Use of Digital Content in Ensuring Integrity for Teaching and Learning English at the Secondary Level of Education: Perspective of Bangladesh

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Keywords: Bangladesh; Digital Content; English; Integrity; Mixed Method; Teaching- Learning

Research aim and objectives

Aim of the study

The focal aim of the study was to explore the use of digital content (DC) in ensuring integrity for teaching and learning English at the secondary level of education in Bangladesh.
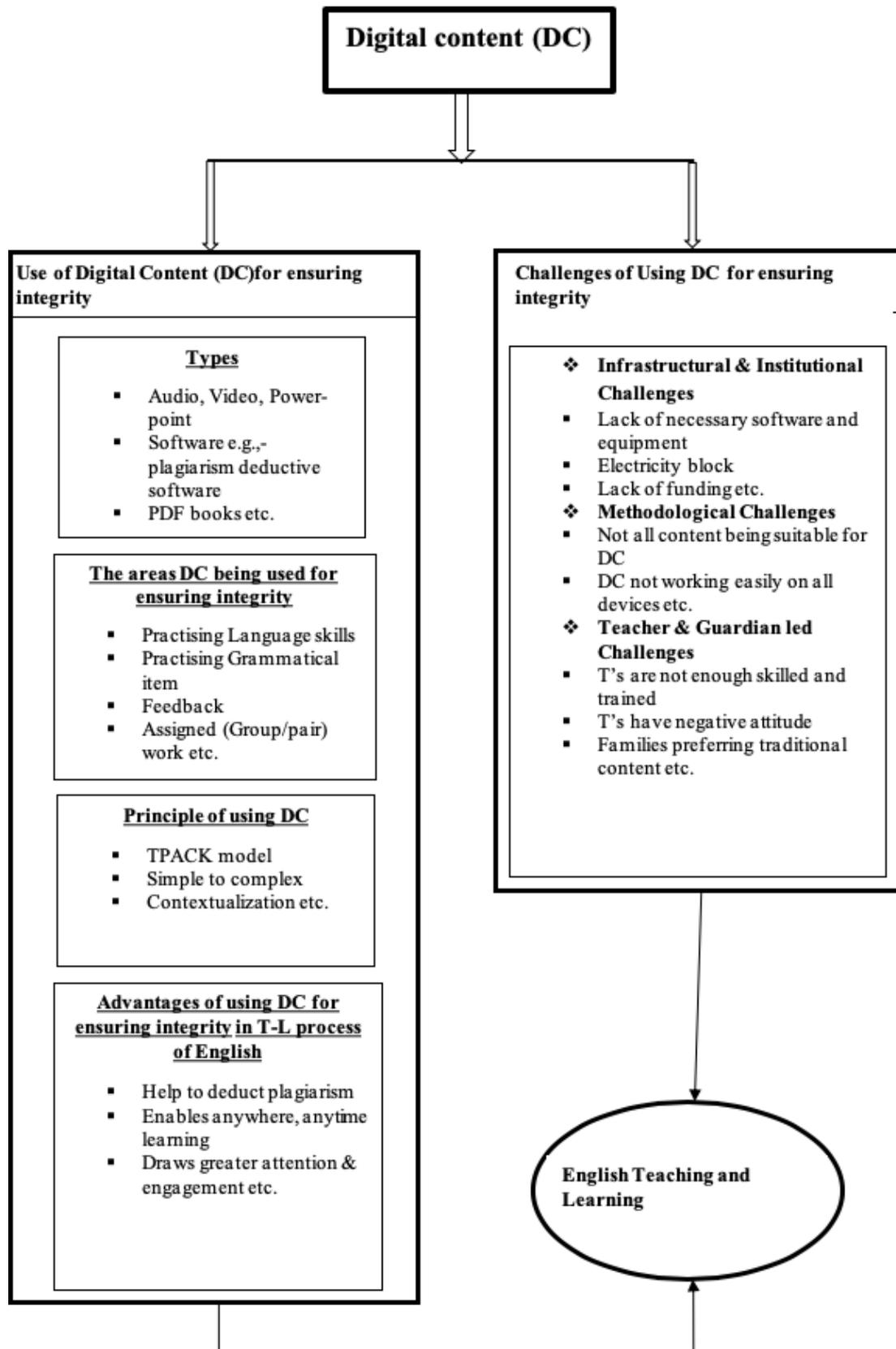
Specific objectives of the study

The specific objectives of the study were:

* to explore the actual use of digital content (DC) in ensuring integrity for teaching and learning English at grade IX-X
* to find out the challenges of using digital content (DC) in ensuring integrity for teaching and learning English at grade IX-X

Conceptual framework of the study

A conceptual framework provides a total idea about the research at a glance. Based on the review of the literature, research objectives and research variables, a conceptual framework was developed to guide the conceptualisation of this study which derived from mapping the issues that impacted upon and influenced the conceptualisation of this research. It is mentioned below:

Figure 1: Conceptual framework of the study

Source: (Authors)

Methodology of the study

Nature of the study

Gay and Airasian (1996) noted that the nature of the question or problem to be investigated determines whether the study is qualitative or quantitative.

If we look back the specific research objectives, we understand that the first research objective which seeks to explore the actual use of DC in ensuring integrity for teaching and learning English demands both quantitative and qualitative data to depict a holistic picture.

The last research objective inquires to find out the challenges of using DC in ensuring integrity for teaching and learning English which needs qualitative data as well as quantitative data. So, ultimately all the research objectives deal with both quantitative and qualitative data. As the research needs mixed type of data, so the whole research had followed a mixed method approach. To be more specific, this study employed a mixed method research design.

Sample design of the study

For this study, the schools were chosen conveniently: total 4 schools, 2 from Dhaka city and 2 from Chandpur district of Bangladesh. Teachers, content specialists and classes were selected purposively. And from each school 20 students were selected through random sampling. The whole sample design of the study is depicted below:

Figure 2: Sample design of the study
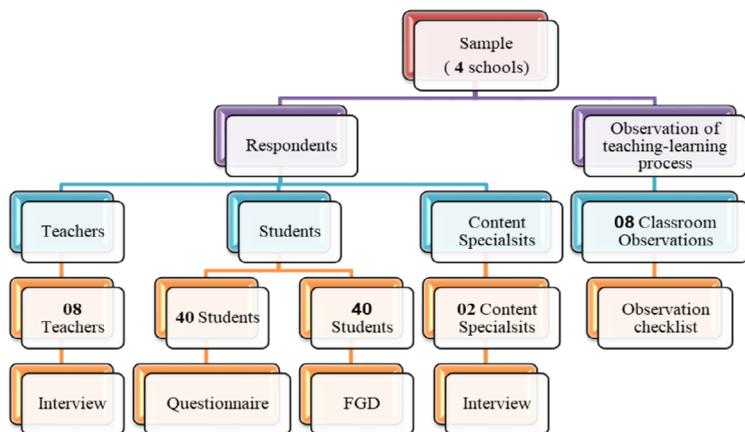
Source: (Authors')

Data processing and analysis technique

Two types of analyses were conducted in this study- the Quantitative data was analysed using Quantitative approaches of analysis and qualitative data in qualitative approach.

Scaffolding of the study

Table 1: Tools, Data sources and Research objectives

Research Objectives	Tools	Data Source
to explore the actual use of digital content in ensuring integrity for teaching and learning English at grade IX-X	Semi-structured Questionnaire; FGD; Classroom observation Checklist; Semi-structured interview schedule.	Students; Teachers; Content specialist
to find out the challenges of using digital content in ensuring integrity for teaching and learning English at grade IX-X.	Semi-structured Questionnaire; FGD; Classroom observation Checklist; Semi-structured interview schedule.	Students; Teacher; Content specialist

Source: (Authors')

Results and discussion of the study

Major findings related to the specific research objective one

The major findings about the actual use of DC in ensuring integrity for teaching and learning English at grade IX-X comprise of the following (organized as to significance):

- Maximum Students (77.50%) and teachers (7 out of 8) are acquainted with DC and integrity in education.
- In most of the schools {maximum teachers (6 out of 8) and students (55%) have said in favour of this} DC is used for teaching and learning English, at a time, teachers consented that DC
- Although most of the schools used DC for teaching and learning English but the frequency of using DC is very rare. (In favour of this statement respectively 3 out of 8 teachers and 40% of students have given opinion.).
- Power point (respectively said by Teachers & Students 36.37% & 40.91%), video (equally said by Teachers & Students 27%) and audio (respectively said by Teachers & Students 22.09% & 31.82%) are vastly used types of DC in teaching and learning English for grade IX-X.
- Most of the teachers (7 out of 8) use free plagiarism software for tracing out unethical writings in English for ensuring integrity in English subject.
- DC is mostly used for the practising of speaking, writing and listening skills of English.
- DC is used majorly in the areas of delivering lecture, deduct plagiarism (teachers & students respectively say that 21.41% & 22.53%), assigned (Group/pair) work (where teachers & students respectively say that 14.28% & 18.32%) and giving feedback (where teachers & students respectively said that 14.28% & 16.90%).
- Best advantages of using DC in teaching-learning process of English are that DC draws greater attention and engagement, DC help to deduct plagiarism and DC allows to practice independently as well as to work collaboratively.
- Most of the teachers (**5 out of 8**) who use DC follow the general teaching- learning principles in English class.
- Most (**6 out of 8**) teachers take preparation before using DC in English class.

- Most (58.33%) of the students use DC by themselves outside the classroom.
- Most students use offline dictionary (48.28%), e-book (20.69%) and YouTube video (17.24%) as types of DC outside of the classroom.
- In a few cases (22.50%) students get co-operation from their teachers in using DC.

Major Findings related to the specific research objective two

The major findings about the challenges of using digital content in ensuring integrity for teaching and learning English at grade IX-X are summarized below (rank order of significance):
- Lack of necessary software and equipment (infrastructural problem) is the biggest challenge in using DC in ensuring integrity for teaching and learning English.
- DC not working easily on all devices is the second leading challenge in using DC in teaching and learning English at grade IX-X.
- Teachers' attitude (negative) towards using DC and lack of appropriate knowledge and skills are another prevalent challenge in using digital content in ensuring integrity for teaching and learning English.

Other challenges of using DC including leading challenges are presented in the graphical format by segmenting into the major and minor themes (based on first hand data from field work after thematic analysing)-

Figure 3: Challenges of using DC in Ensuring Integrity for English subject
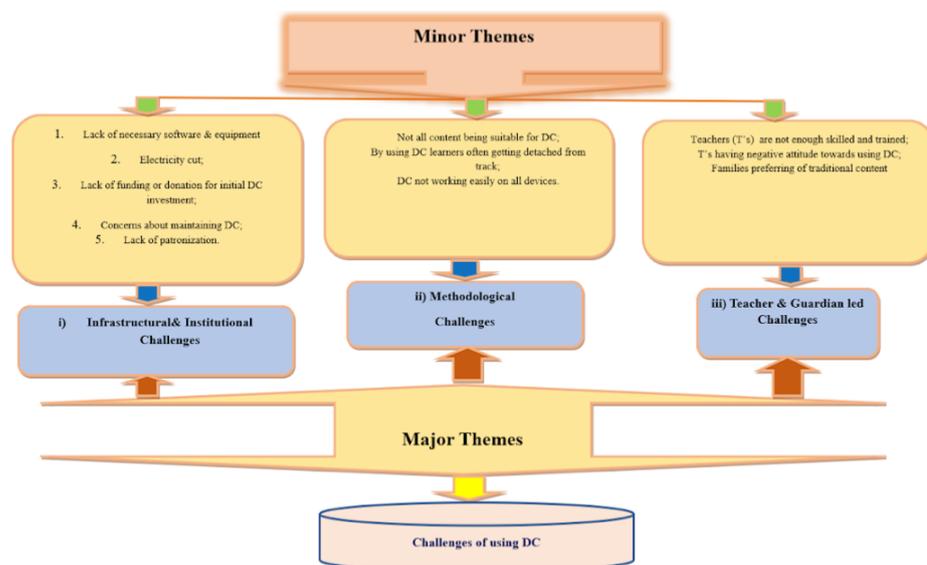
Source: (Authors')

Recommendations and conclusion

Based on the research findings and the discussion on emerging factors resulting from the evidence of gathered data, the researchers have formulated recommendations for future actions to achieve greater impact on ensuring integrity for both the areas of teaching and

learning English at grade IX-X.
- School should be provided with new (ICT and digital) equipment.
- Awareness based initiative e.g. campaign on DC etc. should be taken to change the attitude of teachers and guardians towards the digital content.
- Teachers should get training on how to use DC effectively in ensuring integrity.
- Training programmes on DC should be adapted to the particular needs of students and fit to subjects and institutional related needs.
- Alternative power supply system like generator should be introduced to recover electricity cuts.
- Government and education authorities should allocate resources e.g. plagiarism deduct software strategically and equitably, and should monitor the use of digital content for ensuring integrity.

Use of digital content in teaching and learning English is very much important in this digital age especially for ensuring integrity. It encompasses a great horizon of facilities with its various dimensions. Those are crucially necessary for the teachers and students in the teaching-learning process of English. In Bangladesh present scenarios are not up-to-mark. This research is a small effort to bring it into focus. It will hope that further research study will explore more.

Delimitations of the study

The delimitations of the study are described below:
- **Representativeness:** The representativeness of the participants was the first limitation. Only 90 respondents were involved in this study. It does not give the complete picture of Bangladesh.
- **Coverage:** It is not possible to interpret the findings in light of gender, age, or experience as these variables were clearly not set as selection criteria.
- **Time:** The major limitation of this study is the limited time for conducting this study. A long time research could give us a more effective and viable picture.
- **Level:** Another limitation of the study was that this study was conducted only for the grade IX-X. Further research would be needed to address other grades.
- **Diversity:** Lastly, the diversity of schools was not fully represented in this study. The study mainly focused on mainstream school of secondary level of education.

Acknowledgement

which we could not imagine to accomplish this study.

Reference

Gay, L. R. & Airasian, P. (1996). *Educational Research: Competencies for Analysis and Application* .Colombus, Ohio: Prentice-Hall.