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INTEGRATING E-LEARNING INTO ENGLISH TEACHING IN SEMI-URBAN HIGH SCHOOLS AND COLLEGES IN BANGLADESH

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ABSTRACT

This research aims to investigate the opportunities and challenges of E-learning in English language teaching in semi-urban high schools and colleges of Bangladesh. The collected information assesses the readiness of teachers and students for e-learning—considered the most advanced form of virtual learning. The study focuses on analyzing e-learning from the students' perspective, including their perceptions such as awareness, attitudes, and the social acceptability of the approach. In the current system of English education in Bangladesh, this concept is especially vital. Despite giving high priority to English teaching at the higher secondary level, most students are unable to pass the English paper in public exams. They also struggle to translate the language into real-world contexts. This research aims to provide appropriate suggestions to address these issues through E-learning.

Therefore, the purpose of this study is to explore the ideas, elements, and models of E-learning and examine its feasibility in English teaching in semi-urban higher secondary schools and colleges in Bangladesh. For this purpose, a mixed-methods approach was employed. The researcher conducted a literature review, administered a questionnaire survey, and carried out textual interviews. The study involved more than 160 students aged 18 to 20 from three semi-urban higher secondary schools and colleges. Additionally, a quantitative survey was conducted among English teachers. The results indicate that, despite limited

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resources, E-learning can be effectively integrated into English instruction in semi-urban schools and colleges.

However, there are some limitations to the study. It was conducted in only three educational institutions located in semi-urban areas, using a convenience sample deemed representative of higher secondary institutions across Bangladesh. The student respondents in the survey were selected through random sampling. Moreover, I spoke only with guardians who were present during the students' interviews. Key words: E-learning, Semi-urban, Higher Secondary institution and teaching English.

KEYWORDS

E-learning, English Language Teaching (ELT), Semi-urban Schools, Higher Secondary Education, Bangladesh

INTRODUCTION

E-learning has emerged as a significant mode of education, and it is being extensively utilized across the globe to aid those who are geographically distant or are unable to attend regular in-class courses. "E-learning" was derived from the word "electronic," which indicates the use of electronic devices and digital resources to facilitate learning. It encompasses all modes through which pupils access personal computers, laptops, or mobile phones to access online learning materials, especially while away from school.

E-learning is a form of education in which students use their personal computer, laptop or smartphone and can refer to online resources when they are not in school. (Anastasiades et al., 2010). E-Learning, or technology-enhanced learning, is defined as the use of Information and Communication Technology (ICT) to mediate educational delivery. This enables individuals to learn without the limitations of a specific time or place. The scope of e-learning is extensive, incorporating methods like just-in-time training, access to expert knowledge, Computer-Based Training (CBT), and Web-Based Training (WBT). These resources can be supplied via the internet, local area networks, or storage media like DVDs. A significant advantage of this paradigm is the ease of access it affords students. (Asad-Uz-Zaman, 2010).

E-learning stands for education via the Internet, network, or standalone computer. E - learning is essentially the network-enabled transfer of skills and knowledge. It refers to using electronic applications and processes to learn. These applications and processes include Web-based learning, computer-based learning, virtual classrooms and digital collaboration. The content, to be studied, is delivered via the Internet, intranet/extranet, audio or video tape, satellite TV, and CD ROM. (Nedeva, V., & Dimova, E. 2010).

E-learning has been described by scholars in different manners, depending on how it has evolved using technology. In the general sense, e-learning is the fusion of information and teaching methods using electronic means that are specifically designed for academic application. Techopedia defines e-learning as "instructional communication," with an emphasis on the information systems in technology-enabled learning environments. Suryawanshi and Suryawanshi (2015) define it as information systems applied in technology-enabled education, with its foundation role in modern classrooms. Its emphasize that technology-enabled e-learning employs the internet and advanced technologies to deliver instructional content, courses, and tests. Thus, Arkoful and Abaidoo (2014) point out that technology takes center stage by providing channels to produce, share, and evaluate learning materials.

In concurrence with other Nigerian scholars, defines e-learning as a broad and multi-faceted concept that includes organization, pedagogy, technology, and learner. The development of e-learning has supported the building of Learning Management Systems

(LMS), which are now a common component of modern-day education, transforming teaching and learning processes worldwide. The ongoing integration of technology into education is a revolution in pedagogic practice that creates more flexible, accessible, and interactive learning environments. e-learning as the most pertinent instructional approach during the pandemic, facilitating continuity through institution-mandated online platforms. Nevertheless, the application of this system presented considerable obstacles, such as inadequate internet connectivity, a lack of learner motivation, and low student engagement. A key finding was that the absence of face-to-face interaction appeared to minimize the development of affective skills and made teacher-student communication less effective than in a traditional classroom. Consequently, the study emphasizes that the success of e-learning is contingent upon substantial support from both educational institutions and government bodies. (Mardiah, H. 2020).

LITERATURE REVIEW

Som Naidu (2006) envisages e-learning as the deliberate use of networked information and communication technology (ICT) in teaching and learning, implying a planned and purposeful integration of such technologies in an educational setting. Suryawanshi, V., & Suryawanshi, D. (2015) define that e-learning as the use of information technology to support the teaching and learning process, emphasizing e-learning's role as a pedagogical tool. To back this view, Arkoful and Abaidoo (2014) observe that technology-based e-learning exploits the internet and other digital technologies to develop learning content, deliver instructions, and implement education programs, indicating the various aspects of e-learning in contemporary education.

E-learning has evolved as a holistic transformation of education and training by integrating technology that enhances learning by providing more convenient, efficient, and interactive ways to get an education. E-learning acceptance refers to the "demonstrated intent of a user group to use information technology to perform its intended tasks" (Dillion & Morris 1996). E-learning refer to the flexibility where digital content is typically designed for independent, unlimited, and location-independent learning to suit the needs of a vast number of learners. The broader perspective defines e-learning as all electronically mediated methods of learning and teaching, encompassing all forms of technology-enhanced learning (e.g., Al-Maqtri, 2014). In short, as these definitions illustrate, e-learning has evolved to imply a holistic transformation in education and training through the inclusion of technology that improves the scope, effectiveness, and interactivity of learning. Acceptance of e-learning is the "demonstrated intent of a user group to utilize information technology to perform its intended tasks". Attitude towards use is defined as an individual's positive or negative attitudes about performing a specific behavior (Fishbein, 1993, cited in Attis, 2014). In the real world, teachers may have ambivalent attitudes towards e-learning: some consider that it is beneficial, intelligent, and good, but others think of it as negative, stupid, or harmful. The "measure of the strength of the intention to perform a specific behavior" is termed as behavioral intention (Fishbein, 1993, quoted in Attis, 2014). It indicates the extent to which the teachers express their willingness to utilize e-learning in English language classes.

The predictor variables in the research that are likely to influence the adoption of e-learning for teaching English in Bangladesh are participants' demographic variables (Attis, 2014), computer self-efficacy, computer anxiety, technological complexity, perceived convenience, perceived usefulness (PU), and perceived ease of use (PEOU).With regards to the impact of e-learning on achievement motivation and academic performance, Motivation of students to perform well in English learning is strongly related to academic performance. Students' motivation and different facets are influenced by e-learning course quality and perceived ease of use, e-learning platform usability, and computer skills of students (Attis,2014). Faculty and student responses were generally positive overall and indicated that

learning improved in an e-learning environment compared to a traditional approach. (Al-Dosari, H. 2011). The findings (Mutambik, I. 2018) are presented and discussed in four thematic areas: promoting key learning skills, independent learning, flexible learning and interactive learning. (Ja'ashan, M. M. N. H. 2020) express that while academic, administrative, and technical challenges were the main impediments to e-learning, these factors, along with challenges in other domains, did not predict student achievement, students demonstrated a strong awareness of e-learning's benefits, holding highly positive attitudes toward its application in English learning. Key perceived advantages included the system's adaptability, flexibility in terms of time and location, and its role in improving communication and enriching educational experiences. To effectively educate Generation 4.0, this interactive learning media, characterized by engaging multimedia content, are highly appropriate. Such media foster student motivation and enable learning anytime and anywhere. The research also demonstrates that these interactive modules provide substantial pedagogical benefits by integrating multiple approaches, including collaborative, blended, interactive, experiential, and problem-based learning models. (Dewi, Y. et all 2022). This study identify and analyze the aspects related to the motivation to learn English in undergraduate students of the Virtual and Distance modalities-E-Learning (Fandino, et all 2019).

E-learning platforms promote language skill development by encouraging student practice and engagement, while effective strategies for their use expand student perspectives and peer-to-peer knowledge sharing. However, the adoption of e-learning is not without challenges, as teacher-related, technical, and technological barriers can impede its successful application. (Malkawi, et all. 2023). This research evaluates the learning outcomes of students in a General English course designed according to smart classroom and active learning principles. The specific instructional strategies examined include the integration of ICT, an integrated-skills approach, and formative assessment. The study aims to initiate scholarly discussion on this innovative course design model. (Budi Waluyo,2020)

Cai, H. (2012) believes that e-learning not only modifies teaching methods but also makes learning more efficient. The classroom from being teacher-centered becomes learner-centered, and the learners can focus on things of their own interest. It helps to form a mental image relating to the content, rather than repeating words or memorizing grammatical rules. Cai, H. (2012) also believes that e-learning is an excellent method to enhance English skills and reduces the burden on students.The flow of e-learning is a lot more tiptop, stimulating the efficiencies, workflow, and collaboration among the learners and the teachers. Mentis (2017) It further also built the IT skills of the teachers and instructors as well. It brings flexibility in teaching. Everyone understands in different spaces (Mentis, 2017).

Cognitive load theory which defines the extent of mental effort to achieve learning tasks. Cognitive load theory categorizes cognitive load into three types: (i) germane cognitive load, (ii) intrinsic cognitive load, and (iii) extraneous cognitive load. Cognitive load theory proposed that learning is improved by pictorial representations in his dual-coding theory, proposing verbal associations and visual imagery as two methods of making learning richer. (Paas, F et all. 2003). This ideas emphasize the need for both word and picture in language acquisition, especially when computers and the internet began to provide the potential of classroom learning through sites like YouTube, Skype, smart boards, cell phones, podcasts, and blogs to unite instructors and learners inside and outside the school setting.(Chhabra, 2012).Cognitive also notes that e-learning builds IT capacity among teachers and instructors, offering flexibility in learning and teaching environments. E-learning platforms facilitate customized learning experiences in different environments, making learning more flexible and engaging for diverse learners. Everyone learns in different environments. The e-learning platform enables learners to study in a conducive setting, whenever and wherever it is

possible. At the beginning of their courses, students can map out their learning journeys with the help of e-learning tools. Additionally, e-learning facilitates the development of communication skills through the use of technology. It also assists in managing various aspects of the teaching process, such as content development, content uploading, preparation of teaching materials, and student evaluation.This study contributes a nuanced understanding of the struggles rural students experience in English language acquisition. Its findings are poised to raise critical awareness among students, parents, and other stakeholders about the necessity of English proficiency. The analysis organizes the various constraints encountered in rural schools into a three-part taxonomy: student-based, teacher-based, and infrastructure-based challenge. (Akter, S. 2021). For most of the instructors and learners, this crisis-driven remote learning has been a completely new experience, and it is a factor that could hinder the learning outcome of students. As a result, it is critical that students' experiences with online learning and teaching be explored. The findings emphasize the need of investigating students' online learning experiences and their consequences for online virtual language education design, implementation, teaching, and assessment. (Hossain, F. 2021). Findings confirmed that technology integration in ELT improved the learning environment by increasing interactivity and student focus. Receptiveness to these tools was higher among younger teachers (36-45) than senior ones (56+). Students were more motivated when multimedia aided content visualization. A key impediment was insufficient teacher training on both using technology and developing digital content. Ultimately, most participants agreed that a blended approach fosters student creativity, knowledge creation, and a globally competent future generation. (Mallick, P., & Das, S. 2020).

This study investigates the technological competencies of secondary school English language teachers in Bangladesh. As educational technology is now integral to instruction, Technologies for Language Learning and Teaching (TLLT) are vital for providing learners with exposure to authentic language. Consequently, it is imperative for English teachers to achieve proficiency in the effective application of these tools. (Rouf, M. A., & Mohamed, A. R. 2016). Despite the widespread adoption of online English language teaching, significant skepticism exists regarding the rationale for virtual instruction and assessment. A central concern is the feasibility of effectively teaching and evaluating the four core language skills—listening, reading, writing, and speaking—given that a majority of teachers and students lack fundamental technological resources and reliable internet access. (Hossain, M. M. 2021).

While e-learning presents a viable alternative to traditional classroom teaching, its implementation faces significant barriers. These include deficits in technology, infrastructure, and high-quality digital resources, alongside a pervasive digital divide and a shortage of trained educators. The COVID-19 pandemic has intensified these challenges, as disparities in internet access and digital device ownership have prevented equitable participation. The concurrent shortage of qualified instructors and appropriate pedagogical materials remains a critical impediment to effective e-learning adoption. (MJA, M. 2023). The findings demonstrate that technological tools—including computer software, social networking platforms, online videos, MP3 podcasts, and mobile applications—positively impact and are highly effective in enhancing students' language proficiency. It is anticipated that this study's outcomes will yield significant pedagogical implications for developing integrated English skills (reading, writing, speaking, and listening) and establish a foundation for subsequent research in this domain. (Milon, S. R. H., & Iqbal, M. H. 2017). The findings of the study highlight a range of different pedagogic and contextual challenges in relation to online English education in a developing country context like Bangladesh and draw on its implication to address policy issues as well as pedagogic practices. (Tasneem, N. 2022). The study further identifies a lack of essential equipment and teacher resistance to digital tools (DC) as the primary challenges to ensuring academic integrity in English language teaching. To address

this, it is recommended that schools receive strategic and equitable provision of new resources, such as plagiarism detection software, to facilitate consistent application. Concurrently, teachers require training on the effective use of these digital tools to uphold integrity. (SHAHA, R. C. 2020).

Numerous articles from Bangladesh discuss the current state of e-learning in the country and how students are adapting to online classes within this new mode of teaching and learning. Many of these studies focus primarily at the institutional level and highlight some of the issues associated with e-learning in that region. Based on the existing published data, this paper provides a summary of the challenges faced by e-learning, as well as its potential for teaching English in semi-urban higher secondary schools and colleges in Bangladesh. It elaborates on the methods employed and the obstacles encountered thus far, aiming to inform and improve future educational planning.

RESEARCH OBJECTIVE

The said study was concerned with various aspects of e-learning in English education in Bangladesh's semi-urban higher secondary schools and colleges. However, to our best knowledge, no prior study tried specifically to explore e-learning challenges encountered in English teaching in these semi-urban schools and colleges. Accordingly, the current study was undertaken with the following objectives to determine and overcome these challenges.

(i) The study aims to find out the current practice of computers, the internet, and other E-technologies in English at the higher secondary level in Bangladesh.
(ii) This study will explore the potentials of e-learning to enhance English language learning practices among the secondary school learners in Bangladesh.
(iii) The research will also reveal that the teachers and students in higher secondary schools or colleges in Bangladesh do not have the habit of using technology.
This study will guide the policymakers and other stakeholders to develop realistic policies and an effective mechanism to manage the challenges of e-learning in teaching English in the semi-urban higher secondary schools and colleges of Bangladesh.

RESEARCH PARADIGMS

The research method is a term that describes the ways in which a research problem is solved. It is the systematic research process. In other words, research methods are all the various methods and procedures that are used to investigate a research problem. Research methods can either be qualitative, quantitative, or mixed. Mostly, research methods consist of various methodologies such as surveys, case studies, interviews, questionnaires, observations, and other research data collection methods that improve the research process.

First type: what we choose to do to get a data collection method.
Second Type: Approaches that involve processing and analysis of data, revealing those patterns of the data, and a relationship between the data and the truth we don't know.
Third Type: The process by which we validate the research finding or result.
A research paradigm is defined as "a set of common beliefs and agreements among the scientists in a particular field about how to think about and study a subject matter".

Data Collection Participants and Sampling

The researcher began gathering data from his workplace and proceeded to visit two other institutes of learning. Of these, two are located in Matiranga (pseudonym), and the third is located in a neighboring district of Dhaka. The researcher was employed by a government department. The education sector in view consists of institutions offering programs from the higher secondary level up to tertiary level. Higher secondary education alone is provided at the two colleges selected. In January 2022, the survey was initiated. All the participants in the study were students of the two colleges, aged between 18 and 20 years, enrolled in higher

secondary certificate courses. Due to the size of the population, four participants sat together on a bench and the second participant was randomly selected to complete the questionnaire.

The sample consisted of 200 semi-urban and less semi-urban students, belonging to diverse socioeconomic backgrounds ranging from lower middle to more affluent families. There are a few colleges in Matiranga (pseudonym), a semi-urban Upazila of Brahmanbaria. Two such colleges were selected for the study, both of which were offering coeducational courses. BGC is located in the Upazila center, while RAC is in a rural area. One of the colleges was in a more remote location, known as UMP. The students tend to be from more privileged backgrounds and study in these colleges. Convenience or opportunity sampling was employed as the research method.

Table 1: The students participating in the quantitative phase and their colleges

College Code	College Type	Location	Total Number of Students (Approx.)	Sample Sizes Male + Female = Total
MC	Coeducation	Remote from Dhaka	450	14 + 51 = 65
SC	Coeducation	Remote from Dhaka	300	15 + 31 = 46
NC	Coeducation	Not so remote	450	22 + 13 = 35

A structured questionnaire was designed in order to collect quantitative data. It contained five sections. The questionnaire addressed the economic, social, and cultural capital of the students and their habitus through specific items. The items were worded on the Likert scale: 1 = Strongly Agree, 2 = Agree, 3 = Disagree, 4 = Strongly Disagree, and 5 = Neutral. There were Dichotomous ('Yes/No') items. The Bengali translation of each question was provided below the original to facilitate understanding by the respondents. The questionnaire was pre-tested to ensure it was clear and easy to understand. Students were questioned on students' perceptions, preferences, attitudes towards e-learning, affordability, expectations, and motivation. Most of the discussions were conducted in Bengali

DATA ANALYSIS

The first section of the questionnaire assesses the extent of Matiranga students' access to information technology at their residences. According to Michener, students "face an enormous digital divide in terms of access to technology." While 76.21% of students feel they are reachable by other devices, 83.56% have access to technology at home, but only 71.92% rely solely on mobile phones for internet access, with no access to computers or laptops. Notably, only 20.55% have home internet, 16.43% lack household devices, and a significant 37.67% do not use personal email at all. These figures highlight the disparities in digital literacy and access that exist beneath the surface.

Table 2:Students survey questionnaire analysis (Part-1)

Sl.No.	Statements/Questions	Yes	No
1.1	I have a computer/laptop/smart phone of my own.	112 76.71%	34 23.28%
1.2	I have access to a computer/laptop/smart phone at home.	112	24

		83.56%	16.43%
1.3	I have access to the Internet at home.	116 79.45%	30 20.55%
1.4	I have my own E-mail address.	55 37.67%	91 62.32%
1.5	I have no computer or laptop of my own. I use my mobile phone only to access the internet.	105 71.92%	41 28%

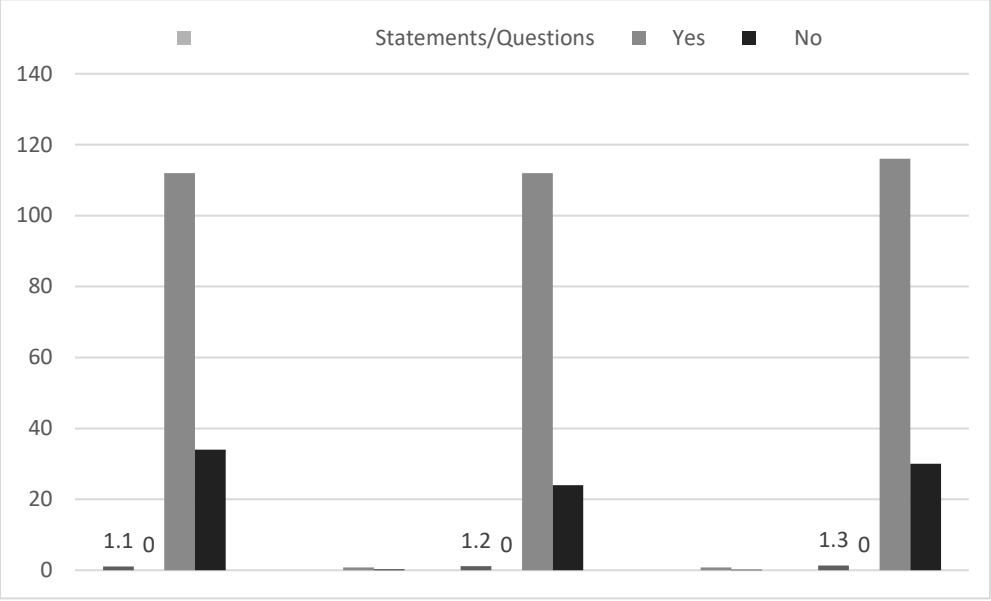

Figure 1: Students' data analysis (Part-1)

The second part of the questionnaire pertains to the availability of computers and internet facilities within the classroom or college laboratories in Matiranga. Students' access to school technology remains limited. Despite this, nearly 60% of colleges provide some access to computers and the internet, whereas more than half (43.1%) do not. Although 41.09% of students reported having internet access via broadband within the institutions or libraries, this access largely aligns with the facilities available in labs or libraries and represents only a minimum level of access. Moreover, only 20.55% of students can access these resources during morning hours. The disparity in availability becomes even more apparent, as only 9.59% of students are able to operate their new computers throughout every school day when in class. On the one hand, the data indicates that 56.85% of teachers utilize multimedia-based instruction in their classrooms; on the other hand, 42.47% of teachers are either unaware of or do not utilize available technological resources, reflecting a significant gap in technological awareness and resource utilization on campus.

Table 3: Students survey questionnaire analysis (Part-2)

Sl.no.	Statements/Questions.	Yes	No
2.1	I have a computer in our class/college lab.	63	82

		43.1%	56.1%
2.2	I have the internet facilities in our college.	60 41.09%	86 58.90%
2.3	I can use computer whenever I need in our college.	14 9.59%	132 90.41%
2.4	I have the internet connection whenever I need in our college.	30 20.55%	116 79.45%
2.5	Our teachers use multimedia in our classroom.	83 56.85%	62 42.47%

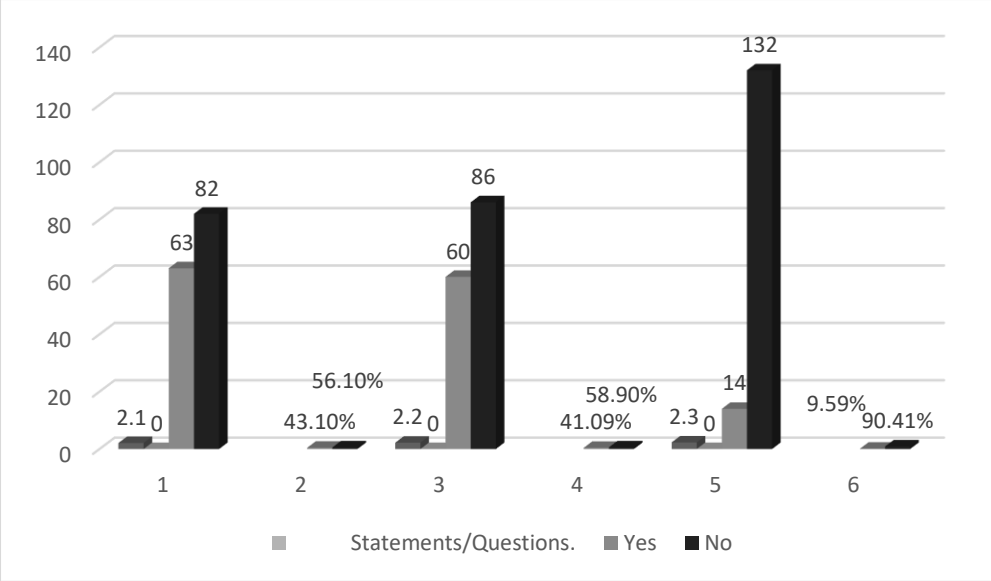

Figure 2: Students' data analysis (Part-2)

The third part of the questionnaire focuses on students' skills related to the use of computers and the internet. The results reveal that, despite the widespread acknowledgment of the digital divide, a significant portion of students lack basic digital literacy. Specifically, 45.2% of students have no knowledge of computer fundamentals, while only 8.90% possess knowledge of advanced computing skills. Confidence in using email is notably low: only 21.2% of students are proficient, whereas 42.47% are unable to use email at all. Semi-online digital skills are somewhat more prevalent; however, while 46.58% of respondents report confidence in using the internet, only 26.71% can search, download, and utilize online materials effectively. Furthermore, 44.52% of students are unable to download even a PDF file. Social media platforms such as Facebook and Messenger are relatively more commonly used, with over two in five students engaging with them. Nevertheless, 13% of students are completely unfamiliar with these tools.

Table 4: Students survey questionnaire analysis (Part-3)

Sl.No.	Statements/Questions	Agree	Strongly Agree	Disagree	Strongly Disagree	Neither agree nor Disagree
3.1	I know how to use a computer.	41 28%	13 8.90%	66 45.2%	16 10.96%	8 5.48%
3.2	I know how to send an E-mail.	34 23.2%	31 21.2%	62 42.47%	12 8.22%	6 4.11%
3.3	I know how to use the Internet.	64 43.84%	68 46.58*	10 6.85%	2 1.37%	1 0.68%
3.4	I know how to download a PDF file.	39 26.71%	27 18.49%	65 44.52%	11 7.53%	4 2.74%
3.5	I know how to use Facebook, Messenger etc. for learning English.	60 41%	53 36.30%	19 13%	10 6.85%	3 2%

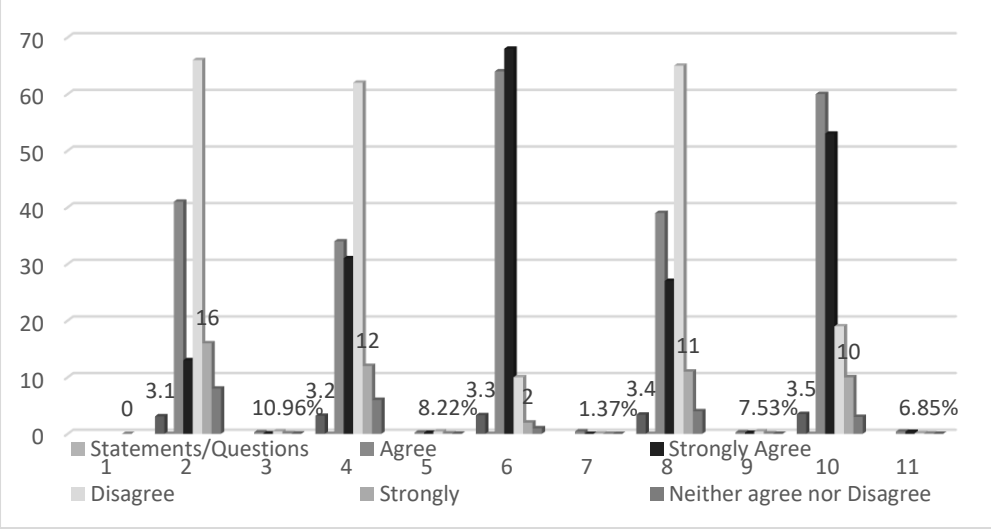

Figure 3: Students' data analysis (Part-3)

The final section examines students' willingness to adopt e-technologies in learning. A key indicator here is that 79.26% of students believe that computers and the internet are helpful in learning English, with 32% strongly agreeing. Many students also believe that technology facilitates more interaction in the learning process, with 62.33% agreeing and 28.77% strongly

agreeing to this statement. Regarding perceptions of ease, over 72.48% anticipate that using technology for homework will save time or be straightforward, though 20% express concerns about time management. While 85.63% find using these technologies simple or very simple, 11% still find them challenging. Additionally, 76.01% agree that technology will make learning English easier, compared to 2.68% who disagree.

Table 5: Students survey questionnaire analysis (Part-4)

Sl.No.	Statements/Questions	Agree	Strongly agree	Disagree	Strongly disagree	Neither agree nor disagree
4.1	Learning by using computer and the internet will be helpful for learning.	69 47.26%	47 32%	00 00%	00 00%	00 00%
4.2	Computer and internet based learning will make students and teachers more interactive to each other.	91 62.33%	42 28.77%	07 4.79%	00 00%	05 3.42%
4.3	I will have enough time to prepare my home work by using computer and the internet.	81 55.48%	25 17%	29 20%	4 2.74%	7 4.79%
4.4	Computer, the internet and other technologies will be easy to use.	71 48.63%	54 37%	16 11%	00 00%	05 3.42%
4.5	Learning by using computer and the internet will make learning English easy	65 44.5%	46 31.51%	03 2%	01 0.68%	02 2%

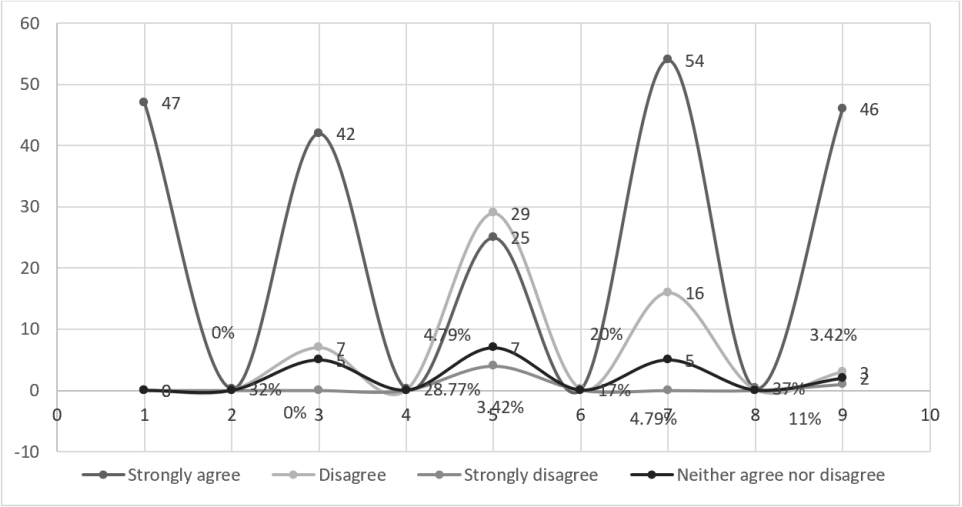

Figure 4: Students' data analysis (Part-4)

Supporting this, students perceive e-learning as aligned better with societal needs. An overwhelming 97.94% agree that online interaction provides an appropriate context for social presentation. However, perceptions of interactivity differ: 44.51% agree that face-to-face learning is more interactive, while 34.74% disagree, indicating a divide regarding the comparative interactivity of virtual versus in-person education. Likewise, 43.63% disagree with the notion that virtual learning is less interactive, while 36.35% agree. Students generally favor online contact with peers, with 71.92% expressing this preference. Furthermore, 88.36% believe e-learning offers opportunities for collaboration, and a high percentage (96.58%) think that e-learning can enhance communication with friends and teachers, reflecting strong overall confidence in technology-mediated education.

Table 6: Students survey questionnaire analysis (Part-5)

Sl.No.	Statements/Questions	Agree	Strongly agree	Disagree	Strongly disagree	Neither agree nor disagree
5.1	The internet-based communication is an excellent medium for social interaction.	53 36.3%	90 61.64%	00 00%	00 00%	02 1.37%
5.2	Computer and internet-based learning is more interacting than face to face learning.	46 31.51%	19 13%	48 32%	4 2.74%	28 19.18%
5.3	I enjoy my online - communication with other students.	58 39.73%	47 32.19%	26 17.8%	2 1.37%	2 1.37%
5.4	Computer and internet based learning develops a	83	46	08	00	03

	sense of collaboration among us.	56.85%	31.51%	5.48%	00%	2.05%
5.5	Computer and internet based learning encourages communication among friends and teachers.	75 51.37%	66 45.21%	02 1.37%	00 0%	01 0.68%

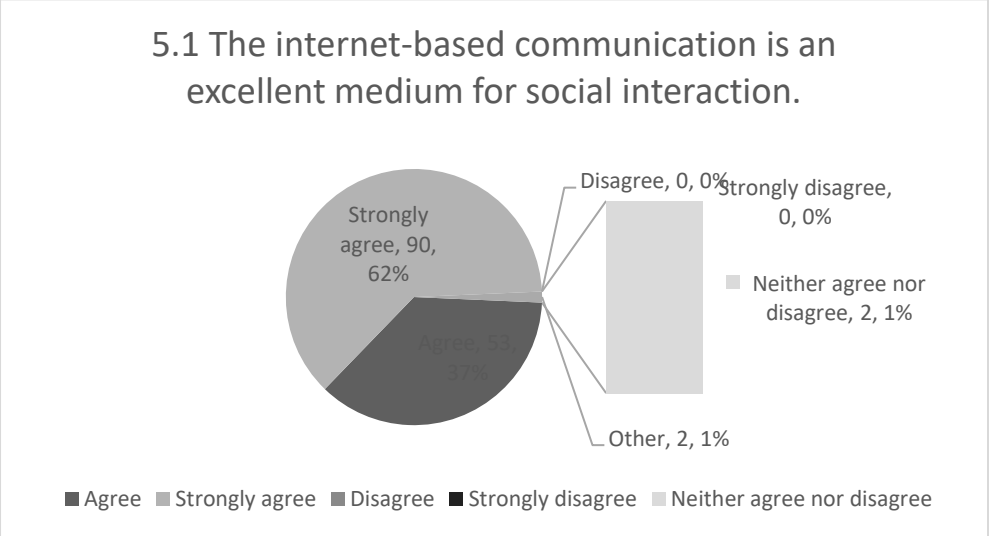

Figure 5: Students' data analysis (Part-5)

Descriptive statistics

The political economy of e-learning in Bangladesh is confronted with a series of challenges related to students' experience and motivation to learn English as a language via electronic media. These challenges must be resolved by qualitative research in order to study the related factors prior to measuring the cultural appropriateness of e-learning. This type of study also needs to analyze the economic, social, and cultural capital of the students, alongside their habitus, in order to identify the areas of excess or shortfall of capital that shape e-learning opportunities. This detailed analysis will provide us with a better picture of the cultural foundations of digital education in the Bangladesh context.

Economic capital

A key fact from data concerns the economic capital of students for digital learning. More specifically, 76.71% of students do have some sort of device such as a mobile phone, but only 71.92% possess their own smartphone, and only 4.79% possess their own personal computer or laptop. Although a higher percentage—83.56%—have access to a device at home through family or neighbors, there is still a small but notable gap: 4.11% of students do not have any internet access. This lack of connectivity can detrimentally affect their ability to search for information on the Internet, even if they do have the necessary hardware.

Table 7: Percentage distribution of economic capital (n-146)

Possessions and accessibility	Percentage
Possessing a computer/ laptop/smart phone	76.71%
Having a smart phone only	71.92%
Access to a computer/laptop/smart phone at home	83.56%
Access to the internet at home	79.45%

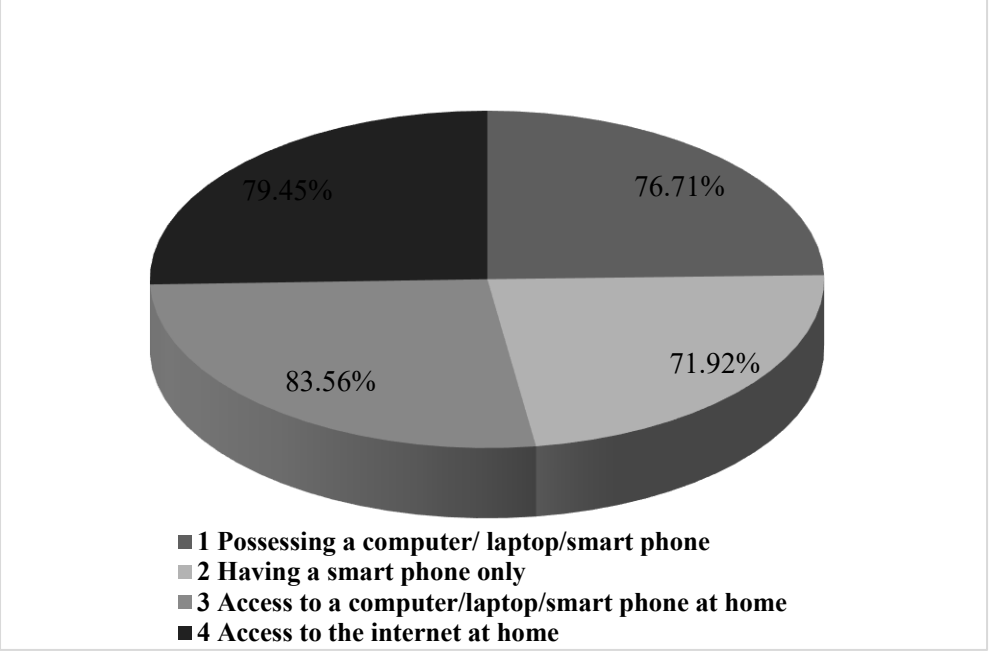

Figure 6: Percentage distribution of economic capital (n-146)

Social capital

In simpler terms: students have, on average, ten times less social capital for digital learning. Only 37.67% possess a personal email, indicating that most are not engaged in formal digital communication at all. However, a majority—43.10%—say that computers are available at their colleges, and 41.09% have internet access on campus. Yet, only a small number are able to use these resources effectively: just 9.59% are permitted to study on college computers, and only 20.55% have unrestricted internet access—likely paid for personally rather than provided through college Wi-Fi. Although 56.85% are familiar with multimedia technology, alarmingly, 79.45% lack internet access in their educational fields, which limits their ability to utilize digital media for learning.

Table 8: Percentage distribution of social capital.

Accesses	Percentage
Access to E-mail address	37.67%
Access to computer at colleges	43.1%

Access to the internet facilities at colleges	41.09%
Freedom to use computers at colleges	9.59%
Freedom to use the internet at the colleges	20.55%
Access to multimedia facility	56.85%

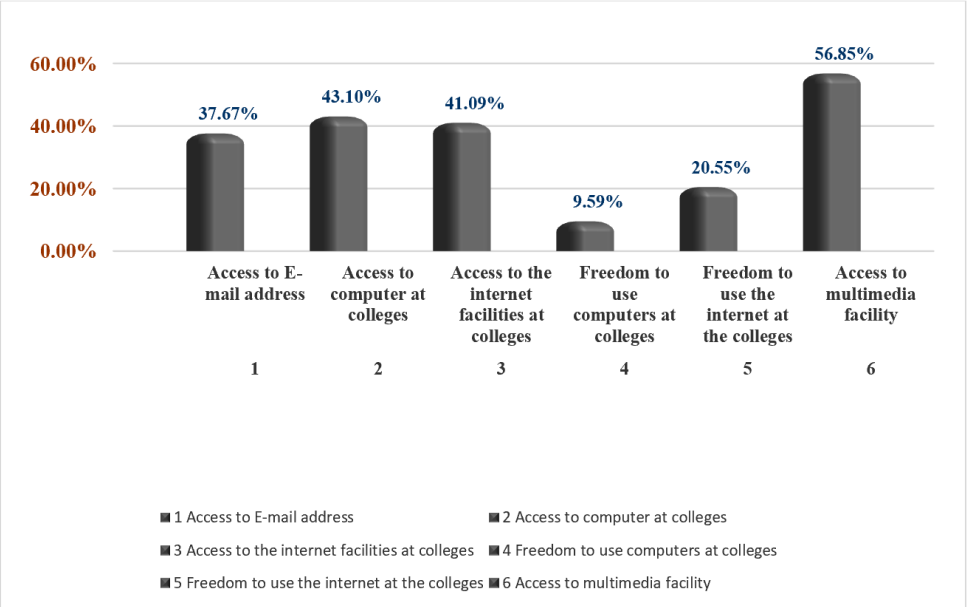

Figure 7: Percentage distribution of social capital.

Cultural capital

Table 9 highlights a significant cultural capital gap regarding students' computer skills. Only 36.9% have basic knowledge of computers, and just 8.9% are considered skilled. While 90.42% can conduct online searches, only 18.49% can effectively search for and download PDFs, and 54.8% are unsure of what to do with downloaded files. Despite this, 77.30% of students reported using social networks like Facebook or Messenger to learn English. They consider these platforms mainly as tools for chatting with friends and family, rather than for educational purposes.

Table 9: Percentage distribution of cultural capital

Knowledge and Skill	Beginners knowledge	Advanced knowledge	No good knowledge	Not acquainted	No comment
Knowledge of using computers	28%	8.90%	45.2%	10.96%	5.48%
Knowledge of using e-mail	23.2%	21.2%	42.47%	8.22%	4.11%
Knowledge of using the internet	43.84%	46.58%	6.85%	1.37%	0.68%

Knowledge of searching contents	26.71%	18.49%	44.52%	7.53%	2.74%
Knowledge of using facebook, messengers etc.	41%	36.30%	13%	6.85%	2%

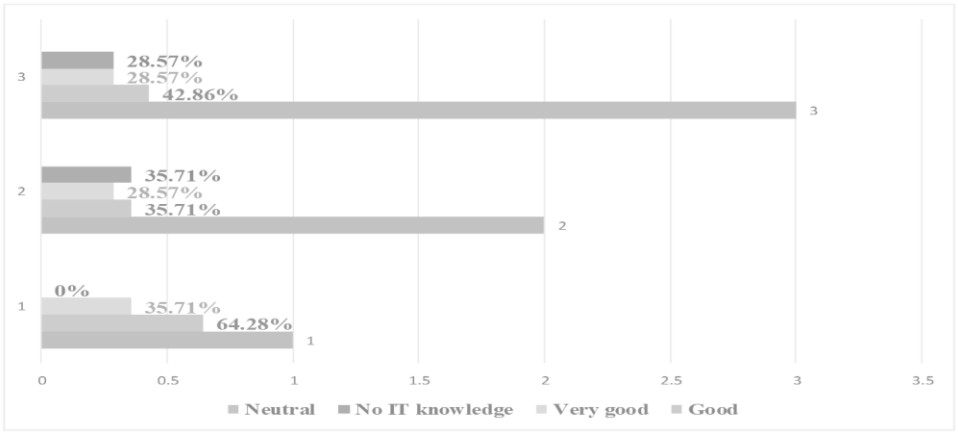

Figure 8: Percentage distribution of cultural capital

Habitus

Adoption of e-learning for English learning: Students are generally willing to embrace e-learning, with 79.26% supporting its use. Specifically, 32% strongly agree that e-learning is useful for studying English. Meanwhile, 91.10% feel that e-learning is interactive, with only 4.79% disagreeing. It is also widely accepted socially, as 61.64% believe society will fully accept e-learning. Additionally, 96.58% strongly agree or agree that technology facilitates communication, and 88.36% believe it promotes collaboration. However, concerns about practical use persist—85.63% find the technologies difficult to use both inside and outside the classroom. Regarding efficiency, 72.48% feel that e-learning saves time, while an equal percentage believe it does not, and 22.74% disagree with the idea that it saves time. Furthermore, 34.74% agree with this statement, and 44.51% believe that e-learning is more effective than traditional teaching methods.

Table 10: Percentage distribution of habitus.

	Agree	Strongly agree	Disagree	Strongly disagree	Neither agree nor disagree
Helpful	47.26%	32%	0%	0%	0%
Interaction	62.33%	28.77%	4.79%	0%	3.42%
Socially accepted	36.33%	61.64%	0%	0%	1.37%
Socially enjoyable	39.73%	32.19%	17.8%	1.37%	1.37%
Cooperative	56.85%	31.51%	5.48%	0%	2.05%
Communicative	51.37%	45.21%	1.37%	0%	0.68%

Usable	48.63%	37%	11%	0%	3.42%
Time saving	55.48%	17%	20%	2.74%	4.79%
Better than traditional mode	31.51%	13%	32%	2.74%	19.18%

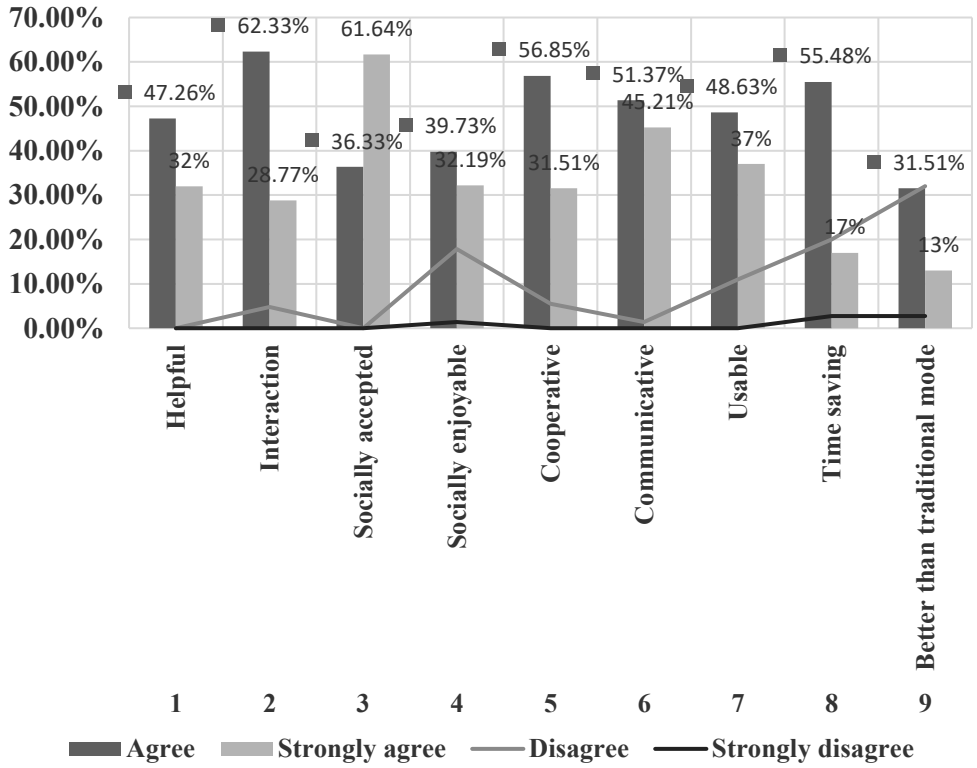

Figure 9: Percentage distribution of habitus.

Data analysis on English teachers

Digital readiness among English teachers in Matiranga: The study of higher secondary-level English teachers in Matiranga shows a reasonable but inconsistent level of digital preparedness. While 64.28% claim to be good at IT, only 35.71% report being very good. Concerning the use of IT in language teaching, 28.57% feel capable of leveraging IT effectively, and 35.71% believe they have a good understanding of how to use IT. More importantly, 35.71% are uncertain about how to integrate these tools into classroom instruction. In the area of computer-adaptive language testing, 42.86% report some knowledge, 28.57% have reasonable knowledge, and another 28.57% have none—highlighting that this particular assessment method remains underdeveloped among teachers.

Table 11: Percentage distribution of teachers' cultural capital

	Good	Very good	No IT knowledge	Neutral
Primary knowledge in IT	64.28%	35.71%	0%	0%
Knowledge of using IT in language learning	35.71%	28.57%	35.71%	0%
Knowledge of IT evaluation	42.86%	28.57%	28.57%	0%

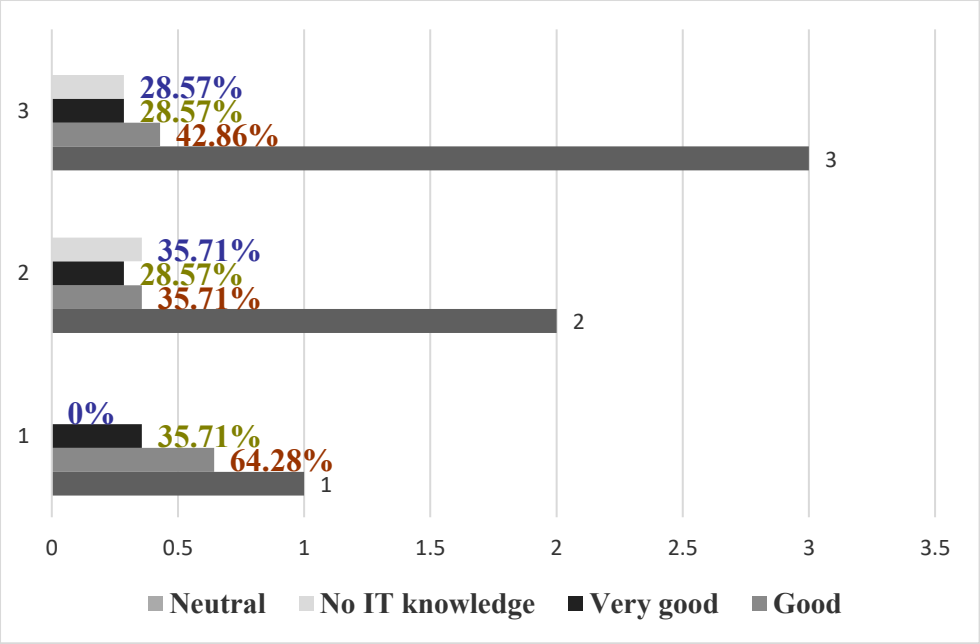

Figure 10: Percentage distribution of teachers' cultural capital

The distribution of teachers' social capital in the survey is summarized in Table 6.11. Specifically, it includes three main components: (i) teachers using multimedia for classroom instruction, (ii) access to the internet for online instruction, and (iii) their preference for traditional face-to-face learning over online methods. Only 14.28% of teachers have multimedia facilities available in their colleges, and those who do generally use multimedia regularly. However, approximately 57.14% of teachers reported using PowerPoint presentations very infrequently. Regarding their preferred mode of instruction, 71.43% stated they favored traditional face-to-face classroom learning over computer-adaptive language teaching. Meanwhile, 21.43% of teachers expressed that they sometimes see value in learning via Zoom. Only 7.14% preferred purely online language-learning methods.

Table 12: Percentage distribution of teachers' social capital

	Regularly	sometimes	Occasionally	Never
Using multimedia for instruction	14.28%	57.14%	14.28%	14.28%
Using the internet for instruction	21.43%	50%	21.43%	7.14%
Preference for 'face to face' learning	71.43%	21.43%	0%	7.14%

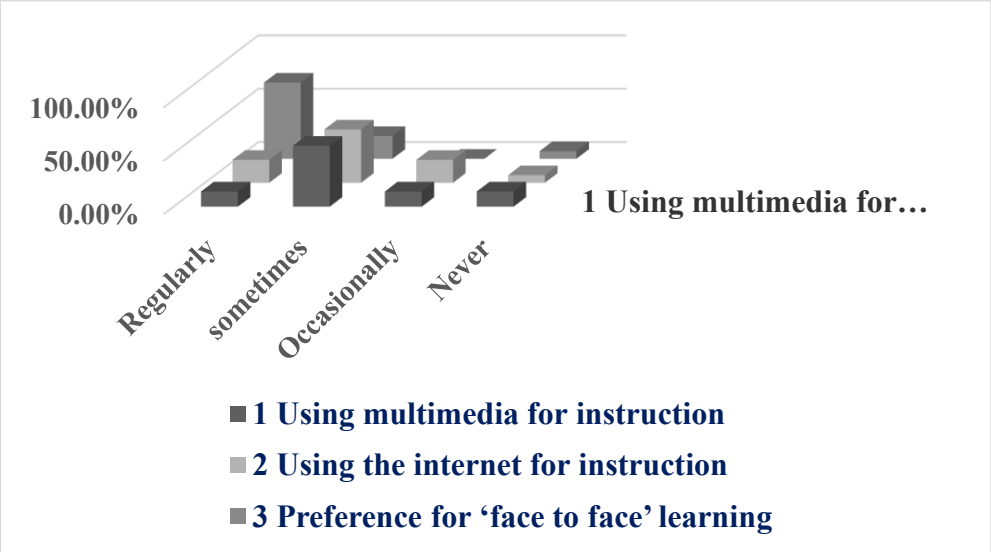

Figure 11: Percentage distribution of teachers' social capital

The study also explored key aspects of teachers' habitus to gain insight into their perspectives and attitudes. Factors examined include students' enthusiasm for remote learning, reluctance to adopt technology, the limited economic capital of students, and how e-learning can improve access to language education. Regarding the teachers' confidence in online language instruction, 6.12% expressed eagerness to learn and implement online methods, believing that e-learning would indeed stimulate students' language exercises. Most teachers (78.97%) agreed that students might dislike e-learning due to their parents' limited economic resources. Conversely, 64.28% of teachers believed their students accessed e-learning without significant challenges.

Table 13: Percentage distribution of teachers' habitus

Aspects	Agree	Strongly agree	Disagree	Strongly disagree	Neutral
Students' eagerness	71.43%	0%	28.57%	0%	0%
Students' reluctance	28.57%	7.14%	57.14%	7.14%	0%
Students lacks	57.14%	21.83%	14.20	0%	7.14%
Role of E-learning	57.14%	42.86	0%	0%	0%

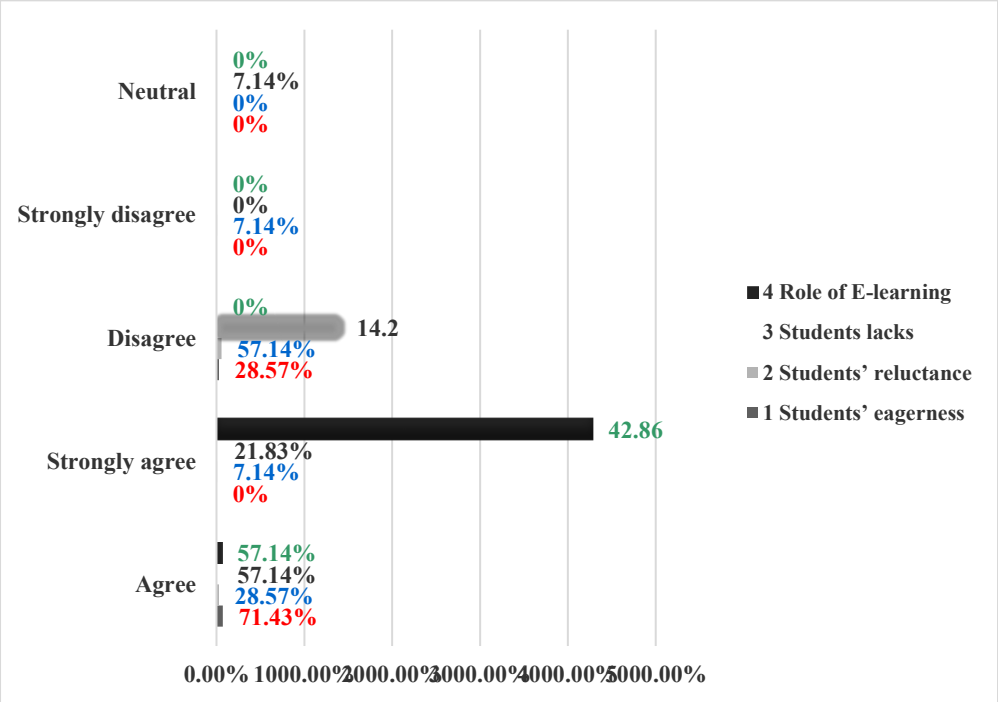

Figure 12: Percentage distribution of teachers' habitus

Analysis of the teachers' and the students' survey

The majority of the families have enough capacity to support e-learning, given that 71.92% of the students and 83.56% of the parents' own smartphones. Additionally, 79.45% of the students are under internet accessibility, and 83.56% of the parents enjoy internet access in their homes. This indicates that the economic capital of the majority of the families adequately enables them to provide digital learning opportunities. However, institutional support is very low, with only 43.1% of students having a computer accessible in school and only 41.09% having access to the internet in schools—creating a gigantic lack of social capital provided by schools.

Table 14: Opportunity to use computer/laptop/smart phone and the internet.

Accesses	Students	Guardians	Colleges	Mean
Computer & laptops	00%	04.79%	43.1%	15.97%
Smart phones	71.92%	83.56%	00%	51.83%
The internet	79.45%	83.56%	41.09%	68.03%

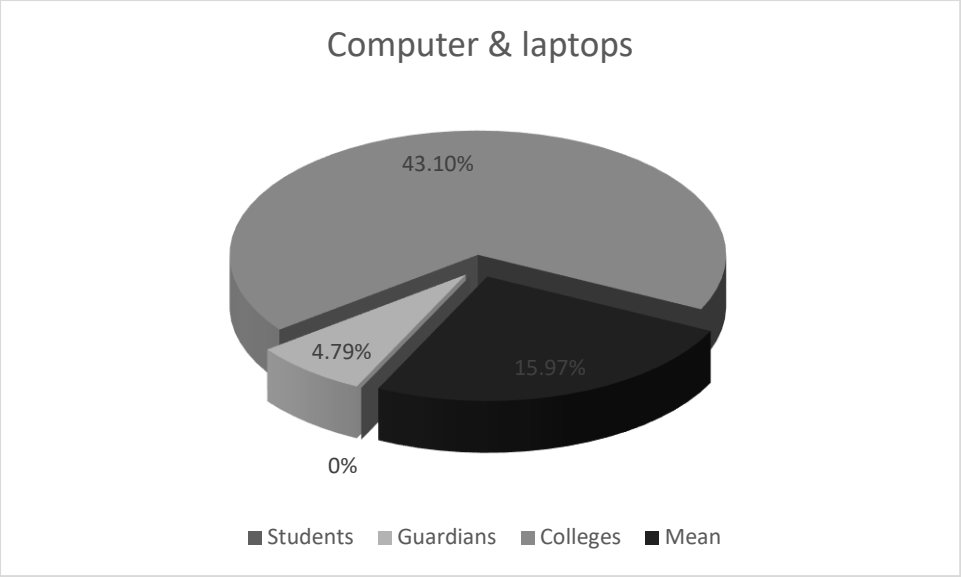

Figure 13: Opportunity to use computer/laptop/smart phone/ the internet.

The gap in teachers versus students' technology skills and orientation is 15%, as seen from Table 6.14. The majority of teachers hardly ever use computers; in students' cases, it is 36.9%. Though 90.42% of students use phones to access the internet, it is utilized by only 71.43% of teachers. This reflects a general lack of digital capabilities needed for technology-driven learning. Additionally, there exists a huge disparity in attitude too: 92.86% of teachers prefer e-learning over traditional means, while only 44.51% of students share the same sentiment. This means students are less aware of or less open to online learning than teachers.

Table 15:The knowledge of IT and the attitude to E-learning

Knowledge, skill & attitude	Students	Teachers	Mean
Computer operating	36.9%	100%	68.45%
Internet searching	90.42%	71.43%	80.95%
Superiority of E-learning over the traditional learning	44.51%	92.86%	68.69%

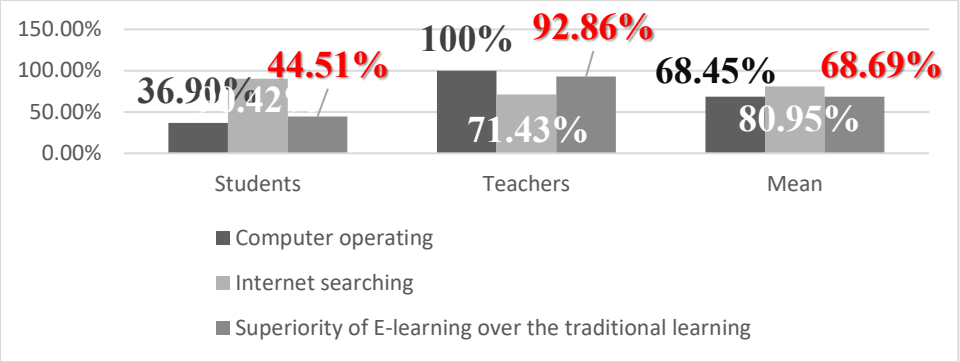

Figure 14: The knowledge of IT and the attitude to E-learning

Integration and Interpretation of Findings

E-learning has significant potential, as 75% of students own cell phones, which can facilitate personal access to digital resources. However, this access may be limited by internet connectivity, since many guardians also possess devices, allowing students to connect beyond school hours, though often constrained by data lines until access restrictions are lifted. Nearly half of all students have in-house access to a computer, typically in ICT labs, but the internet is predominantly used for social rather than academic purposes. Importantly, almost all students report that their parents permit them to use social media for learning, indicating a relatively high level of social acceptance of e-learning. Most, if not all, English teachers are considered tech-savvy; however, factors such as a preference for traditional pedagogy, logistical challenges, and a lack of institutional devices limit the frequent integration of technology in teaching. Moreover, this suggests that teachers perceive their students as interested but risk-averse when it comes to e-learning, compounded by students limited digital competencies.

Limitations of the research

The analysis also revealed that students generally lack basic computer skills. While the study offers valuable insights into the challenges and opportunities associated with e-learning, there are limitations. The question design lacked precision regarding whether it assessed participants' familiarity with technology or broader educational skills. The study involved students from only three suburban institutions, and due to resource constraints, a balanced gender sample could not be achieved. Socioeconomic data was limited to the specific aims of the research. Additionally, the interviewed teachers and principals did not correspond directly to the surveyed schools; they were only English teachers and principals, not representatives of all surveyed institutions. Although student input was collected via questionnaires, it did not include interviews. Given these limitations, while the findings are informative and provide useful suggestions, further analysis is necessary to strengthen and validate the conclusions.

Conclusion and Recommendation

This chapter addresses the challenges of e-learning for 17-20 age-group higher secondary students, and it primarily addresses the issue of lack of attention during distance lectures. It is a necessity for effective learning, described best by the American proverb: "Tell me and I forget. Teach me and I may remember. Involve me and I will learn." One means of enhancing this interaction is through the utilization of PowerPoint presentations in the classroom and out-of-class internet instruction. In addition, there is an appeal to take m-learning into account as an alternative in situations where full e-learning becomes unfeasible. Online learning comes closer to hand with internet or Wi-Fi connections across all English classrooms. There is an

appeal to persuade teachers to get students involved in the use of instant messaging, email, and social sites such as Facebook for online learning and feedback. The government would supplement this shift by subsidizing students' access to electronic devices like computers, laptops, and mobile phones, or even funding their purchase. Secondly, enhancing internet access through Wi-Fi all over the country, especially in rural areas, is crucial in bridging the technology gap and promoting inclusive e-learning. This would facilitate the fulfillment of a more student-centered and collaborative approach to education that is engaging and accessible.

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