

Application of ICT in English Language Teaching in Bangladesh: Prospect, Problems and Solution

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Abstract

Along with the tremendous advancements of Information and Communication Technologies (ICTs) throughout the world in the recent history, Bangladesh has also achieved in the recent years a great deal in implementing such opportunities in different sectors of development. The government, non-government and international organizations have taken initiatives to upgrade the traditional systems in education with the help of ICTs. These improvements and initiatives have paved the way for reshaping the traditional methodologies of English Language Teaching (ELT) in Bangladesh, since the language is widely used and indispensable in the pragmatic perspectives. This study analyzes the prospects of using the modern ICTs in making the teaching-learning procedures of the English language more student-centric, effective, interactive, engaging, and output oriented. The paper also suggests the adaptation of the methods, tools, online resources and authentic materials developed by the developed countries and different organizations on the basis of the author's experience in ELT classroom.

Keywords: ICTs in education, ELT, teaching methodology, teacher's role

Introduction

Sharing information is an inevitable part of the development of human civilization, and technology at different levels enhances the communication and exchange of information. One of the most popular terms used in the modern global civilization is Information and Communication Technologies (ICTs). The recent expansion of ICTs throughout the world has played a tremendous role in all round development in different aspects of life- science, economics, agriculture, health, politics, social communication, education and what not?

Language is the systematic capacity of human beings to communicate effectively which takes its origin from the beginning of the history of human civilization. With the development of time and the expansion of civilization in different geographical and cultural varieties, language has also evolved into diversity with a large number of forms. One of the natures of any language is change, as the speakers adopt and invent new ways of communication. The more a language adapts and adopts effectively with the influential factors, the more it gets enriched and becomes an influential one.

Proficiency in both ICTs and language is required and interrelated in the process of development; even the expected outputs of a language can better be achieved through the application of ICTs in

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teaching-learning procedures of a language. English has evolved as the most influential language with its influential factors throughout the world including Bangladesh. The significance of English and ICTs can be realized from one of the projects funded by the UK's Department of International Development (DFID): English in Action (EIA), a nine-year, £50 million English-language development program, targets English language teaching skills as a means of development. EIA, expected to run from 2008 to 2017, believes to “contribute to the economic growth of Bangladesh by providing English language as a tool for better access to the world economy” (The Open University, *n.d.*, “English in Action”, para 1). Involving information and communication technologies (ICTs), the purpose of the project is to “increase significantly the number of people, able to communicate in English, to levels that enable them to participate fully in economic and social activities and opportunities” (The Open University, *n.d.*, “English in Action”, para. 1). Therefore, if ICTs are well integrated with the English language teaching-learning procedures, they will ultimately contribute to the development of the country; because it has been proven that English is power.

Background of the Study

Concept of ELT classroom and the roles of the teacher and the student in Bangladesh

The traditional concept of ELT classroom practiced in Bangladesh has been characterized by a classroom bound into four walls which involves teacher-centred instructions. Following such methodology in traditional classrooms, teachers primarily depend upon the inputs of their lectures to the students on discrete grammatical items one after another focusing mainly on the formal features of the language to encourage the students to use the language. “Repetitive practice, mechanical drills and memorization of grammar rules are certain important aspects of this approach to language teaching.” In such “synthetic” approach, “different parts of the language are taught separately and step by step so that acquisition is a process of gradual accumulation of parts until the whole structure of language has been built up” (Wilkins 1976, p. 2). The responsibility of the ELT teacher of this grammar-based method is to construct “the language wall” with the help of the “bricks” of grammar:

“The easy grammatical bricks are laid at the bottom of the wall, and they provide a foundation for the more difficult ones. The task for the learner is to get the linguistic bricks in the right order [...]. If the bricks are not in the correct order, the wall will collapse under its own ungrammaticality” (Nunan 1996, p. 65).

Thus, the traditional English teachers have played a very dominant role, supposing that the teacher is the source of all knowledge. On the other hand, the learners have always been viewed as a receptacle to be filled with the knowledge provided by the teachers. But language is more a matter of output than of input which the traditional method failed to accomplish. Realizing this fact, more than a decade ago, the National Curriculum and Textbook Board (NCTB) introduced in general education, along with some grammatical items, the Communicative Language Teaching or CLT which requires, in order to achieve the students' communicative competence, interactive classroom activities which integrate the four basic language skills of reading, writing, listening and speaking.

But the proficiency level of the students is still ‘far from satisfactory’ level (Hamid & Baldauf 2008, p. 18). The reasons may be identified as: the teachers’ failure to make the method student oriented, enjoyable and effective, their low level proficiency, poor language exposure for large class size and limited class hours, lack of authentic materials, no marks allocated for speaking and listening in the evaluation system.

However some of the very recent steps taken by the government along with some non-government organizations like UNDP and USAID have created the scope to improve the situation. One of such steps is “establishment of smart classrooms (called multimedia classrooms or MMC) which started with 7 schools and 23 teachers in 2010, sought to reform the teacher-centric system into more oriented towards motivating students to engage in classrooms” (a2i 2014, p. 2). Moreover, NCTB is on the decision to allocate marks for speaking skills, because whatever was experimented earlier was hardly output oriented. Yet there are many more things to do with ELT in Bangladesh in order to achieve expected outputs. Indeed, the scopes and prospects are available in our hands, only they need to be properly applied.

Objectives of the Study

The objective of this study is to identify the present advancements of ICTs in Bangladesh. Then the study will analyze the ways how the opportunities created by ICTs and the government and non-government organizations can be implemented in the methodology of teaching the basic skills of English language in order to make the teaching methodology engaging, enjoyable, encouraging, student-centric and effective. The study will also suggest to reshape the traditional concept of ELT classroom and to extend it with the application of ICTs.

Scope and Limitation of the Study

ICTs cover a vast field which involves numerous inventions and has been gradually changing different aspects of modern life. However, the study will incorporate those ICTs which can be used by the language teachers in Bangladesh and make the teaching methodology more effective. However, the ways to apply ICTs in ELT are not limited for any specific level of students. Rather, they can be applied to any level. But the teacher in this case needs to find out the materials and ways to adjust with the age, level and interest of the learners.

Special Emphasis– Listening and Speaking

The prime concern of a language is obviously communication which involves two types of communications– verbal communication and written communication. Verbal communication, which involves listening and speaking, occupies the major part of human communication. Yet the trend of ELT in Bangladesh provides less explicit instructional time and effort for improving listening and speaking skills. That is why, this study gives emphasis on these two verbal communication skills of English.

ICT Infrastructure of Bangladesh

ICTs are defined as “a diverse set of technological tools and resources used to communicate and to create, disseminate, store, and manage information” (Blurton 1999, p. 46), and “they encompass a wide range of rapidly evolving technologies including telecommunications technologies, such as telephony, cable, satellite, TV and radio, computer-mediated conferencing and videoconferencing, as well as digital technologies, such as computers, information networks (Internet, the World Wide Web, intranets and extranets) and software applications” (Chisenga 2006, p. 2).

Considering the above definition of ICTs, it is observed that the infrastructure of ICTs has significantly advanced in Bangladesh during the last few years. Computer, one of the most important tools of ICTs, was first introduced in Bangladesh by the Atomic Energy Commission in 1964 (Islam 2005, p. 04). Later in the 70s due to its use in the financial sector, personal computers gained popularity in the early 1990s when they became more user-friendly and affordable. However, the real improvement came in 1998 when the Government exempted computers and ICT accessories from taxes, and it coincided with substantial price reductions in the global market. Moreover, Bangladesh has been recently connected to the information super-highway through submarine cables. In addition, there has been a tremendous increase in the number of mobile phone users. “The total number of Mobile Phone subscriptions has reached 121.860 million at the end of January 2015” (BTRC 2015, “Mobile Phone” para. 1), and among them there is a great number of users who use the Internet on their mobile phones. Indeed, the sector that has improved dramatically is the telecommunication sector. Along with BTCL, many private companies are expanding their ICT services throughout the country. The government has recently issued 3G licence to the mobile phone companies through an auction held on 08-09-13 (BTRC, “Annual Report” 2015, p. 136). The addition of 3G technology to the telecommunication services has opened the window on the fast access to information and communication, ultimately leading to development of all aspects of life.

Application of ICTs in ELT

The teacher has always played an important role in making his/her teaching methodology more effective with an appropriate selection of lively, interesting, and meaningful contexts and authentic materials. Only class lectures for long hours cannot meet the requirements of the language skills. The teacher needs to select the materials, tools and equipments based on the appropriateness and interest to age group of the students, point of the lesson, usable language style, locally available and culturally suitable materials like picture, audio, video of good quality. In this section, we will discuss, in the context of Bangladesh, the ways by which a language teacher can create a meaningful context for teaching English skills especially listening and speaking through using ICTs including media in a wide variety of print, audio, and visual formats. Because, in the current information age, a teacher requires to be familiar with ICTs, media and media literacy in order to play an influential and effective role on the students' learning process.

Audio Materials

Audio materials have been playing an important role in teaching, and in practicing listening and speaking all over the world. However, only few years ago the scope of using such materials was limited in Bangladesh. Collecting and using them in classrooms was very much challenging. If any teacher wanted to use them in the classroom, he/she had to collect the cassettes or CDs which were hardly available. They were expensive as well. But ICTs nowadays have created the opportunities to integrate them with both speaking and listening instructions. The teachers, even the learners themselves, can very easily collect, store and share such materials in different formats including mp3 through available digital devices. Moreover, as a result of the easy and fast access to information via the Internet, teachers can directly use the online materials in the classroom from a variety of sources. For example, *Randall's Cyber Listening Lab*ⁱ which provides the listener with the text of the audio, analysis and quizzes on the audio and an opportunity to evaluate and improve the listener's listening skill. Another interesting website is *Loyal Books*ⁱⁱ which provides a number of audio books of famous texts and literary master pieces. The stories narrated by the native speakers along with the text files can help learners follow the pronunciation, accent and way of speaking as well as verify their own listening and speaking skills.

Audio Journals

Another interesting type of online tool by which an ELT teacher can engage the students to both listening and speaking is audio journals, a voice-based e-Learning tool. One of such audio journals is Voxopopⁱⁱⁱ. Anyone can sign up, join any talkgroup, start new talkgroups, and leave voice messages, while others can also take part in any discussion and comment on any other by using *voice* rather than text, image or video. Thus, a bit like social networking site, Voxopop is an engaging, fun and easy-to-use way to help students develop their speaking and listening skills with interest and enthusiasm. Consequently, the teachers and students of oral skills, no longer confined to a physical classroom, can interact from home, or even from opposite sides of the planet.

The author of the study experimented with this tool in his ELT course 'English Language: Advanced Level'. The students were asked to perform their oral presentation on specific topic through a talkgroup formed by the teacher.^{iv} They were allowed to give the presentation through Voxopop either in the classroom or at their homes at their ease. But they had been instructed to become conscious about some basic aspects of the speech- length, topic, content, pronunciation, word stress, grammar and structure of sentence, and overall understandability. Copies of an oral presentation rubric^v mentioning the marking criteria and the category of the mentioned aspects was provided to each student so that each could be conscious of their speaking presentation and be evaluated by other students through a peer evaluation process.

Videos

Integrating videos with listening and speaking instructions creates enticing visuals and a special interactive environment in the ELT classroom. Cundell (2008, p.17) writes, "One of the most powerful ways that video can be integrated into courses is for the visual representation they provide for learners on otherwise abstract concepts." In Bangladesh, among many traditional teachers and other people there are negative prejudices about using videos in the classrooms. But

the observation of this article's author in ELT classes is that the students feel very interested, engaged and pay more attention when they are instructed with videos and ultimately these lessons get deep rooted in their memory compared to traditional lessons. It has been observed that after getting the visual effect of any exchange of greetings or dialogue, they try to imitate and practice the way they watched, though they earlier have been using the expressions in their own way not even trying to reach a standard.

However, the teacher needs to select and use the videos for ELT lessons appropriate to the age, level and background of the students and the objective of the lesson. Due to technological availability including faster internet speed in Bangladesh, it is not a difficult task for a teacher to find out the appropriate video resources for his language instructions. Only few years back, they had to depend only upon CDs or DVDs, or even they did hardly try to use them.

YouTube as a source of Video Resources

Video streaming sites like YouTube provide the ELT teachers with a handful of video materials that they can incorporate in listening and speaking instructions. We can mention the name of [Real English®](#)^{vi}, an extensive online video library that host their videos on YouTube. These videos are based on a very simple idea, the organization and pedagogical exploitation of spontaneous dialogues of people interviewed in English-speaking countries. Moreover, they make INTERACTIVE LESSONS for the short and easily digestible portions of the videos for the exercises with NATURAL REPETITION by which even the difficult passages are appropriated to the learners in a natural way, while watching real people being themselves. This is obviously ideal for *blended learning*. Another, website that uses YouTube videos is [ESLvideo.com](#)^{vii} which provides free ESL resources, lessons, and activities for the students and the teachers of English as a second language.

Songs and Music

Songs have been an integral part of human beings' language experience, and they can be of great value, if it can be integrated with a language lesson. With the expanding prevalence of ICTs into both the classrooms and lives of learners, it has been easier to have access to music and lyrics. Kevin Schoepp (2001, para 3) mentions the theoretical rationale of two processes using songs in classroom, essential for developing listening comprehension: "The first is bottom-up processing where the listener builds up the sounds into words, sentences and meaning. The second is top-down processing where the listener uses background knowledge to understand the meaning of a message."

Apparently songs may be challenging for the teacher in countries like Bangladesh to use as a teaching-learning tool in the classroom because of the fast pace and less-familiar rhythm and background knowledge of the song. However, the teacher requires becoming conscious of the level of the students and goal of the instruction in selecting the song. Moreover, he can follow some specific approaches to use them. One of such interesting, engaging and fun ways is *Jazz Chants®* created by Carolyn Graham. These chants, "simply a way of learning to speak and understand with special attention to the sound system of the language [,] brings joy into the classroom [and] leads to learning" (Graham *n.d.*, para 1). Graham's website (<http://jazzchants.net/>) provides materials (both the texts and the mp3 files) and instructions about

how to use them in the ELT classroom. Another approach to use songs is Backwards Buildup technique in which “the teacher uses the backward buildup technique to practice each line, then the group tries to speak (or sing) along with the song, focusing on keeping up with the words. Learners find that they are able to keep up with even long, fast sentences using this Technique.” (Healey 2012, p. 1)

Social Media

There might be a mixed reaction to the use of the social media in teaching. But it cannot be denied that the young generation is passing a great amount of time in social media like Facebook, YouTube and other social networking sites as their fields of interest. Even though the teacher advises them not to waste their valuable time on media rather to increase the time in studies, they are hardly ready to follow the instructions; because they are, to a great extent, addicted to these media. As a result, as McCarthy (2011, p. 88) observes, “social media comprise a new area of great interest to educators first of all because learners can be reached there”, although the educational applications of such media “await many more pedagogical initiatives and cross-cultural studies”. Taking “the form of media that are motivating to students by reigniting their natural joy of discovery” under consideration, online technological affordances offer the sometimes stifling classroom environment a two-way window to interact with the world, or to turn the transient and socially distant teacher-student relationship into an ongoing human relationship maintaining the learner’s connection to the target language community” (McCarthy 2011, p. 102).

A language teacher, by using social media, can create Facebook groups for each class and thus update different important issues and share materials and links to improve their language skills. Even though a teacher may not reach a student physically, he must reach him through Facebook anytime anywhere. Discouraging a student to use Facebook will not reduce his passing time there, because they are already in it like addiction. Rather, a teacher can manipulate their interest in language learning.

Games

Learning a language seems to be a hard work which involves making an effort to understand, repeating accurately, adapting and using newly understood language in conversation and written communication. In this case, games can be used as a useful medium to teach and learn the language. Wright, Betteridge and Buckby (2006, p.2) point out the functions of games that they can play:

“Games help and encourage many learners to sustain their interest and work [...] Games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part, and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information. Games provide one way of helping the learners to *experience* language rather than merely *study* it. [...] If it is accepted that games can provide intense and meaningful practice of language, then they must be regarded as *central* to a language teacher’s repertoire and not merely a way of passing time.”

Realizing the importance of games in English language teaching, Office of English Language Programs, Bureau of Educational and Cultural Affairs, U.S. Department of State, has recently (2013) published a teacher's manual of a collection of games for the language classroom, *Activate: Games for Learning American English*^{viii}. The manual provides opportunities to talk informally and think creatively with four types of games- Board Games, Picture This-Cards, Guess What?-Cards and Word Bricks. However, "it is important to ensure that the level of the game is appropriate for your students, that all players understand the procedure for playing the game, and that everyone can experience some level of success. To do the latter, it is important that the students see that the purpose of the game is to practice using language in an engaging way" (American English 2013, p. 1).

At the same time, there are so many other games available on the Internet that a teacher can explore according to the age, level and interest of the students, and purpose of language skills. Among so many, we can mention *Communicative ESL Board Games*^x and *ESL Games World - Fun Games for ESL/EFL Lessons*^x. Such games found on the internet can be used both online and offline. But the teacher's role is to find out the suitable ones for his classroom as well as extended outside-classroom uses as a fun way of experiencing the language skills.

Mobile Phones

In the recent years, as we have already mentioned, the number of mobile phone users including smart phone users has dramatically increased in Bangladesh. Even in the remotest villages of Bangladesh, mobile phones can be used as an amazing tool both for the teachers as well as for the students. Funded by UKAID and implemented by the government of Bangladesh, the project 'English in Action' names the device as 'trainer in your pocket' for the teachers of elementary level: "The 'trainer in your pocket' is a mobile device [...] which is used not as a phone or for accessing the internet, but as a device for hosting a range of teacher professional development materials (video and audio) which can be easily accessed by teachers anywhere and at any time." (EIA *n.d.* "Trainer in the pocket", para 2) Moreover, nowadays the smart phones which are very common among the people can also be used as an alternative use of computer. The most frequent use of these devices is looking up English words and their pronunciation in the dictionaries. Therefore, an ELT teacher can easily apply this device into ELT classroom .

Radio/TV/Mass Media

An ELT teacher can also integrate radio, TV and mass media as part of his/her teaching language skills. Signes (2001, p. 124) observes:

"When students come to school, they have already learned a great deal from TV, radio, internet, etc., a fact that we should not ignore but take advantage of. [...] They are part of our life. Thus if we teach students how to analyze mass media products we are helping the students to develop a whole range of individual, practical, social, cultural and intellectual skills which they will need in future."

A teacher can talk about the students' experience with them, analyze and use them as subject matter of language instructions. Moreover, their habits can also be directed to English news, presentation and other performances through FM radio, TV and other media. BBC Janala, Mojay Mojay Shekha ("Learning with fun") are some examples intended to teach English skills.

A Short List of Online Resources

Along with the resources already discussed, the following online resources can be of great use for the ELT teachers to develop the listening and speaking skills of the students inside the classroom as well as outside the classroom as the extension of classroom.

	Website URL	How this can help improve listening/speaking skills
1.	Materials for Teaching English By American English http://americanenglish.state.gov/materials-teaching-english	This site of American English run by the US government provides a variety of resources and engaging materials for both teachers and students to be used in the classroom in new ways to practice and learn English. From the 'browse' section, one can easily find out one's desired content (out of different types) to apply for improving skills of English.
2.	The Best Sites To Practice Speaking English By Larry Ferlazzo http://larryferlazzo.edublogs.org/2008/03/17/the-best-sites-to-practice-speaking-english/	The article provides links to a number of websites for self improvement in speaking. At the same time they can be used systematically for students' learning process.
3.	One Stop English http://www.onestopenglish.com/skills/speaking/lesson-plans/	This website can help teachers prepare lesson plans, also supports with important ready-made lecture sheets.
4.	Academic Earth http://academicearth.org/online-college-courses/	The site is full of resources and links to the (online) courses. This should be explored to find out the one suitable for the teachers as well as the interested ones.
5.	Bingo Cards http://print-bingo.com/bingo-cards-custom.php	This webtool is very helpful to create the teacher's own customized BINGO as well as use the available ones.
6.	Pronunciation Stuff https://sites.google.com/site/pronunciationstuff/links	This is only a single page full of resourceful links to design the teacher's lesson plan to teach pronunciation.
7.	Musical English Lessons International, England http://www.musicalenglishlessons.org/index-ex.htm	The ready-made lessons will obviously help the ELT teachers create their own lesson plans with songs to improve students' listening skills.
8.	ESL Communicative Lesson Plan Resources http://www.esl-galaxy.com/speaking.html	Practicing speaking and listening can be a great fun to the students with the resources like communicative worksheets – assorted role plays, board games in this website.
9.	Sounds of English http://www.soundsofenglish.org/pronunciation/suprasegmentals/index.html	Though not extended, the materials can be an interesting source of learning pronunciation.

10.	Listen and Write http://www.listen-and-write.com/	Learners themselves can evaluate and improve themselves with the game-like activities of the website.
11.	Voice of America http://www.voanews.com/	With the radio news, the learners can develop their listening through learning what is happening throughout the world.
12.	Reduced Forms http://www3.telus.net/linguisticsissues/ReducedForms.html	Students often face a challenge to find out the meaning from listening due to the reduced forms. This page will meet their need.
13.	Learn English With Songs http://www.esolcourses.com/topics/learn-english-with-songs.html	Obviously the students will love such activity that draws their attention to listen to music and makes their listening meaningful with its quizzes.

Required ICTs to Equip the Classroom

It is not necessarily required to establish a well-equipped computer lab with many computers and high technology for a language classroom to implement the ways to use ICTs in ELT discussed in this study. Rather, from the author's experience, only the following tools and equipments can meet requirement.

- i. **Computer:** Basically one computer or laptop which the language teacher operates for most of the ICT uses.
- ii. **Internet connectivity:** High speed internet connectivity (3G or broadband) which is available in many parts of Bangladesh is expected. If the speed is low (2G), some features of direct use of the Internet might be hampered. In that case or even, if there is no internet connectivity, the required materials might be downloaded or collected otherwise prior to classes.
- iii. **Projector:** A projector is required to project the activities connecting/using the computer or laptop so that the whole class can participate together in the activities led by the teacher.
- iv. **Speaker:** A speaker or sound system to connect with the computer or any other media player device.
- v. **Microphone:** A microphone to use the features like audio journals or to give oral presentation; the built in microphone in laptop, microphone with headphone or a separate microphone, can be used.
- vi. **Mobile Phone / Smartphone:** They can be used to extend the classroom and for instant access to dictionaries or other features.
- vii. **Audio and video players:** They might be needed to be used alternatively with computer to play the audio/video files. Mobile phones can also be used as audio/video players.

Possible Challenges and Recommendation

While implementing ICTs in ELT, there may appear some challenges for the teachers in Bangladesh. Supposing that the teacher, willing to implement ICTs in ELT have the support / availability of required ICTs may face the following challenges. In those cases, the teacher needs

to overcome the situation with alternatives or remedial measures. In some cases, support from the authority may be required.

Technology disorder: Sometimes technology disorder or electricity failure may cause difficulty for the class proceed. In that case, the teacher should have preparation for technology alternatives.

Appropriateness: Appropriateness is the precondition for the effectiveness of the tools, materials, resources and means of instruction. In selecting them, the teacher must consider the age, level and background knowledge of the students. Moreover, the teacher should find out the fields of interest of the students and manipulate them. Otherwise, it has been observed, instructions will be less effective.

Class size and class hours: Large class size (number of students) and limited class hours for ELT are a very common phenomenon in Bangladesh. In order to achieve expected feedback from the students, it is very necessary to divide the large classes into groups of specific number of students and allocate adequate hours per week for explicit instructions of listening and speaking skills.

Teacher-student gap: It is very important to reduce the gap between the teacher and the students with the *icebreaking activities* from the teacher's part. The teacher's approach should be encouraging, engaging and friendly so that the students feel that the teacher is one of them, receive maximum inputs as well as express and share their own ideas spontaneously.

Teachers' training for ELT

It is a reality in Bangladesh that most of the English language teachers are educated in traditional Grammar Translation (GT) method. But currently the English curriculum in almost all levels is designed according to CLT method. Moreover, many of them can hardly use the latest ICTs. For these reasons, implementing ICTs in ELT in many institutions might be challenging. In that case, teachers' training is a must to minimize possible challenges. However, the initiatives by the government and other non-government organizations like USAID, UKAID are good signs but not enough to achieve the expected output of language teaching. Teachers' training programs should be made available and compulsory for every educational institution. The government can also collaborate with ELT teachers training programs arranged by American English Institute/Department of Linguistics, University of Oregon, USA and funded by the US Department of State. The author of the paper himself completed a ten weeks professional development course on 'Practical Applications in Listening and Speaking Skills (PALSS)', and has found it relevant and helpful.

Conclusion

It is undoubted that learning English is very important in Bangladesh from different perspectives but teaching English effectively as a foreign language has always been a challenging task in respect of the output from the students. However, with the help of the means, scopes and opportunities of ICTs, English Language Teaching can be effective and output oriented. The collective roles of the teachers, government and non-government organizations can efficiently develop and enhance the new ways of teaching language skills.

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Appendix
Oral Presentation Rubric : Introduce Yourself

Teacher Name: **Muhammad Ali, Senior Lecturer**

Student Name, Batch, ID: _____

	CATEGORY	1	2	3	Marks
1.	Length	Spoke only a sentence or two Topic	Spoke for less than two minutes or far more than two minutes	Spoke for two full minutes	
2.	Topic	Speech was not about the topic	Speech was close to the topic but not entirely about the topic	Speech was completely about the topic	
3.	Content	Speech could be much better with examples and descriptive language.	Speech was fine, but had scope to use more examples and descriptive language	Speech was interesting containing examples and descriptive language.	
4.	Pronunciation	Unable to make the listener comprehend	Good and comprehensible	Excellent	

5.	Word Stress	Unable to make the listener comprehend the important words	Important words audible and clear but problem with stress pattern	Important words audible, clearer and lauder with correct stress pattern	
6.	Grammar and structure of sentence	Grammatically incorrect and could not convey the meaning.	Lacking grammar but could convey some sense	Grammatically correct with standard sentence patterns.	
7.	Overall Understandability	Major part of the speech not clear or understandable.	Some parts more understandable and clearer than others.	Almost all speech clear and understandable.	
	Total Marks				/21=

Endnote

ⁱ <http://www.esl-lab.com/>

ⁱⁱ <http://www.loyalbooks.com/>

ⁱⁱⁱ <http://www.voxopop.com/>

^{iv} Explore one of the talkgroups ‘UU Eng-107, Summer-14, 30th Batch’

<<http://www.voxopop.com/group/35353fa6-5795-47ba-8ff1-c5cd000ea288>>

^v See the rubric in Appendix

^{vi} <http://www.real-english.com/>

^{vii} <http://www.eslvideo.com/index.php>

^{viii} See the manual: http://americanenglish.state.gov/files/ae/resource_files/teachers_manual_508.pdf

^{ix} <http://www.esl-galaxy.com/board.htm>

^x <http://www.eslgamesworld.com/>

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