

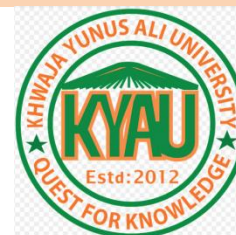
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Research Article

The Application of Information and Communication Technology (ICT) in English Classrooms: A Case Study of Secondary Schools in Barisal.

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ABSTRACT

The present study examined the adoption of ICT in secondary English language classes in Barisal, Bangladesh, from the perspectives of teachers and students. The research included a survey of 40 students and in-depth interviews with three English educators. In Barisal city, Bangladesh, secondary English language classrooms employ ICT. This study sought to understand the utilization of ICT in secondary English language classrooms. The study used mixed methods to obtain quantitative and qualitative data. A student survey collected quantitative data, while teacher interviews and classroom observations collected qualitative data. According to the survey, most students believe that integrating ICT in the classroom improves learning and English language acquisition. Educators also believe ICT can improve English language learning. They lack ICT resources and technological expertise. Students prefer to use ICT in English classes because they believe it improves learning. The classroom observations showed that educators used ICT in their lessons, although to various degrees. The research found that secondary English language instruction in Barisal, Bangladesh, uses ICT. However, some instructors may have limited access to ICT resources and technical skills, so there is room for improvement. The study also found that students want to use ICT in English classes because they think it will improve their learning. This means that Information and Communication Technology (ICT) can help secondary students learn English.

Keywords: ICT, English classroom, Language, Technical resources, Secondary school

1. Introduction

ICT is a very important component in education system nowadays. The use of technology makes both learning and teaching more interesting. The integration of information and communication technology (ICT) into the classroom is becoming more common, particularly in English language instruction. There are a lot of secondary schools in Bangladesh that teach English using ICT. The development of technology has led to profound changes in a variety of spheres, including communication, education, and training. Communication in the Bangladeshi language was enhanced as a result of this technology. Most schools utilize ICT to help instructors teach better.

ICT contributes to the advancement of education in Bangladesh. In this kind of social environment, the successful integration of technology is dependent on a number of factors; nevertheless, the instructors' level of expertise and their capacity to develop instructional technology activities that cater to the requirements of the students are of the utmost importance. In addition to being familiar with the material and approach they utilize; instructors are expected to have a working knowledge of the relevant technologies. The use of technology to enhance the attractiveness of education is taught to students by their teachers.

Educational technology is the study of the analysis, planning, development, implementation, and assessment of the learning environment and educational resources to enhance teaching and learning. Educational technology also refers to the field of study that examines educational technology. It is essential that technological advances in education improve teaching methods. In the realm of education, technology also has the potential to solve difficulties such as fundamental skills, critical thinking, and motivation, amongst others. Learning resources have significantly increased as a result of technological advancements. Projectors, multimedia, computers, audio video, and still photographs are all examples of popular and newer types of educational materials, respectively. In this research article, the researchers have tried to figure out present scenario of using ICT in secondary English classrooms and how students become benefited with technology.

2. Literature Review

ICT is an abbreviation for Information and Communication Technology. Laptops, desktops, and smartphones are 'digital instruments'. Audio-visual equipment, projectors, smart boards, and other technologies can be used in education and development, as well as the internet, blended learning, online learning, social media, computer classrooms, learning management systems, and email (NMC Horizon Project, 2013). Tinio (2003) defines it as a technical tool used to convey, produce, store, and manage information. Through applications like collaborative websites, information and communication technologies enable aided global learning. ICT education is continually evolving, transforming, and progressing. Arnesen (2010) explains that information and communications technology (ICT) is hard to define since it covers so many issues and is continually changing. The dialogue repeatedly uses "digital tools" and "digital competence".

We sometimes mention certain ICT domains. ICT allows students to share information in real-time, participate in various projects, email each other, search for information, and more. Padurean and Margan (2009) and Rozgiene, Medvedeva, and Strakova (2008) say we can learn a language better by using real online information. The audio and video programming that accompany a lesson may also give pupils relevant language learning opportunities. The effective application of technological resources affords students, particularly those in the beginning stages of learning, valuable opportunities for language acquisition (Hosen, & Khatun, 2021).

In the 21st century, ICT is helping teach and learn English worldwide. ICT is contributing to global English teaching and learning in this digital age (Chambers & Bax, 2006; Chapelle, 2003; Chapelle, 2010; Chen, 2008; Davies & Hewer, 2012). Information and communication technology is a powerful tool in language instruction, according to Prinzessinnadia (2013). This expansion has become a major issue in all stages of education, from elementary to higher education, and assisted teaching and learning. Language instruction already relies on ICT. Jewell (2006) states that using technology to teach language "allows for increased learner independence and control, providing a more student-centered pedagogy." This puts students "more actively engaged in their learning than in traditional direct instruction methods".

Technologies include computers and the Internet. Watson and Watson (2011) say these technologies are crucial to achieving a new standard of learner-centered education that better serves learners' needs through varied and personalized training. Digital technology supports learner-centered teaching by offering interactive information, quick feedback, identifying student needs, remediating, and assessing learning. Instructors and students have more technology tools than ever. Even if there are difficult variables, such as how technology was introduced to various

school systems throughout our society and how much money was spent on technology at specific schools, the schools will be held accountable for their technology investments. Wilder (1997) highlighted that effective technology has been studied extensively. According to Andrews (2003), using technology in literacy teaching may boost student enthusiasm and enrollment. It is believed that students utilize computers so absorbed in and inspired by a performance text that they barely recognize they are accessing, reading, and analyzing information. Technology is everywhere in today's culture and part of our daily lives. Thus, technology in schools affects students' life outside of school.

Van Kraayenoord (2002) found that "Students with learning difficulties especially will quickly become disengaged if classroom teaching does not connect with their lives and engage them as learners with topics and issues that have interest and meaning for them" (p. 398). Students can interact with real-world via reading websites, downloading music from radio stations, and reading celebrity gossip. The term "multimedia" has several meanings. One educator thinks multimedia is devices that mix text and images. Parveen and Rajesh (2011) define multimedia as English teaching aids that incorporate text, graphics, and video. Chunjian (2009) defines multimedia as computer-managed words, images, pictures videos, and sounds. Despite educators' diverse views on multimedia, "multimedia" refers to computer-restricted devices that combine music, graphics, and text. Real-world scenarios are reproduced in the classroom utilizing multimedia. Dockstader (1999) states that integrating technology in the classroom comprises learning and employing technology in the teaching and learning process and using technology to improve student learning. Since the requirements for success in life and work changed, Sherritt and Basom (1996) believed schools were failing to prepare pupils. Roschelle, Pea, Hoadley, Gordin, and Means (2000) identified four ways technology can improve classroom learning. These include active engagement, group participation, frequent interaction and feedback, and real-world relationships. Active involvement means students actively learn. They also say technology improves learning.

Due to its classroom utility, educators have focused on the computer. This powerful tool can store, manipulate, and recover knowledge and engage students in instructional activities to promote learning. It can also help students solve complex problems to improve their cognitive abilities. This instrument is recoverable. The use of ICT in education as an object helps students to use ICT in their daily lives by learning about it. Developing ICT skills for communication is using ICT. Information and communications technology (ICT) as a medium improves teaching and learning, according to Drent and Meelissen (2007). It is commonly known that educators drive all education developments and control how pupils are taught. In conclusion, technology-rich classrooms boost student performance, motivation, teacher satisfaction, and other educational outcomes (Jonassen, 2000a; Thornburg, 1999).

The field of educational technology has grown and changed over the last century due to chronological forces, paradigm shifts in educational psychology, rising technologies, and changing pedagogical philosophies. In the 1980s and 1990s, computer technology ruled (Roblyer & Edwards, 2000). Meanwhile, constructivism and situated cognition in educational psychology offered new teaching perspectives. The World Wide Web advanced telecommunications before the turn of the century. This development allowed people worldwide to connect synchronously and asynchronously and share knowledge. ICT has many benefits for language training, according to Estling Vannestal (2009).

First, information and communications technology (ICT) creates greater difference in the classroom, which motivates pupils and improves language learning conditions. Internet access allows students from around the world to communicate. This can be done via phone, email, or online chats. ICT is expected to help participants understand each other's cultures. Information and communications technology lets students write for more than just their instructor and classmates. Information and communication technologies can also help adjust training to student levels, according to Estling Vannestal (2009). Strong academic performers may qualify for advanced

coursework. Students with learning disabilities may benefit greatly from ICT. Estling Vannestal (2009) discusses ICT-related language class problems. The first issue is a lack of computers or old, slow ones. The second issue is that many schools lack technological support, and the third is that many teachers lack information and communication technology experience, especially in English education.

Second, kids lack computer knowledge, which is concerning. Most teens spend their computer time playing games and chatting with friends. Another issue is that students may use computers for non-schoolwork. Estling and Van Nessal (2009). Integration depends on instructors' views about ICT-enabled teaching and learning, according to Mumtaz (2000). To effectively use and integrate computers, teachers must engage in conceptual reform about learning, students, and instructors. Instructor attitudes affect how well ICT is integrated into the classroom. In reality, attitudes about computers may affect both teachers' training and classroom use of computers. Kluever *et al.* (1994) found that less technologically capable instructors who embrace information and communications technology (ICT) are more likely to learn how to use it in their classroom design. Technology is more accessible to students and educators than ever. Technology's impact on schooling must be determined. Recent educational technology advances have improved our education system. This revolutionary instructional technology aids teaching and learning. Classrooms are becoming digital thanks to computers, projectors, multimedia, audio video, and smart digital whiteboards. It has increased student engagement and motivation. However, most teachers in our country do not use technology.

Thus, we must show that using technology to teach English as a second language changes students' approaches, levels of interest, and involvement, as well as their performance. Information and communication technology issues, such as how much money is spent versus how much is used, also affect student education. Despite the fact that the "digital divide," classroom management, and the importance of using ICT for students, teachers, and school capacity have been widely discussed, variations on these issues continue to arise.

3. Methodology

3.1. Instruments

A survey questionnaire containing closed (7) and open-ended (2) questions was used to collect quantitative data from students. On the other hand, seven questions for interviews were developed for instructors. Summary notes were recorded and the questions asked were descriptive in nature, in order to collect qualitative data.

3.2. Participants

We selected secondary school students who had a Bangla language background in Barisal. The interviewees were English teachers at these institutions. There were a couple of schools in the city of Barisal where English was taught using technology. We picked forty (40) students for a survey questionnaire. On the basis of my survey query, we conducted interviews with three teachers of English who provided me with the necessary data.

3.3. Data collection

Students responded to open and closed-ended questions on a questionnaire. We were required to visit two Bangla-medium institutions in the city of Barisal. We conducted in-person interviews with the instructors. We noted their insightful perspectives.

3.4. Analysis

The quantitative data was gathered by surveying students with a questionnaire containing 7 five-point Likert-scale questions. The results of the survey were then categorized by a manual count of student participation. Then, we added the responses from both courses for a total of 100 percent and published the results using Microsoft Excel.

On the other hand, our notes were analyzed to determine the findings of the qualitative data. The classroom observation checklist also yielded findings.

4. Findings

In this section, we discovered the responses to my questionnaire concerning the use of technology in the English classroom from the students. Here, we looked into the students' abilities, attitudes, and motivations.

Teaching and studying English successfully is crucial. Students agreed (56%) that ‘I think technology has a vital role for learning English.’ They feel ease and comfort in learning English with the help of technology. 27% of students strongly believed that technology tools were extremely valuable whereas 25% remains neutral. Very few of them think useless [Figure: 1].

Using various resources in English classrooms was beneficial. It was clear they enjoyed watching educational clips (audio & video) in class. They thought the audiovisual clip would improve their hearing and speaking though they desired additional visual stimulation. They learn easily in their subject. Most of them agreed strongly because video offered practical knowledge to improve English language skills and others were agreed (nearly 22%) and neutral (almost 3%) on using audio-visual aids [Figure: 2].

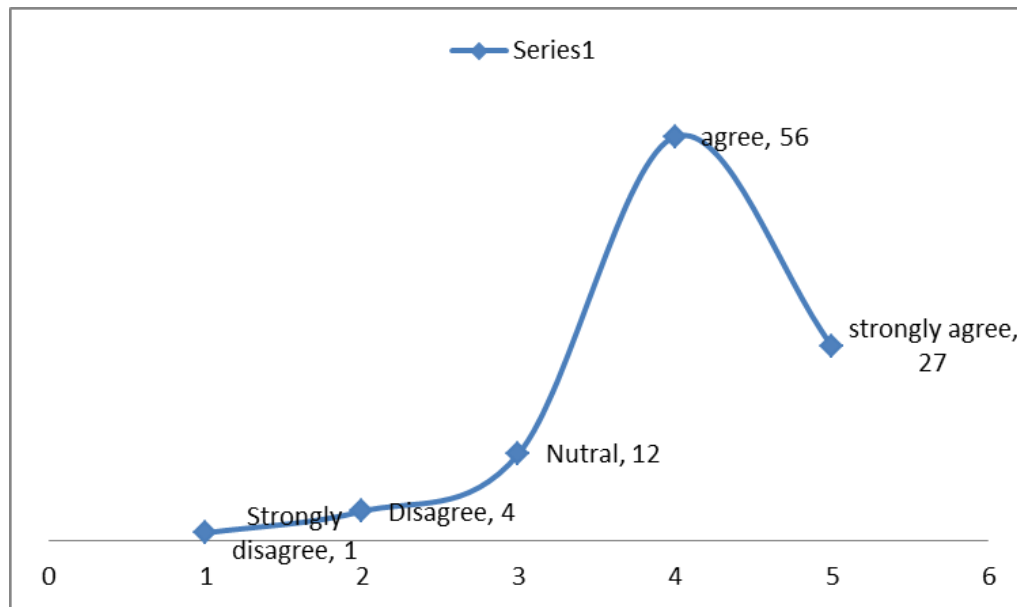


Figure: 1- effectiveness of technology in learning English

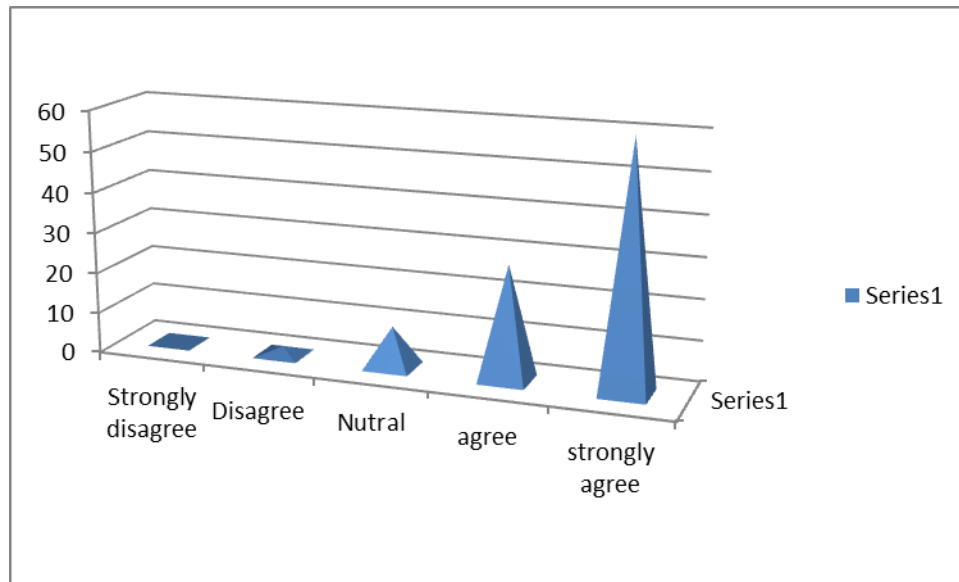


Figure: 2 – Using audio-visual aids in classroom

In response to the statement ‘Use of technologies in the classroom helps them keep up-to-date’. The majority of pupils strongly agreed (54%) to this option. Most pupils thought technology made classroom learning more effective. The majority of 54% of students asked said they obtained new and interesting information using modern technology. 26% agreed that technology was extremely useful in their English language classroom [Table: 1].

	Percentage
Strongly disagree	2%
Disagree	5%
Nutral	13%
agree	26%
strongly agree	54%

Table: 1- Helpfulness of technology in English classrooms

Instructors used multimedia devices (overhead projectors/ smart board) to exhibit PowerPoint slides, audio, video, and pictures related to the lesson. Multimedia helped learners work with engaging, fun, and encouraging materials. Student responses showed that nearly 58% strongly agreed and about to 38% agreed to use multimedia in their class [Figure: 3].

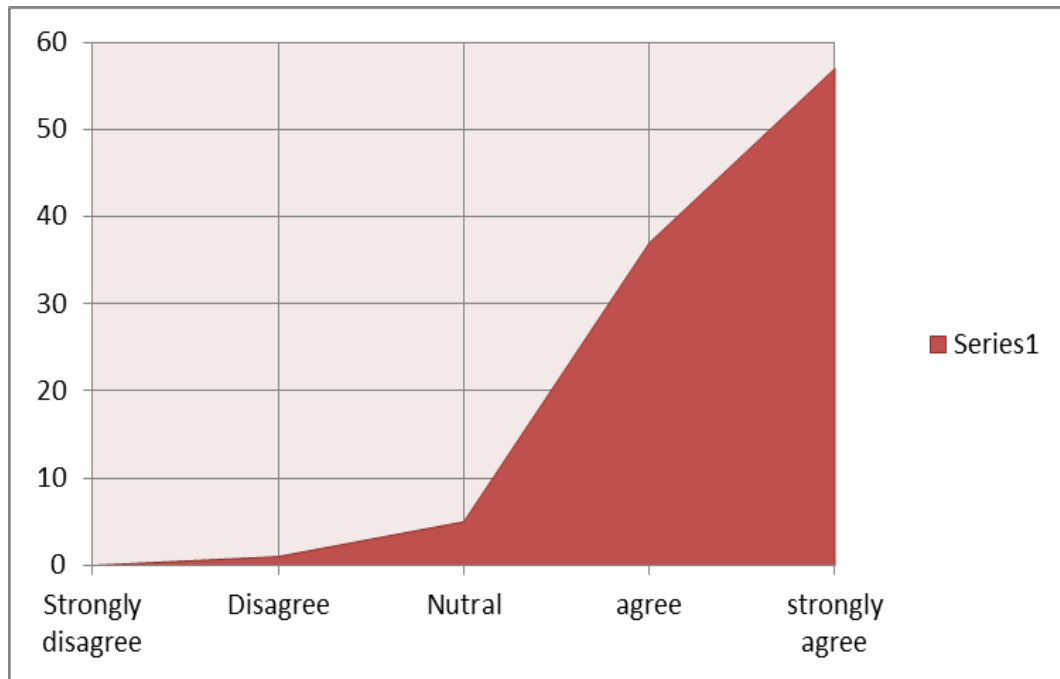


Figure: 3- Use of overhead projectors/smart board

Using internet in the classroom plays a significant role for making the class more enjoyable, collecting and providing materials easily. Though, most of the students did not sure about using internet in the classroom, they said they got English language updates and learning information online. The responses showed only 16% strongly agreed, 29% agreed, and over 42% neutral on using the Internet in English class [Figure: 4].

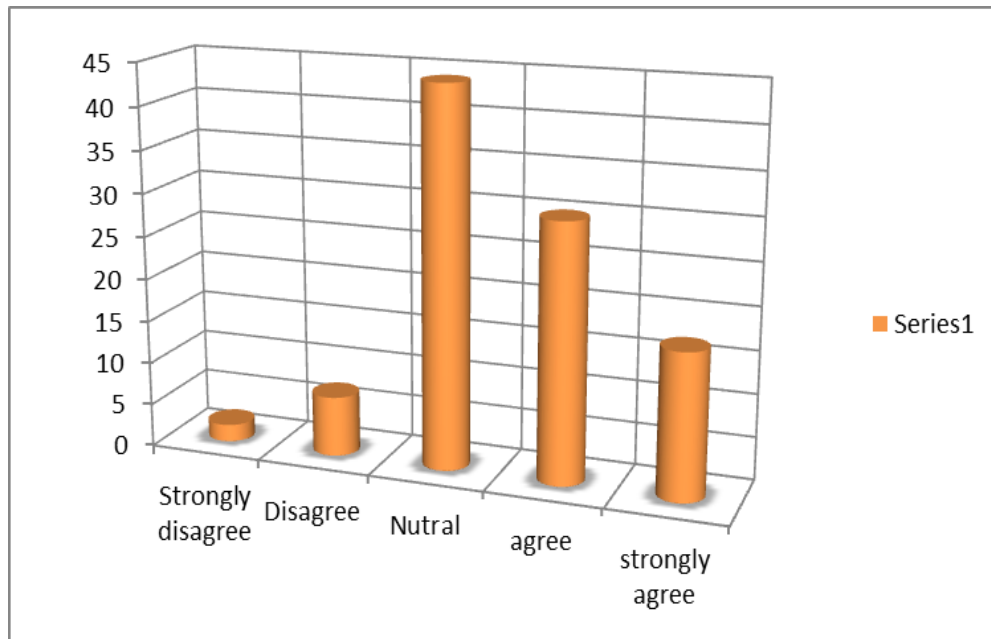


Figure: 4 – Usage of internet

Majority of the students considered showing slides in the language class improve their language acquisition. The students thought slides with visuals like images, graphs, models etc. would help them learn English since they gained more information beyond their text and understood it better. They preferred that equipment. In this regard, nearly 28% strongly agreed, 50% agreed, and almost 15% neutral of using PPT files in class [Figure: 5].

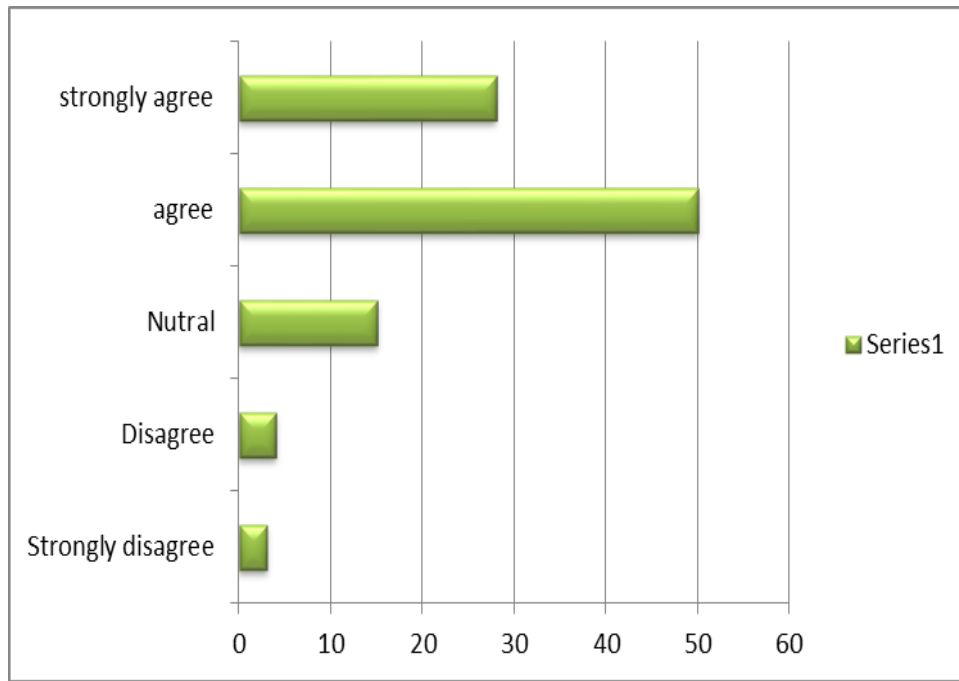


Figure: 5- Use of Power point (PPT) files

Students appreciated using technology in English class. Since the dealing techniques were crucial to language learning, teachers' technical skills were clearly inadequate. ICT use in English language classes was strongly agreed by 41% of students, agreed by 34%, and remained neutral by 15% [Table: 2]

	Percentage
Strongly disagree	3%
Disagree	7%
Nutral	15%
agree	34%
strongly agree	41%

Table: 2 – Students’ satisfaction of the usage of ICT

The investigation involved conducting interviews with instructors to explore the integration of information and communication technology (ICT) in English language classes. The findings revealed a range of technology access levels among the instructors, highlighting the significance of multimedia in promoting student engagement. The utilization of Information and Communication Technology (ICT) has been widely recognized as a significant factor in motivating individuals by enhancing content through the incorporation of multimedia elements. The majority of individuals surveyed exhibited internet connectivity; however, it was observed that their utilization of online resources was constrained. Educators have advocated for the enhancement of ICT infrastructure, as well as the provision of comprehensive training and resources. These measures are seen as crucial in augmenting student learning outcomes and facilitating effective communication within educational settings.

5. Discussion

The result showed that the major portion of the students said using ICT in classrooms helped them a lot learn effectively. Teaching and studying English successfully is crucial. Thus, most students believe ICT aids English language acquisition. Technology simplifies and strengthens their learning Teacher’s recommended entertaining

and useful tools for English language learning. Additionally, they can improve English. Researchers believe when teaching and learning are easier and more enjoyable using ICT, the students must learn English language successfully and effectively. Multimedia boosts student involvement and it makes learning fun and reliable for students. All teachers said technology increased student-teacher connections. There were adequate projectors and laptops for pupils in certain classrooms, but not others. One class had proper tech, whereas another did not. In most classes, teachers used applicable ICT tools. The observation suggested it met their needs moderately. Thus, all relevant queries revealed classroom technology boosted learning. This approach lauded teachers and kids' tech skills. Despite flaws, they did well. Knowing about ICT helps pupils use it regularly. ICT promotes professional language skills. ICT is used as a medium to improve teaching and learning (Drent & Meelissen, 2007). Having a lot of obstacles to ensure the ICT in English classrooms, our teachers play a crucial role to teach English with such limited resources. If English teachers get full support of resources, students will be more benefited and skilled in using English.

Different materials aid English learning in the classroom. It was clear they enjoyed watching educational audio and video segments in class. They needed additional visuals in this action. They thought audio video would improve their hearing and speaking. Teachers used projectors to exhibit power point slides, audio, video, and pictures related to the lesson. Students said internet use was important in class. Additionally, the teacher reported that children enjoyed multimedia classroom enough. He used multimedia when pupils were interested in class. Some teachers say they lack ICT resources. Most multimedia classroom tools used Bangla and English, according to observation. English was used for the most audio and video components to help students improve their listening and speaking. This study suggested that technology could help pupils learn languages. Because of classroom technology, they improved their language skills. Estling Vannestal (2009) lists myriad opportunities of using ICT in language classes. ICT creates greater difference in the classroom, which increases student's and teachers' technology use and improves language learning.

Students appreciated using technology in language class. Since dealing method was crucial to language learning, teachers' technical skills were clearly lacking. Students believed that using ICT in English language classrooms was crucial. Most students believed that using more visual aids in class would help them learn English better. They said it improved their linguistic knowledge and action. Some pupils indicated audio, video, and graphics help them learn. They claimed online resources can help them learn deductively. Some pupils thought online may assist them learn English in class. They said the ICT-centered classroom helped them learn more about their lessons. Additionally, kids can learn English effortlessly and inspiringly. Some teachers reported that they motivated their students well. They advised students to use ICT-related materials. They discussed ICT's role in English language acquisition with students. Teachers reported that multimedia materials helped students learn English. They made lessons easier and more engaging to attract pupils. According to survey results, teachers and students strived to improve their learning skills in the classroom. Teachers' roles in explaining English were remarkable. They made pupils more comfortable using classroom ICT tools for learning English. Motivation is one of the main benefits of using technology to teach and learn English. Andrews (2003). Projectors, pictures, audio, and video in the classroom are thought to stimulate pupils to learn the target language better.

6. Conclusion

This survey indicates that the majority of respondents believe ICT improves concentration, motivation, and language acquisition. Students are engaged by teachers' technological activities, which supports communicative education. Internet and multimedia are useful tools for language instruction, as they promote learner exposure and interaction. There is an increase in technology-driven language courses, which promotes English learning. Modern technology is a crucial resource for instructors in constructive language education because ICT has a positive impact on student motivation and professional growth. The stakeholders of education should take

initiative right now to aid educational institutions to equipped with ICT resources. Additionally, to use multimedia and ICT properly, teacher training program should be arranged throughout the year and engage them different national and international seminars and training sessions. Moreover, English teacher should have dedication and preparedness to use the utmost usage of limited resources successfully.

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