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THE USE OF TECHNOLOGY IN ENGLISH LANGUAGE TEACHING AND LEARNING (ELTL):   BANGLADESH PERSPECTIVE

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Abstract:

In the rapidly growing globalized world, technology plays an influential role in Education. In the English Language classroom too, it is essentially an important tool that expedites the process of learning and teaching in interesting ways. Therefore, the use of technology in ELT is a timely demand for ELT practitioners in Bangladesh in near future. In this modern era, it is quite pragmatic and realistic to explore the fields of teaching, testing and assessment, with appropriate technology and web resources. So, be adaptive with knowledge of innovative technology and methodology of teaching through updated technological devices is a dire necessity. It is very much imperative that technology is changing the way we think, speak, read, write, teach and present in multiple aspects of society. This present generation of learners has a very different relationship with technology than previous generations. The lives of students today cannot be disconnected from the technology-enabled devices around them. The art and tradition of teaching and learning are undergoing a remarkable trams-formation, moving toward and emphasize personalized learning and student centred technology facilitate curricula. But an only advantageous student who lives in a city area with a technological facility can enjoy the opportunity. So in comparing to ELT practices in rural area institutions and city areas are totally different. So we are producing two different categories of English educated learners in the same nation. It creates a perplexing situation inside and outside of the country. This article will show us how various technological devices are using in ELT practices, how does it create an educational gap between city students and rural students and it will explore some implications in connection with ELTL (English Language Teaching and Learning) in Bangladesh and also guide us about the current debate regarding education and technology.

Keywords:

 Facebook, Youtube, Rurality, Urbanity, Technological device, Teaching Pedagogy, Technology in ELT, Google Classroom, Transformation, Ted talk, Skillopedia, CALL, MALL, Smart Phone

Introduction

As a global Language, English has occupied a large area in the world. Bangladesh is no exception. Nowadays with the advent of modern science and technology, English language teaching has received a new trend. We see the several types of English language teaching in centre and peripheries, in city areas and towns, in urban and rural areas. The only reason behind this is there are no clear-cut policy and planning in our country on ELT (English Language Teaching). This is the modern age. The technology devices are frequently used in ELT practices in the classrooms. Today the whole world has become technologically oriented and we cannot do anything without the help of technology. So the teaching of English cannot also be dissociated from the use of technology.

At present, the classrooms of urban areas are digitally equipped. In near future, we will see a Bangladesh where ELT practices will be performed by the use of technological devices in the city area and basically it will create a huge gap between the teaching English in cities and rural area. Actually, in cities some of the private English medium schools and private universities are trying to use the Google classrooms for posting class materials, submitting assignments and giving feedback whereas the institutions situated in the periphery have no idea about Google Classroom. They are lagging behind and dragging out from modern technological advancement since they have no opportunity to be associated with those devices. So, a kind of distance in the process of having the quality education is disrupted. We know that, to join the global economy and to face its challenges our students need a strong foothold in their English communication skills. With this objective, teaching methods need to incorporate new technologies to not only enhance learning but also to promote the use of technologies to aid communication. In doing so, the teaching would become student-centred, activating based and goal oriented. But using technology in language teaching has not been possible or equally practised in rural and urban areas.

❖ **Research Methodology and Techniques:**

The study is explanatory in nature. Primary data were collected through in-depth interview with few teachers at Schools, Colleges and University levels from both public and private in Bangladesh as respondent, those who are selected by snowball sampling technique (Linking one from another with the same case). Different magazines and journal articles, newspaper columns, books and reports also have supported the study as the sources for the secondary data. Moreover, relevant statistics are shown and analyzed in order to authenticate the postulates put forward throughout the paper. The variables of the study have been selected through an extensive literature survey.

❖ **Limitations of the study:**

This study suffers from a number of problems. The number of respondents was very few. There might have some limitations in data collection for the shortage of time. Performance analysis and their longtime impact needs more time to asses. The research found

the Lack of cooperative attitude of the samples as well as Lack of sufficient secondary online data regarding the research problem in Bangladesh. To do this study the researcher had limited books and resources regarding the subject.

❖ **Literature Review and Discussions :**

Like others sectors of life, technology plays an important role in language teaching and learning. It has become a fashion; many technological devices like audios, videos, multimedia, mobile phones, computers etc and programs like CALL, blogs, e-mail, and the like are now widely and effectively used in language teaching-learning in Bangladesh especially in an urban area where the technological access is very available.

Unlike Singapore, Japan, South Korea, or developed western countries, Bangladeshi universities cannot spend much on developing their technological infrastructure. So, does that mean technology cannot be employed for teaching English in institutions of higher learning in this country? But social media technologies can facilitate English language teaching-learning and thus making education interactive, enthusiastic and fantastic.

Today there is an abundance of materials on websites dedicated to the teaching and Learning of English. Materials related to the development of listening, speaking, reading, writing skills, grammar, and pronunciation are very easily accessible in the YouTube, Ted talk and Skillopedia. A teacher can make her or his classes interesting, enjoyable and interactive by judicious use of these resources. Alternatively, students can also make use of them out of class to strengthen their skills. But to use this technology internet connection and electricity is mandatory. So only the advantageous teachers and students who live in the city area or capital of Bangladesh can enjoy these facilities. In this regards the Government will have to take some initiatives to make our internet connection feasible and easily accessible for the general students across the country.

From my study I have found that in near future the English language teaching in an urban area should be given through technological devices by using computers, Smartphone, Google, YouTube, Ted talk and with the help of other websites. At present, many technological devices are used in private institutions like English medium schools, colleges, along with private universities to teach and learn the English language frequently. Throughout this article the major techniques and methods that are frequently used in ELTL (English Language Teaching and Learning) practices in Bangladesh are shown as follows:

❖ Using Technology in Educational Institute for ELTL
❖ Use of Technology in Language Learning
❖ Using Social media technologies for teaching English in Universities
❖ Using web Resources for developing Language skills of learners
❖ ICT for English Language Teaching
❖ Online teaching training on assessment from American English E-Teacher

- ❖ Using Nicenet and Padlet for teaching English
- ❖ Use of emoticons as Facebook language teaching
- ❖ Millennials and web-based skill development programs
- ❖ Teaching American English through mobile phone
- ❖ Teaching speaking through Google classroom in EFL context
- ❖ Use of audio-visual materials in EIA intervened schools
- ❖ Online resource for secondary school
- ❖ Use and integration of virtual classroom system
- ❖ Teaching four skills with American song and technology
- ❖ Eco-friendly teaching with technology with forum articles
- ❖ Use of smart Gadgets in ELT classroom.
- ❖ CALL to MALL: shifting paradigm in Bangladesh Universities
- ❖ Using Smartphone to develop and assess English pronunciation
- ❖ Using a Cell phone in the low resource classroom
- ❖ Engaging students in the ICT based language classroom
- ❖ Using educational technology in teaching vocabulary
- ❖ Smartphone use for ELT in Bangladeshi Rural School
- ❖ Making ones' English Teaching stack using live-code

Let's have a brief discussion on the above-mentioned techniques and methods that are constantly used in our country, basically, to teach the learners in city area and technologically viable localities.

❖ **1. Mobile Assisted Language Learning (MALL):**

There is much advancement in using technologies inside the classroom. Desktop, Laptops, Palmtops, and now mobile phones are used in the teaching-learning environment. Smartphone use in ELT Classroom is neither easy nor challenging. By the blessings of the Chinese inventors, we have cheap but effective smartphones available in the market. Recently mobile phones are frequently used to teach Language and Literature in various private Universities and English medium Schools in capital or technologically advantageous areas.

- ✓ **Definition of Smart Phone:** In the past mobile phones are used only for talking.At present, with the aid of mobile, we can do a lot of things.Such as:
- ❖ Make Audio/Video Calls
- ❖ Make Audio/Video records
- ❖ Take Photos
- ❖ Play music and videos
- ❖ Browse internet
- ❖ Track other devices etc.

The mobile phone that is used for performing all the above-mentioned tasks is considered as Smart Phone.

✓ **Technologies used in Smart Phones:**

In a smartphone, we can use various soft wares, mostly: Facebook, Google Chrome, Calculator, Dictionaries, Games, 3G/4G internet connections etc. Let's have a quick glance about how Smart Phones help us to teach and learn the English Language in the present context of ELTL in Bangladesh.

According to Burston (2013), MALL has started to be discussed when phones have become a hand-held technology and easily moveable. However, using smartphones for ELT purposes is yet to become popular in Bangladesh. A study was undertaken through questionnaire and interview methods on 20 English Language Teachers and 50 Students from some randomly chosen Higher Secondary Schools in Comilla Sadar and Laksam for collecting data on MALL.

✓ **MALL in Rural Area :(Findings)**

From the study we see the response from the rural school teachers differ with each other. Senior and aged teachers think that Smart Phone will make the students inattentive in the class. They don't use the smartphone at all for their benefits as well. Contrarily, the young teachers use smartphones as a dictionary. They don't allow their students to use facebook in the classroom.

✓ **Some ideas for MALL in Rural Area Schools:**

Through Smart Phone one can easily teach and learn the English Language by Using various soft wares and websites. They are as below:

❖ Gaming Software: Wordalot , Word brain, One Clue Crossword etc.
❖ The benefit of this Game: Building Vocabulary, Spelling Check

❖ **2. Computer Assisted Language Learning (CALL):**

Computer Assisted Language Learning in brief CALL embraces a wide range of ICT applications and approaches to teaching and learning foreign languages from the traditional Drill and Practice programs. That CALL uses a virtual learning environment and web-based distant learning. It also extends to the use of corpora and concordance, interactive, whiteboards, computer-mediated communication (CMC), Language learning in a virtual world and mobile-assisted language learning (MALL).

✓ **Advantages of Computer Assisted Language Learning (CALL):**

This approach helps the learners to learn a language in a very effective and flexible way. The advantages of these approaches are:

❖ **Motivational Power** :
o It can help make learning an interesting or enjoyable.
o Learners and Trainers can easily gain huge experience and learn many lessons with its aid and thus become well motivated.

❖ **Resource-based Learning :**

- o It helps find link with many types of resources and provide a guided path through them.
- o It helps provide access to many primary sources, archival materials, databases to facilitate original research.
- ❖ **Control over Learning :**
- o Students can choose time, place, and pace of learning.
- ❖ **Interactivity:**
  Students can choose how to pursue and synthesize information.
- ❖ **Publication:**
- o MALL facilitates easy and inexpensive publication of student work for classmates and even for a worldwide audience.

- ✓ **Difficulties encountered in using the Internet for Teaching:**

- ❖ **Time and Learning Curve:**
- o Preparation of materials take a lot of time ;
- o Frequent problems occur with the technology and with students' use of the equipment.
- o Internet sites and computer software change so rapidly that you must frequently refresh your materials and skills.
- ❖ **Differential Access:**
- o Even if your institution provides excellent facilities and support, some of your students will not have good access to functioning equipment and to the internet.

- ✓ **Practical Demonstration of Usefulness:**
- ❖ Things needed:
- o Knowledge and Skills of the users
- o Opportunities for use
- o Availability of technology in classrooms, to teachers and students in schools, colleges and universities.
- o Should be well –planned and well-chosen to suit learner's levels and need.
- o Should produce local, culture-sensitive materials focused on our learner's specific needs
- o Must not select and use staff that proves a threat to forming learners value system and identity shaping.

- ✓ **Present realities in Bangladesh**

- ➢ The present government is trying their utmost to establish digital Bangladesh by 2021. To build our country digital there is no alternative for using the computer.
- ➢ The government considers it a priority area for its digitalization plan, to build up a digital Bangladesh.

Oray's Publications

Impact Factor: 4.359(SJIF) **Research Journal Of English (RJOE)** Vol-3, Issue-4, 2018
www.rjoe.org.in   An International Peer-Reviewed English Journal   ISSN: 2456-2696
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➤ The government has taken initiatives to provide multimedia classroom, Laptop, Internet connection, Modem, and multimedia projector for use in the classrooms.
➤ Project A2i (Access to Information) and Ministry of Education are providing training for developing Digital Content for school and college teachers.
➤ Teachers training colleges and primary teachers training institutions are running a short course on the use of technology and digital content development.

✓ **Limitations of CALL:**

✦ Knowledge and skills of teachers are poor
✦ Most of the teachers do not have technological literacy
✦ Many teachers cannot even process word or browse the internet
✦ Many teachers do not have a computer at home
✦ There is a sufficient lack of computers in the institutions
✦ Classrooms do not have internet connectivity
✦ Many of the things available on the internet, on facebook, blog etc are not really good for our culture and values
✦ Careless use of those staff might prove to counter productive

Last but not least, CALL is very useful, but we are not yet in a state to drive the full benefit of the use of technology. We need to train our teachers to carefully select materials and use those in classrooms. We need to produce the common materials to be used nationally. Side by side we have to develop technology-based teaching –learning and Technology based testing system should be developed too. We must remember that the man behind the machine is more important than the machine itself. We will get its full benefit only when men behind the machine (Teachers –Students) will be knowledgeable and skilled in the use of technology.

Technology is not a substitute for good teachers but an aid to help teachers plan and arrange effective teaching. Teachers' job is to help with maximum learning outcome, and technology proves a great help in that Endeavour. We must note that technology is not a means, not an end: It should be planned by the teachers and there should be the principled and well focused and planned use of technology.

✓ **Suggestions for using CALL:**

o We must ensure that ethical codes are maintained and the land of the law (especially ICT act) is followed.
o Provide elected technological aids for schools.
o All teachers should have training in the use of technology
o Local materials with our cultural values and norms must be promoted
o We should guard against unprincipled use.

❖ **3. Social Media Technologies for Teaching in Universities**

Social media can play an important role in the process of Teaching and Learning English Language and Literature. At Present, many Universities in Bangladesh are using Social media for teaching language.It has become very popular with the passage of time. Lets' have a look

✓ **21st Century Education:**
o Global/Glocal. HEQEP, IQAC, OBE

✓ **Universities in Bangladesh:**

❖ **Public University:**
o General
o Technical
o Medical
o Agricultural
o Distance learning
o National etc.

❖ **Private University:**
o Hybrid

✓ **Educational Vs Social Media Technologies**

❖ **Online Course: Practical Applications for speaking and listening.**
• **Generic skills** :
  (External storage space – hard drive, cloud dropbox, USB, creating folders etc.

• Web I.O and Web 2.0 (Low cost for universities in BD)
• Internet, Facebook (Closed group) Blog, Podcast, YouTube, Email etc.

❖ **Web-based Language Learning:**

• A web-based resource can be exploited by learners and teachers for learning & teaching languages
• Brings the outside world into the classroom. Can show the context of language use.
• Powerpoint slide and short video clips make classroom learning interesting and enjoyable.

- A teacher can use them to involve learners to communicate and interact with each other.

❖ **Pronunciation Development :**
- Cambridge dictionary (www.dictionary.cambridge.org/dictionary)
    - English Club (www.englishclub.com/pronunciation)
    - Online Videos :
    - Gives learners the opportunity to listen to native – speaker, speech and follow them.
    - Can practice good articulation of sounds, speaking with stress rhythm and information.

❖ **English grammar Learning:**

- English Grammar Online (www.ego4u.com/en/cream-up/grammar
- Grammar Bytes (www.chomp.com/menu.btm)
- Online Video
- Students can learn about grammar through interesting activities/ exercises.

❖ **Listening Skill Development:**

- Randall's sites (www.englishlistening.com/indexphp/explore-passages/
- Online Videos

❖ **Reading skill Development:**
- Read listen learn
    - https//www.readlistenners.net
    - https//www.readlistenners.net/articles/113
    - Agenda Web:
        - https//www.readlistenners.net
        - https//www.agendaweb.org/reading-exercises

❖ **Speaking Skill Development :**

- **Talk English**
    http//www.talkenglish.com/lessondetails.aspx?AUD=2048
- **My English pages**
    http//www.myenglishpages.com/sitephpfiles/speaking-php
- **Online Videos :**

- **Daily English Conversation (YouTube channel):** https//www.youtube.com/channel/UCBIHeBEDDrdx19gkIMoWNwvideos

❖ **The advantage of Web-based resources:**
  - English accessible using the internet
  - Learners can have control over exercises, less dependent on the teacher
  - Materials can be presented in a less traditional way.
  - Ability to modify size at a text, add illustration etc
  - A specialized website can provide an interactive learning experience
  - Can provide instant feedback
  - Learning can home portability by using Smartphone
  - Level of difficulty can be controlled easily

❖ **Challenges of Web-based resources:**
- Computer literacy is mandatory
- The learning process can be hampered due to the poor internet connection
- Technical glitches may delay the learning outcome.

❖ *4.***Language Learning and Use of Technology**

✓ **What is language?**
Language involves both…
o Knowledge and skills
- Usage and use
- Language and parole
- Competence and performance

Language is a set of skills. Learning a language means developing communicative competence (Hymes,72, Canale 1981, canale and swain,1983,Bachman,1990) which involves-

1. **Linguistic Competence**: Language rules
2. **Sociolinguistic Competence**: Appropriate language use in social context.
3. **Discourse Competence**: Communicating logically, in an organized and sequential manner with coherence and cohesion, with a good organization that has a beginning middle and end.
4. **Strategic Competence:** Using extra and paralinguistic features effectively to make communication effective.

✓ **Optimum Language Learning Takes Places when……..**

- There is a relaxed friendly, unthreatening classroom environment(affective filter is lowered) that encourage the learner to get involved in the learning process, the process of learning through discussion, and critical engagement in other words)
- Input is 'roughly tuned' or i+1 level.
- Teachers appear in the role of facilitator and motivator, not only a a lecturer.
- Learners are psychologically prepared for learning.
- Learning proves an interesting and lively experience for the learners.
- The Learners are actively engaged in the learning process.
- Learning is related to the real life experience of the leaning.
- Things to learn are related to learner's background experiences.

✓ **When Does Acquisition Take Place?:**

❖ **The acquisition takes place when……**
- Students are exposed to/ immersed in the language
- Create a natural, unthreatening, relaxed learning environment in classrooms, is very important to facilitate interaction so that students can learn to use language by using it.
- Use students – centred tasks and activities such as problem-solving,case studies, projects and other types of activities to facilitate learning by doing.
- Use varieties in the lessons and activities to make lessons interesting and motivating Integrating their skills and sub-skills
- Provide practice opportunities for skills training
- Select appropriate and effective Contents, Materials, and methods taking the interest of Learners 'levels, learning styles and strategies into consideration
- Involve students in discussions (Using group, pair, and whole class teacher-led discussion) as far as possible within the present structure of large class size.
- Listen to student's voice to help them develop their ability to articulate what they think and feel.
- There should be some formal input of language rules also, but through contextual, holistic and meaning-focused authentic materials.

✓ **Macro Strategies:**
- Maximize learning Opportunity
- Minimize Perceptual Mismatches
- Facilitate Negotiated Interaction
- Promote Learner Autonomy
- Activate Intuitive heuristics
- Ensure Social Relevance

(Kumaravadivelu, 2003)

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✓ **Can Technology Help With These?**

Yes, Technology can with all these. It helps bring variety by using: Films, Videos, Music, Picture Cliffs, Charts, Graphs, Newscasting, Reports, Texts, Internet Resources, Online and the Like.

✓ **Technological Devices Used in Language Teaching –Learning:**

Laptop, Radio, Mobile Phone, Multimedia, Computer, CD Players, Sound System, OHPs, E-mail, Television, Youtube, Blogs etc.

❖ **Conclusions and Recommendations:**

  While preparing the article I had an intensive study and survey of different data sources and as such, it encompasses in the subject matter: the teaching and learning English in Bangladesh, Recent Development in English Language teaching and learning basically the use of technology in ELTL and its reflection on our academic career and society 'in conjunction with the main topic in particular sequence. It is expected that this paper will help the professionals of English as well as students of schools and colleges to learn English Language teaching and learning method and will also create a way for further researchers to undertake an advanced research. This article is the reflection of how and in which way Technology is using in English Language teaching and learning in Bangladesh, as well as the future of English in Bangladesh, is also depicted in a very organized way throughout the paper.

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