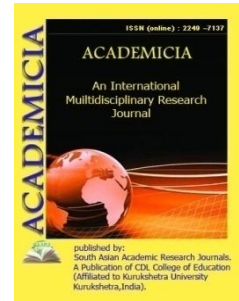




ACADEMICIA

An International Multidisciplinary Research Journal

(Double Blind Refereed & Peer Reviewed Journal)



DOI: **10.5958/2249-7137.2021.01229.5**

TOWARDS CREATING A TECHNOLOGY-ENHANCED LANGUAGE CLASSROOM: SOME PEDAGOGIC CONSIDERATION FROM THE PERSPECTIVE OF BANGLADESH

Mizanur Rahman Jewel*; Sheikh Alauddin**

*Senior lecturer,
Bangladesh International School and College,
BANGLADESH
Email id: mizanbd781@gmail.com

**Assistant Professor and Head in Charge,
BANGLADESH
Email id: alauddinbu1957@gmail.com

ABSTRACT

The present paper aims at illustrating the significance of using technology in the language learning classroom. It basically and in general focuses on some of the current practices of Bangladeshi educational institutions in line with the global way-forward. Technology-enhanced language learning is a common phenomenon now-a-days all over the world. Technology aids in the process of language learning in the classroom. The paper focuses on the application of the technology in foreign language learning scenario. At the same time, it brings into light the current scenario of technology uses in the language learning set-up of Bangladesh. It, at the same time, intends to disseminate the information on global and regional foreign language learning set-up.

KEYWORDS: *Technology, Computer-Assisted Language Learning (CALL), Pedagogy, Learners, Foreign Language.*

REFERENCES:

1. J. Harmer: The Practice of English Language Teaching, 7th ed. London: Pearson Longman. (2007)
2. A. Scharle, A Szabo: Learner Autonomy. Ed. Penny Ur. London: Cambridge University Press. (2000)

3. J. Carlson, G. Nelson: "Chinese students' perceptions of EFL peer response group interaction" *Journal of Second Language Writing*, 5/1, pp 1- 19. (1996)
4. C.O. Macdonca, K.E. Johnson: "Peer review negotiations: revision activities in ESL writing instruction" *TESOL Quarterly*, 28/4, pp 745- 769. (1994)
5. S. Sengupta: "Peer Evaluation: 'I am not the teacher'" *ELT Journal*, 52/1, pp- 19- 28. (1998)
6. T. Roskams: "Chinese Efl Students' Attitudes to Peer Feedback and Peer Assessment in an Extended Pairwork Setting" *RELC Journal*, 30, pp 79- 123. (1999)
7. Angers, J., & Machtmes, K. (2005). An ethnographic-case study of beliefs, context factors, and practices of teachers integrating technology. *The Qualitative Report*, 10 (4), 771-794.
8. Becker, H.J. (1993). How exemplary computer-using teachers differ from other teachers: Implications for realizing the potential of computers in schools. *The Journal of Research on Computing in Education*, 26, 291-321.
9. Davis, F.D., Bagozzi, R.P., & Warshaw, P.R. (1992). Extrinsic and intrinsic motivation to use computers in the workplace. *Journal of Applied Social Psychology*, 22, 1111-1132.
10. Delcourt, M.A., & Kinzie, M.B. (2002). Computer technologies in teacher education: The measurement of attitudes and self-efficacy. *Journal of Research and Development in Education*, 27 (1), 35-41.
11. Stefl-Mabry, J. (1999). Professional staff development: lessons learned from current usability studies. *Journal of Information Technology Impact*, 1(2), 81-104.
12. Woodrow, J.E. (1992). The influence of programming training on the computer literacy and attitudes of preservice teachers. *Journal of Research on Computing in Education*, 25(2), 200-218.
13. Yildirim, S. (2000). Effects of an educational computing course on preservice and inservice teachers: A discussion and analysis of attitudes and use. *Journal of Research on Computing in Education*, 32(4), 479-495.
14. Zhao, Y., Pugh, K., Sheldon, S., & Byers, J. (2002). Conditions for classroom technology innovations. *Teachers College Record*, 104(3), 482-515. Cambridge University Press. N.Y.
15. Brumfit, C. and R. Carter. (1986). (Eds.) *Literature and Language Teaching*. Oxford: Oxford University Press.
16. Chowdhury, S. I. (2001). "Rethinking the Two Englishes" In *Rewriting English in Bangladesh*. (Eds.) Fakrul Alam, Niaz Zaman and Tahmina Ahmed:15-25.
17. Kachru, B. B. (1986). "Non-native Literature in English as a Resource for English Teaching". In *Literature and Language Teaching*. (Ed.) C. Brumfit, and R. Carter. Oxford: Oxford University Press. 135-147.
18. Langer, J. (1997). Literacy Acquisition through Literature. *Journal of Adolescent and Adult Study*, 40, 602-614