional class: Traditional classrooms are teacher-centered where teachers give lectures to the students on selected lessons. It is more of an in-person teaching process, where teacher conducts his/her class by contacting face to face with the students. In a traditional classroom, the teacher remains as the dominant figure. As a result, it hampers the learners' capacity to understand the form, meaning, and function of a language. So, they become the passive receivers of the language (Rahman & Ullah, 2016).

Chapter Two

Literature Review

2.1 Introduction

In this section, the condition of our education system in relation to the modern technology will be discussed in details along with the usefulness of using technology by bringing the concepts of Hybrid classes. As lives are dependent on modern technology, education system can be furnished by creating a bridge between technology and traditional teaching-learning method. As technology nowadays has spread its wings over all the regions of human life, being a solemn part of human life - Education system: teaching-learning can also get the rainbow colour by adopting solidarity with present technology which is using most frequently all over the world to enrich the process of teaching-learning.

2.2 What is Hybrid Class:

Technology is serving and taking control over all the sectors of human life. In fact, it is a blessing which is making our lives easier. Moreover, most of the basic needs are fulfilling very satisfactorily. But educational sectors are not getting proper opportunities to implement the technology.

Many researchers and linguists like Prensky (2001), Costley (2014) suggested that technology in a classroom condition should start from the early period of the educational system. They agreed to various terms by saying that, today's children are more of the children of technology. They have already spent many times by using technology. So advantages of the technology-oriented classroom can bring out the best from present learners. Thinking from that corner, the traditional face-to-face process of giving away lectures may result in anxiety among students. Some tools of technology along with traditional process can

bring them ease and comfort (Howard, 2012). That is the starting of Hybrid classes or blended practice.

Traditional classroom: Traditional classrooms focuses mainly on lectures. Few concrete materials from the teacher are supplied to the students. Face to face communications is the only procedure in that kind of classroom where students need to be present in the classroom. Face to face interaction is the only advantage in that kind of classroom where students get motivated by the teacher and by other students (Black, 2002).

Hybrid classroom: Hybrid means to form something new by blending two or more aspects (Vandermolen, 2010). A Hybrid class needs to have a computer, internet connection and speakers to maintain the classroom condition. This kind of classroom incorporates both traditional and online classroom settings. The teacher decides here what aspects of the lesson can be presented through technology. The traditional process of giving lectures are presented here with the help of technological material (Prensky, 2001). Hybrid courses offer a teacher and a student to take the best from both traditional and online centered process.

According to Musawi (2011), blended learning or hybrid classes provide the opportunity to enhance students learning as it allows students to have more interaction and participation. Hybrid classes are emerging as the most promising educational setting as it is the combination of both face to face traditional system and online based education (Vandermolen, 2010).

The hybrid or blending system of the teaching-learning process with the use of technology can be divided into two major categories. One refers to the teaching-learning process which will take part in presence of both teacher and students and the other one is asynchronous learning, where students can access their lesson materials from anywhere at any time(Warschauer, 1996).

2.2.1 Synchronous:

Synchronous teaching-learning process refers to the learning at a same time. Both traditional and hybrid classrooms follow this process to conduct their classroom activities. It can also be termed as 'in-person learning' as both the teacher and students need to be present at the same time in a classroom (Johnson, 2006). Student's engagement and collaboration with each other make them motivated and make the classroom interactive. This kind of learning has set schedules and timing (Warschauer, 1996).

 2.2.2 Asynchronous:

Asynchronous learning, on the other hand is completely different to synchronous learning. In that kind of learning, students do not have any set time framing or set schedules. They can learn from anywhere at any time just by accessing their lesson materials. Online teaching-learning process dedicatedly follow this process as students access their learning materials from online resources (Oztok, Zingaro,Brett & Hewitt, 2013). It is completely a student centred process where students can complete their task in their own time. Asynchronous learning or distance learning allows its user to contact with other through email, video conferencing chat rooms, blogs, Moodle. Such kind of Computer-based communication system allows students to contact faculty members, or other students by sitting in their home (Warschauer & Meskill, 2000; Hrastinski, 2008). Asynchronous learning allows learner to access and respond to the lesson materials from any location at any time of the day. It does not need to be present in the classroom. Learners can respond to their lesson resources from anywhere at any time (Bonk & Graham, 2006).

2.3 Researchers' view on Hybrid class:

As Hybrid class refers to the use of technology in the classroom, most of the researchers agreed to start using technology in the classroom from the elementary level (Costley,2014;

Tutkun,2011; Prensky,2011). Hybrid learning is more flexible and accessible. Today's learners are more relaxed to use computers instead of pen and paper. Learning can be fun and interactive by integrating technology in classroom condition. It has the potential to make students motivated, increase their social interaction and engagement (Costley, 2014).Tutkun (2011) has found out some prominent features of using technology in the classroom. According to him, when the instructor uses technology as a tool in classroom, students will be more active to retain information, follow up discussions will make students more independent and their skills will improve Warschauer and Meskill (2000) supported technology by stating its necessity for the students to learn the language of technology for the upcoming era which can be started from the language classroom. Their case studies on ESL and bilingual instruction have suggested that the use of technology – ''allows for a more thorough integration of language, content, and culture than ever before and provide students with unprecedented opportunities for autonomous learning'' (p.13). Corea (2000) suggested that computer system in educational process - ''belong to the realm of expressive tools of human nature'' (p.9). As the young learners are mostly depending on technology, so to acquire language, technology can also be used in a blended process to make them motivated (Dickinson, 1995, p.175).

Goertler (2009) supported the use of technology in the language classroom. According to her, Computer-Mediated Communication (CMC) in language classroom can increase students' communicative activities and motivates them. Face to face communicative tasks can get more fruitful results when it gets an alliance with CMC environment (p.82). Chapelle (1998) in one his papers about Multimedia CALL stated that it is necessary to bring some modification in language input. In that case, ''input presented in instructional multimedia is intended to expand the learner's linguistic knowledge' (p.27). Multimedia materials that found on the web can provide learners with comprehensible input.

As technology became an integral part of our daily lives, educational curriculum is also getting influenced by technology. Today's students who are accustomed to technology, are finding it very relaxing to use technology in school. Use of technology can turn the classroom condition into an interactive learning environment (Costley, 2014). From the studies of Keser, Huseyin, & Ozdamli (2011), the advantages of using technology are more vivid in a classroom condition as it allows students to think critically. Students work in a collaborative way, which is an important process of learning the language.

Warschauer (2002) suggested that the use of technology in classroom develops students ability to use computer and internet. As the disciple of technology, students must know the use of modern technology which can be started primarily from the classroom setting.

2.4 Teachers and learners view towards Hybrid class:

According to Prensky (2001), today's children are growing in an environment surrounded by technology. They have already spent lots of time by using computer. They can be easily called as 'Digital Natives' who knows the language of technology like the native speakers (p.1).

People, who are acquiring this new internet language can be named as 'Digital Immigrants' who speak the outdated language and ''struggle to teach a population who speaks in new language''(p.2).They think that learning can never be a fun by using technology and students cannot learn by listening music or by watching videos in classroom condition.

From a research, Mollaei and Riasati (2013) reached a conclusion on teacher's perception of using technology. Most of the teachers think that ''technology facilitates learning and teaching by increasing students participation and provides visual supports'' (p.19). Afrin's research (2014) also came out with the same result that teachers' perception towards technology is very positive and effective towards the teaching-learning process. Prensky (2001)

recommended that today's learners are more technology oriented. They find it more relaxing to learn anything comparing previous generations. They can get bored easily by the traditional process of teaching. So, a change is needed in both methodology and learning content to make them more motivated.

During a research, Afrin (2014) found that most of the students of present days find lesson more interesting when the teacher uses technology in the classroom. A study of Mathew and Alidmat (2013) on the use of technology along with traditional process came out with these selected points:

- Most of the students agreed on the necessity of using technology in the classroom to make the lesson more interesting.

- Some students fail to track the information when the teacher is only giving lectures. But audio and visual elements always make them feel comfortable to understand the lesson better.

- By using technology in the classroom (audio-video) students can get the real-time opportunities to furnish their language learning like natives.

Very little amount of students denied using technology in the classroom as they prefer the traditional way of teaching-learning (p.89).

2.5 Hybrid class: Students' level and language acquisition

Today's learners are very smart and up to date with new mediums of communication. They learn more successfully what motivates them most and in that case, technology plays its vital role. Costley (2014) suggested that technology in the classroom should be started from elementary level. Their familiarity with modern technology should start as an academic program. According to him, ''technology has a positive impact on students learning. It causes students to be more engaging and retaining information'' (p.2).

2.6 Learners motivation and autonomy through authentic materials:

Learner's motivation and autonomy play a major role in learning English as a second language. When the learner is motivated, autonomy can easily be increased and vice versa (Dickinson, 1995. P.174). By using technology-oriented programs in classrooms, students get more chance to interact with other and also colourful materials motivate them more intensely. Warschauer (2002) stated the process of using technology is classroom as ''a process of autonomy and innovation'' (p.457). Students willingly participate in such kind of communicative tasks in the classroom which allows them to innovate their ability to learn things automatically. According to Rayhan and Han (2012), it is important to select appropriate technology to make the best use of technology as a learning tool. Use of technology in language classroom always accelerates the environment. They suggested few authentic materials like a multimedia projector, internet, email audio, video can be the most useful terms to use technology in the classroom, which also has been supported by Ivy (2011).

Authentic materials like visual aid always drag the interest of young learners. Visual aids like pictures, animation, videos, and slides are always a successful medium to grab attention and to motivate young learners as they find those colourful mediums as most effective than classroom lectures in some cases. According to Konomi- "Visual materials bring the teaching to mind in future, they enhance children's credibility, they also make teaching clear". Students can see what they are learning, which they can easily store in mind. About audio and visual element, Wang (2015) found that these kind of tools can be very helpful because here students can see how to use language in real life situations. They can easily learn the pronunciation of words. According to Krashen's 'The affective filter hypothesis', sometimes students' ability to acquire language gets interrupted by some metaphorical barriers even appropriate input is available. In such case, affect refers to learners' emotion and motifs. So visual aids can be very helpful here to draw students' attention and to give them ease by

showing them colourful animations, movies related to their lesson. Their interest towards lesson and motivation towards the process of teaching can always be fruitful. Instead of following traditional process of classroom management by giving lectures, sometimes blended process like using technology can make students more motivated and ready for the lesson.

From various studies researchers' found that use of technology in EFL classroom increases students motivation and engage them in learning the English language.

2.7 Comparison between Classes (Traditional/Hybrid)

Our traditional process of teaching-learning is not that much productive. Giving away lectures by using boards and chalks can be a reason for students' loss of motivation and interest. To hold their attention and clearance of lesson, colourful mediums are effective. To understand the lesson, students need to be motivated. Their attention and interest to the lesson can result in an autonomous learning environment. Jiang (2008) has mentioned traditional teaching-learning as ''teacher centered''. Learners get very few chances to make themselves flexible. In that case, ''using a multimedia projector can make things little better'' to raise students own autonomy (p.108).

From a research, Musawi (2011) found that most of the educational organizations prefer blended learning or Hybrid classes over following a single delivery mode. ''It is a combination of students' needs, technological feasibility, and a professional preference toward face-to-face instruction to provide a perfect environment that combines the best features of face-to-face, videoconferencing, and online instruction. These media are designed to complement each other and promote learning processes'' (p.1).

To follow a single process may vary according to the knowledge level of different students. Some may prefer traditional, some may prefer technology-oriented classroom. But the blended process can satisfy both these categories of students.

2.8 Challenges and obstacles to use Technology

In Bangladesh, use of technology in classroom condition is not beyond facing problems. Various difficulties may be faced by both teachers and students on using technology in the classroom. Firstly, without proper knowledge and training, teachers cannot get proper access to use modern technology accurately. It is just impossible to come with the desired outcome without having proper knowledge. Technical problems like slow connections, system crash, and hardware problems often disturb the classroom condition. Moreover, power failure is also an important issue, which is frequent in Bangladesh to make the situation more worst (Khalid, Sujan & Haque, 2011).

Slow connection speed (Zamari, Adnan, Idris & Yusof, 2012) can hinder the classroom atmosphere. Moreover, students access to various online resources can raise plagiarism (Mahmuda, 2016).

Inadequate technological facilities are also one of the main reasons for implementing technology in the language classroom (Afrin, 2014).

Chapter 3

Research Methodology

3.1 Introduction:

This chapter aims to discuss the procedure for conducting the research. Questionnaire and interview for both teachers and students have been done for collecting data. This chapter also includes the objective of the research, central research questions, research design, theoretical framework, sampling, setting, instruments, participants, data collection procedure, data analysis procedure along with the obstacles that have been encountered during the survey.

3.2 Objective of the research:

The main objective of the study is to find out how technology can be an effective tool in language learning.

3.3 Central Research Questions:

- To what extent, Hybrid classes are the most effective medium of the fruitful teaching-learning process?

- What are the problems both teacher and students face in conducting a Hybrid class?

- What can be the future prospect of Hybrid classes in teaching-learning process Bangladesh?

3.4 Research Design:

This research has been done by using the mixed method which combined both qualitative and quantitative method. The mixed method helped the researcher to get more precise information about the research (Creswell and Garrett, 2008, p.322). The research contains questionnaire for both students and teacher which helps the researcher to get the quantitative data of the survey. According to Nunan (2002), quantitative method is more

controlled and outcome oriented. It gives researcher more accurate and calculated statistics of the research.

Some interview questions for the teachers allowed the researcher to get the qualitative data of the survey. As the interview questions are open-ended and more detailed, quality of the research can be ensured here by the interviewers as they are free to comment on selected topics. Qualitative research does not deal with statistics, it is more descriptive and conscious (Mackey, 2005).

So the researcher followed both this processes or the mixed method to ensure all the data are collected properly to get the accurate result.

3.5 Theoretical Framework:

According to Warschauer (1996), Computer assistance in education has the efficiency to make the learner more skilled and up-to-date with new educational systems. Computer Assisted Language Learning (CALL), being the legitimate descendent has given rise to the Hybrid classroom system, where technology plays the key role to educate learners.

As the use of technology is the key concept in the paper, the researcher uses two hypotheses from Krashen's 'monitor model'- the input hypothesis and the affective filter hypotheses to show the relationship between technical materials and language learning. It also helped the researcher to check the reason for one's choice of specific language material.

3.6 Sampling and participants:

As the purpose of the study is to find out the use of technology in a classroom setting and its influence over the teaching-learning process, the researcher selected four schools. Three of those schools uses technology like a multimedia projector and internet connection in every

classroom and one school did not have the technical facility in the classroom. The purpose of the selection of two different classroom condition is to find out the contrastive reading.

All the students are of high beginners' level from class 3 to 5 aged between 8 to 11 years. The researcher had chosen this level of students to find out the impact of technology on young learners who have just started to learn a new language. The research comprised of 100 students and 20 teachers. Among those 100 students, 80 students were from the English medium schools where the use of technology is a part of the class and 20 students were from an English version school, where traditional process of teaching-learning followed without having any technology in classroom condition.

Between 20 teachers, 16 of them take the help of technology during conducting a class and other 4 teachers follow traditional face to face approach without using technology in their classroom.

The researcher surveyed in four different schools. Participants from those schools are given below in a table:

School name	Students	Teachers
School A	40	10
School B	30	4
School C	10	2
School D	20	4
	Total = 100	Total = 20

3.7 Setting:

The survey was done in a formal setting where all the students were in the classroom. The researcher had given the survey copies to the teacher for students as the researcher was not permitted to enter the class. So, the researcher made the instructions very clear to the teacher if any confusion arises during filling up the questionnaires by students. The students were instructed to answer all the questions by ticking the box which matches their interest most and submit it to the teacher after the completion.

The researcher had set both questionnaire and interview questions for the teacher. So, the teachers need time to answer those questions. This part was done in an informal setting in teacher's room where all the teachers were at ease and ready to answer the questions. The researcher was physically present there to help teachers for any kind of confusion during the interview.

Four teachers, who were from an English version school without using technology were contacted over email. One of them was known to the researcher and other 3 teachers are his colleagues. The researcher contacted with one teacher over email and asked for his help to conduct the survey for him (the researcher). The teacher agreed and all the documents for conducting survey were sent to him by email. The student's survey part was done by the teacher and survey result was collected by the researcher over phone call. But the teacher's part of the survey was done by contacting them individually through email and phone call.

3.8 Instrumentation:

In order to collect data, the researcher had used two types of instruments for his survey. The questionnaire provides quantitative data and interview questions provide qualitative data.

3.8.1 Questionnaire for both students and teachers:

The questionnaire is the easiest way to collect data as it can supply a huge amount of quantitative data in the fastest way. Questionnaires are the close-ended questions which make participants ''quick and easy'' to answer (Lightbown and Spada, 2006, p.132).

The researcher here had set 1 set of questionnaire each for both students and teacher (Appendix A and Appendix B). All the questions were multiple choice questions followed by Likert scale. There were five options and instruction was to choose and tick the best option which matches answerer's interest most.

For a teacher, there were 25 questions and for a student, there were 18 questions.

3.8.2 Interview questions:

Interview questions are more elaborative and open-ended. The answerer is free to give his/her opinion on the selected topic. This kind of questions provide the data of qualitative research (Babbie, 2013, p.414). There were six interview questions (Appendix C) for the teachers. They were instructed to write their responses freely.

3.9 Data Collection Procedure:

The procedure was started by selecting few schools who use integrated technology in their classroom. After selecting few schools, the researcher went there to take permission to conduct the survey. The authority of few schools was too kind to grant him permission instantly and few schools had given him time to contact them as they need the approval of their directors. After allowing him, the researcher made his conception clear to the principal of the school. The principals of those schools helped him a lot by introducing him to the teachers. The researcher made his instruction very understandable to the teacher and supplied them with the hard copies of survey materials.

One of the school's data was collected through email as the distance was uncoverable due to distance and time framing.

3.10 Data Analysis Process:

The data analysis process comprises both qualitative and quantitative methods. The collected data of quantitative method were analyzed by using tally system of Microsoft Excel 2013.Later on, the responses were converted into percentage and represented in the paper by using tables and pie charts.

The qualitative data was analyzed based on different answers provided by the participants.

3.11 Obstacle Encountered:

Very little obstacles were faced by the researcher as he has acquaintance with two teachers of two different schools. But few school authorities did not allow him to conduct him his survey as they were not convinced enough to remove their doubt. Another one was, the researcher had to wait for long hours in few schools as the selected teachers were out of school or were busy in other academic works.

Chapter 4

Findings and Discussion

4.1 Introduction

This chapter provides the analyzing and discussion of the data that has been collected through the survey. Both the sections of teachers and students has been analyzed here one by one and presented graphically by using pie charts. The central research questions are also been discussed here based on the findings of the research.

4.2 Findings from the questionnaire

This part incorporates the quantitative responses from both student and teacher group. The findings from both this group have been divided into two separate sections:

1. Findings from the student group
2. Findings from the teacher group.

4.2.1 Findings from the student group

100 students participated in the research. They were given a questionnaire and asked 18 different questions which has been attached in Appendix A. All the students were of lower-intermediate level from class 3 to 5.

Result of the Question no.1

Q.1 Use of multimedia in the classroom is very interesting and helpful.

RESPONSES	PARTICIPANTS	PERCENTAGE
Strongly disagree	9	9%
Disagree	11	11%
Not sure	14	14%

Agree	29	29%
Strongly agree	37	37%

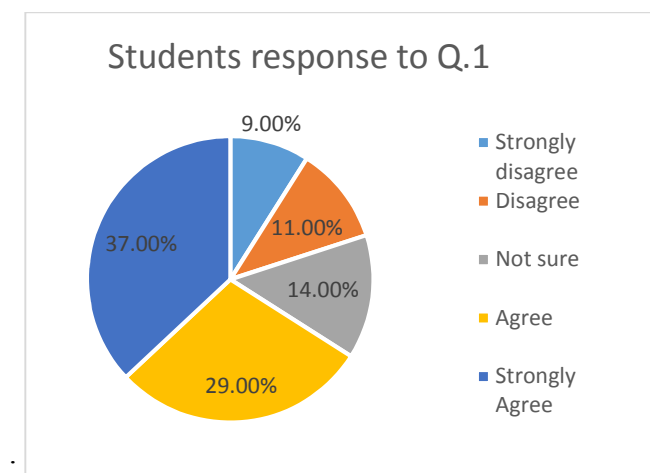Table 1: Use of multimedia in the classroom is very interesting and helpful.

Figure 1: Use of multimedia in the classroom is very interesting and helpful.

From table 1, most of the students (37%) felt that use of multimedia in the classroom is very useful. Very few amount of students (9%) strongly disagreed with the fact that use of multimedia can be very helpful. 11% students were not sure if it is helpful to use multimedia in the classroom.

Result of the Question no.2

Q.2 Watching video/ listening songs in the classroom are very enjoyable.

RESPONSES	PARTICIPANTS	PERCENTAGE
Strongly disagree	12	12%
Disagree	12	12%
Not sure	20	20%
Agree	28	28%
Strongly agree	28	28%

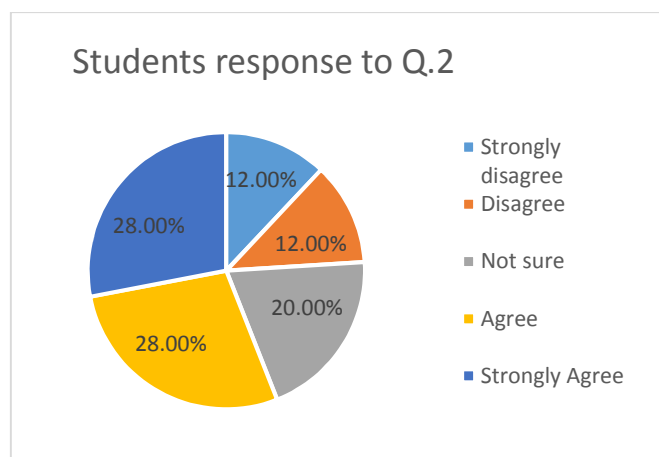Table 2: Watching video/ listening songs in the classroom is very enjoyable.

Figure 2: watching video/ listening songs in the classroom is very enjoyable.

Both the agreement and disagreement of enjoying video and audio in the classroom got similar percentage. 28% students found it very enjoyable and 12% students strongly disagreed with the statement. Few students (20%) found in very confusing to answer as they were not sure of the question.

Result of the Question no.3

Q.3. Online resources help you to learn more quickly.

RESPONSES	PARTICIPANTS	PERCENTAGE
Strongly disagree	3	3%
Disagree	11	11%
Not sure	10	10%
Agree	30	30%
Strongly agree	46	46%

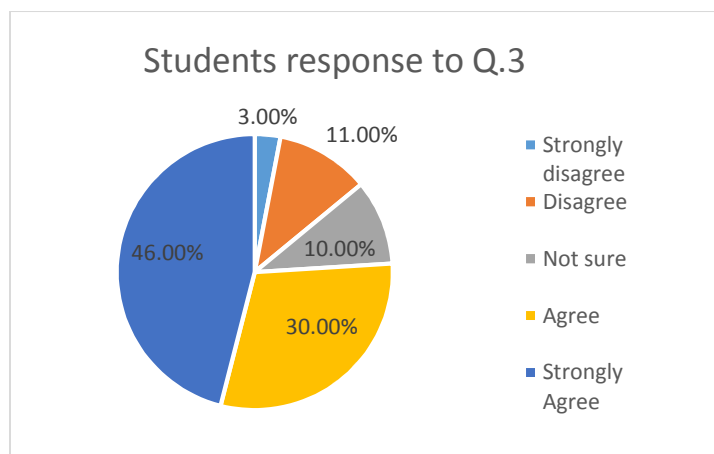Table 3: Online resources help you to learn more quickly.

Figure 3: Online resources help you to learn more quickly.

Online resources are always helpful for students to learn quickly. It can be easily understood by the result in Table 3. Majority of the students (46%) strongly agreed with the statement. 30 students out of 100 had agreed. Only 3 students strongly denied that online resources cannot be helpful.

Result of the Question no.4

Q.4 Teacher uses the technology according to respective lesson accurately.

RESPONSES	PARTICIPANTS	PERCENTAGE
Strongly disagree	3	3%
Disagree	2	2%
Not sure	47	47%
Agree	20	20%
Strongly agree	28	28%

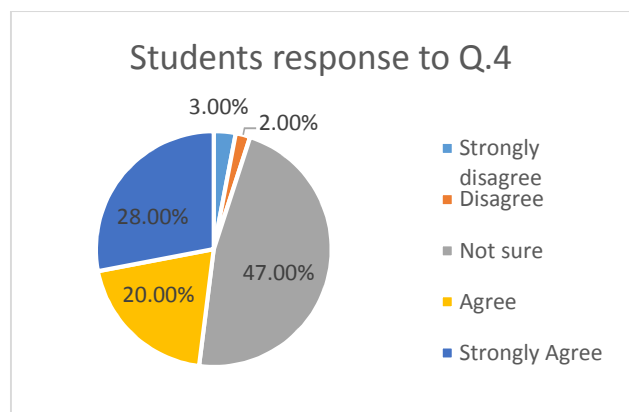Table 4: Teacher uses the technology according to respective lesson accurately.

Figure 4: Teacher uses the technology according to respective lesson accurately.

In that question, answers were different from other 3 questions. Most of the students (47%) were not sure of the statement. It depicts most of the students did not understand the question or they were not sure of their answer.28% students strongly agreed that their teachers use technology according to the lesson accurately.

Result of the Question no.5

Q.5 Visual elements fasten your learning.

RESPONSES	PARTICIPANTS	PERCENTAGE
Strongly disagree	0	0%
Disagree	0	0%
Not sure	29	29%
Agree	23	23%
Strongly agree	48	48%

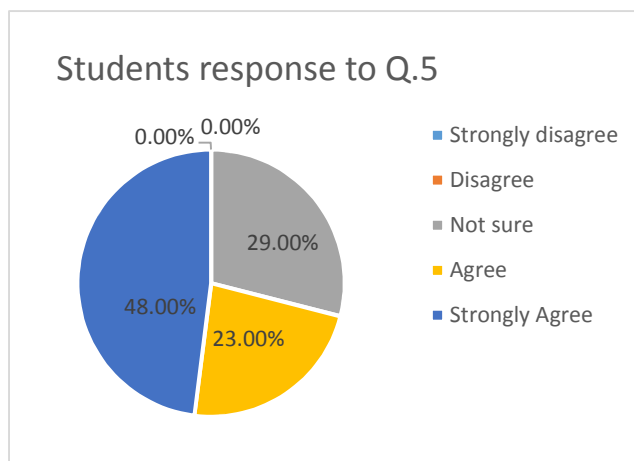Table 5: Visual elements fasten your learning.

Figure 5: Visual elements fasten your learning.

Visual elements are always helpful for fastening language. 48 students 'strongly agreed' with the statement whereas 29% percent students were not sure if it is helpful or not. Among 100 students, 23 students agreed that visual elements are always helpful.

Result of the Question no.6

Q.6 Learning becomes easier and fun with online resources.

RESPONSES	PARTICIPANTS	PERCENTAGE
Strongly disagree	7	7%
Disagree	3	3%
Not sure	34	34%
Agree	24	24%
Strongly agree	32	32%

Table 6: Learning becomes easier and fun with online resources.
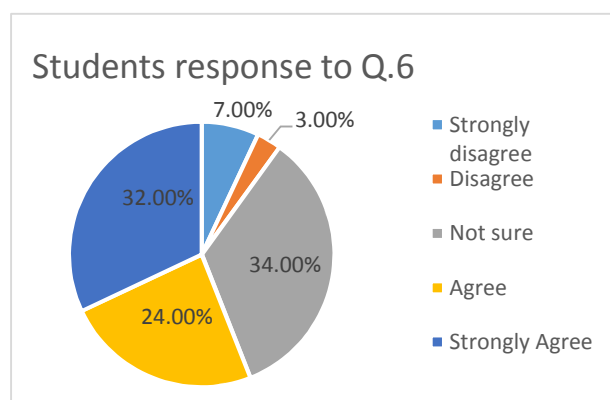
Figure 6: Learning becomes easier and fun with online resources.

7 students 'strongly disagreed' whereas 32 students replied to the agreement of the statement. But the majority of the students (34%) were not sure if the online resources are helpful or not.3% students 'disagreed' whereas 24 of total students 'agreed'.

Result of the Question no.7

Q.7 In class, the use of technology also allows you to learn using technology outside the classroom condition.

RESPONSES	PARTICIPANTS	PERCENTAGE
Strongly disagree	19	19%
Disagree	17	17%
Not sure	34	34%
Agree	19	19%
Strongly agree	11	11%

Table 7**:** In class, the use of technology also allows you to learn using technology outside the classroom condition.
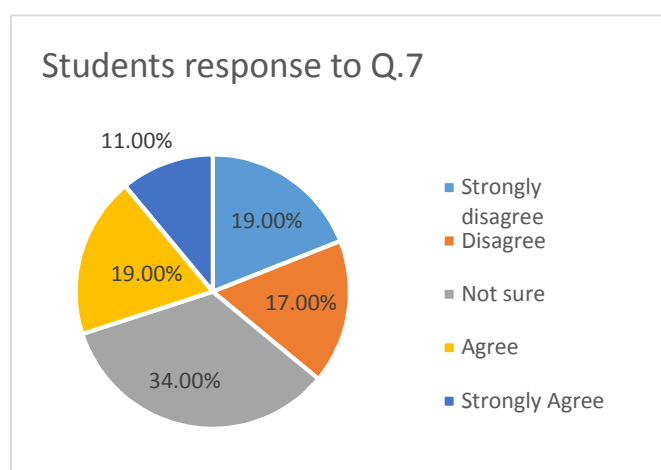

Figure 7: In class, the use of technology also allows you to learn using technology outside the classroom condition.

Majority of the students (34%) were not sure if technology helps them to learn outside the classroom. Moreover, 19% students 'strongly disagreed' that technology does not allow them to learn outside the classroom. There were 11 students, who 'strongly agreed' and 19 students 'agreed' with the questionnaire.

Result of the Question no.8

Q.8 Using technology, you can discuss your lessons/problems with your classmates as well as with the teacher.

RESPONSES	PARTICIPANTS	PERCENTAGE
Strongly disagree	13	13%
Disagree	13	13%
Not sure	14	14%
Agree	36	36%
Strongly agree	24	24%

Table 8: Using technology, you can discuss your lessons/problems with your classmates as well as with the teacher
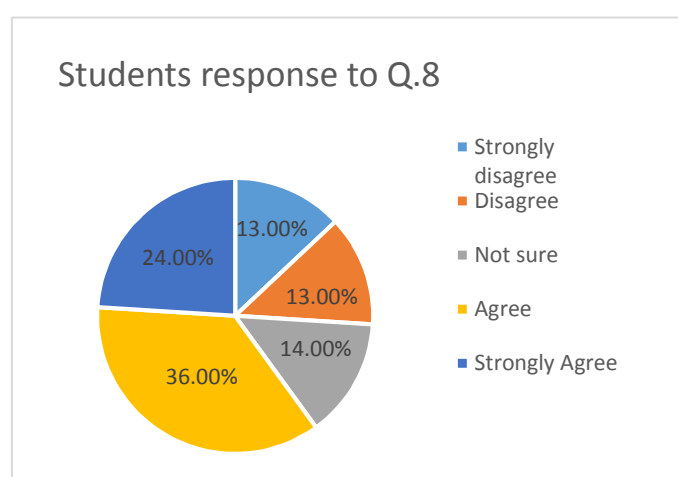

Figure 8: Using technology, you can discuss your lessons/problems with your classmates as well as with the teacher

Maximum students (36%) picked 'agree' as the answer. On the other hand, 13% students strongly denied with the statement. 24 students among 100 students strongly agreed where 13 students disagreed. At last, 13% students were not sure of the account.

Result of the Question no.9

Q.9 Use of technology in class is less time-consuming.

RESPONSES	PARTICIPANTS	PERCENTAGE
Strongly disagree	3	3%
Disagree	7	7%
Not sure	45	45%
Agree	23	23%
Strongly agree	22	22%

Table 9: Use of technology in class is less time-consuming.
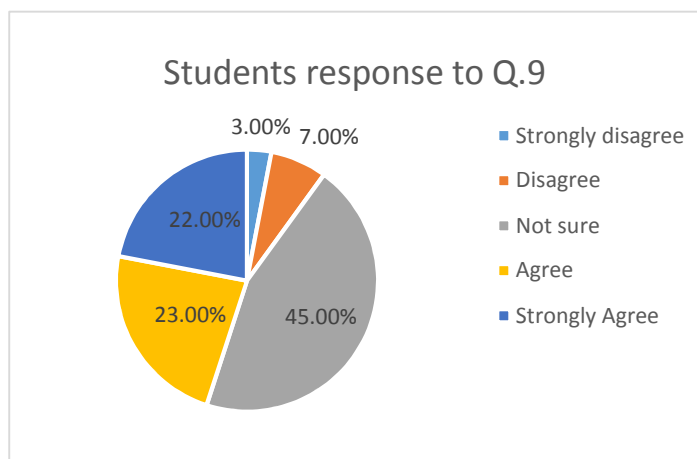

Figure 9: Use of technology in class is less time-consuming.

Only 3% students strongly disagreed and 7% students 'disagreed'. Whereas 22% students strongly supported the statement and 23% students just agreed. But most of the students (45%) students were not sure if the use of technology in the classroom is less time consuming or not.

Result of the Question no.10

Q.10 You can work on your teaching/learning materials any time of the day by using technology.

RESPONSES	PARTICIPANTS	PERCENTAGE
Strongly disagree	17	17%
Disagree	15	15%
Not sure	24	24%
Agree	30	30%
Strongly agree	14	14%

Table 10: You can work on your teaching/learning materials any time of the day by using technology.
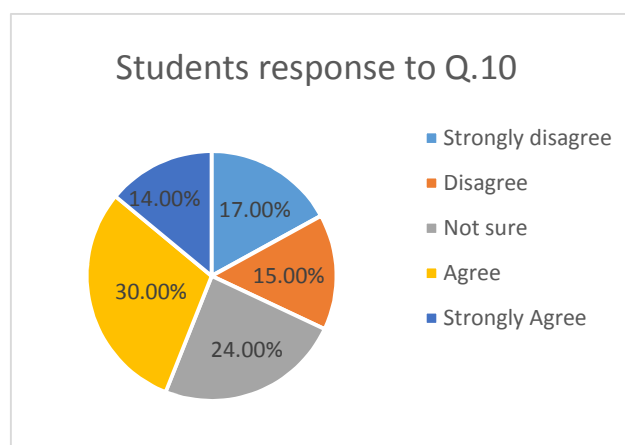

Figure 10: You can work on your teaching/learning materials any time of the day by using technology.

All the answers were mixed here. Where 17% students strongly denied, 14% students strongly agreed. Even 24% students were not even sure about the statement and 15% denied it. But maximum students (30%) students agreed that by using technology, students can work on their lesson at any time of the day.

Result of the Question no.11

Q.11 Presentation of the lesson through power point slide makes students more relaxed and motivated.

RESPONSES	PARTICIPANTS	PERCENTAGE
Strongly disagree	5	5%
Disagree	9	9%
Not sure	46	46%
Agree	19	19%
Strongly agree	21	21%

Table 11**:** Presentation of the lesson through power point slide makes students more relaxed and motivated.
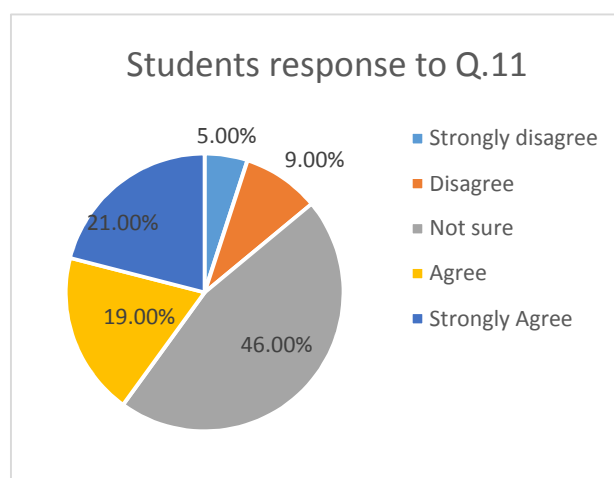

Figure 11: Presentation of the lesson through power point slide makes students more relaxed and motivated.

21% students picked the answer 'strongly agree' where only 5% students strongly disagreed with the presentation through powerpoint slide in the classroom makes students relaxed and motivated. 19% students agreed and 9% students disagreed with the statement. Maximum number of students (46%) were not sure if it true or not.

Result of the Question no.12

Q.12 Students who are shy or inhibited in the classroom, can find the technology-based learning more beneficial.

RESPONSES	PARTICIPANTS	PERCENTAGE
Strongly disagree	4	4%
Disagree	10	10%
Not sure	47	47%
Agree	26	26%
Strongly agree	13	13%

Table 12: Students who are shy or inhibited in the classroom, can find the technology-based learning more beneficial.
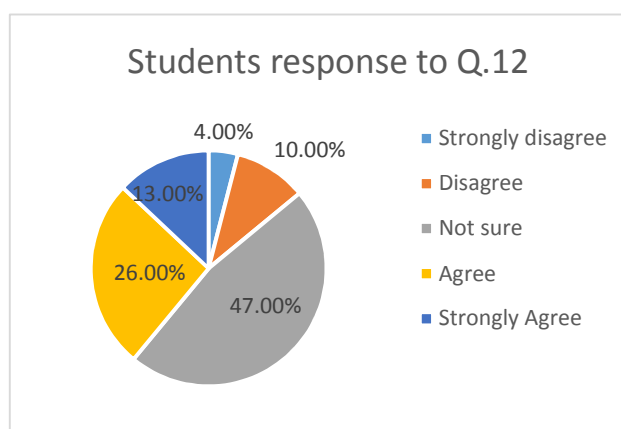

Figure 12: Students who are shy or inhibited in the classroom, can find the technology-based learning more beneficial.

47 students were not sure about the statement. 26% students agreed and 10% students disagreed. Only 4% students strongly disagreed whereas 13% students strongly agreed with the narration.

Result of the Question no.13

Q.13 Authentic materials (audio, video) help students to relate their learnings to real-life situations.

RESPONSES	PARTICIPANTS	PERCENTAGE
Strongly disagree	5	5%
Disagree	4	4%
Not sure	29	29%
Agree	35	35%
Strongly agree	27	27%

Table 13: Authentic materials (audio, video) help students to relate their learnings to real-life situations.
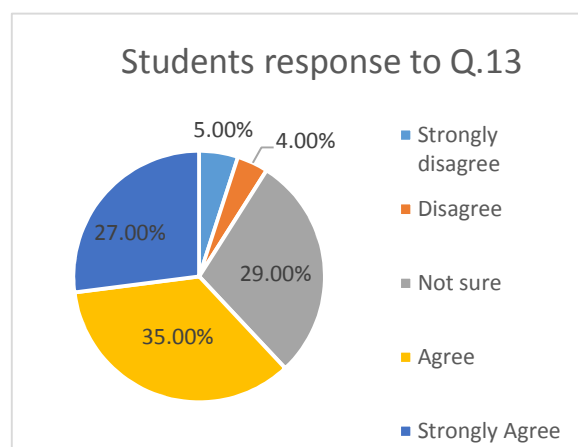

Figure 13: Authentic materials (audio, video) help students to relate their learnings to real-life situations.

Majority of the students (35%) agreed and 27% students strongly agreed. Very little number of students (5%) completely disagreed and 4% students disagreed. But the second largest share of students (29%) selected the option 'not sure'.

Result of the Question no.14

Q.14 Use of technology in the classroom, minimises the use of textbook and writing in the class copy.

RESPONSES	PARTICIPANTS	PERCENTAGE
Strongly disagree	17	17%
Disagree	17	17%
Not sure	46	46%
Agree	14	14%
Strongly agree	6	6%

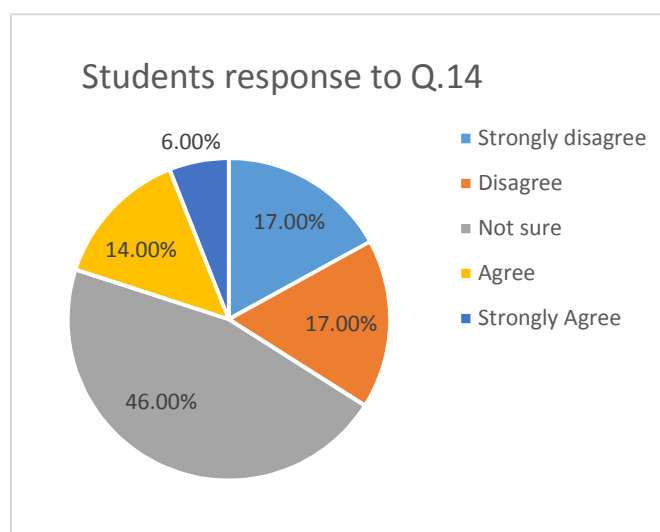Table 14: Use of technology in the classroom, minimises the use of textbook and writing in the class copy.

Figure 14: Use of technology in the classroom, minimises the use of textbook and writing in the class copy.

Most of the answers were against the statement. Though only 6% students strongly agreed and 14% students just agreed, 17% each of total students 'strongly disagreed' and 'disagreed. 46% students did not know about the proper answer and selected the option 'not sure'.

Result of the Question no.15

Q.15 Teachers are not perfectly trained for using technology.

RESPONSES	PARTICIPANTS	PERCENTAGE
Strongly disagree	19	19%
Disagree	11	11%
Not sure	58	58%
Agree	9	9%
Strongly agree	3	3%

Table 15: Teachers are not perfectly trained for using technology.
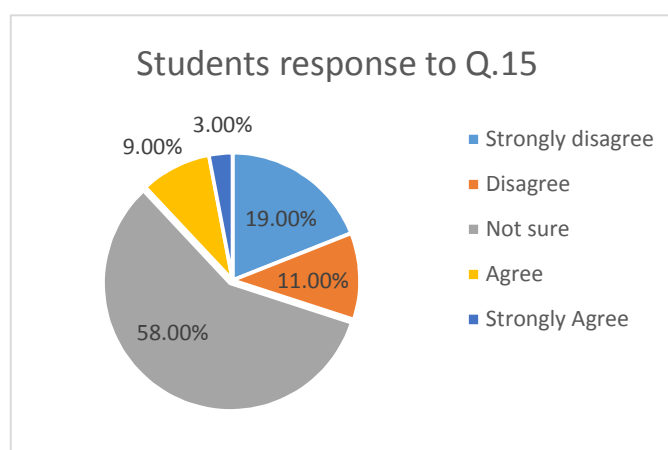

Figure 15: Teachers are not perfectly trained for using technology.

Maximum number of students (58%) selected 'not sure' option. 19% students firmly disagreed with the statement and 3% students strongly agreed. Very little amount of students (9%) agreed and 11% of total students disagreed with the consent.

Result of the Question no.16

Q.16 Difficulty with the system (technical problem) sometimes ruins the classroom atmosphere.

RESPONSES	PARTICIPANTS	PERCENTAGE
Strongly disagree	7	7%
Disagree	21	21%
Not sure	33	33%
Agree	19	19%
Strongly agree	20	20%

Table 16: Difficulty with the system (technical problem) sometimes ruins the classroom
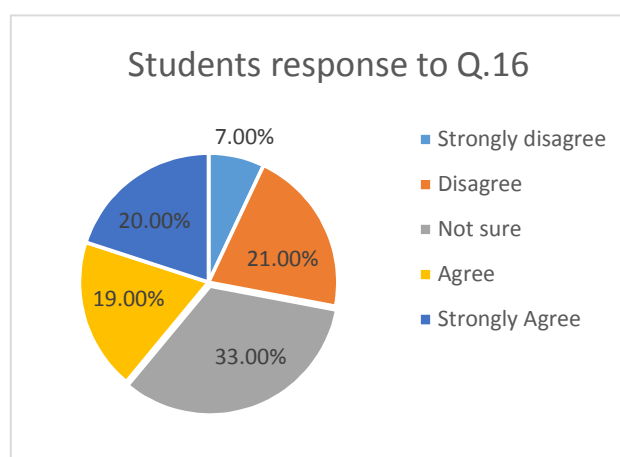
atmosphere.

Figure 16: Difficulty with the system (technical problem) sometimes ruins the classroom

atmosphere.

Only 7% students selected the option 'strongly disagree' and 21% students selected 'disagree'.

But most of the students (33%) were confused about the statement and selected 'sot sure'. 20

students of total students believed the statement to be accurate and strongly agreed.

Furthermore, 19% students just agreed with the comment.

Result of the Question no.17

Q.17 Use of both Traditional process and technology in class make lesson incoherent.

RESPONSES	PARTICIPANTS	PERCENTAGE

Strongly disagree	5	5%
Disagree	13	13%
Not sure	62	62%
Agree	9	9%
Strongly agree	11	11%

Table 17: Use of both Traditional process and technology in class make lesson incoherent.
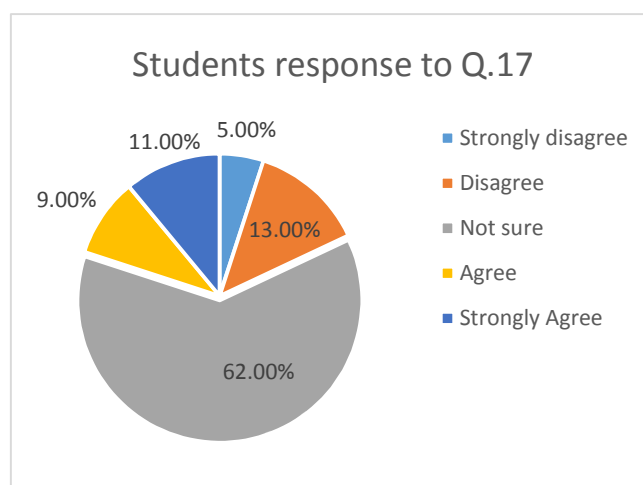

Figure 17: Use of both Traditional process and technology in class make lesson incoherent.

A huge number of students (62%) were not even sure about the statement as they selected 'not sure' option as their answer.20% (11% strongly agreed and 9% agreed) students believed it as true and agreed. Whereas 5% students strongly disagreed and 13% students just disagreed.

Result of the Question no.18

Q.18 Hybrid classes accelerate learning. So it is very necessary to equip all schools and classes with technology in near future.

RESPONSES	PARTICIPANTS	PERCENTAGE

Strongly disagree	7	0%
Disagree	9	0%
Not sure	36	11%
Agree	29	19%
Strongly agree	19	70%

Table 18: Hybrid classes accelerate learning. So it is very necessary to equip all schools and classes with technology in near future.
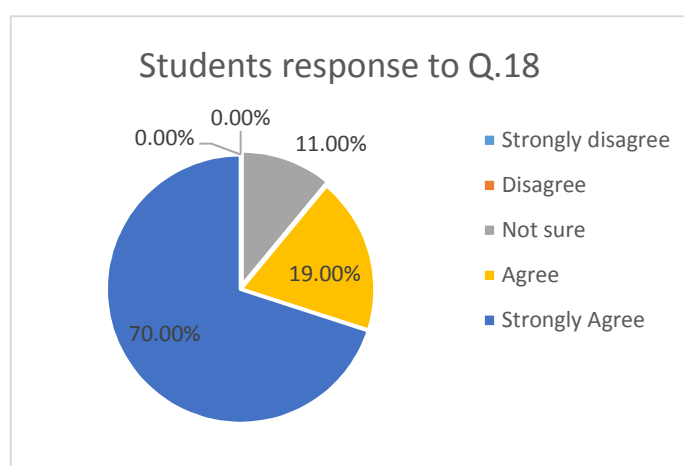

Figure 18: Hybrid classes accelerate learning. So it is very necessary to equip all schools and classes with technology in near future.

None of the students disagreed with the statement. Only 11% students were not sure of the consent. But 70% of students strongly agreed with the comment and 19% selected the option 'agree'.

4.2.2 Findings from the teacher group

Result of the Question no.1

Q.1 Students' learning becomes faster with the use of online resources.

RESPONSES	PARTICIPANTS	PERCENTAGE

Strongly disagree	0	0%
Disagree	0	0%
Not sure	2	10%
Agree	11	55%
Strongly agree	7	35%

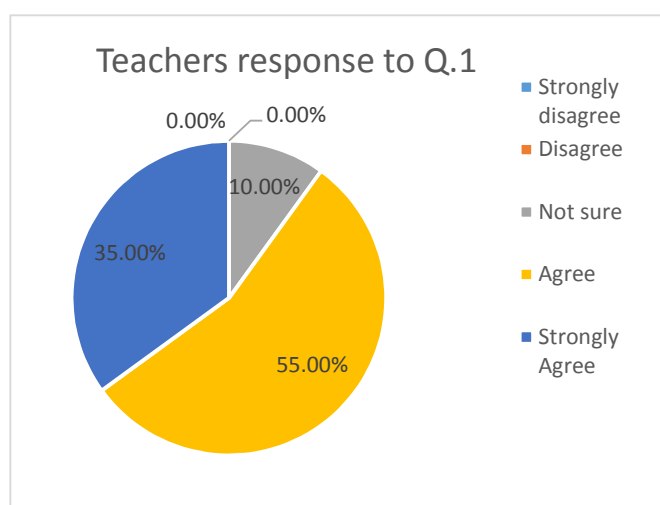Table 19: the response to the question no.1

Figure 19: the response to the question no.1

In table 1, it is clear that maximum number of the teachers (55%) strongly agreed with the statement and 35% agreed. None of the teachers disagreed, but few teachers (10%) were not sure about the answer.

Result of the Question no.2

Q.2 Teacher can teach a student practically by using online resources.

RESPONSES	PARTICIPANTS	PERCENTAGE
Strongly disagree	0	0%
Disagree	0	0%
Not sure	3	15%

| Agree | 11 | 55% |
| Strongly agree | 6 | 30% |

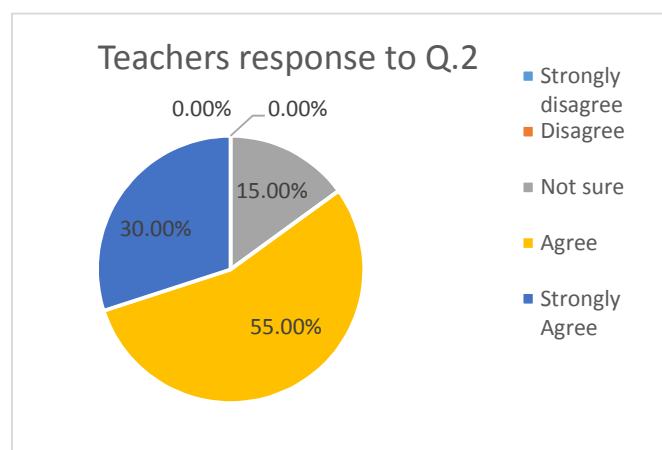Table 20: Teacher can teach a student practically by using online resources.

Figure 20: Teacher can teach a student practically by using online resources.

Similarly to the question no 1, none of the teachers disagreed with the consent. A huge number of teachers (55%) strongly agreed and 30% of the teachers selected the option 'agree'. 15% teachers were not sure with the statement.

Result of the Question no.3

Q.3 Technology is taking over all sectors. So teaching-learning should be technology oriented.

RESPONSES	PARTICIPANTS	PERCENTAGE
Strongly disagree	0	0%
Disagree	0	0%
Not sure	2	10%
Agree	10	50%
Strongly agree	8	40%

Table 21: Technology is taking over all sectors. So teaching-learning should be technology oriented.
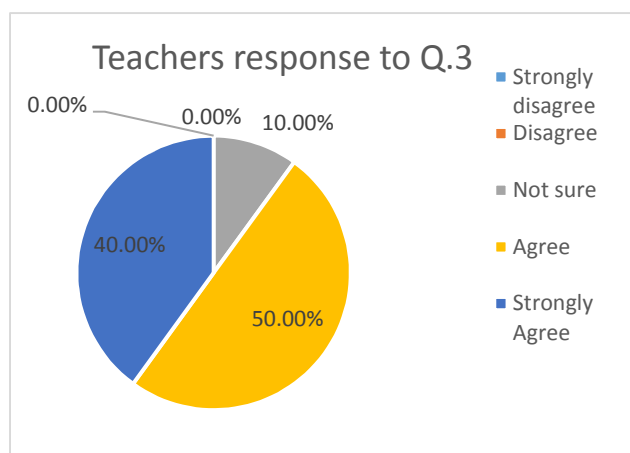

Figure 21: Technology is taking over all sectors. So teaching-learning should be technology oriented.

50% of the teachers picked 'strongly agree' and 40% teachers selected 'agree' as their answer.10% teachers were not convinced enough of the proper answer.

Result of the Question no.4

Q.4 Nowadays, classes are properly equipped with modern technology.

RESPONSES	PARTICIPANTS	PERCENTAGE
Strongly disagree	0	0%
Disagree	3	15%
Not sure	1	5%
Agree	13	65%
Strongly agree	3	15%

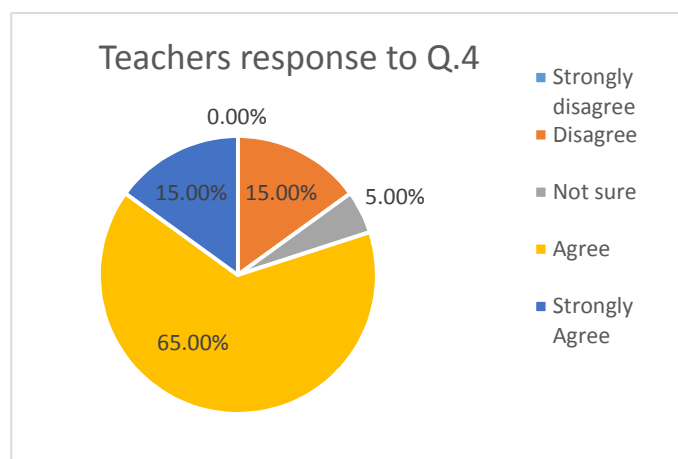Table 22: Nowadays, classes are properly equipped with modern technology.

Figure 22: Nowadays, classes are properly equipped with modern technology.

From the data of table 22, more than half of the teachers (65%) firmly agreed that classes are equipped with modern technology and 15% teachers just agreed with it. Few amount of teachers (15%) did not think similar and just disagreed. A few amount of teachers (5%) were not sure of the statement.

Result of the Question no.5

Q.5 Online resources provide lots of communicative activities between students and teachers by reducing learning stresses.

RESPONSES	PARTICIPANTS	PERCENTAGE
Strongly disagree	0	0%
Disagree	0	0%
Not sure	1	5%
Agree	16	80%
Strongly agree	3	15%

Table 23: Online resources provide lots of communicative activities between students and teachers by reducing learning stresses.
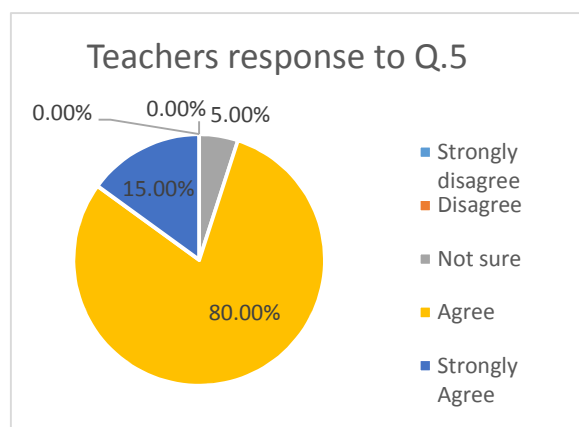
Figure 23: Online resources provide lots of communicative activities between students and teachers by reducing learning stresses.

16 out of 20 teachers (80%) believed the statement to be accurate and they agreed.15% teachers strongly agreed with the consent and 5% of them answered 'not sure'.

Result of the Question no.6

Q.6 Authentic materials like images, videos and online based tasks related to lesson make learners more motivated.

RESPONSES	PARTICIPANTS	PERCENTAGE
Strongly disagree	0	0%
Disagree	0	0%
Not sure	2	10%
Agree	9	45%
Strongly agree	9	45%

Table 24: Authentic materials like images, videos and online based tasks related to lesson make learners more motivated.
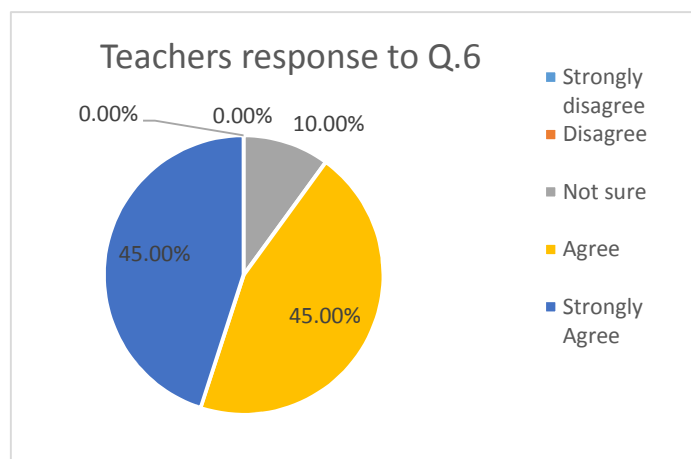
Figure 24: Authentic materials like images, videos and online based tasks related to lesson make learners more motivated.

Both the options 'strongly agree' and 'agree' had been selected by the similar amount of teachers (45%). Only 10% teachers had selected the option 'not sure'.

Result of the Question no.7

Q.7 Students who are shy or inhibited in classroom, can find the technology based learning more beneficial.

RESPONSES	PARTICIPANTS	PERCENTAGE
Strongly disagree	0	0%
Disagree	0	0%
Not sure	4	20%
Agree	11	55%
Strongly agree	5	25%

Table 25: Students who are shy or inhibited in classroom, can find the technology based learning more beneficial
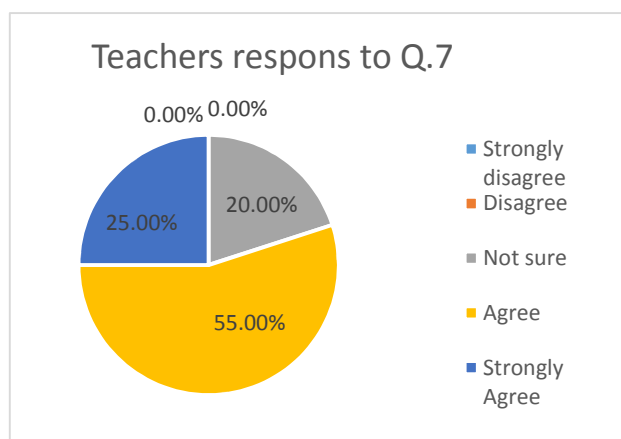
Figure 25: Students who are shy or inhibited in classroom, can find the technology based learning more beneficial

Except 20% teachers, who were not sure about the statement, all other teachers had given their consensus to the statement by agreeing (25%) and strongly agreeing (55%).

Result of the Question no.8

Q.8 Introduce the lesson using traditional process and practice the lesson using online resources- is the best way to come out with proper teaching-learning outcome.

RESPONSES	PARTICIPANTS	PERCENTAGE
Strongly disagree	0	0%
Disagree	0	0%
Not sure	3	15%
Agree	14	70%
Strongly agree	3	15%

Table 26: the response of question no 8
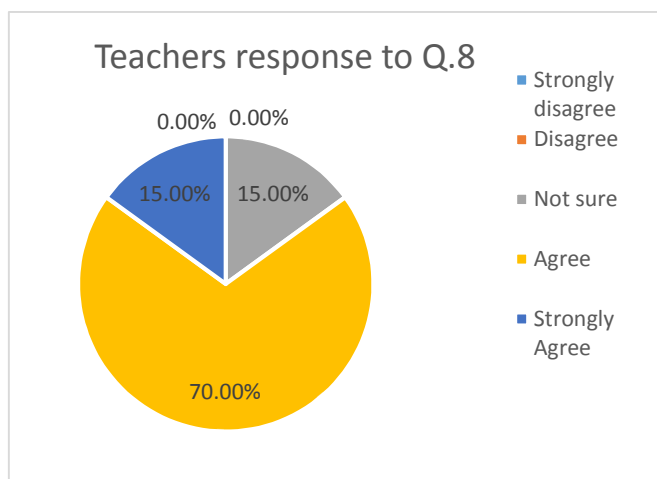
Figure 26: the response of question no 8

Most of the teachers (70%) strongly agreed with the statement. Though few teachers (15%) were not sure about their answer, 15% of the teachers just agreed.

Result of the Question no.9

Q.9 Visual learning is always best to come up with student's real ability to learn.

RESPONSES	PARTICIPANTS	PERCENTAGE
Strongly disagree	1	5%
Disagree	1	5%
Not sure	5	25%
Agree	13	65%
Strongly agree	0	0%

Table 27: the response of question no 9
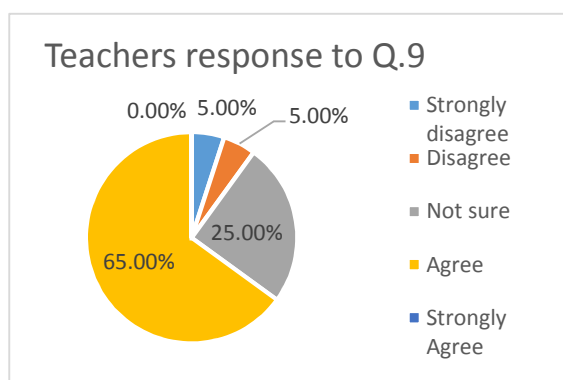
Figure 27: the response of question no 9

Mixed answers had been noticed here as all the options were selected by specific number of teachers. Though most of the teachers (65%) agreed with the comment, 25% of the teachers answered as neutral by selecting 'not sure' option. Similar amount of teachers (5%) voted for 'disagree' and 'strongly disagree'.

Result of the Question no.10

Q.10 Teaching through online resources is very lively, motivational and effective.

RESPONSES	PARTICIPANTS	PERCENTAGE
Strongly disagree	0	0%
Disagree	0	0%
Not sure	3	15%
Agree	15	75%
Strongly agree	2	10%

Table 28: the response of question no 10
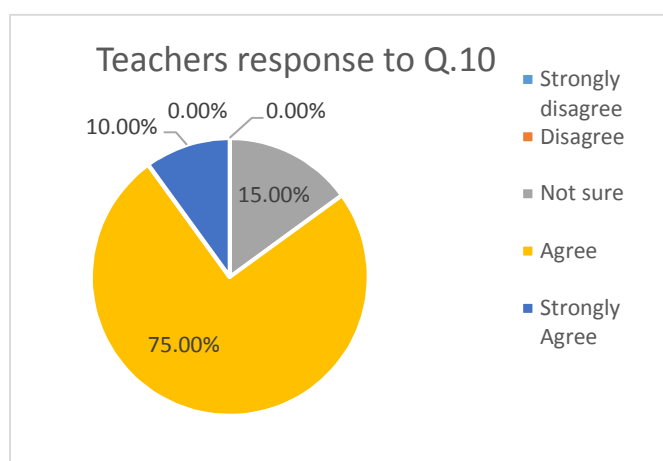
Figure 28: the response of question no 10

75% of the teachers agreed with the statement and 10% firmly agreed.15% teachers were not aware of teaching through online resources and they selected 'not sure'.

Result of the Question no.11

Q.11 Use of technology in class is less time consuming.

RESPONSES	PARTICIPANTS	PERCENTAGE
Strongly disagree	0	0%
Disagree	3	15%
Not sure	5	25%
Agree	10	50%
Strongly agree	2	10%

Table 29: the response of question no 11

Figure 29: the response of question no 11

Though 50% teachers agreed, 15% teachers disagreed with the statement. 25% teachers were

not sure whereas 10% teachers boldly supported the comment.

Result of the Question no.12

Q.12 You can work on your teaching materials anytime of the day by using technology.

RESPONSES	PARTICIPANTS	PERCENTAGE
Strongly disagree	0	0%
Disagree	3	15%

Not sure	2	10%
Agree	13	65%
Strongly agree	2	10%

Table 30: the response of question no 12
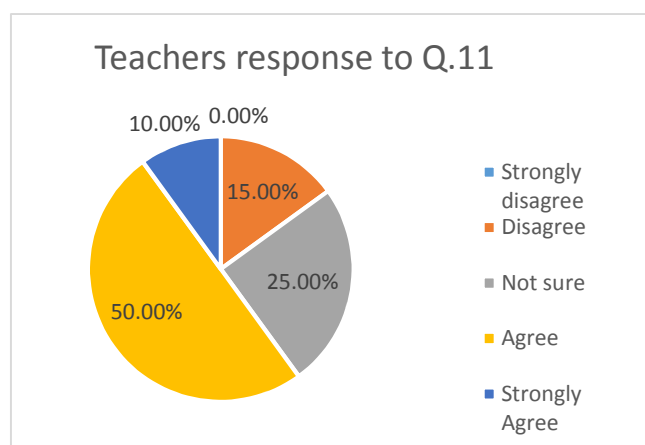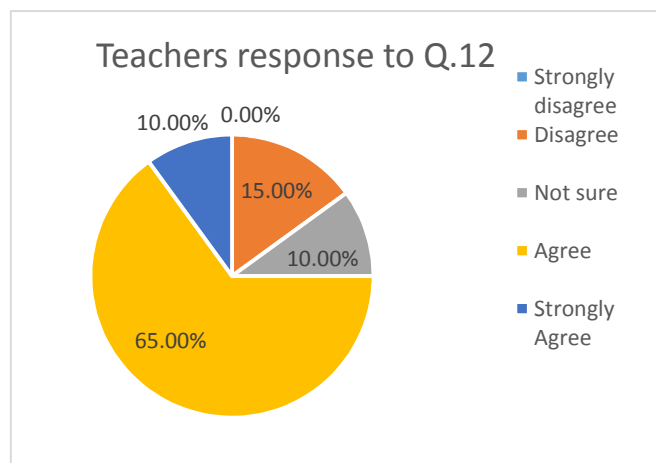

Figure 30: the response of question no 12

Most teachers (65%) believed they can work on their materials by using technology and they agreed. Similarly 10% teachers confidently agreed with the statement. On the contrary, 15% teachers disagreed. Few teachers (10%) were not convinced enough with the question.

Result of the Question no.13

Q.13 Computer technology possesses great potential in the field of teaching and learning.

RESPONSES	PARTICIPANTS	PERCENTAGE
Strongly disagree	0	0%
Disagree	0	0%
Not sure	0	0%
Agree	9	45%
Strongly agree	11	55%

Table 31: the response of question no 13
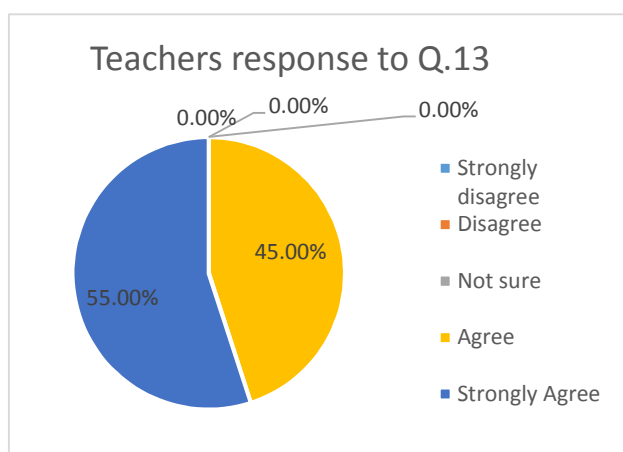
Figure 31: the response of question no 13

All the teachers had given their admiration by selecting 'agree' (45%) and 'strongly agree' (55%) as their answer.

Result of the Question no.14

Q.14 Use of both traditional and technological process is more reliable than following a single one.

RESPONSES	PARTICIPANTS	PERCENTAGE
Strongly disagree	2	10%
Disagree	1	5%
Not sure	3	15%
Agree	11	55%
Strongly agree	3	15%

Table 32: the response of question no 14
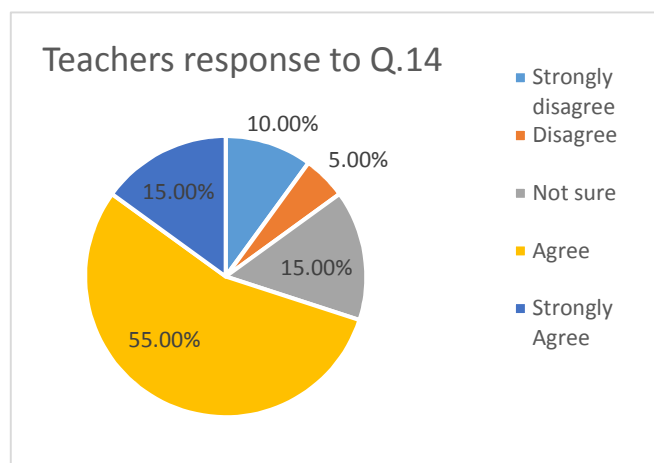
Figure 32: the response of question no 14

In following both the process of technology and traditional, 55% teachers had given their approval. 10% teachers were strictly opposed the statement by disagreeing strongly. On the other hand, 15% teachers did not find out the proper option as they had chosen 'not sure' as their answer.

Result of the Question no.15

Q.15 Authentic materials (audio, video) help students to relate their learnings with real life situations.

RESPONSES	PARTICIPANTS	PERCENTAGE
Strongly disagree	0	0%
Disagree	0	0%
Not sure	2	10%
Agree	13	65%
Strongly agree	5	25%

Table 33: the response of question no 15
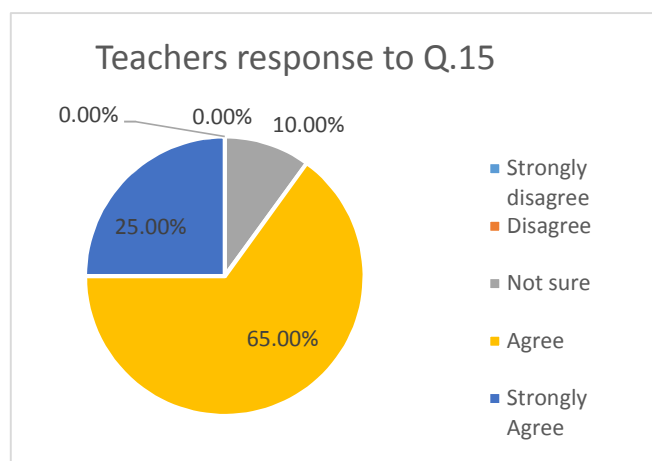
Figure 33: the response of question no 15

Table 33 shows the use of authentic materials like audio, video in classroom. In this statement, 65% teachers believed that, authentic materials can be helpful for students to learn language as well as using in real life situation. Whereas 10% teachers were not sure is it is helpful or not. But 25% teachers very strongly supported the idea of using this kind of materials can be very helpful.

Result of the Question no.16

Q.16 Use of technology optimizes student's ability/willingness to use printed lesson materials (copy, text book).

RESPONSES	PARTICIPANTS	PERCENTAGE
Strongly disagree	0	0%
Disagree	0	0%
Not sure	9	45%
Agree	9	45%
Strongly agree	2	10%

Table 34: the response of question no 16
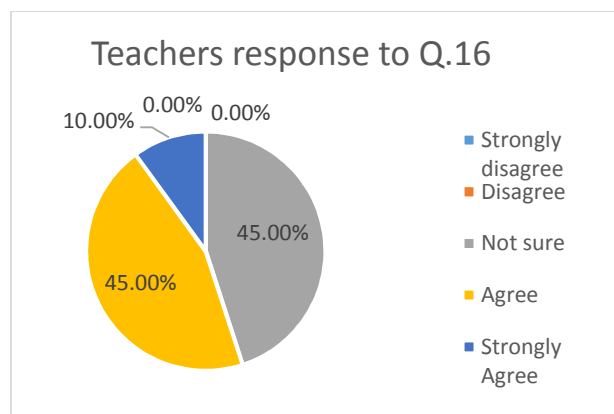
Figure 34: the response of question no 16

The results shows that, similar number of teachers (45%) shared the same idea that students' ability of using printed materials can be minimised or the idea is not clear enough to support a specific answer of agreement or disagreement. A little number of teachers (10%) had supported the statement very firmly.

Result of the Question no.17

Q.17 Equipping classes with modern technology is costly.

RESPONSES	PARTICIPANTS	PERCENTAGE
Strongly disagree	0	0%
Disagree	0	0%
Not sure	3	15%
Agree	14	70%
Strongly agree	3	15%

Table 35: the responses of question no.17
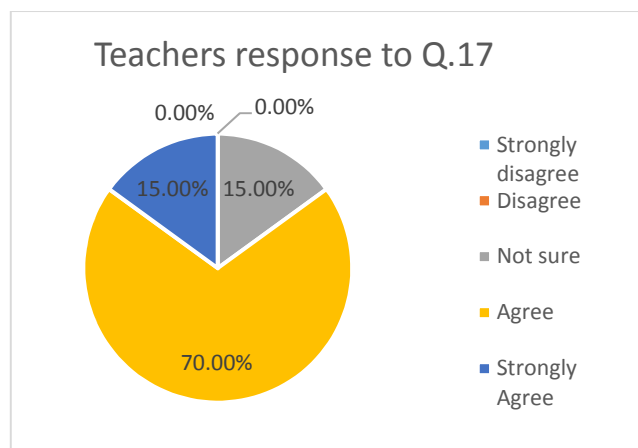
Figure 35: the responses of question no.17

According to 70% teachers, use of technology in modern classroom is costly. Whereas 15% teachers ideas were not very clear and they had chosen the option 'not sure'. But 15% teachers had strongly agreed with the idea that equipping classes with modern technology can be very costly.

Result of the Question no.18

Q.18 Traditional process of teaching and learning is fruitful without the use of technology.

RESPONSES	PARTICIPANTS	PERCENTAGE
Strongly disagree	4	20%
Disagree	6	30%
Not sure	3	15%
Agree	6	30%
Strongly agree	1	5%

Table 36: the responses of question no.18
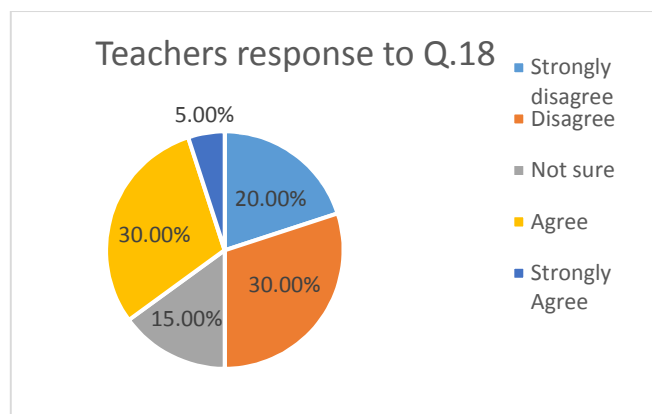
Figure 36: the responses of question no.18

Though similar number of teachers (30%) had different idea of agreement and disagreement over the statement, 20% teachers firmly disagreed with the comment.15% teachers were not clear enough of the question as they had kept their positions neutral. Very little numbers of teachers (5%) supported traditional teaching over technology based classroom.

Result of the Question no.19

Q.19 Teachers are not perfectly trained of using technology.

RESPONSES	PARTICIPANTS	PERCENTAGE
Strongly disagree	5	25%
Disagree	7	35%
Not sure	3	15%
Agree	5	25%
Strongly agree	0	0%

Table 37: the responses of question no.19
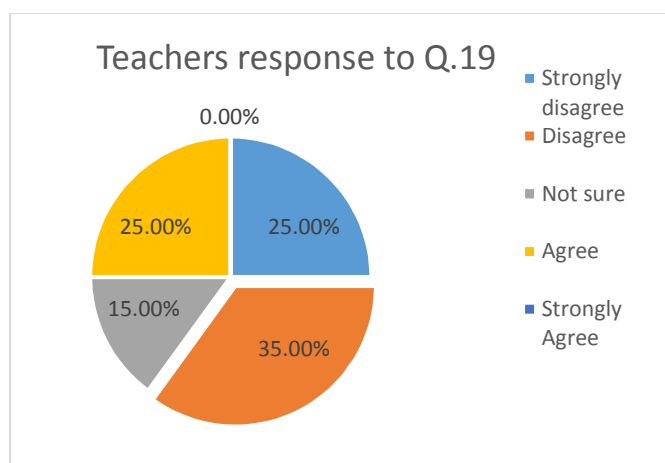
Figure 37: the responses of question no.19

Most of the teachers disagreed with the statement among whom 25% teachers had strictly opposed the statement. Though 25% teachers believed the statement as true, 15% teachers were not sure of the answer.

Result of the Question no.20

Q.20 Difficulty with the system (technical problem) sometimes ruins the classroom atmosphere.

RESPONSES	PARTICIPANTS	PERCENTAGE
Strongly disagree	0	0%
Disagree	0	0%
Not sure	5	25%
Agree	11	55%
Strongly agree	4	20%

Table 38: the response of question no.20
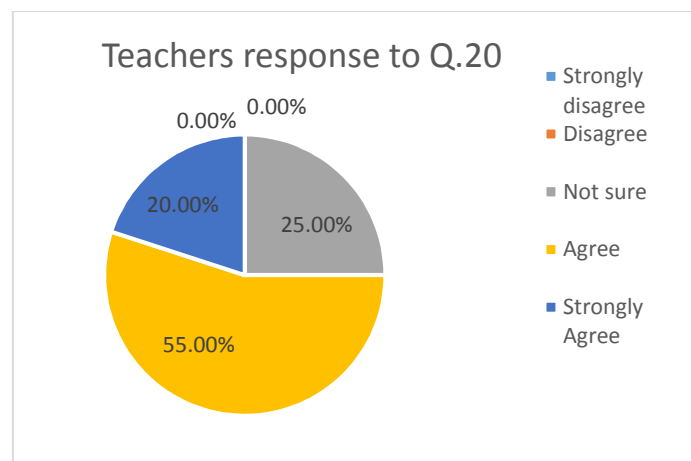
Figure 38: the response of question no.20

By approving the statement, 55% teachers had given their consent and 20% of the teachers deeply believed the statement as accurate. One fourth teachers (25%) did not sure about their answers and they had selected the option 'not sure'.

Result of the Question no.21

Q.21 Sometimes obscene pictures pop-up suddenly during searching for web contents.

RESPONSES	PARTICIPANTS	PERCENTAGE
Strongly disagree	0	0%
Disagree	7	35%
Not sure	4	20%
Agree	9	45%
Strongly agree	0	0%

Table 39: the response of question no.21
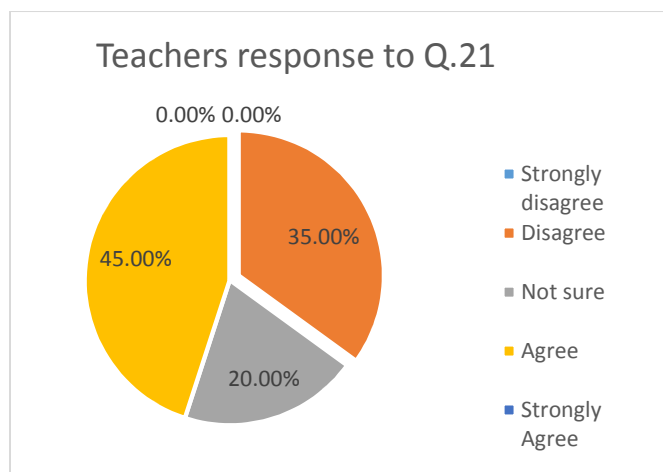
Figure 39: the response of question no.21

Most of the teachers (45%) had agreed with the question. 'Disagree' is the second largest answer that had been selected by 35% of teachers. Only 20% teachers were not sure about the statement.

Result of the Question no.22

Q.22 Use of both Traditional process and technology in class makes lesson incoherent.

RESPONSES	PARTICIPANTS	PERCENTAGE
Strongly disagree	3	15%
Disagree	3	15%
Not sure	11	55%
Agree	3	15%
Strongly agree	0	0%

Table 40: the response of question no.22
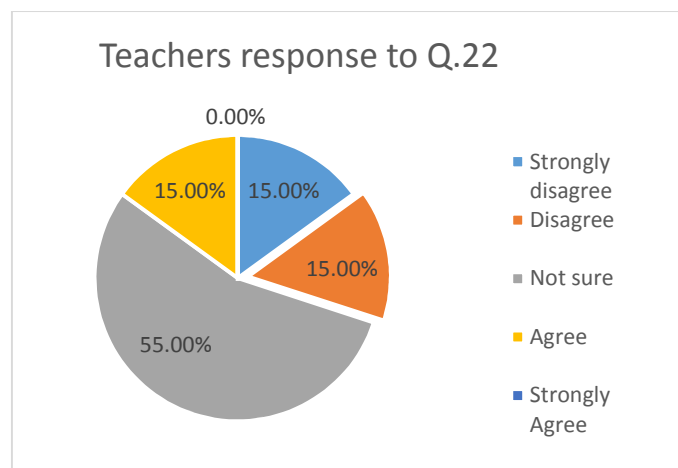
Figure 40: the response of question no.22

About the incoherence of using both traditional process and technology in classroom, 55% teachers did not feel convinced enough and they are not sure about the answer. On the other hand 'strongly disagree', disagree' and 'agree', all the option had been selected by similar number of teachers (15%).

Result of the Question no.23

Q.23 Our Education system is ready for using technology in every classroom.

RESPONSES	PARTICIPANTS	PERCENTAGE
Strongly disagree	2	10%
Disagree	5	25%
Not sure	3	15%
Agree	6	30%
Strongly agree	4	20%

Table 41: the response of question no.23
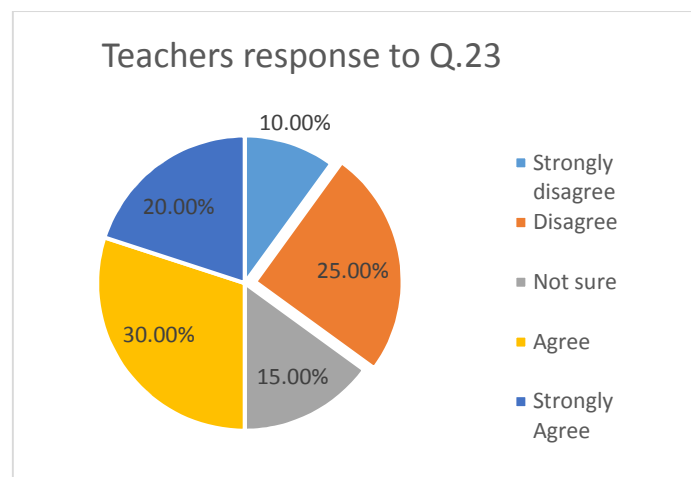
Figure 41: the response of question no.23

From the table 41, mixed results had been collected as almost similar number of teachers thought in favour and against the statement. 10% teachers opposed the idea very strongly and 20% teachers supported the idea very strongly. 25% teachers just disagreed and 30% teachers just agreed with the statement whereas 15% teachers ideas were not clear enough to support any of the options.

Result of the Question no.24

Q.24 Hybrid classes accelerates learning. So it is very necessary to equip all schools and classes with technology in near future.

RESPONSES	PARTICIPANTS	PERCENTAGE
Strongly disagree	0	0%
Disagree	0	0%
Not sure	0	0%
Agree	7	35%
Strongly agree	13	65%

Table 42: the response of question no.24
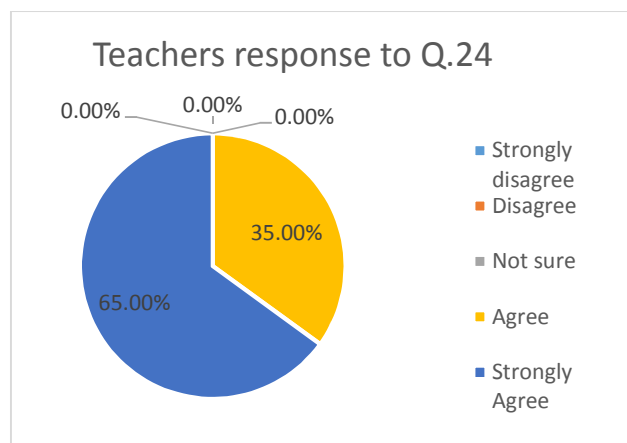
Figure 42: the response of question no.24

In this statement all the teachers supported the idea of equipping schools with technology. Most of the teachers (65%) strongly agreed with the idea and comparatively lesser amount of teachers (35%) just approved the idea.

Result of the Question no.25

Q.25 Hybrid classes may not bring with desired outcome if proper opportunities are not available.

RESPONSES	PARTICIPANTS	PERCENTAGE
Strongly disagree	0	0%
Disagree	0	0%
Not sure	0	0%
Agree	6	30%
Strongly agree	14	70%

Table 43: the response of question no.25
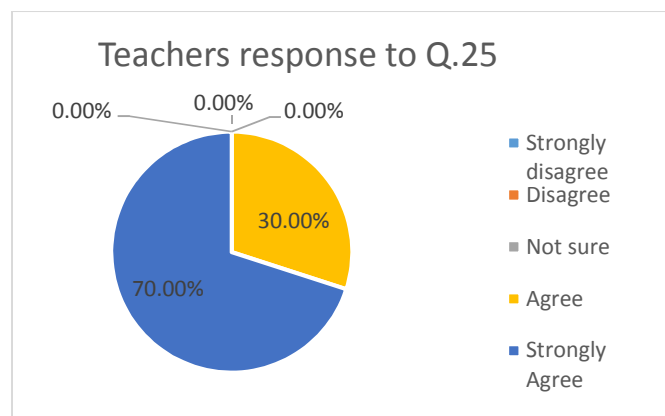
Figure 43: the response of question no.25

Almost one third teachers (70%) had given their consent by strongly agreeing with the idea of failing of Hybrid classes without proper chances. 30% teachers also shared their thought by agreeing with the statement.

4.3 Findings from the interview questions

This part is incorporated by the findings from teachers interview questions. There were 20 teachers who were asked six different question. Their answers were very vital to the research to find out the qualitative data of the research.

Findings from Question.1

Q.1 Do you use technology in your classroom? If not, then which process do you follow to give away your lectures? Is/are the output satisfactory? (traditional/Technology/Hybrid)

Answer: Teachers were asked if they use technology in classroom. If not, then which process they follow to conduct their class. Among 20 teachers, 12 teachers answered in positive. They regularly use technology in their classroom where students are more interested to their technology oriented lesson materials. They think Hybrid class is more satisfactory to come out with more creative and successful outcome.4 teachers usually use technology, but not always. According to them, it depends on the classroom atmosphere. Sometimes traditional classes can

be more helpful because teacher gets more chances to have oral conversation with the students which helps them to motivate students more thoroughly and personally. There were 4 teachers who did not use technology in classroom as they do not have this facility in their classroom except the computer lab. They solely follow traditional method of teaching.

Findings from Question.2

Q.2 If yes, then how long have you been teaching in your classes through technology?

In reply to this question, 16 teachers had consented their thoughts of using technology in classroom. As 4 teachers did not use technology in classroom for not having proper facilities, they were able to answer the questions. Among 16 teachers, who uses technology in a regular basis, most of them were using it for more than 1 year. But 5 of them are using technology for less than 6 months as they were new as a teacher.

Findings from Question.3

Q.3 What kind of tools do you prefer while teaching your classes through technology?

All of the 16 teachers use power point slide, Microsoft words for some reason. A multimedia projector and audio system is always needed for a teacher to conduct her/his classes using technology. 5 teachers supported white board, markers and books when using technology. According to them, technical sources are always assimilated with the book contents. When something presented in the projector screen, teachers instruct their students to mark this item in the text book. Moreover, important points are noted using white board and marker. 7 teachers uses laptop in their classroom which was provided by the school authority.

Findings from Question.4

Q.4 If so, then, what are the types of activity that you use for your students?

Most of the teachers agreed using audio and visual elements in their class. These things make students more motivated and they feel very interested in their lesson. 7 teachers use technology to show her/his students video clips related to lesson plan. Youtube has all the videos of worlds. Sometimes teachers give their students various games related to their lesson i.e. matching words, puzzle which he/she instructed them by showing video clips.

Findings from Question.5

Q.5 Do you think, Hybrid classes makes students more motivated towards their lesson? If so, then what may be the possible reason?

13 out of 16 teachers affirmatively replied the question. They think Hybrid classes are really very helpful as students get the chance to learn using authentic materials. They think, audio and video are very useful. Here students get the chance to use technology and the text book at a same time. So they are getting knowledge from both mediums. Students learn their lesson quickly as they get the chance to see and listen what they are learning. Various fun activities, listening songs and watching videos keep them relaxed and concentrated towards lesson materials. According to all of them, visual elements always have the attraction for the students. 3 teachers answered quite differently as they think, technical materials are taking students far away from using text book. Students always seek to watch videos and songs in classroom. Students do not want to follow their texts after watching videos. Other 4 teachers, who do not use technology, they had also commented in that part. They think, proper use and technology in classroom along with textbook, pen and paper can make the classroom more outcome oriented.

Findings from Question.6

Q.6 What are the problems that you face conducting a Hybrid class by using online resources?

All the teachers, who uses technology, faced almost similar problems in their classroom. Technical problems sometimes hamper the class. Load shedding occurs sometime. It is not a serious problems for them as all the schools has instant power supply advantage. But slow connection of internet and technical problems frequently disturb the classroom atmosphere.

4.4 Discussion

Most of the educational institutions use technology in their curriculum as students find it more motivated and interesting toward their learning process. By remembering it, Prensky (2001) called present children as ''digital natives'' (p.1). All the questions in this research were in support to the usefulness of technology in classroom condition along with traditional face to face method, which is called Hybrid classroom (Vandermolen, 2010).

This part incorporated the detail discussion of the findings in relation to the central research questions.

Relation to the central research question 1:

Hybrid classroom is a mixture of traditional process using technology. Technology has taken all the sectors of human life and without using technology it is hard to pass a day. Similarly, learners now a days, has found it more interesting and motivated to use technology in their learning, which came out with potential outcome. Presently Hybrid classes are most fruitful medium for outcome oriented language classroom which can easily be proved from the discussion of research materials. In *Table 3* and *Table 6*, respectively 46% and 32% of the students strongly agreed with the fact that online resources accelerate their learning which is fun and easier. Whereas only 14% and 10% students respectively disagreed with the statement. Online resources always helps students as they can access their materials from anywhere and most importantly they can get all the elaborated information that they need. Furthermore visual elements like watching videos, photographs and listening songs are turning out as the best way

to motivate the students and give them ease according to the results of Rana (2013) who thinks that visual learnings have more long lasting effect in learners mind (as cited in Pun, 2013).

Table 1, 2 and *5* showed the result that majority of the students had given their consent to technology oriented classroom (37%, 28% and 48%). According to most of them, authentic materials like audio, video, games, pictures helps them to incorporate their learning with the real life situations (Table 13). So technology is influencing all their lives which gone against the finding of Bennet, Kervin and Maton (2008, as cited in Asztalos,2011).

The teachers also think similarly. The researcher found assimilation between students and teachers answers in most of the questions about using technology. From the results of *Table 19,* most of the teachers (35%) strongly agreed that online resources accelerates students learning. None of the teachers unapproved the statement. From this result it is quite clear that, use of technology in learning situation really is very effective. Moreover, most of the teacher believed that students get the chance to use their learning practically when they are taught using technical materials (Table 20 and Table 33). *Figure 23* shows that, communicative activities increased between students and teachers when they are less stressed. 45% of teachers approved that students learning gets faster when they use authentic materials like audio and video in their classroom (Table 24 and Table 27) which finds similarity with the findings of Rahman (2015) that teachers use of technology make their students motivated by using authentic materials. Students who are shy or inhibited, find it more interesting and communicative when teacher uses technical materials in classroom (Figure 25). The main propaganda of Hybrid classes is to use both the method- traditional and technology oriented classroom. This blended process is always supported by most of the teachers from *Table 26* and *Table 32* as outcome oriented and preferable to students which match the findings of Afrin (2014) and Sierra (2003). The results of *Table 28* and *Table 31* suggest that, using online resources and teaching through technology is always effective, motivational and always have the potential to make students more creative.

From the teachers interview, the results help more subtly to understand the effectiveness of using technology in classroom. Most of teachers use technology in their EFL/ESL classroom, they conduct various activities which make students more motivated, relaxed and engaging to their lesson which resembles the findings of Kim (2008),Ilter (2009) and Afrin (2014). They found that, use of technology in EFL classroom makes students more motivated and engaging to their lesson. If the students are not at ease, their ''affective filter'' (Krashen, Moniton Model) will get high and learning will get obstructed. They think, students now a days are technology oriented or ''digital natives'' (Prensky, 2001) and they learn more attentively by materials that are technology oriented.

Relation to the central research question 2:

It is the demand of time to equip all educational sectors with proper technology. Though few schools have all the facilities to use technology in classroom, most of the schools in Bangladesh are still yet to be facilitate with this advancement of modern era.

The schools that are running with technology as their class conducting tool, are not beyond facing problems. Without technology, there is no issue of facing problems using technology. But schools, that are following technical materials in their classrooms always facing some problems of various issues.

The learners are the target of using technology properly and accustom themselves to take out the maximum benefit in their language learning. For that purpose, the researcher had selected young learners who were of lower intermediate level to conduct his research. As they are in primary stage of using technology and learning through technology, most of the questions remained beyond their understanding or they did not find anything suitable to comment about. From *Table 14* to *Table 17,* maximum numbers of students are not sure of the statement. Though few students specified their answers by agreeing and disagreeing with the statement

but most numbers of students are still aware of the accuracy of the comment. The results of *Table 14*, 34% (17%+17%) students denied with the fact of minimising printed materials. There are some students who always find the book as most arranged one. Books provides more detail and organized data which matches the findings of Jarvis and Szymczyk (2009).

In *Table 16,* maximum numbers of students (20% and 19%) replied in favour of the statement that technical problems sometimes ruins the classroom condition. It is very obvious. When students are ready and excited with their lesson materials, a sudden technical problem can cause a great loss to them.

In *Table 34*, a problem statement was presented by the researcher. Online materials are optimising students' ability to use printed materials. 45% of the teachers consented with the comment and 10% of the teachers firmly believe it to be true. Though another 45% of teachers are not sure, but most numbers of the students agreed with the idea of optimising printed materials which opposed the findings of Jarvis & Szymczyk (2009) and Peel (2014). According to their research findings, students prefer printed materials over technical materials.

As it has been mentioned above that most of the schools are still out of the touch of technology,it could have many reasons among whom cost can be a prior one. According to 70% teachers in *Figure 35,* equipping classes with modern technology is really costly and the school authority naturally cannot afford such cost. Another problem that could be serious during conducting a Hybrid class is the lack of proper knowledge of technology. If the teachers are not trained enough to use the technical materials, then teaching learning process can never come out with desired outcome. In *Table 37,* 12 out of 20 teachers think that teachers are not properly trained of using technology. Moreover various difficulties found from *Table 16* are also visible here. In *Table 38,* 55% of the teachers agreed with the statement that various

technical problems ruins the classroom condition. Slow speed of internet and technical problems sometimes shut the process and hampers the progress (from Teachers interview Q.6)

Furthermore, most of the schools are not aware of using technology. The students of those schools are back wearing from proper learning or taking more time for the lesson than the students who use technology in their learning. So only problems occurs naturally during conducting a class is not the main issue, having no opportunity of using technology is also a great problems for Hybrid education.

Relation to the central research question 3:

Hybrid classes or blended process of teaching learning carries great potential in the educational sectors. Especially in Bangladesh, most of the schools are still in dark than using technology. It can be a great problem to accelerate learning and facilitate students for proper learning (Hossain, Salam, & Shilpi, 2016). In *Table 18,* 70% of the students strongly agreed with the statement. Similar results are also found in *Figure 42* where 65% of the teachers firmly agreed with the statement and they want to equip all classes and school with technology in near future. Otherwise, Hybrid classrooms will fail to bring out the genuine result of accuracy (Table 43).

Chapter 5

Conclusion

Technology has become the most common phenomena of our life. All the sectors of human beings are getting characterized by technology. It has already become the part and parcel of life where a single moment without technology is quite terrible to think. As present era is of technology, educational systems are getting prioritized by it. But in Bangladesh, most of the schools are left to be connected with technology. Learners and educators, both find it quite astonishing to conduct their activities through the internet using online resources. Being the most indispensable part of human life, technology is reigning over of the criterion of our day to day activities. So educational system should also get linked properly to come out with the best output using modern technology. This research aims to show the condition and decisions of both teachers and students on the orientation of technology in every school. The teachers' accurate knowledge of using technology properly and students' ability to use the technology by linking to their lesson can bring the revolution in the educational setting.

5.1 Summary of the findings

The findings of the research pointed out the effectiveness of using the blended process of teaching-learning, Hybrid classroom is turning out as the most rewarding phenomena in present educational system. All the results from the research solely supported the idea of the Hybrid classroom and its potentiality. In each statement, more than half amount of students supported the idea that technical materials help them to learn with motivation. Online resources can be an effective tool to fasten the learning (76%). 71% students had consented their thought to the effectiveness of using visual materials in the classroom which allows them to learn with ease and to use the language in the real-life situations. The use of authentic materials is always

a more operative way to create a bridge between students' language acquisition and outside world. Though few problem statements were found like lack of technical knowledge (60%), slow internet connection and technical problems (75%), but at the end of the day, use of technology in the classroom is the most capable method to expertise students with all the criterion of modern world and in that case, Hybrid class can be most reliable method according to 70% teachers.

5.2 Contribution to research

This paper can be an attention for the researchers who want to work more thoroughly in the same concentrated area. Moreover, it can seek the attention of the educationalists who are trying to imply technology in their curriculum on based on findings of this research. An apparent comparison has been done in this paper between following Hybrid classes and a single (Traditional method or Online based education) process which can help the teachers and students of the effectiveness of using the blended method in the educational sectors.

5.3 Practical Implication

'Hybrid classes are the most fruitful process to educate students with proper motivation and accelerating their learning' is the message that has been provided through this dissertation. This message is expected to get by the teachers and students and imply in their process of teaching-learning to get the most desired outcome of language acquisition. This paper will also help other researchers to get the exact idea of the use of technology, various activities that are done using technology in Bangladeshi schools and scenario of the lower-intermediate level students in the language classroom.

5.4 Recommendations

- ➢ Since the technology has covered our life, so following a single process can be an old fashion. So Hybrid method can be followed to bring the variation in the language classroom.

- ➢ A program for training teachers with the modern technology should be taken into action.

- ➢ Modern classes should be equipped with minimum numbers of technical tools.

- ➢ A backup plan should always be ready for any kind of sudden obstacle.

- ➢ Classroom material selection should be a key point for the teachers using online resources.

5.5 Further studies

Further studies can be done in the similar area by changing students' proficiency level. For the lack of research in Bangladeshi context, this paper could not get the accurate view on the use of Hybrid classes. So, by choosing more educational institutions and different proficiency level of students, research can be done.

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Appendices

Appendix A

Questionnaire for students:

For each of the questions below, tick (✓) the response that best characterizes how you feel

about the statement.

Statements	Strongly disagree	Disagree	Not Sure	Agree	Strongly agree
1. Use of multimedia in classroom is very interesting and helpful.					
2. Watching video/ listening songs in the classroom is very enjoyable.					
3. Online resources help you to learn more quickly.					
4. Teacher uses the technology according to respective lesson accurately.					
5. Visual elements fasten your learning.					
6. Learning become easier and fun with online resources.					
7. In class, the use of technology also allows you to learn using technology outside the classroom condition.					
8. Using technology, you can discuss your lessons/problems with your classmates as well as teacher.					
9. Use of technology in class is less time consuming.					
10. You can work on your teaching/learning materials anytime of the day by using technology.					
11. Presentation of lesson through power point slide makes students more relaxed and motivated.					
12. Students who are shy or inhibited in classroom, can find the technology based learning more beneficial.					
13. Authentic materials (audio, video) help students to relate their learnings with real life situations.					

Statements					
14. Use of technology in classroom, minimises the use of text book and writing in class copy					
15. Teachers are not perfectly trained for using technology.					
16. Difficulty with the system (technical problem) sometimes ruins the classroom atmosphere.					
17. Use of both Traditional process and technology is class makes lesson incoherent.					
18. Hybrid classes accelerate learning. So it is very necessary to equip all schools and classes with technology in near future.					

Appendix B

Questionnaire for teachers:

For each of the questions below, tick (✓) the response that best characterizes how you feel

about the statement.

Statements	Strongly disagree	Disagree	Not Sure	Agree	Strongly agree
1. Students' learning becomes faster with the use of online resources.					
2. Teacher can teach a student practically by using online resources.					
3. Technology is taking over all sectors. So teaching-learning should be technology oriented.					
4. Now a days, classes are properly equipped with modern technology.					
5. Online resources provide lots of communicative activities between students and teachers by reducing learning stresses.					
6. Authentic materials like images, videos and online based tasks related to lesson make learners more motivated.					
7. Students who are shy or inhibited in classroom, can find the technology based learning more beneficial.					

8. Introduce the lesson using traditional process and practice the lesson using online resources- is the best way to come out with proper teaching-learning outcome.					
9. Visual learning is always best to come up with student's real ability to learn					
10. Teaching through online resources is very lively, motivational and effective.					
11. Use of technology in class is less time consuming.					
12. You can work on your teaching materials anytime of the day by using technology.					
13. Computer technology possesses great potential in the field of teaching and learning.					
14. Use of both traditional and technological process is more reliable than following a single one.					
15. Authentic materials (audio, video) help students to relate their learnings with real life situations.					
16. Use of technology optimizes student's ability/willingness to use printed lesson materials (copy, text book).					
17. Equipping classes with modern technology is costly.					
18. Traditional process of teaching and learning is fruitful without the use of technology.					
19. Teachers are not perfectly trained of using technology.					
20. Difficulty with the system (technical problem) sometimes ruins the classroom atmosphere.					
21. Sometimes obscene pictures pop-up suddenly during searching for web contents.					
22. Use of both Traditional process and technology in class makes lesson incoherent.					
23. Our Education system is ready for using technology in every classroom.					
24. Hybrid classes accelerates learning. So it is very necessary to equip all schools and classes with technology in near future.					

25. Hybrid classes may not bring with desired outcome if proper opportunities are not available.					

Appendix C

Interview questions for teachers

Few questions are here to know about your thought on respective questions. All the questions are open ended.

Feel free to write your answer. Your valuable answers can result my thesis as well-conducted. If any confusion occurs, I will be pleased to help you.

1. Do you use technology in your classroom? If not, then which process do you follow to give away your lectures? Is/are the output satisfactory?

    (Traditional/Technology/Hybrid)

2. If yes, then how long have you been teaching in your classes through technology?

3. What kind of tools do you prefer while teaching your classes through technology?

4. If so, then, what are the types of activity that you use for your students?

5. Do you think, Hybrid classes makes students more motivated towards their lesson? If so, then what may be the possible reason?

6. What are the problems that you face conducting a Hybrid class by using online resources?

Thank You