# Teaching Literature in Universities through Integrating ICT: Problems, Challenges and Prospects in Khulna Divisional Perspective

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A B S T R A C T

This research paper explores the integration of Information and Communication Technology (ICT) in English Literature Teaching within the context of Khulna division of Bangladesh. The study delves into the various problems and challenges educators face while incorporating ICT tools into literature classrooms. It examines factors such as limited access to technology, inadequate digital literacy among teachers and students, and infrastructural constraints. The project also highlights the potential benefits and prospects of utilizing ICT in Literature teaching, including enhanced engagement, interactive learning opportunities, and exposure to authentic resources. Drawing on quantitative data, the research aims to provide insights into the current status of ICT integration in Literature teaching, shedding light on both barriers and opportunities. This analysis offers recommendations for addressing challenges and maximizing the benefits of ICT integration, thereby contributing to the improvement of English literature practices in educational landscape of Bangladesh.

## INTRODUCTION

The rapid advancement of Information and Communication Technology (ICT) has revolutionized various fields, including education. In recent years, integrating ICT into teaching practices has become an essential focus for educators worldwide, aiming to enhance teaching methods and learning outcomes. Specifically, in the realm of English literature teaching, ICT offers unique opportunities for interactive learning, greater student engagement, and access to diverse resources that can enrich the literary experience. However, the integration of ICT in English literature classrooms in Bangladesh, particularly in Public and Private Universities of Khulna Division, remains a challenging endeavor, with numerous obstacles hindering its successful implementation. In recent years, the integration of Information and Communication Technology (ICT) has emerged as a pivotal component in the evolution of modern education systems globally. Particularly in the domain of English Literature Teaching (ELT), the use of ICT tools and digital resources has the potential to significantly transform traditional teaching methodologies, making the learning process more interactive, engaging, and dynamic. In Bangladesh, where the importance of English proficiency is increasingly recognized due to its global relevance, the integration of ICT into English literature teaching is a critical step toward improving the quality of education and meeting the evolving needs of learners in the digital age. ICT in education offers numerous advantages, particularly in the context of English literature teaching. The use of digital platforms provides teachers and students with access to a wealth of authentic literary resources, including online articles, e-books, scholarly journals, and multimedia content. These resources not only diversify the teaching material but also bring literature to life in ways that traditional teaching methods cannot, allowing students to engage with texts on a deeper, more interactive level. Furthermore, ICT tools enable creative and innovative pedagogical approaches, facilitating student-centered learning, instant feedback, and collaborative learning environments. This shift towards more engaging, technology-mediated learning experiences can enhance critical thinking, reading comprehension, and literary analysis skills among students. However, integrating ICT into English literature classrooms in Bangladesh presents a range of challenges that need to be addressed. One of the primary obstacles is limited access to technology, particularly in remote and rural areas where infrastructure remains underdeveloped. Despite urban areas witnessing a rapid increase in technological adoption, many educational institutions in Bangladesh still face difficulties in providing students and teachers with adequate access to digital tools. Additionally, there is a significant gap in digital literacy among both teachers and students, with many educators lacking the necessary skills and training to effectively incorporate ICT tools into their teaching practices. This lack of preparedness often results in underutilization of available resources and hinders the overall impact of ICT integration on the learning process. Moreover, socio-economic disparities further exacerbate the challenges of ICT integration. The digital divide, characterized by unequal access to technology based on economic and geographic factors, limits opportunities for marginalized groups to benefit from ICT-enhanced education. This disparity not only affects students' learning outcomes but also creates a divide in the quality of education across different regions of the country.

This project aims to explore the integration of ICT in English literature teaching in some selected Public and Private Universities of Khulna Division of Bangladesh, focusing on the challenges, problems, and prospects associated with this process. By examining the attitudes of teachers towards ICT integration, identifying the challenges they face, and assessing the potential benefits of technology in enhancing literature teaching, the study seeks to provide a comprehensive understanding of the current situation. The findings will offer valuable insights into how these challenges can be addressed and how ICT can be effectively integrated into the English literature curriculum to improve the overall quality of education in Bangladesh. Through this research, the study aspires to contribute to the ongoing discourse on the future of education in Bangladesh, particularly in the context of digital transformation in higher education.

## LITERATURE REVIEW

"Use of Technology in English Language Teaching and Learning: An Analysis" exposes the necessity of multimedia technology to language teaching and also brings out the problems faced by using these technologies. It also aims to make English teachers aware of the strategies to use it in an effective manner (Shyamlee, 2012).

"The Use of Technology in English Language Learning: A Literature Review" upholds the effective use of new technologies improves learners' language learning skills (Ahmadi, 2018).

"Students' Perception towards Technology in Learning English as a Foreign Language: A Case Study of Higher Secondary Students of Pabna, Bangladesh" highlights potential pedagogical implications for developing English learning skills (reading, writing, speaking and listening) and establish ground for further research in this area (Milon and Iqbal, 2017).

"Digital Technology in English Language Teaching and Learning" tries to link the pedagogical system based on technology with the theories and methods of education, and finding out to which school such system is related to. The study ends with a brief account on the outcomes of using technology in both language teaching and learning on the language skills i.e., listening, reading, writing and speaking (Yasseen and Adnan, 2022).

"A Theoretical Study on the Genuinely Effective Technology Application in English Language Teaching for Teachers and Students" focuses on the strengths and weaknesses of technology integration in English language teaching and suggesting some practical solutions to overcome the difficulties (Quyen and Hong, 2021).

"ICT: A significant tool for providing variety to teaching & learning of English literature" focuses on the judicial incorporation of ICT into the teaching of different genres of English literature mainly fiction, non-fiction, poetry, and

drama to make the teaching process more energetic and livelier (Gogoi and Saha, 2019).

"Impact of Using Technology on English Language Teaching on Students' Motivation and Engagement at Classrooms of Bangladesh" uncovers findings related to the effects of technology integration on student motivation and engagement, emphasizing the different viewpoints and complexities surrounding this issue through an analysis of data. The study concludes with a set of thoughtful recommendations aimed at addressing the challenges identified and capitalizing on the opportunities presented by technology integration (Serajuddin, 2023).

The article entitled "Education for Future: Issues and Challenges Editors" exposes the usage of modern technologies in relation to teaching and learning English as a second or foreign language. Using technology, English language learners can improve their learning abilities (Perumal et al., 2024).

The above critical articles have partially represented "Teaching Literature in Universities Through Integrating ICT: Problems, Challenges and Prospects in Khulna Divisional Perspective". No critics, either in their critical books or in their research articles, have felt interested to explore the theme of Literature teaching in public and private universities in Khulna division. So, this is an unexplored field on which a good research work might be done. This project would be an addition to the exploration of a new theme of Literature studies through integrating ICT in Khulna divisional perspective and it is expected to provide a new approach to the study of the mentioned title from a new angle.

**RESEARCH METHODOLOGY**
To conduct this research, a quantitative exploratory approach will be followed by the researcher. 20 English teachers teaching literature in different Public & Private Universities in Khulna division will be randomly selected. A questionnaire will be developed to record the problems, challenges and prospects of integrating ICT in Teaching English Literature. The questionnaire will be divided into two major sections: one is to find out the teachers' attitude towards ICT integrated literature teaching and the other one is to find out the challenges of the integration of ICT in English literature classroom. An inductive method of data analysis will be used to obtain the results. This research will be conducted following APA 7th manual simultaneously acknowledging secondary sources at the end in reference section.
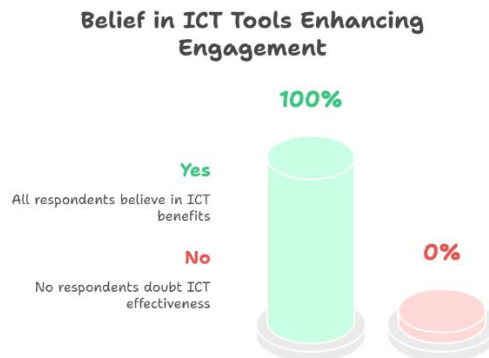
**DATA ANALYSIS AND INTERPRETATION**
The obtained data from two sets of questionnaires are analysed in order to study integration of Information and Communication Technology (ICT) in English Language Teaching (ELT) within the context of Bangladesh and to identify the problems and challenges faced by the teachers in the actual implementation of ICT in teaching learning process.

## ATTITUDES TOWARDS ICT-INTEGRATED ELT

**Question 1.** Do you believe ICT tools make teaching more engaging for students?

**Answer:** Yes- 100%, No- 0%

**Belief in ICT Tools Enhancing Engagement**

**100%**

**Yes**
All respondents believe in ICT benefits

**No**
No respondents doubt ICT effectiveness

**0%**

**Findings:**
The survey results indicate that 100% of respondents believe ICT tools make teaching more engaging for students, with no dissenting opinions. This unanimous agreement highlights the significant role of technology in enhancing the teaching and learning experience.

**Explanation:**
The findings suggest that educators recognize the positive impact of ICT tools in making lessons more interactive, dynamic, and student-centered. The integration of multimedia resources, digital platforms, and interactive applications helps cater to different learning styles, making content more accessible and engaging. ICT tools also facilitate active participation, improve communication and collaboration, and create innovative teaching strategies that enhance student motivation. Particularly in literature classrooms, digital resources such as **e-**books, online discussions, and audiovisual interpretations can deepen students' understanding and appreciation of texts. This overwhelming support for ICT in teaching reinforces its importance in modern education and encourages further integration to maximize learning outcomes.

**Question 2.** How often do you use ICT tools in your classes?

**Answer:** Never- 100%, Rarely- 0%, Occasionally- 0%, Frequently- 0%

**Frequency of ICT Tool Usage in Classes**
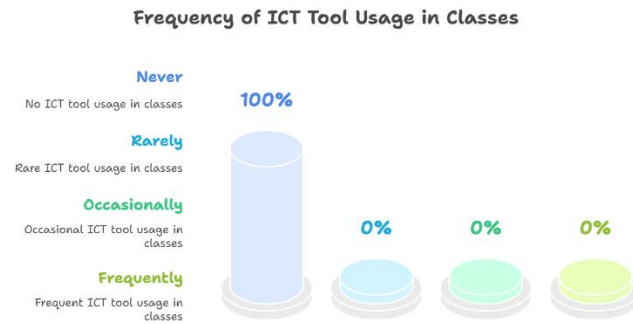


**Findings:**

The survey results show that 100% of respondents never use ICT tools in their classes, with no one reporting rare, occasional, or frequent usage.
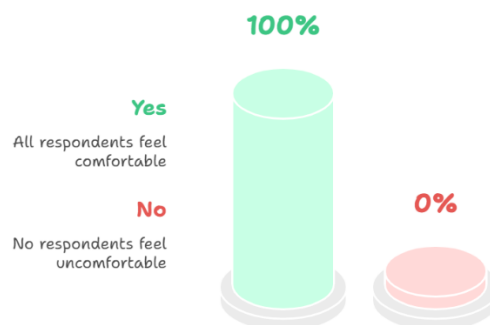
**Explanation:**

This finding indicates that despite the potential benefits of ICT in education, there are no instances of its use among the respondents. This could be due to factors such as lack of access to necessary technology, insufficient training for teachers, or institutional challenges that hinder the integration of ICT tools in the classroom. It suggests a need for greater resources, support, and professional development to equip teachers with the skills and tools needed to incorporate ICT effectively in their teaching practices.

**Question 3.** Do you feel comfortable integrating ICT tools into your literature classes?

**Answer:** Yes- 100%, No- 0%

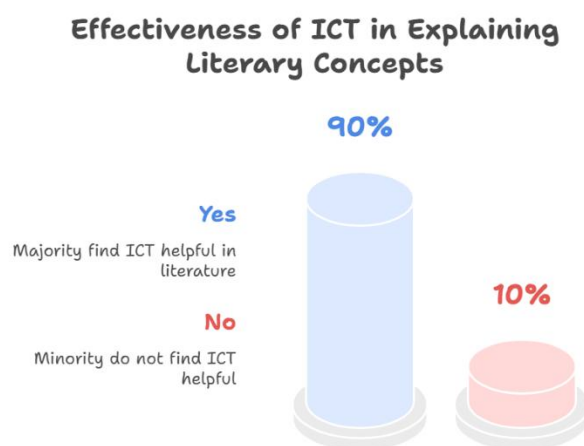**Comfort Level in Integrating ICT Tools**



**Findings:**

The survey results indicate that 100% of respondents feel comfortable integrating ICT tools into their literature classes, with no one expressing discomfort.

**Explanation:**
This unanimous response suggests that, despite not using ICT tools regularly in their classrooms (as seen in the previous question), the teachers acknowledge their ability to integrate ICT effectively if given the proper support and resources. This comfort level points to the potential for successful integration of technology in the future, provided teachers are equipped with the right training, tools, and infrastructure. It also suggests that teachers recognize the benefits of using ICT in literature teaching and are open to incorporating it once the necessary conditions are in place.

**Question 4.** Does using ICT help in explaining complex literary concepts effectively?

**Answer:** Yes- 90%, No- 10%



Effectiveness of ICT in Explaining Literary Concepts

90%

**Yes**
Majority find ICT helpful in literature

**No**
Minority do not find ICT helpful

10%

**Findings:**
The survey results show that 90% of respondents agree that using ICT helps in explaining complex literary concepts effectively, while 10% disagree.

**Explanation:**
The overwhelming majority of respondents believe that ICT tools can enhance the explanation of complex literary concepts. This suggests that teachers recognize the value of interactive resources, multimedia tools, and digital platforms in making abstract or challenging ideas more accessible to students. ICT can help simplify complex themes, characters, and literary techniques by providing visual aids, interactive content, and real-time examples. However, the 10% who disagree may have concerns related to effective implementation or lack of familiarity with available ICT tools, highlighting the need for further training and resources to support all educators in using technology effectively.

**Question 5.** How would you rate your proficiency in using ICT tools?

**Answer:** Beginner-10%, Intermediate- 80%, Advanced- 10%
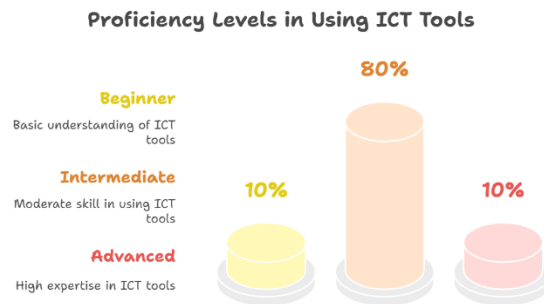
**Findings:**

The survey results indicate that 10% of respondents consider themselves beginners, 80% rate their proficiency as intermediate, and 10% identify as advanced users of ICT tools.
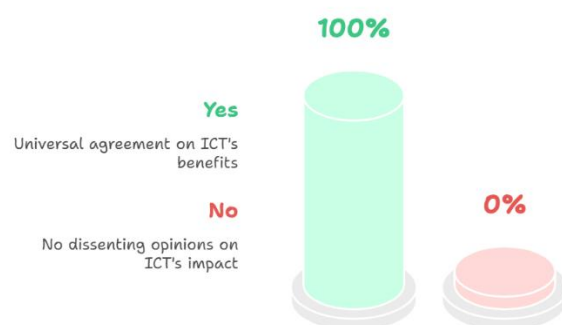
**Explanation:**

The majority of respondents (80%) possess an intermediate level of ICT proficiency, suggesting that most teachers have a functional understanding of technology but may require further training to fully utilize its potential in literature teaching. The 10% of beginners indicate a need for basic ICT training and support, while the 10% of advanced users demonstrate strong confidence in using digital tools effectively. These findings suggest that targeted professional development programs could help bridge the skill gap, enabling teachers to maximize the benefits of ICT integration in literature classrooms.

**Question 6.** Do you believe ICT can enhance English literature teaching?
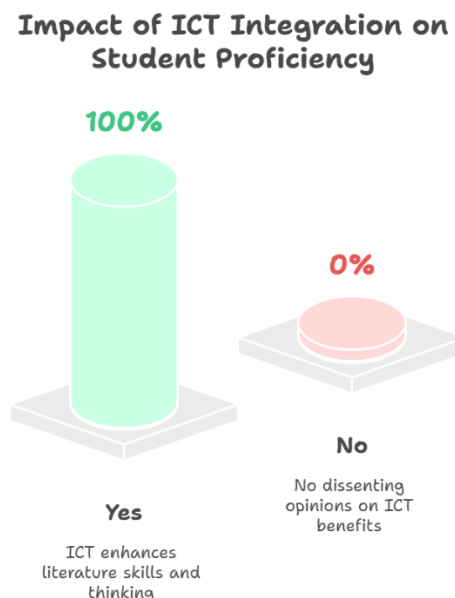
**Answer:** Yes- 100%, No- 0%



**Findings:**

The survey results show that 100% of respondents believe that ICT can enhance English literature teaching, with no disagreement.

**Explanation:**
This unanimous agreement highlights the strong belief among educators in the positive impact of ICT on literature teaching. ICT tools can bring literary texts to life through multimedia presentations, interactive discussions, digital annotations, and online resources, making complex themes and historical contexts more accessible to students. The findings suggest that teachers recognize the potential of technology to enhance engagement, foster critical thinking, and provide diverse perspectives in literature classrooms. However, despite this strong belief, previous responses indicate a gap between awareness and actual implementation, emphasizing the need for infrastructure, training, and institutional support to integrate ICT effectively.

**Question 7.** Does ICT integration improve student proficiency and critical thinking in literature?

**Answer:** Yes- 100%, No- 0%



**Impact of ICT Integration on Student Proficiency**

100%

Yes
ICT enhances literature skills and thinking

0%

No
No dissenting opinions on ICT benefits

**Findings:**
The survey results indicate that 100% of respondents agree that ICT integration improves student proficiency and critical thinking in literature, with no disagreement.
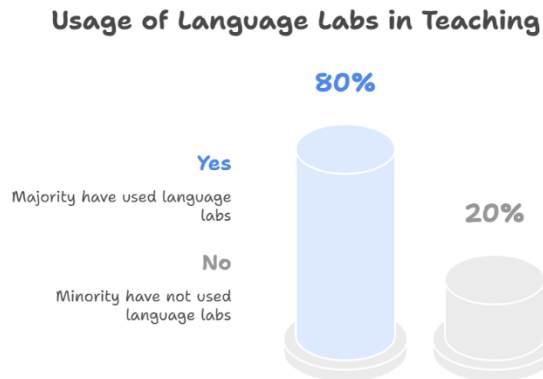
**Explanation:**
The unanimous agreement highlights the perception that ICT tools positively influence students' analytical skills, interpretative abilities, and overall engagement with literary texts. Digital resources such as interactive discussions, multimedia analysis, online literary archives, and AI-powered learning tools can help students develop deeper insights, textual interpretations, and contextual understanding. ICT fosters active learning, encourages independent research, and enhances exposure to diverse perspectives, all of which contribute to

improved critical thinking and literary proficiency. However, while educators acknowledge these benefits, the challenge lies in ensuring effective implementation through proper training, accessible technology, and institutional support for both teachers and students.

**Question 8.** Have you ever used a language lab for teaching?

**Answer:** Yes- 80%, No- 20%



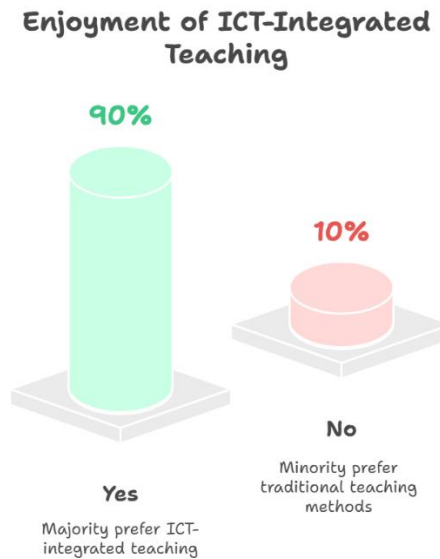Usage of Language Labs in Teaching

**Findings:**
The survey results show that 80% of respondents have used a language lab for teaching, while 20% have never used one.

**Explanation:**
The high percentage of language lab users (80%) suggests that many educators recognize the benefits of technology-assisted language learning, particularly in improving pronunciation, listening skills, and interactive engagement. Language labs provide students with multimedia resources, speech recognition tools, and real-time feedback, which can enhance their learning experience. However, the 20% who have never used a language lab may indicate limited access to facilities, lack of institutional support, or unfamiliarity with their usage. These findings highlight the need for greater accessibility, training, and encouragement to ensure all educators can leverage language labs effectively for literature and language teaching.

**Question 9.** Do you find ICT-integrated teaching more enjoyable than traditional methods?

**Answer:** Yes- 90%, No- 10%

**Enjoyment of ICT-Integrated Teaching**

90%

10%

No
Minority prefer traditional teaching methods

Yes
Majority prefer ICT-integrated teaching

**Findings:**

The survey results indicate that 90% of respondents find ICT-integrated teaching more enjoyable than traditional methods, while 10% prefer traditional approaches.
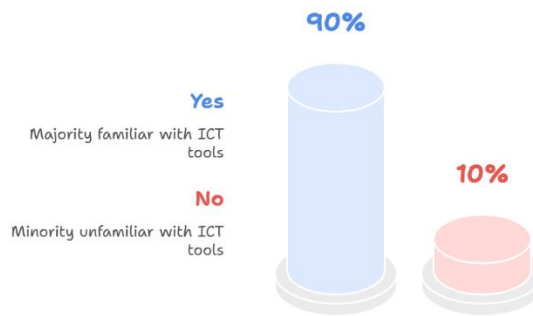
**Explanation:**

The overwhelming preference for ICT-integrated teaching suggests that most educators find technology-enhanced lessons more engaging, interactive, and dynamic compared to traditional methods. ICT tools offer multimedia content, digital collaboration, and interactive learning environments, which can make teaching literature more stimulating for both teachers and students. However, the 10% who prefer traditional methods may feel more comfortable with conventional teaching techniques or face challenges in adapting to digital tools. This highlights the importance of training and institutional support to ensure that all educators can confidently integrate ICT while maintaining the effectiveness of traditional teaching approaches when needed.

**Question 10.** Are you familiar with ICT tools and technologies for teaching English literature?

**Answer:** Yes- 90%, No- 10%

Familiarity with ICT Tools in English Literature Teaching

**Findings:**

The survey results indicate that 90% of respondents are familiar with ICT tools and technologies for teaching English literature, while 10% are not.
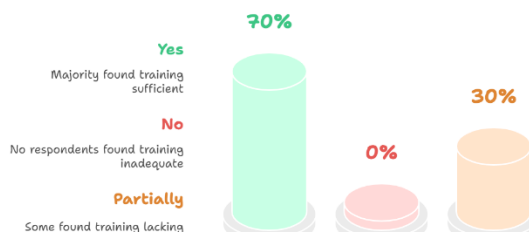
**Explanation:**

The high percentage of familiarity (90%) suggests that most educators have some knowledge of ICT tools and their applications in literature teaching. This indicates a growing awareness of digital platforms, multimedia resources, and interactive learning methods that can enhance literary analysis and engagement. However, the 10% who are unfamiliar may face challenges due to limited exposure, lack of training, or insufficient institutional support. These findings highlight the need for professional development programs to ensure that all educators, regardless of their current proficiency, can effectively integrate ICT into literature classrooms.

**Challenges in ICT Integration**

**Question 1.** Do you think the training provided was adequate?

**Answer:** Yes- 70%, No- 0%, Partially- 30%



Adequacy of Training Provided

**Findings:**

The survey results show that 70% of respondents believe the training provided

was adequate, while 30% feel it was only partially adequate. Notably, no respondents reported the training as entirely inadequate.

**Explanation:**
The majority of respondents (70%) found the training sufficient, indicating that it met their needs in understanding and implementing ICT tools in literature teaching. However, the 30% who found it only partially adequate suggest that some aspects of the training may have been lacking, such as depth of content, hands-on practice, or ongoing support. This highlights the need for more comprehensive and continuous professional development programs, ensuring that all educators feel fully prepared and confident in using ICT tools effectively in their classrooms.

**Question 2.** Does your institution provide the necessary ICT tools for literature teaching?

**Answer:** Yes- 70%, No- 30%



Availability of ICT Tools for Literature Teaching
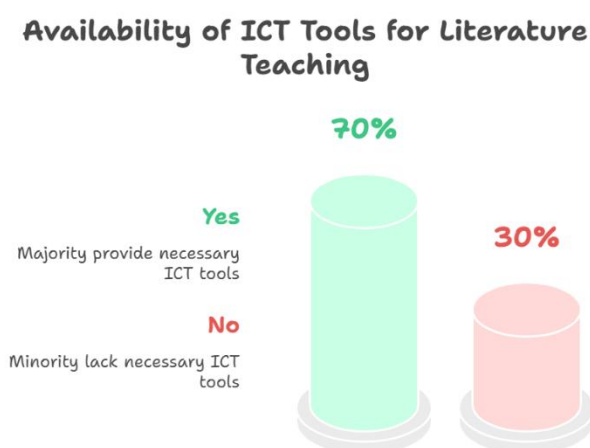
**Findings:**
The survey results indicate that 70% of respondents believe their institution provides the necessary ICT tools for literature teaching, while 30% feel that their institution does not provide adequate resources.
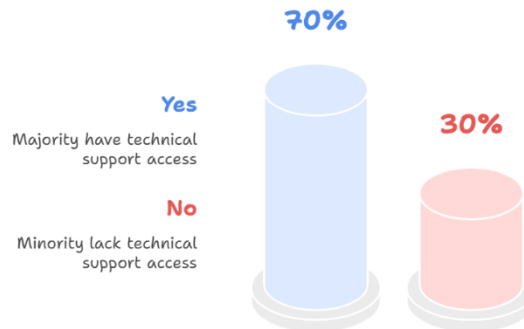
**Explanation:**
The 70% positive response suggests that many institutions have invested in ICT infrastructure, digital tools, and technological support for literature teaching. This reflects a growing recognition of the importance of technology in enhancing literary studies through multimedia content, interactive discussions, and digital archives. However, the 30% who report a lack of ICT tools highlight a gap in access and availability, which may be due to budget constraints, outdated equipment, or insufficient institutional prioritization. This finding underscores the need for further investment and policy support to ensure equal access to ICT resources for all educators, enabling a more effective and engaging literature teaching environment.

**Question 3.** Do you have access to technical support for using ICT tools in classrooms?

**Answer:** Yes- 70%, No- 30%



**Findings:**
The survey results indicate that 70% of respondents have access to technical support for using ICT tools in classrooms, while 30% do not.
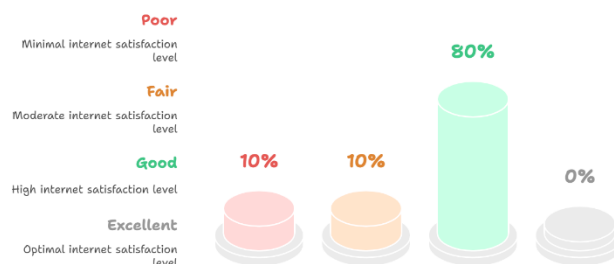
**Explanation:**
The 70% positive response suggests that a majority of educators have access to technical assistance, which is crucial for troubleshooting issues, maintaining ICT infrastructure, and ensuring the effective integration of technology in literature teaching. However, the 30% who lack technical support may struggle with technical difficulties, lack of training, or inadequate institutional backing, which can hinder the seamless use of ICT in classrooms. This finding highlights the need for consistent and accessible technical support systems, including help desks, IT personnel, and regular workshops, to ensure that all educators can confidently use ICT tools without disruption.

**Question 4.** How would you rate the internet speed in your institution?

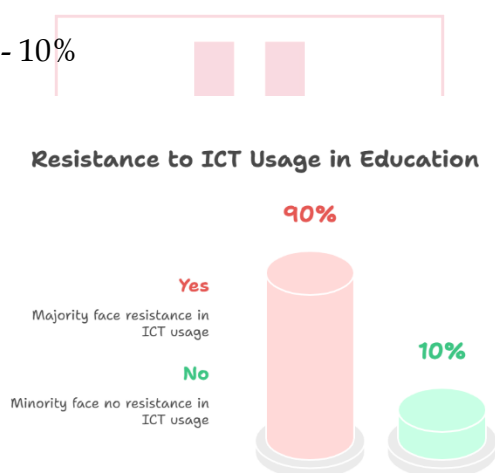**Answer:** Poor- 10%, Fair- 10%, Good- 80%, Excellent- 0%

**Findings:**

The survey results show that 10% of respondents rate the internet speed as poor, 10% rate it as fair, and 80% consider it good, with no respondents rating it as excellent.

**Explanation:**

The majority of respondents (80%) find the internet speed to be good, which suggests that most institutions have adequate internet access to support the use of ICT tools in literature teaching, such as streaming videos, accessing online resources, and facilitating digital collaboration. However, the 10% rating it as poor indicates that some institutions may still struggle with slow or unreliable internet, which could hinder the effectiveness of ICT integration. The lack of "excellent" ratings may point to the need for upgrades or optimization of internet infrastructure to support high-demand online activities and ensure consistent access for all users. This finding underscores the importance of investing in reliable, high-speed internet to ensure smooth ICT usage in the classroom.

**Question 5.** Do you face resistance from students or colleagues regarding ICT usage?

**Answer:** Yes- 90%, No- 10%

**Resistance to ICT Usage in Education**

90%

**Yes**
Majority face resistance in
ICT usage

**No**
Minority face no resistance in
ICT usage

10%

**Findings:**
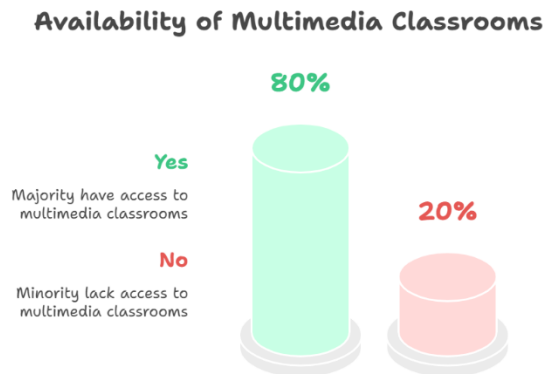
The survey results indicate that 90% of respondents face resistance from students or colleagues regarding ICT usage, while 10% do not.

**Explanation:**

The high percentage of resistance (90%) reflects a significant challenge in integrating ICT into the teaching process. Resistance may stem from various factors, such as a lack of technological proficiency, fear of change, or preference for traditional teaching methods among some students or colleagues. The 10% who do not face resistance may have already established successful ICT practices or work in environments where technological integration is more widely accepted. This finding highlights the need for greater awareness, training, and support to overcome resistance, ensuring that all stakeholders understand the benefits of ICT and are encouraged to embrace technology in the classroom.

**Question 6.** Are multimedia classrooms readily available in your department?

**Answer:** Yes- 80%, No- 20%



Availability of Multimedia Classrooms

80%

Yes
Majority have access to
multimedia classrooms

No
Minority lack access to
multimedia classrooms

20%

**Findings:**
The survey results indicate that 80% of respondents have access to multimedia classrooms in their department, while 20% do not.
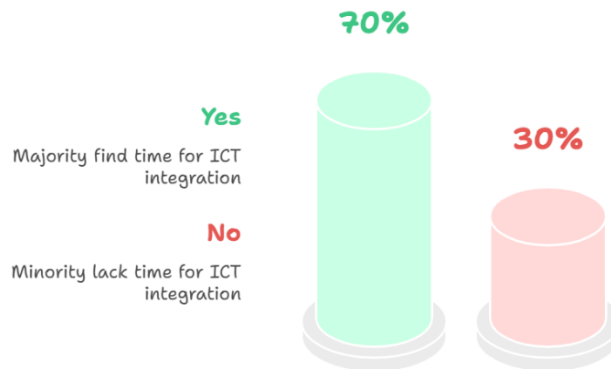
**Explanation:**
The 80% positive response suggests that most departments have made significant investments in multimedia classrooms, which are essential for integrating ICT tools such as projectors, interactive whiteboards, audio-visual resources, and digital learning platforms. This indicates that the majority of educators have access to technologically equipped spaces that can enhance literature teaching through multimedia presentations, video analysis, and interactive discussions. However, the 20% who do not have access to such facilities highlight the gap in infrastructure and the need for improvements to ensure equal access to multimedia classrooms for all faculty members. This finding emphasizes the importance of upgrading facilities and ensuring that all departments are equipped with the necessary tools to support effective ICT-integrated teaching.

**Question 7.** Do you find enough time to incorporate ICT into your teaching schedule?

**Answer:** Yes- 70%, No- 30%

## Availability of Time for ICT in Teaching

**70%**

**Yes**
Majority find time for ICT
integration

**30%**

**No**
Minority lack time for ICT
integration

**Findings:**

The survey results indicate that 70% of respondents find enough time to incorporate ICT into their teaching schedule, while 30% do not.
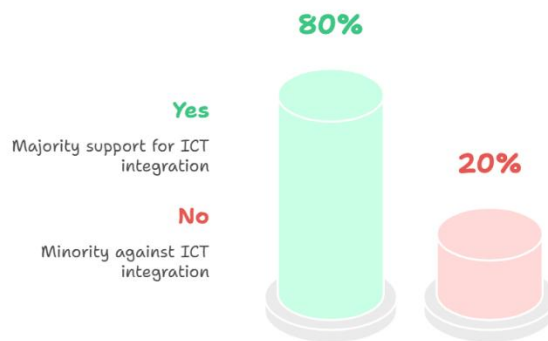
**Explanation:**

The 70% positive response suggests that the majority of educators are able to allocate sufficient time for integrating ICT into their lessons, which could involve preparing multimedia presentations, engaging students in digital activities, or using online resources to supplement traditional literature teaching methods. However, the 30% who struggle to find enough time may face challenges such as tight schedules, administrative workload, or limited class time, which can hinder the effective use of ICT. This finding emphasizes the need for institutions to adjust teaching schedules or provide additional support to ensure that educators have ample time to effectively plan and implement ICT-based lessons.

**Question 8.** Does the current curriculum support the use of ICT tools in literature teaching?

**Answer:** Yes- 80%, No- 20%

**Curriculum Support for ICT in Literature Teaching**

**Findings:**

The survey results show that 80% of respondents believe the current curriculum supports the use of ICT tools in literature teaching, while 20% do not.

**Explanation:**

The 80% positive response indicates that most educators feel the curriculum is adaptable to integrating ICT tools, which can enhance learning through multimedia resources, digital discussions, and online content. This suggests that the curriculum has some level of flexibility to incorporate modern technology in the teaching of literature. However, the 20% who feel the curriculum does not support ICT may find that it is either too rigid, outdated, or not designed to accommodate digital tools effectively. This finding highlights the need for curriculum revisions to ensure that all aspects of literature teaching are aligned with current technological trends, promoting more dynamic and interactive learning experiences.

**Question 9.** Have you received formal training in using ICT for literature teaching?

**Answer:** Yes- 90%, No- 10%

Formal Training in ICT for Literature Teaching
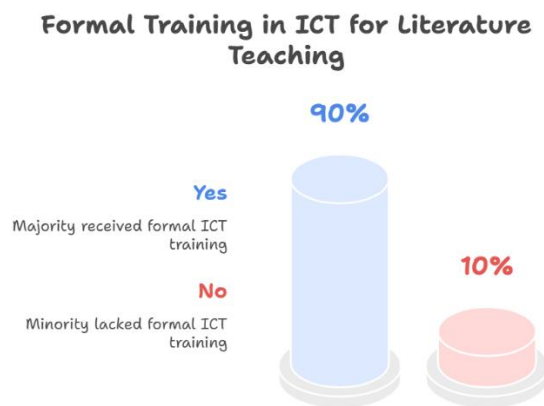
**Findings:**

The survey results show that 90% of respondents have received formal training in using ICT for literature teaching, while 10% have not.

**Explanation:**

The 90% positive response indicates that a significant majority of educators have undergone formal training designed to equip them with the skills needed to effectively integrate ICT tools into their literature teaching practices. This suggests that institutions are actively investing in professional development programs to support teachers in using technology. However, the 10% who have not received formal training may face challenges in utilizing ICT effectively, possibly due to a lack of resources, opportunities, or institutional support. This finding underscores the importance of continuing education and training programs, ensuring that all educators have the necessary skills to incorporate ICT tools in their teaching for enhanced student engagement and learning outcomes.

**Question 10.** What are the main barriers you face when integrating ICT into teaching?

**Answer:** (Open-ended) Lack of proper equipment and study materials, Poor internet connection, There are a few barriers I face in doing so. The most important one of them for me is insufficient technical skills, Lack of training, traditional thinking from both the facilitator and the learner, insufficient facilities, Traditional examination systems do not accommodate the use of ICT tools, discouraging their use in classroom instruction, Teachers are not fully trained to use ICT effectively, Limited curricular integration of ICT technology in teaching, Lack of institutional IT support, Most of the students do not have ICT knowledge. Besides, the internet support and speed of internet is very poor, Lack of motivation. Self-barrier in integrating ICT into teaching. Poor facilities of the institutions.

**Findings:**

The main barriers to integrating ICT into teaching include lack of proper equipment, poor internet connection, insufficient technical skills and training, traditional thinking, limited ICT integration in the curriculum, and lack of

institutional support. Many teachers also face challenges such as students' limited ICT knowledge and motivation issues.
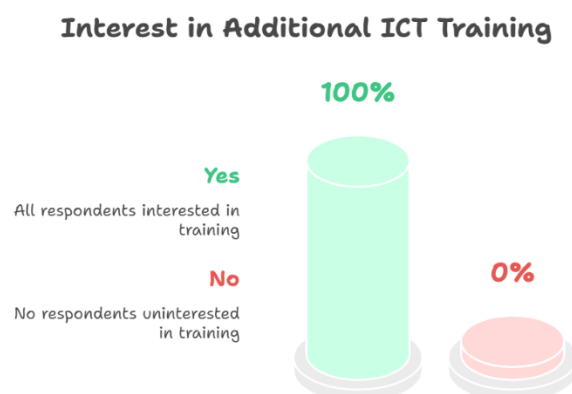
**Explanation:**

Respondents highlighted multiple obstacles that hinder effective ICT integration, including technical limitations like poor internet and inadequate equipment, as well as a lack of training and technical skills among teachers. Traditional teaching mindsets and curricular constraints also impede the use of ICT in literature instruction. Additionally, institutional support and students' lack of ICT knowledge contribute to the overall difficulty. This underscores the need for better infrastructure, professional development, and a shift in educational culture to overcome these barriers.

**PROSPECTS OF ICT INTEGRATION**

**Question 1.** Would you be interested in participating in additional ICT training programs to enhance your teaching capabilities?

**Answer:** Yes- 100%, No- 0%



Interest in Additional ICT Training

**Findings:**

The survey results show that 100% of respondents are interested in participating in additional ICT training programs to enhance their teaching capabilities.
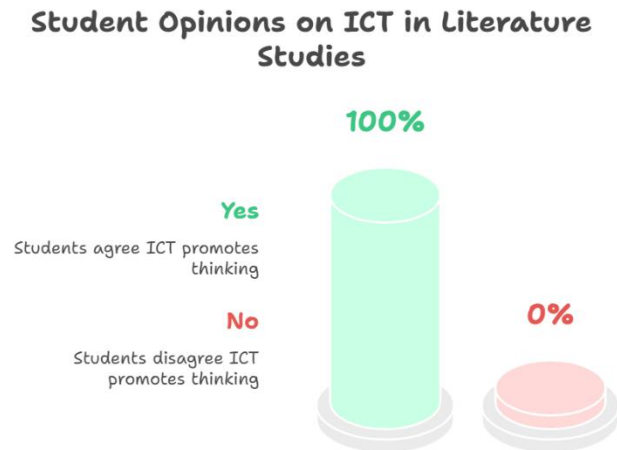
**Explanation:**

The unanimous interest in further ICT training highlights a strong willingness among educators to improve their technological skills and integrate more effective digital tools into their teaching practices. This suggests that teachers recognize the importance of staying up-to-date with technological advancements and see ICT proficiency as an essential skill for enhancing student engagement and learning outcomes. The absence of any "No" responses suggests that educators are eager to enhance their teaching capabilities through training programs, emphasizing the need for ongoing professional development opportunities. This finding underscores the importance of providing continuous

training to ensure teachers can fully utilize the potential of ICT tools in the classroom.

**Question 2.** Do you think ICT can promote critical and creative thinking among students in literature studies?

**Answer:** Yes- 100%, No- 0%



**Findings:**

The survey results show that 100% of respondents believe ICT can promote critical and creative thinking among students in literature studies.
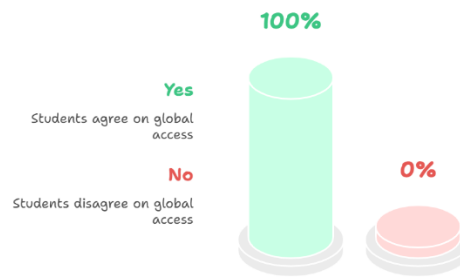
**Explanation:**

The unanimous agreement indicates a strong belief among educators in the positive impact of ICT on critical and creative thinking in literature studies. Educators recognize that ICT tools, such as interactive platforms, multimedia resources, and online research tools, can encourage students to explore diverse perspectives, engage in in-depth analysis, and approach literary texts in innovative ways. The use of digital discussions, blogs, or multimedia presentations allows students to actively participate in critical thinking exercises and creative problem-solving while deepening their understanding of literature. This finding underscores the potential of ICT to foster an interactive learning environment where students can develop both analytical and imaginative skills.

**Question 3.** Can ICT tools provide students with access to diverse global literary resources and viewpoints?

**Answer:** Yes- 100%, No- 0%

Student Agreement on ICT Tools Access



**Findings:**

The survey results indicate that 100% of respondents believe ICT tools can provide students with access to diverse global literary resources and viewpoints.

**Explanation:**

The unanimous agreement suggests that educators recognize the vast potential of ICT tools in offering students a wealth of global literary resources and varied viewpoints. With the help of digital libraries, online journals, e-books, and other resources, students can access a broad spectrum of literature from different cultures, time periods, and perspectives, enriching their understanding of texts. Additionally, platforms like online forums, podcasts, and virtual author talks can expose students to diverse opinions and scholarly debates, fostering a globalized approach to studying literature. This finding highlights the significant role of ICT in breaking down geographical and institutional barriers, providing students with the tools to engage with a wide range of literary traditions and perspectives.

**Question 4.** What improvements would you suggest for better integration of ICT into literature teaching?

**Answer:** (Open-ended) Proper training, equipment and resource, Should They also recommended introducing formal training sessions for facilitators, utilizing audio-visual methods, and developing localized digital resources. There was a call for standardizing internet access across universities and focusing on curricular integration. Additionally, enhancing teacher-student motivation, offering IT training, and ensuring institutional support were seen as essential.

**Explanation:**

The suggestions highlighted the need for comprehensive training and resources, as well as improved internet access to support ICT use. The focus was on incorporating interactive methods like audio-visual aids, developing localized resources, and ensuring institutional backing to encourage effective ICT integration. This reflects a need for both technological upgrades and policy-driven changes to enhance literature teaching.

**Question 5.** Do you believe the long-term integration of ICT in literature teaching is feasible and sustainable?

**Answer:** Yes- 100%, No- 0%

increase the internet facilities, Formal training session should be introduced, Proper training of the facilitators, to introduce audio-visual method to the students for better understanding of literature, To better integrate ICT into literature teaching, it should be prioritized developing localized digital resources, improving infrastructure and teacher training, and incorporating interactive, student-centered methodologies supported by policy and funding initiatives, Offer IT training to teachers, make internet standardized across all universities along with focusing on curricular integration of ICT across all medium of instructions, There are available online books, soft copies and others e-resources that can help ICT integration in literature teaching, Enhancement of teacher-student motivation. Institutional support and encouragement.

**Findings:**

To improve ICT integration in literature teaching, respondents suggested providing proper training, better equipment, and improved internet facilities.
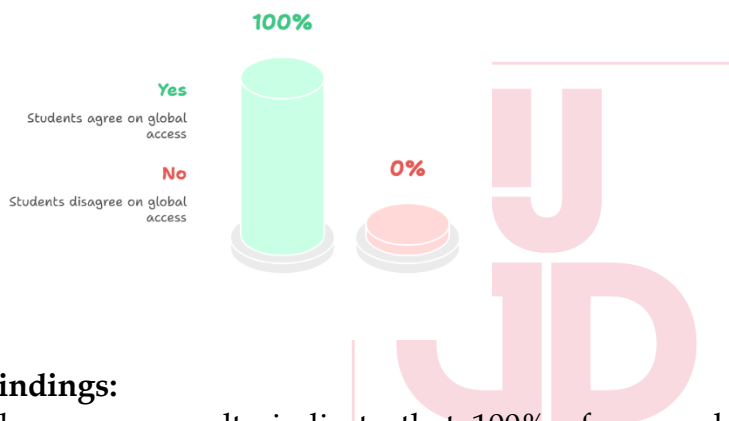


**Findings:**

The survey results indicate that 100% of respondents believe the long-term integration of ICT in literature teaching is feasible and sustainable.

**Explanation:**

The unanimous agreement reflects a strong confidence among educators that ICT integration in literature teaching is not only possible but also sustainable over the long term. Respondents likely believe that as technology continues to advance and becomes more accessible and affordable, it can be increasingly embedded into teaching practices to enhance the learning experience. The widespread availability of digital resources, platforms, and tools makes it feasible for long-term use, while the evolving nature of technology suggests that teachers can continue to adapt and innovate their methods. This finding indicates a collective belief in the potential of ICT to transform education in literature and maintain its relevance and effectiveness in the future.

**RECOMMENDATION**

1. To enhance ICT integration in literature teaching, a key recommendation is to implement regular and comprehensive training programs for

teachers. These programs should not only focus on improving technical skills but also on developing effective pedagogical strategies for using ICT in the classroom. Training should be hands-on and provide teachers with the necessary resources to confidently incorporate ICT tools into their teaching practices. Regular updates and advanced sessions will ensure teachers stay up-to-date with the latest tools and methods.

2. Another significant recommendation is to improve technological infrastructure in educational institutions. This includes upgrading internet facilities, providing access to modern equipment, and making digital resources such as e-books, online databases, and educational software widely available. Better infrastructure will ensure that teachers and students can utilize ICT tools without the hindrance of connectivity or resource limitations.

3. In addition, institutions should focus on the systematic integration of ICT into the curriculum. This involves designing teaching modules that incorporate interactive, student-centered ICT tools as part of the core learning experience, rather than as an occasional supplement. By embedding ICT into the curriculum, students will gain a deeper engagement with literature through the use of multimedia, digital resources, and collaborative online platforms.

4. The development of localized digital resources is also recommended. Tailoring ICT resources to reflect regional contexts and the specific needs of students can enhance their understanding of literature. This could include creating audio-visual aids, interactive media, and region-specific digital libraries that bring global literary perspectives into the classroom.

5. Further, institutions must offer strong institutional support to ensure the successful integration of ICT. This includes providing access to technical support, training opportunities, and encouraging faculty members to adopt innovative ICT-based teaching methods. Support from the administration can create an environment where ICT is viewed as an essential and valuable tool for teaching.

6. To facilitate broader engagement with ICT, teacher and student motivation must be prioritized. Institutions should foster a culture of collaboration where teachers share successful ICT strategies and students are encouraged to explore digital tools for learning. Recognizing and rewarding teachers who effectively incorporate ICT in their teaching will also promote further adoption.

7. Finally, it is crucial for policy makers to establish policies that support ICT integration in education. Educational institutions should receive adequate funding for ICT-related infrastructure, teacher training, and resource development. By aligning policy with the needs of modern education, the long-term sustainability of ICT integration will be ensured.

By addressing these recommendations, educational institutions can create a more engaging, effective, and sustainable ICT-driven learning environment, significantly improving both teaching and learning outcomes in literature studies.

**CONCLUSION**

This research provides a comprehensive exploration of the integration of Information and Communication Technology (ICT) in English Literature teaching within Khulna division of Bangladesh. The study highlights both the challenges and benefits of incorporating ICT tools into the literature classroom, including issues related to technology access, digital literacy, and infrastructure limitations. However, it also emphasizes the promising potential of ICT in enhancing student engagement, enabling interactive learning experiences, and providing access to diverse literary resources. The findings suggest that while significant progress has been made, there is still a need for improvement in teacher training, technological infrastructure, and the overall curriculum to better support ICT integration. The recommendations provided aim to address these issues and promote a more efficient and sustainable use of ICT in the teaching of English Literature in Bangladesh. The research also serves as a call to action for policymakers, educators, and institutional stakeholders to prioritize ICT integration in educational settings. By addressing the challenges identified and adopting the suggested recommendations, English Literature Education can be significantly enhanced, fostering an environment that prepares students for the demands of the digital age. Future research could further investigate the specific effectiveness of ICT tools in the literature classroom and explore the perspectives of students on how ICT integration impacts their learning experiences. The insights gained could offer valuable direction for future educational reforms and ICT-related innovations in the field of English Literature Teaching.

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**APPENDIX**

Questionnaire: Teaching Literature in Universities through Integrating ICT: Problems, Challenges and Prospects in Khulna Divisional Perspective

**General Information**

1. Age: _____

2. Gender: _____

3. Teaching Experience: _____ years

4. Designation: _____

**Attitudes towards ICT-Integrated ELT**

1. Do you believe ICT tools make teaching more engaging for students? (Yes/No)

2. How often do you use ICT tools in your classes? (Never/Rarely/Occasionally/Frequently)

3. Do you feel comfortable integrating ICT tools into your literature classes? (Yes/No)

4. Does using ICT help in explaining complex literary concepts effectively? (Yes/No)

5. How would you rate your proficiency in using ICT tools? (Beginner/Intermediate/Advanced)

6. Do you believe ICT can enhance English literature teaching? (Yes/No)

7. Does ICT integration improve student proficiency and critical thinking in literature? (Yes/No)

8. Have you ever used a language lab for teaching? (Yes/No)

9. Do you find ICT-integrated teaching more enjoyable than traditional methods? (Yes/No)

10. Are you familiar with ICT tools and technologies for teaching English literature? (Yes/No)

**Challenges in ICT Integration**

1. Do you think the training provided was adequate? (Yes/No/Partially)

2. Does your institution provide the necessary ICT tools for literature teaching? (Yes/No)

3. Do you have access to technical support for using ICT tools in classrooms? (Yes/No)

4. How would you rate the internet speed in your institution? (Poor/Fair/Good/Excellent)

5. Do you face resistance from students or colleagues regarding ICT usage? (Yes/No)

6. Are multimedia classrooms readily available in your department? (Yes/No)

7. Do you find enough time to incorporate ICT into your teaching schedule? (Yes/No)

8. Does the current curriculum support the use of ICT tools in literature teaching? (Yes/No)

9. Have you received formal training in using ICT for literature teaching? (Yes/No)

10. What are the main barriers you face when integrating ICT into teaching? (Open-ended)

**Prospects of ICT Integration**

1. Would you be interested in participating in additional ICT training programs to enhance your teaching capabilities? (Yes/No)

2. Do you think ICT can promote critical and creative thinking among students in literature studies? (Yes/No)

3. Can ICT tools provide students with access to diverse global literary resources and viewpoints? (Yes/No)

4. What improvements would you suggest for better integration of ICT into literature teaching? (Open-ended)

5. Do you believe the long-term integration of ICT in literature teaching is feasible and sustainable? (Yes/No)