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Integration of Cutting-Edge Technology in Bangladeshi ELT Classroom at Tertiary Level: Current Scenario

A research monograph submitted in partial fulfillment of the requirements for the degree of B.A. (Honors) in English

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Session: 2019-2020

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Date of Submission: January 20, 2024

ABSTRACT

This empirical study focused on the implementation and effects of advanced instructional technology in English Language Teaching (ELT) classes at the universities level in Bangladesh. The study sought to evaluate the efficacy of these technologies in augmenting the language acquisition process. The research used a mixed-methods approach, utilizing surveys and classroom observation procedure to assess the perspectives of students and teachers regarding their efficacy, and identify the corresponding obstacles and advantages. The results suggest a significant use of video conferencing technologies, learning management systems, and presentation software, with Zoom, Google Classroom, and Microsoft PowerPoint being the most commonly used for teaching and learning English language in the private universities of Bangladesh. The findings also show that these technologies enhance EFL student engagement, boost motivation, and create a more adaptable English learning environment. Nevertheless, the study also reveals other obstacles, like unreliable internet connectivity, discrepancies in technological resources, and the possibility of diminished in-person communication. The study has been concluded by providing suggestions for improving the successful incorporation of technology in language instruction. Strategic planning is necessary to incorporate infrastructure development, teacher training, and pedagogical adaptations. This will ensure that technology serves as a facilitator for language acquisition rather than an obstacle. This study adds to the expanding corpus of literature on English Language Teaching (ELT) and the incorporation of technology. It provides valuable insights for educators, policymakers, and stakeholders in the education system of Bangladesh and other similar settings.

Keywords: *Technology, English Language Teaching (ELT), Tertiary Level*

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CHAPTER ONE

Introduction

This section of the study covers some primary issues concerned with the present research work discussing the grounds on which the research is based. The very first section of this chapter deals with the background of the study and in this way research problems are stated. In the next section, objectives of the research are stated and then the significance of the research is discussed. The other sections are concerned with the research questions, objectives of the study and limitations. The final section summarizes the chapter and provides clues about the next chapter.

1.1 Background of the Study

In this era of globalization, use of cutting-edge technology is getting much importance in each field of study and English language teaching is not an exception (Maher, 2019). More significantly, application of different types of technology in the field of English language teaching has remarkable positive impact to make the whole teaching-learning way effective and interesting (Patel, 2013). Nowadays English language teaching require a number of modern technological tools to deal with the teaching of four language skills in the classrooms (Grabe & Stoller, 2002). Researches have shown that integration of cutting-edge technology in ELT classroom assist the learners to develop their language learning outlook (Ahmadi, 2018; Macaro, Handley, & Walter, 2012; Shadiev & Yang, 2020). To have better benefit of technology in the respective field of study, tools should be selective and the instructors also need to be well-trained (Li & Walsh, 2010). English educators prescribe the integration of cutting-edge technology to cope with the sustainable development goals and bridge the respective learning issues together (UNESCO, 2022, p.1). Integration of ICT can enhance the effectiveness of second language teaching styles and teaching approaches (Chapelle & Voss, 2016). It is really important to make the technology integration very systematically in the field of language learning to have more benefits (Blake, 2016; Ibrahim, 2018; Zappavigna, 2012; Vurdien & Puranen, 2018).

1.2 Problem Statement

Integration of cutting-edge technology in English and education as well as other fields of education has notably contributed in teaching procedures, classroom activities and interactions engaging learners into the whole process (Maher, 2019). Technology integration in language teaching helps the learners not only to master the four language skills but also to be well organized while presenting their skills (Hall, 2009). Following this, it has been a major concern of educators and policymakers to integrate technology in education to cope with the major respective issues of sustainable development to ensure quality education in each arena of study (UNESCO, 2022). Ministry of Education already has already taken a number of initiative to integrate cutting-edge technology in each sector of education in Bangladesh and Access to Information (A2I) program for capacity building of teachers by supplying supplementary digital materials is one of them (Master Plan for ICI in Education in Bangladesh, 2019). Along with the prospects, there are various challenges to integrate cutting-edge technology in education in Bangladesh that has also been explored in the same report. Specially, this report has focused on the necessity of appropriate training for teachers, authoritative staffs, curriculum and material developers and other respective bodies on the use of cutting-edge technologies (Bangladesh National Qualifications Framework, 2021). So, the present study

aims at exploring the current scenario of the integration of cutting-edge technology in Bangladeshi ELT classroom at the tertiary level.

1.3 Research Objectives

1.3.1 General Objective

To investigate the current scenario of the integration of cutting-edge technology in English language teaching classroom at the tertiary level in Bangladesh

1.3.2 Specific Objectives

1. To scrutinize the incorporation of advanced technology into English Language Teaching at the tertiary level classrooms in Bangladesh

2. To investigate the extent to which the currently used technological tools are effective in EFL teaching at the tertiary level

3. To examine the readiness of the tertiary level EFL teachers and students to accept cutting-edge technology

4. To look into the attitude of the tertiary level EFL teachers and students toward technology integration

1.4 Research Questions

1. What kind of advanced technology are incorporated into English Language Teaching (ELT) classrooms in Bangladesh?

2. To what degree are the currently used technological tools effective in EFL teaching at the tertiary level?

3. To what extent are the tertiary level EFL teachers and students ready to accept cutting-edge technology?

4. What is the attitude of the tertiary level EFL teachers and students toward technology integration at the tertiary level?

1.5 Significance of the Study

Integration of cutting-edge technology has been a very important part of EFL teaching and learning process at any context and the impact of technology on EFL teaching and learning is undeniable. Since the integration of cutting-edge is a very important activity in teaching and learning English language, then it is very significant to conduct more practical studies in this field, especially at the tertiary level in Bangladesh. Again, this study carries significance because it will give us significant insights about the different issues regarding the integration of cutting-edge technology in teaching English at the tertiary level in Bangladesh. The study has immense possibility to offer teachers with key insights about the usefulness of the use of different technologies for teaching all the skills of English language. Furthermore, teachers and learners will get chance to explore their insight through this study. Moreover, findings from the study would also be an excellent source of track for course developers to promote technology enhanced teaching in all major areas which are involved in teaching a foreign language. However, this study would be a chance to promote thoughts about the integration of

technology in ELT and this research work will open other probable doors for further necessary study in this field.

1.6 Limitations of the Study

The limitations of the study are those characteristics of design or methodology that influence the interpretation of the findings from one's research (Price, et al, 2004). Though limitations address the potential weaknesses of a study, a researcher gives his all-out efforts to reach his goal. The present study is about exploring the current scenario of the integration of cutting-edge technology in Bangladeshi ELT classroom at the tertiary level. So, this study is not out of limitations. Though the study supposed to be held among both public and private universities, it has only been conducted among Bangladeshi private universities because of time and fund constraints. So, the study

1.7 Conclusion

This very first chapter of the study has focused on the basic issues related to the study. This section of the research has dealt with the overall discussion of technology integration in English language teaching as well as the prospect and challenges regarding this. Again, this part of the study has clearly unfolded the research objectives and the research questions. The next section of the study will be dealing with the review of relevant literature.

CHAPTER TWO

Literature Review

2.1 Introduction

A literature review basically reviews different types of available resources in the respective field of the study including books, scholarly articles, thesis papers, theories and so on. The purpose of this is to have relevant knowledge on the area of research and to connect the present study to the past studies (Fink, Arlene-2014). In other words, when reviewing the literature, "not only do you need to engage with a body of literature, you also need to be able to compare, contrast, synthesize, and make arguments with that literature in ways that indicate a readiness to contribute to the literature itself" (O'Leary, 2010, p.81). Here, the researcher has reviewed a number of similar works to have a clear over view regarding the current scenario of the use of cutting-edge technology in the field of ELT in Bangladesh.

2.2 Review of Relevant Literature
According to Chapelle & Voss (2016), use of different modern technology assists the learners with lots of new information and strategies to enhance their learning skills. They also say that in case of English as a second or foreign language teaching, technology has been a must issue to the teachers. In the view of Stockwell & Hubbard (2013), technology integration in English teaching mainly refers to the application of suitable modern technologies in the classroom. However, the integration of advanced technology has recently made this task considerably more manageable. According to Saleh (2023), there are a number of notable problems in English Language Teaching (ELT) classrooms: a lack of ICT tools, a deficiency in ICT proficiency that hinders effective engagement with English teaching. Kazu and Issaku (2021), have conducted a study to investigate the viewpoints of English Language Teaching (ELT) students regarding the use of technology in the classroom. The results have indicated that the pupils unanimously have acknowledged their ability to autonomously learn English in a classroom that utilizes technology. Pandya and Josh (2022) have examined how modern

technologies affect the process of learning English as a second or foreign language. The study's findings have indicated that these tools have served as incentives and guidance for students to actively participate in interpersonal communication. It facilitates the improvement of the education's quality, specifically by strengthening students' communication and practical English proficiency. Due to the students' strong preference for utilizing technology in the English Language Teaching (ELT) classroom, it is crucial to prioritize the use of effective instructional technology in the English as a Foreign Language (EFL) classroom.

Furthermore, it is essential to take into account the teachers' inclination towards integrating these instructional tools into their teaching. In a study conducted by Mohammed (2020), it has been shown that all participants have displayed positive attitudes towards the effective use of instructional technology in teaching English to learners of English as a Foreign Language (EFL). According to Özer (2018), aspiring educators exhibit great enthusiasm towards integrating technological tools into the instructional process. Nevertheless, the primary obstacle is in successfully incorporating these tools into the educational environment. The study has found that most students had personal computers, which they use for purposes such as completing assignments and presentations, sending emails, accessing course-related information, and participating in social events. However, the problem resides in their failure to effectively use tools that require significant computer proficiency. Serafimovska (2023) notes that many pupils recognize the significant importance of using computers in modern English language teaching. According to Arman (2022), though a number of students and teachers are very positive towards using educational technology in L2 classrooms and digital resources for language instruction, however there are another portion of teachers and students who face difficulties and feel uneasy while using technology in the classrooms.

2.3 Conclusion

This chapter has reviewed a number of papers in the respective field of the current study to have some idea regarding the current scenario of cutting-edge technology in the sector of English language teaching. Most of the papers have shown both the challenges and prospects regarding the integration of cutting-edge technology in ELT. Here, the current study aims at exploring the real scenario of the integration of cutting-edge technology in ELT at the tertiary level in Bangladesh.

CHAPTER THREE

Research Methodology

3.1 Introduction

Creswell (2014) defines research technique as a methodical and rigorous process employed to conduct research within established theoretical frameworks and specific study subjects. This process is a rational and systematic approach to resolving our research problem. Research technique, as defined by Kumar (2019), is a systematic approach employed to enhance the existing knowledge base. It involves a succinct elucidation of the methodologies employed by a researcher to ensure the authenticity and reliability of the results, in accordance with the goals and objectives of the study. This include the procedure of selecting and collecting data, as well as the subsequent analysis and interpretation. This chapter offers a concise elucidation of each constituent of the study technique, together with the protocols for collecting, assessing, and interpreting data. This approach aligns with Bryman's (2016) recommendations, emphasizing the importance of posing a diverse range of inquiries to achieve a thorough understanding of the research subject.

3.2 Types of Research and Their Nature

Research methods refer to the techniques, procedures, and strategies used by researchers to collect, analyze, and interpret data in order to answer research questions or test hypotheses. There are various research methods, each suitable for different types of research questions, objectives, and contexts. Here are some common research methods:

3.2.1 Quantitative Research: This method involves the collection and analysis of numerical data to understand phenomena, establish patterns, or test hypotheses. It often involves structured data collection techniques such as surveys, experiments, and statistical analysis.

3.2.2 Qualitative Research: Qualitative research focuses on understanding human behavior, perceptions, and experiences in depth. It uses methods such as interviews, focus groups, and observations to gather non-numerical data and often employs techniques like thematic analysis or grounded theory to analyze the data.

3.2.3 Mixed-Methods Research: This approach combines elements of both quantitative and qualitative research methods. Researchers use this method to gain a more comprehensive understanding of a research problem by collecting and analyzing both numerical and non-numerical data.

3.2.4 Experimental Research: In experimental research, researchers manipulate one or more variables to observe the effect on another variable. This method allows for establishing cause-and-effect relationships and is commonly used in fields such as psychology and medicine.

3.2.5 Survey Research: Surveys involve collecting data from a sample of individuals through standardized questionnaires or interviews. Surveys are often used to gather information about attitudes, opinions, behaviors, and demographics.

3.2.6 Case Study Research: Case studies involve in-depth examination of a single individual, group, or phenomenon. Researchers gather detailed information over time using various data collection methods such as interviews, observations, and document analysis.

3.2.7 Action Research: Action research is conducted by practitioners or stakeholders within a specific context to address practical problems or improve practices. It often involves collaboration between researchers and participants to implement and evaluate interventions.

3.2.8 Ethnographic Research: Ethnography involves the immersive study of a culture or social group to understand their behaviors, beliefs, and practices. Researchers often spend extended periods of time in the field, observing and participating in the lives of the people they study.

3.2.9 Historical Research: Historical research involves the study of past events, people, or phenomena to understand their significance and impact on the present. Researchers use primary and secondary sources to reconstruct and interpret historical narratives.

These are just a few examples of research methods, and researchers often choose or combine methods based on their research questions, theoretical frameworks, and practical considerations.

3.3 Research Methodology for the present study

The goal of this research is to use a mixed research approach to gather and analyze data. The study has integrated the elements of research that are quantitative and qualitative. Our research is also exploratory in the typological sense as it has used data from primary and secondary sources.

The term "mixed research" refers to a novel research methodology. It involves the methodical integration of both quantitative and qualitative data into a single study or ongoing research endeavor. This incorporates the information that has been collected, examined, and deliberated upon. Our research encompasses a wide range of subjects and areas. By its inherent nature, it encompasses both quantitative and qualitative data. The present study is exploratory in nature and has used primary and secondary data sources.

3.3.1 Exploratory Research

Exploratory research, sometimes resembling grounded theory research, is conducted to examine issues that are still unclear or under investigation. This research is really beneficial for our study, which aims to examine the incorporation of technology in English Language Teaching (ELT) in higher education. Exploratory research approaches can be employed to create research questions and hypotheses for subsequent examination. This strategy facilitates the identification of the specific information needed to understand the intricacies of technology-enhanced English language teaching. In our study, exploratory research refers to the effort to gain understanding and knowledge about the specific topic of technology use in ELT, without relying on preexisting conceptions or beliefs. The objective of our research is to investigate and comprehend the manner in which educators and students at higher education establishments, specifically Dhaka International University, participate in English language instruction and learning when technology is employed. The aim of our study is to analyze the challenges and effectiveness of incorporating technology in English Language Teaching (ELT) by taking an exploratory approach to investigate trends, patterns, and variables. Descriptive research, in contrast, aims to provide comprehensive information about a certain group or event. The primary objective of our study is to examine the linguistic and technical practices employed by both professors and students at Dhaka International University. The impact of advanced technology and digital resources on the nuances of English language instruction and acquisition has been a subject of particular focus.

3.4 Data Sources

Data sources refer to the locations from which we gather information. The data sources can be categorized into primary and secondary groupings. In this study, we have utilized both types of data sources. The primary sources of data for our study are the original data we collected through firsthand research, specifically focusing on the incorporation of technology in English Language Teaching (ELT). We employed a survey questionnaire that incorporates both open-ended and technology-specific inquiries to acquire an accurate depiction of students' and teachers' attitude toward technology and their engagement with technology-enhanced learning environments.

The open-ended questions in our survey aim to generate comprehensive responses addressing students' perspectives and encounters when utilizing technology for English language study. These problems are crucial for obtaining empirical insights into the impact of technology on language proficiency and acquisition. In addition, they allow participants the autonomy to express their viewpoints, so yielding more intricate and refined data. Besides the study will conduct classroom observation to have practical idea about the actual usage of technology in

EFL classes. Moreover, the study will review some related documents to have deeper insights into the addressed problem.

3.5 Data Collection Tools

In our research methodology, we employed a selection of reliable and authentic data collection instruments and equipment. We primarily utilized Jotforms as our preferred means of collecting data. The selection of chart forms is based on several factors, such as their simplicity, intuitive interface, and the convenient drag-and-drop tool that simplifies the process of creating and editing survey questions. The feature provided us with the confidence that participants will be able to readily access and utilize the survey form. It accelerated the design process as well. Jotform offers a wide range of pre-designed templates in its huge library. The versatility of the platform in facilitating both closed-ended and open-ended inquiries enabled us to achieve the objective of our study. The ability to adjust was essential. Another essential aspect we considered for Jotforms was its compatibility with mobile devices. Consequently, students and the teachers find it effortless to use their mobile devices to answer the survey questions. Jotforms may be easily and smoothly integrated. We integrated Jotforms with supplementary tools such Microsoft Excel and Report Builder, which is an internal tool provided by Jotforms. The utilization of digital devices such as a laptop, desktop, and smartphone were implemented. The technologies and procedures utilized for data collection are reliable and accurate in achieving our study goals. These were chosen as a consequence.

3.5.1 Questionnaire

The research work's survey approach had involved the collection of quantitative data through the use of a questionnaire. This questionnaire consisted of a series of questions designed to address the specific aim and objectives of our study project inquiry. The questionnaire included the statements related to the attitude, readiness and actual uses of technology by the teachers and the students. Depending on the nature of the statements 'answer options' were created.

3.5.2 Observation Method

The observation technique is a qualitative and scientific method of collecting data with the aim of acquiring knowledge, information, and facts by the act of observing events, particularly as they unfold. The researcher utilized a checklist as the instrument for the observation strategy. The utilization of the checklist had facilitated the researcher in his ability to watch classes and ascertain the existing technological resources and the uses of technology in teaching and learning English language.

3.6 Data Processing

Data processing is the systematic procedure of collecting, organizing, and displaying data in a manner that enables a researcher to derive meaningful insights. The data was organized and shown in a manner that facilitated the formulation of the research questions of this inquiry.

3.7 Data Presentation

There are a wide range of data presentation technologies that can be used for presenting data. We have accurately depicted our data using graphical representations.

3.7.1 Data Presentation Tools

Following participant answer collection, the data was sorted from the numerical figures using a percentage format. After then, tables, bar charts, and other presenting aids were employed.

3.8 Sampling

Sampling is the process of gathering data and information from a representative subset of the population by focusing specifically on that fraction. Our study involves the participation of English honors students from multiple universities. In order to finalize our study, a total of ten teachers and fifty students were carefully chosen from various universities. Hence, our complete sample size comprises 62 individuals.

3.8.1 Random Sampling Procedure

In a generalized sampling technique, the population refers to the entirety of the group that the researcher aims to understand or derive conclusions from. Typically, the term "sample" denotes the particular set of persons from whom the researcher intends to gather data or information. Random sampling employs a method that ensures every sample has an equal probability of being selected. There exist diverse methodologies employed in the process of sampling. We have utilized random sampling methodologies for the purpose of this inquiry.

3.8.2 Sample size

The sample size represents the complete population participating in a research endeavor. The overall number of sample members for our current study is 62.

Sample size denotes the total number of the population involved for a research work. The total sample size for our present research is 62 (n).

Population size (N) = 1000

Confidence level (Z) = 95%

Margin of error/Confidence interval (E)= 13.24%

Response distribution = 50%

Ideal sample size = 88

The formula we used:

$n = (N * Z^2 * p * (1-p)) / (E^2)$

Given the constraints of time and the fact that students are not currently present on campus, a sample size of 62 students was selected. The optimal sample size was determined to be 88; however, practical limitations necessitated a lesser sample size to ensure the study could be completed within the designated timeframe. The selected sample size was a reasonable approach to address practical constraints. It is crucial to remember that higher sample sizes lead to greater precision. A 13.24% margin of error was employed to achieve a balance between practicality and precision. Despite the need for a larger sample size to achieve a reduced margin of error, we concluded that a 13.24% selection was appropriate for clarifying the objectives and limitations of our study. A response distribution of 50% signifies an equal division, which impacts the representativeness of the sample. The representativeness of our study may be undermined by the equal distribution of 50%. Due to the equal distribution, it is possible that some responses were not adequately represented by our participants. This limitation could affect the relevance of our findings to the student body of the English Department at Dhaka International University.

3.9 Conclusion

This chapter offers an elaborate account of the research methodology. This chapter provides illustrations of the survey inquiries, methodologies for collecting data, and tools for presenting data, methods for sampling, and the size of the study sample.

CHAPTER FOUR
Findings of the Study

4.1 Introduction

This study has conducted a comprehensive analysis that specifically examines teachers' and students' attitude toward technology at the tertiary level in various universities. The main objective of the study is to investigate the level and outcomes of the integration of technology in the field of English language teaching (ELT). The study also aims to investigate how technology is utilized to enhance English language reading and writing skills, considering current teaching and learning theories.

4.2. Reports of Survey, Classroom Observation and Document Analysis

4.2.1 Findings from the Questionnaire Survey

4.2.1.1 Reports of Survey on Teachers

The initial question was: " Which of the following multimedia tools do you find to be the most effective for teaching English?" Among a group of 10 teachers, 88.89% (8 teachers) found projector presentations to be the most successful, while 11.11% (1 teacher) considered the university management system portal to be the most important. One teacher did not provide a response. However, none of the teachers opted for recorded classes, interactive videos, or YouTube. The answers to this question were:
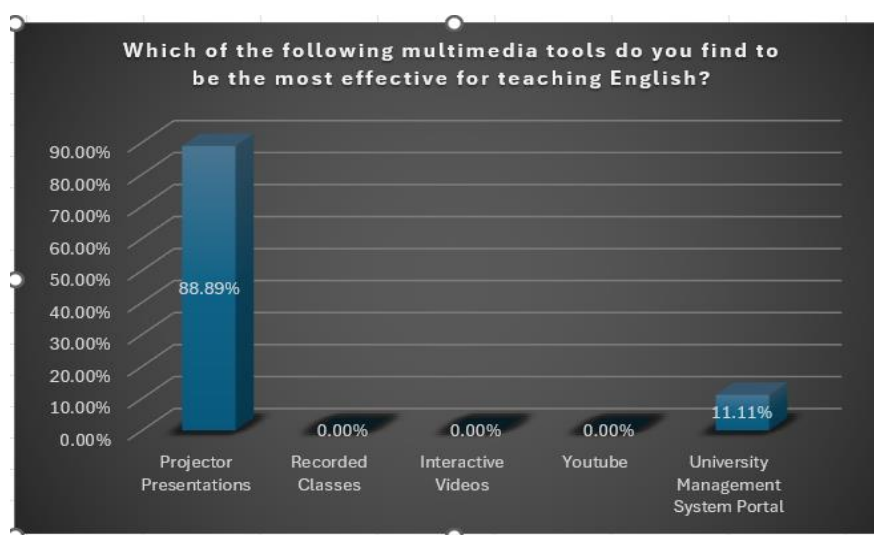

Figure 1: The most Effective Tool for Teaching and Learning English

The second question was, "In what ways do you think instructional technology has positively impacted your language teaching?". The teachers had the option to select any responses, including several replies simultaneously, in this question. When asked about their preferences,

66.67% (6 teachers) selected improved engagement, 77.78% (7 teachers) chose enhanced understanding of content, 77.78% (7 teachers) chose facilitated collaboration with peers, 44.44% (4 teachers) chose increased motivation to learn, and 55.56% (5 teachers) chose provided flexibility in learning styles. The responses to this inquiry were:
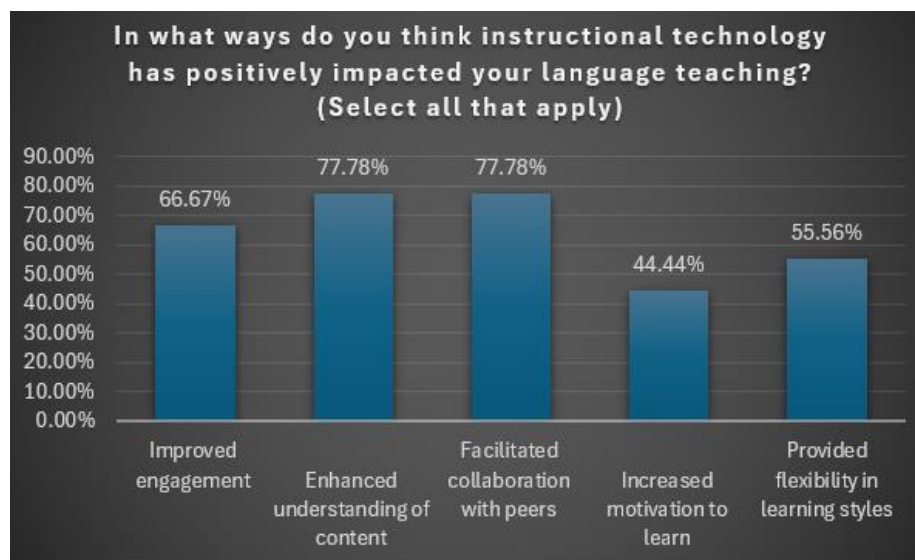

Figure 2: Impact of Technology

The third inquiry was, "Some people claim that web-derived plagiarism more widespread than other kinds of plagiarism. What do you think?". Regarding this inquiry, 60% (6 teachers) provided a positive response. Indeed, 20% (2 instructors) responded with a "No Opinion," whereas another 20% of the teachers indicated uncertainty or disagreement. The responses provided were:
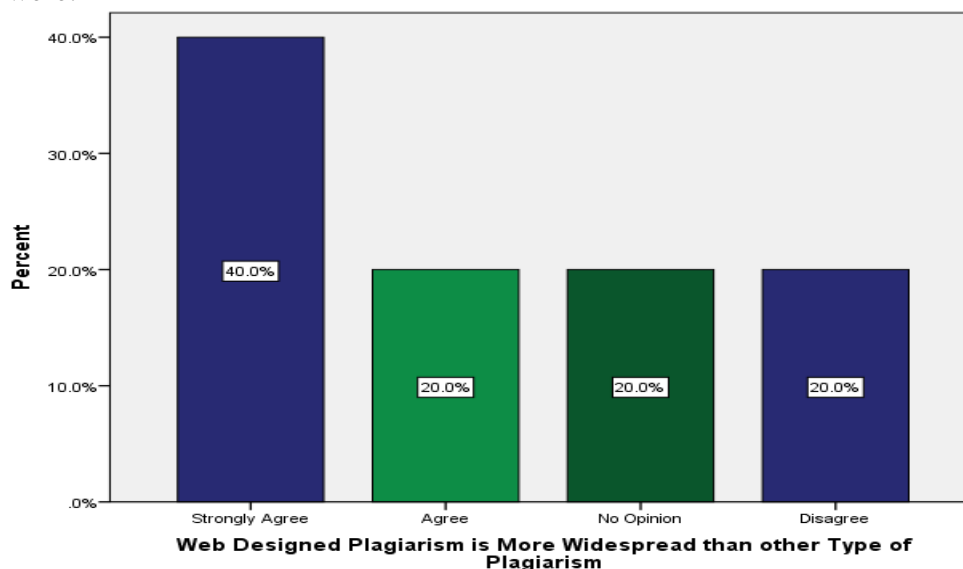

Figure 3: Technology and plagiarism

The fourth question for the teachers was, "Do you believe that state-of-the-art technology enhances students' engagement in the learning process more effectively than conventional teaching methods? Out of the total number of teachers surveyed, 77.78% (seven teachers) said that it does have an effect, while 22.22% (two teachers) responded with a neutral stance. None

of the instructors selected the option stating that it does not have an effect. The responses to this inquiry are presented in a tabular structure.
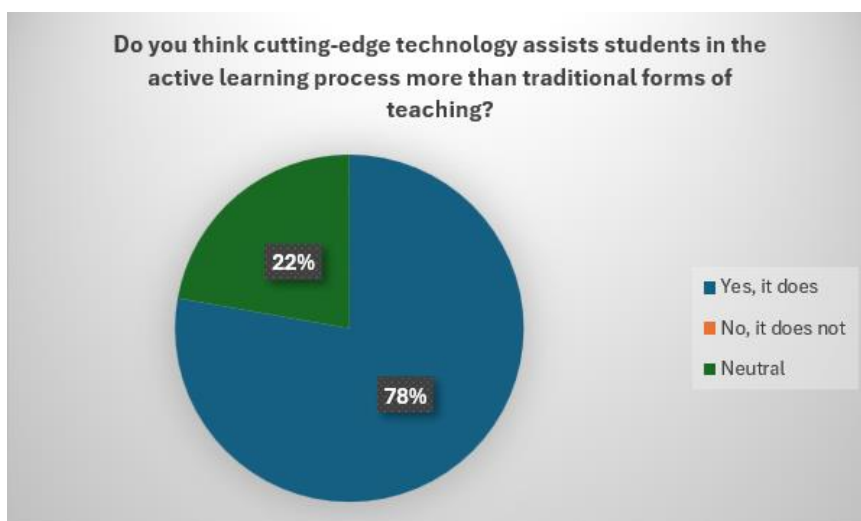

Figure 4: Technology assists active learning process

Moving to our next question, "How would you describe your overall experience with technology-enhanced language learning?" Out of the total number of teachers surveyed, 44.44% (four teachers) provided a highly positive response, another 44.44% (four teachers) gave a positive response, and 11.11% (one teacher) responded neutrally. However, none of the teachers provided a negative or highly negative response to the questions.
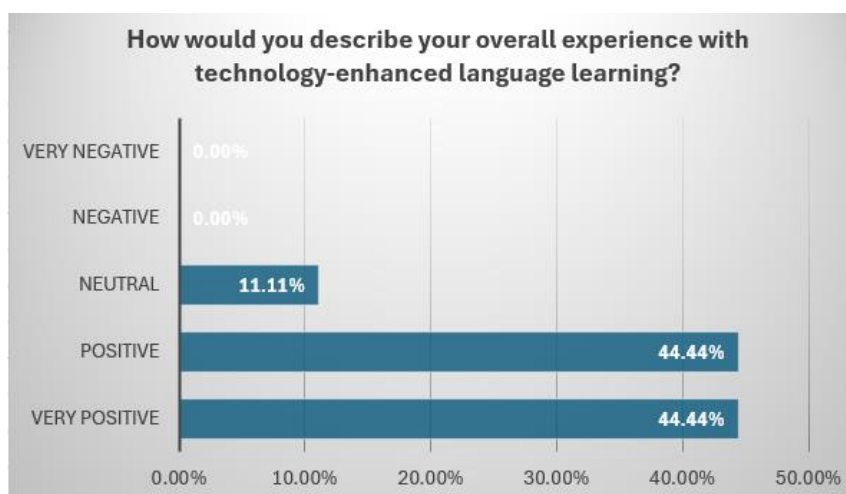

Figure 5: Experience regarding technology-enhanced language education

The next question was, "Which of the following technology tools are used mostly for your classwork?" Teachers have the freedom to select either one or numerous answers simultaneously. Out of the total number of instructors surveyed, 88.89% (eight teachers) preferred using Zoom, 55.56% (five teachers) chose Google Classroom, 88.89% (eight teachers) opted for Microsoft PowerPoint, 22.22% (two teachers) selected Prezi, and 11.11% (one teacher) indicated their preference for Socrative. Nevertheless, none of the teachers responded or selected StoryBird, Kahoot, Thinglink, and Class Dojo.
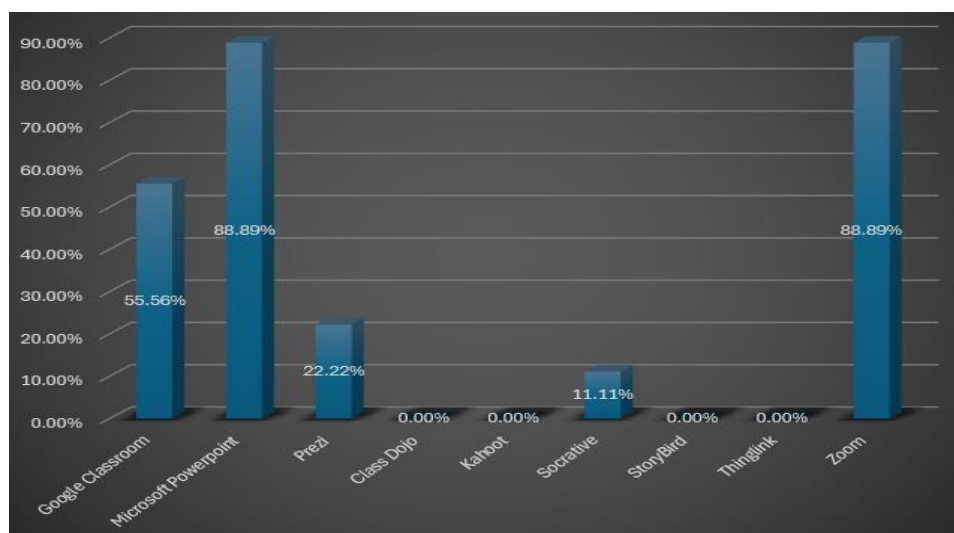
Figure 6: Frequently used technological tools

The final question for close-ended question was, "Instructional technology should be integrated to learning language classes". In response to this question, 66.67% (6 teachers) expressed agreement, while 33.33% (three instructors) strongly agreed. However, none of the teachers opted for a neutral, disagree, or strongly disagree response. The responses to this inquiry are presented in a tabular structure.
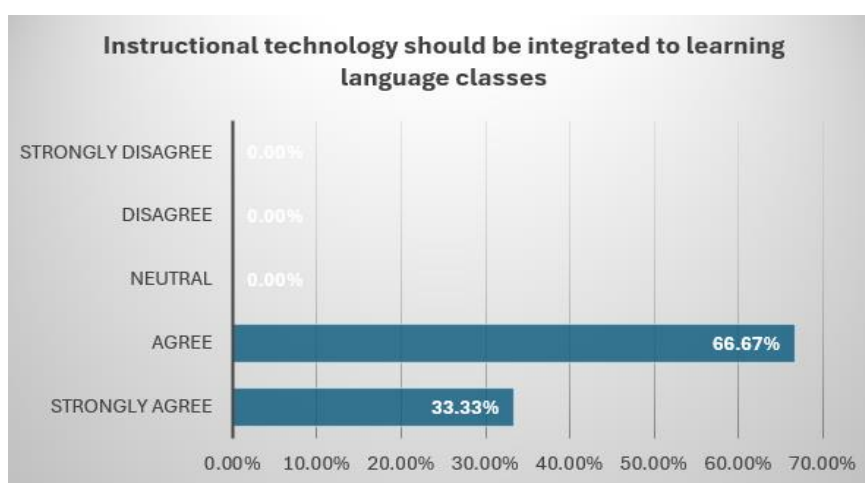

Figure 7: Attitude toward technology integration

4.2.1.2 Reports of Survey on Students

This part comprises 18 questions that have been organized in a closed-ended format. These questions have been formulated to elicit comprehensive and intended responses. For our initial inquiry, regarding "General satisfaction with utilizing technology in the classroom - Your level of comfort in using technology," the students were required to respond using a scale consisting of five options. Approximately 56% (28 students) expressed their comfort in utilizing technology, while 36% (18 students) strongly agreed. Only 4% (two students) did not hold a strong attitude. 2% of the students (one student) expressed disagreement, whereas the remaining 2% of students (one student) strongly disagreed. The most suitable format for answering this question is in the form of a table.
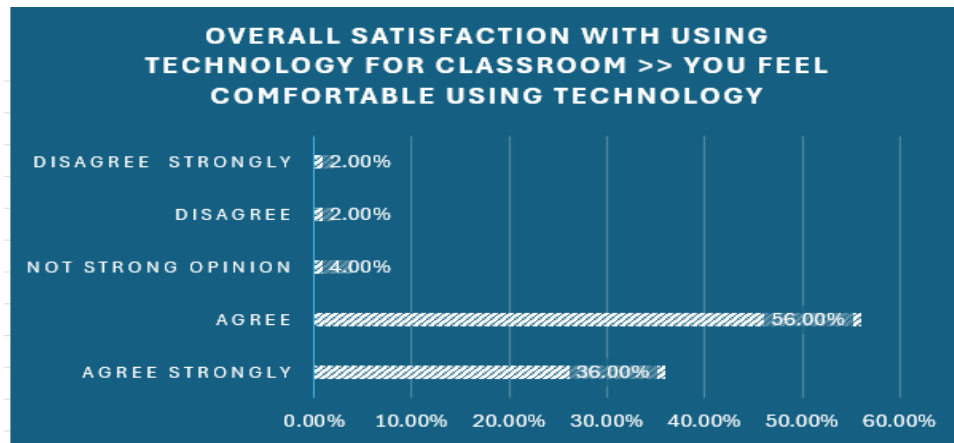
Figure 8: Learners' comfortability of technology use

For the first questions 2nd row, "Overall satisfaction with using technology for classroom >> You avoid using technology when you can", 38.30% (18 students) of the students expressed agreement, 31.91% (15 students) expressed disagreement, 17.02% (8 students) had no strong view, 10.64% (5 students) strongly agreed, and the remaining 2.13% (1 student) strongly disagreed.

Figure 9: Tendency of technology avoidance
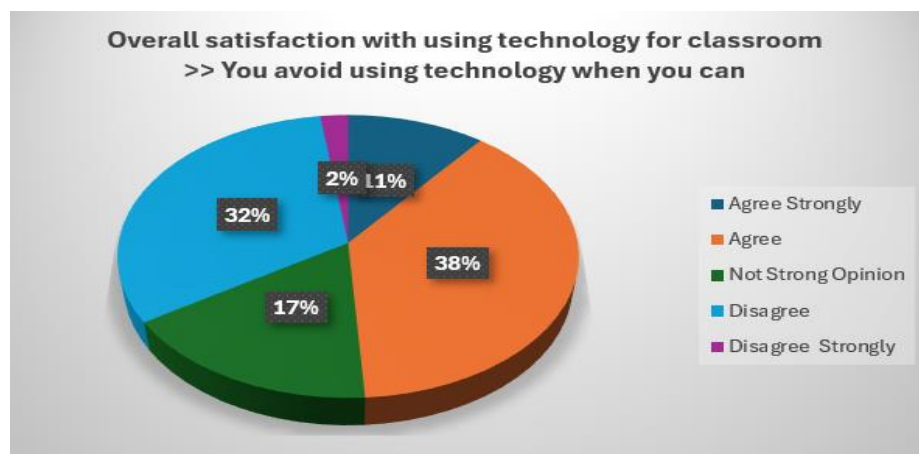
For the first questions 3rd row, "Overall satisfaction with using technology for classroom >> The multimedia facilities in your university is available to use", 34.04% (16 students) of the students agreed, 21.28% (ten students) strongly agreed, 23.40% (11 students) had no strong view, 14.89% (seven students) disagreed, and the remaining 6.38% (three students) severely disagreed.
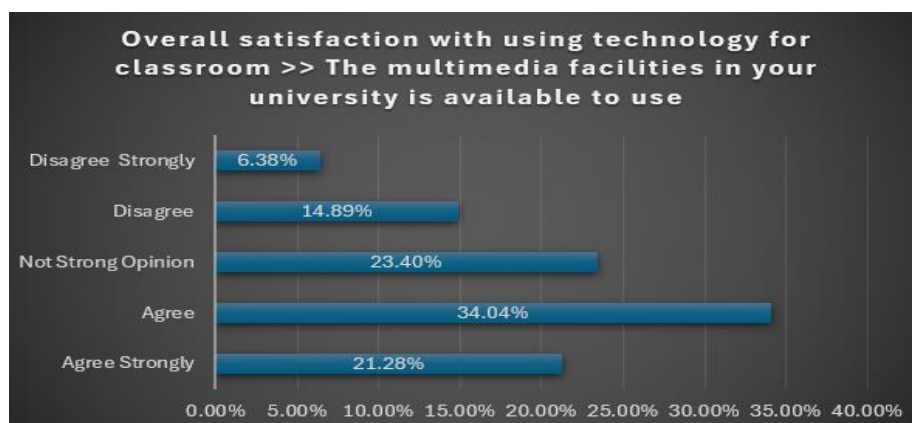
Figure 10: Availability of Multimedia facilities in the University

For the next question, "Overall satisfaction with using technology for classroom >> Technology enhanced language learning gives you a better experience", 56.25% (27 students) of the students agreed, 39.58% (19 students) strongly agreed, and 4.17% (two students) responded with no strong view. However, none of the pupils responded with disagreement or strong disagreement.
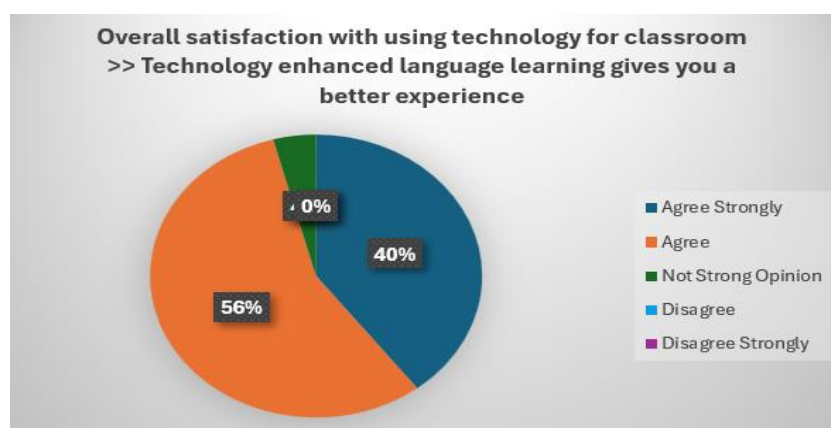
Figure 11: Better learning experience using technology

In response to the next question next question, "Overall satisfaction with using technology for classroom >> Quizzes and assignments can be submitted easily with university's online portal" 45.83% of the students, which is equivalent to 22 students, expressed agreement. 25% of the students, or 12 students, strongly agreed. On the other hand, 18.75% of the students, or nine students, disagreed. Lastly, 8.33% of the students, or four students, indicated that they did not have a strong view. The remaining 2.08% of students, specifically one student, expressed strong disagreement.

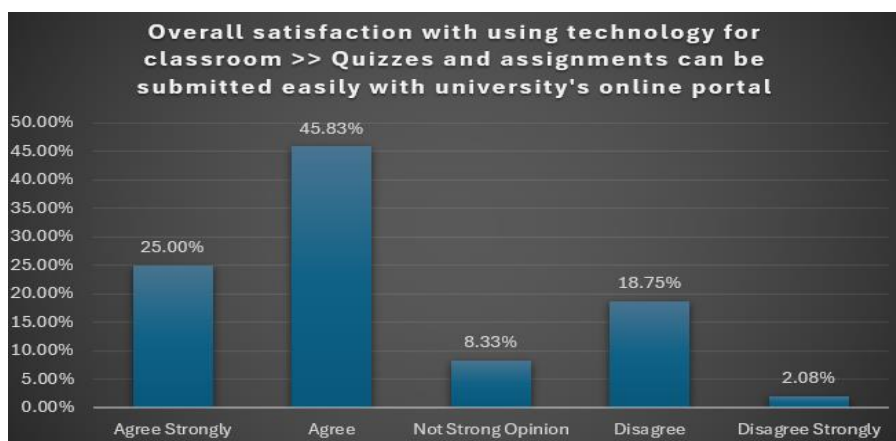**Figure 12: Feeling ease with assignment submission**

For the next question, "Overall satisfaction with using technology for classroom >> Technology keeps your pace of learning a new subject easier" 39.58% (19 students) of the students strongly agree with the opinion, 54.17% (26 students) agreed, and the remaining 6.25% (three students) did not have a strong opinion. However, none of the students expressed disagreement or severe

disagreement.
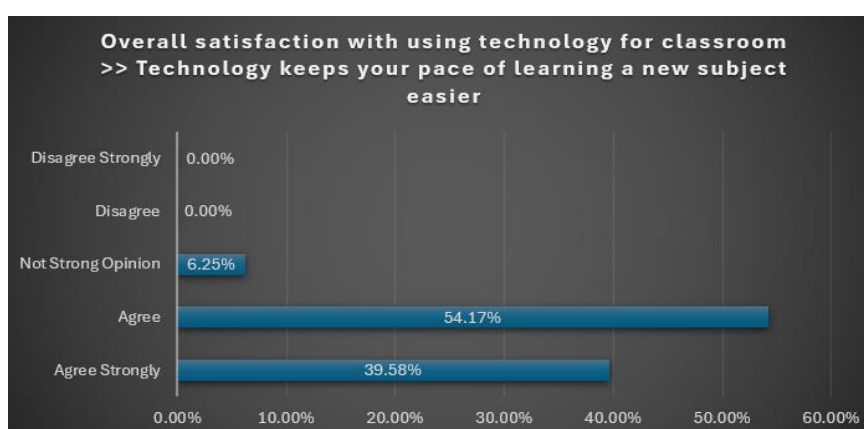
Figure 13: Learning new subject becomes easier

The next question for the students was, "Which of the following multimedia tools do you find to be the most effective for supporting your language learning?" Regarding this subject, 34% (17 students) indicated YouTube as their choice, 26% (13 students) selected interactive videos, 20% (10 students) opted for PowerPoint presentations, and 12% (six students) chose the university management system site. The remaining 8% of pupils, which amounts to four students, opted for recorded classes as the most efficacious method for language acquisition. The responses to this inquiry are displayed in a tabular structure.

Figure 14: Most effective technology for learning English

Moving to the next question, "In your opinion, what specific types of technology would you recommend for language learning?", we can find students' opinion about the most useful educational technologies. This question is in an open-ended format. Therefore, the students could express their own opinion. Analyzing the themes in student proposals for techno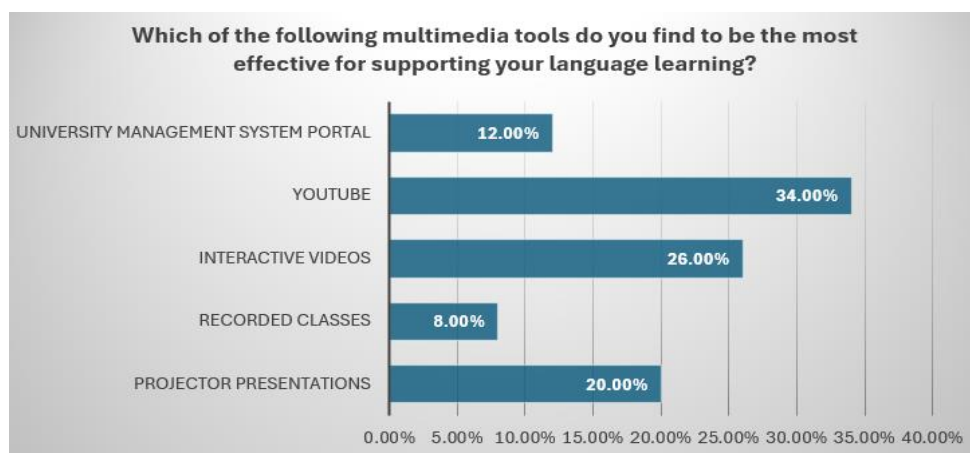logy use in language learning, the following conclusion has been drawn. Students often cite programs such as Duolingo, Babbel, and Rosetta Stone, which are renowned for their interactive lessons, vocabulary enrichment, and grammatical exercises. Students also utilized language exchange sites such as Tandem and Halo Talk for the purpose of speech recognition. This was crucial for honing conversational skills. According to their opinion, the utilization of projectors, computers, and smart classroom amenities such as PowerPoint, zoom, and Google meet are seen as advantageous for language acquisition. For technologies that facilitate collaboration and cooperation among individuals or groups, students emphasized the importance of online communities, forums, and feedback methods for fostering community support and collaboration. The thematic analysis of the answer of this question demonstrates that students exhibit a preference for a diverse range of technology to facilitate their language acquisition, specifically showing a strong affinity towards online courses and language learning programs. Their preferences for acquiring knowledge are also significantly impacted by audiovisual materials and multimedia resources. Community engagement and practical language application are prioritized through the use of cooperation and interactive methodologies. Virtual reality and gamification are being explored as innovative approaches to language acquisition.

The next question was, "In what ways do you think instructional technology has positively impacted your language learning? (Select all that apply)" we're presenting the response in percentage of the students. Based on the gathered replies, it is evident that the majority of students exhibit heightened motivation to learn and an improved comprehension of the subject matter. Furthermore, a significant proportion of the pupils opt for enhanced involvement. The remaining students opted for supported cooperation with their classmates and the flexibility to adapt their learning approaches.
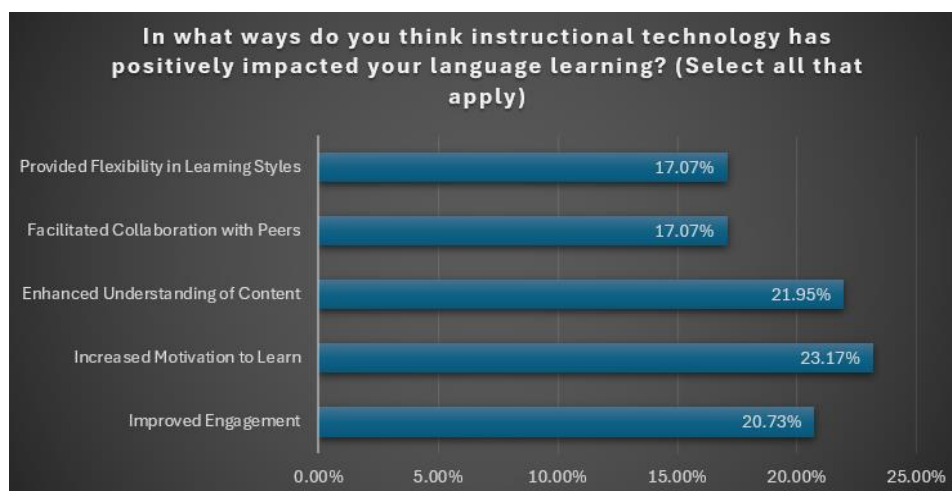
Figure 14: Positive impact of technology on language learning

The following question was, "Do cutting-edge technology assist students in the active learning process more than traditional forms of teaching?" The response to this question answers close. The findings suggest that a significant proportion of the students (64.71%) are of the opinion that advanced technology aids them in the process of active learning. Nevertheless, a minority of the students (7.84%) hold the belief that this is not true. Approximately 27.45% of students maintain a neutral stance regarding the issue.
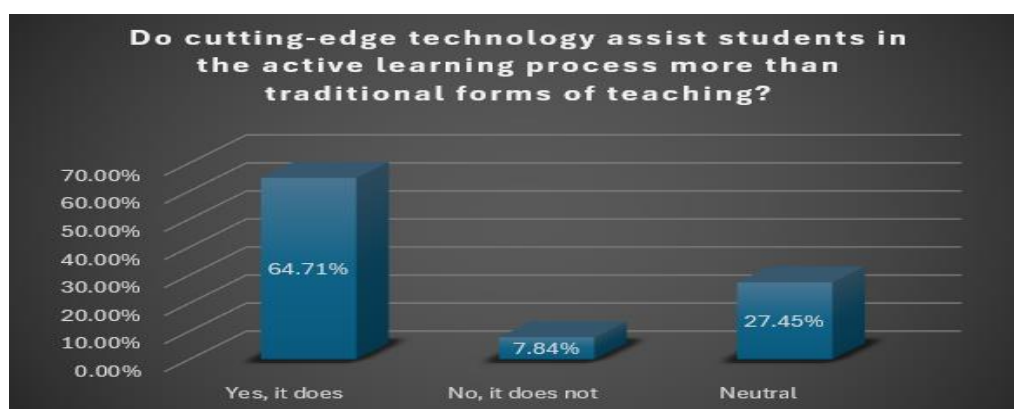
Figure 14: Technology assists active learning

The next question was, "How supportive is your university of using cutting-edge technology in language instruction?" Rate from 1 to 5. (1 = very low, 2 = low, 3 = average, 4 = high, 5 = very high)" the answers to this question are presented in a table format. Our findings indicate that the majority of students perceive the level of assistance from institutions for incorporating cutting-edge technology in language training as mediocre. Nevertheless, a portion of the students' outcomes exhibit a bias towards the lower range of the spectrum.

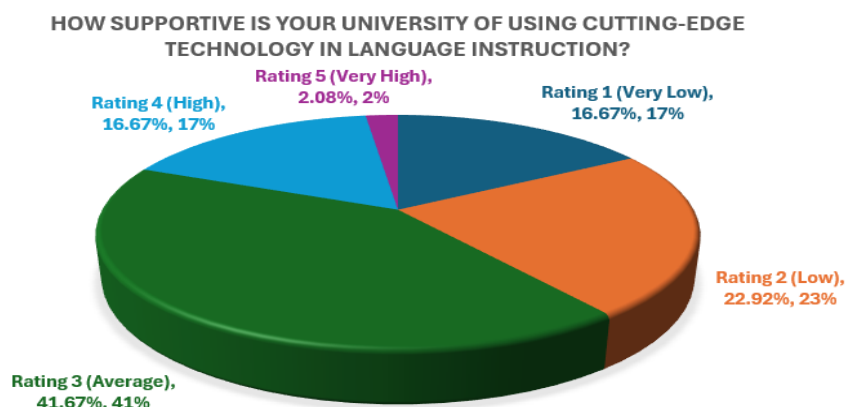**HOW SUPPORTIVE IS YOUR UNIVERSITY OF USING CUTTING-EDGE TECHNOLOGY IN LANGUAGE INSTRUCTION?**

Rating 5 (Very High), 2.08%, 2%

Rating 4 (High), 16.67%, 17%

Rating 1 (Very Low), 16.67%, 17%

Rating 2 (Low), 22.92%, 23%

Rating 3 (Average), 41.67%, 41%

Figure 15: University facilitates with technology

The next question of the student questionnaire was, "Do you think the teacher's lesson plan objectives are achieved by technology in classroom?" The answers to this question are presented in a table format. Our results suggest us that nearly half of the students (44%) believe that technology is helping them for Lesson plan objective fulfillment. A significant number of students (42%) are uncertain as they responded with maybe. Also, a smaller portion of the students (14%) believe that technology is not helping them in achieving the Lesson plan objectives.

Do you think the teacher's lesson plan objectives are achieved by technology in classroom?

42%   44%   14%

- Yes
- No
- Maybe
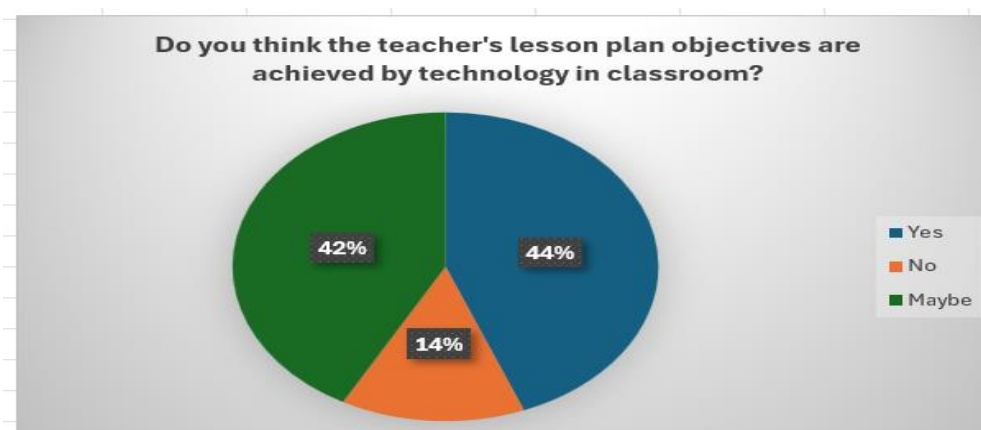
Figure 16: Lesson plans are aligned with technology

The next question of the student questionnaire was, "Does multimedia presentation help you keep focused in classrooms?". The answers are presented in a table format. The findings reveal that an overwhelming majority of the students (84%) believe that multimedia presentations aid in maintaining their concentration in the classroom. A minority (4%) hold a different opinion. Multimedia presentations are not conducive to sustaining focus. Furthermore, (12%) of the students are experiencing uncertainty in this regard.
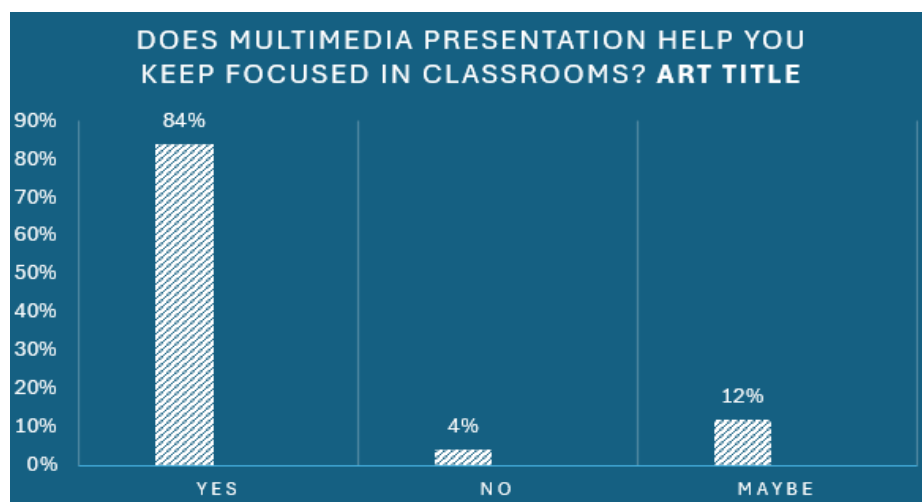
Figure 17: Technology helps remain focused

The next question of the student questionnaire was, "What are the challenges of using technology-based language learning? This question is open-ended and takes the form of an interview. The data analysis of the students' responses is presented below.

Technical Difficulties:
- Internet connectivity issues.
- The rapid pace of technological advancements poses challenges in staying updated.
- Difficulties related to the platform or technological components.

Educational Challenges:
- The constraints of educational technology and its efficacy in relation to traditional offline methods.
- Limited opportunities for authentic communication and hands-on experience.
- challenges in integrating technology into lesson planning and materials.

Challenges with Resources:
- The high cost of the necessary infrastructure and technology.
- Accessibility of technology and essential ICT requirements.
- Financial limitations regarding the funding of infrastructure and personnel education.

Challenges associated with the human component include
- a deficiency of technical training and experience among teachers.
- Insufficient social interaction can potentially affect an individual's communication and listening skills.
- Relying too heavily on technology can hinder one's capacity for autonomous thinking.

Education Challenges:
- Disparities in learning opportunities resulting from disparities in technological access.
- Difficulties in maintaining discipline and motivation for independent study.
- Various online resources with varying levels of quality and potential for cultural distortion.

Challenges pertaining to behavior and psychology include
- the potential for increased learner distraction or disengagement.
- the potential for technology to foster indolence in physical work or traditional educational methods.

Security and Privacy Concerns:
- Concerns over data privacy regarding the gathering of personal data by online platforms.

According to our provider's comments, technology-based learning offers numerous benefits. Nevertheless, there exist noteworthy obstacles that necessitate comprehension and resolution. These obstacles can vary in terms of their practical and logistical aspects. Examples include factors such as internet connectivity and cost, pedagogical and psychological considerations, and the need to sustain engagement and communication skills. These problems are vital for utilizing technology to effectively boost language acquisition.

The next question of the student questionnaire was, "How would you describe your overall experience with technology-enhanced language learning?" The responses to this question are presented in a table format. Our results suggest that a majority of the students have a positive (62%) are very positive (22%) experience. However, a smaller proportion (16%) reported a neutral experience.
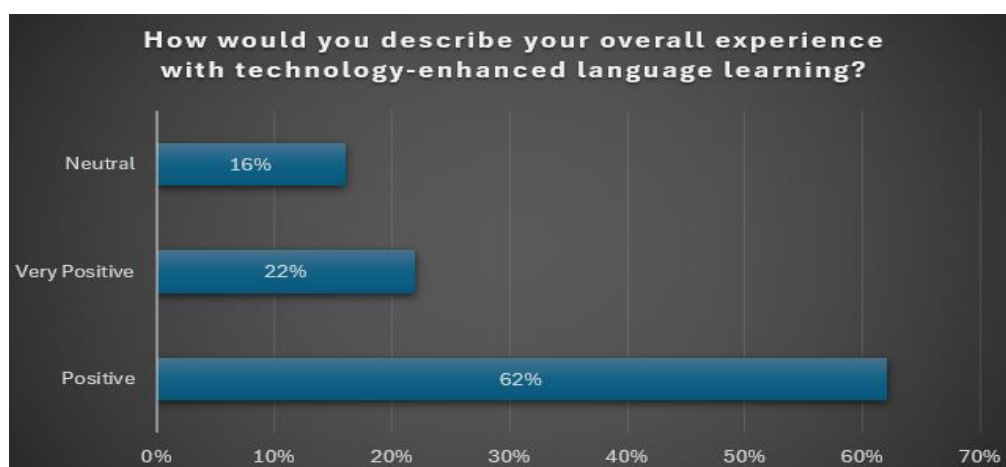
Figure 18: Overall experience about technology and language learning

Moving to our next question, "Instructional technology should be integrated to learning language classes". The answers to this question presented in a table form.
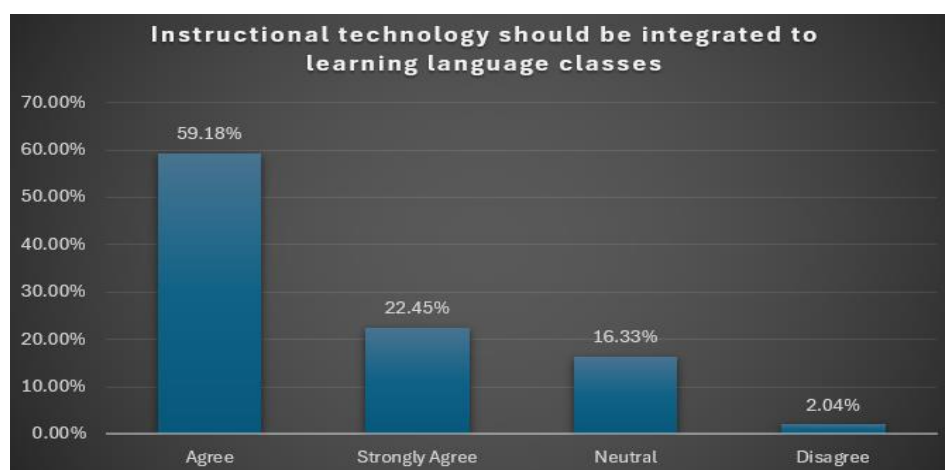
Figure 19: Should technology be integrated

For the final question, "Which of the following technology tools are used mostly for your classwork?" We collected responses from the students regarding their usage of tools for their classwork. The responses are provided in a table format. Our findings suggest that zoom is the tool that is cited most frequently. It is employed for academic assignments. Google Classroom

and Microsoft PowerPoint are additional tools utilized. Zoom is frequently used. Other programs such as Prezi, Class Dojo, and Kahoot are also utilized, although to a lesser extent than the aforementioned ones. The story component and mysterious elements are the least frequently discussed. This indicates that both of these tools are hardly utilized by the respondents.

Google Classroom	27.66%
Microsoft Powerpoint	27.66%
Zoom	36.17%
Prezi	2.13%
Class Dojo	2.13%
Kahoot	2.13%
StoryBird	1.06%
Socrative	1.06%

The results of the data analysis suggest a significant use of video conferencing technologies, learning management systems, and presentation software, with Zoom, Google Classroom, and Microsoft PowerPoint being the most commonly used technological tools for teaching and learning English in the universities of Bangladesh. These technologies are said to enhance student engagement, boost motivation, and create a more adaptable learning environment.

4.2.2 Findings from Classroom Observation

The researcher observed six classrooms for having real idea about the use of technology in the private universities in Bangladesh. The researcher observed that all the EFL classrooms were equipped with multimedia projectors. However, the teachers were minimally using the projectors. They were observed to be using the traditional method of teaching English giving direct oral lectures to the students. The projectors were used only in two classes and the students said that those teachers were also used to giving traditional lectures most of the time. Besides, the displayed materials used by the teachers in the multimedia seemed unauthentic and self-made by the researcher observer. The students remarked that the materials were not that much interesting to them as well. Regarding the internet access, the researcher observed that most of the classrooms had the facilities of using the internet. However, the internet speed was slow and sometimes internet browsing seemed impossible. The students were, however, very much positive about the internet facilities in their campus. They opined that the internet facilities provided by the university authority made their study easier. They could search for any study materials at any time at any place in their campus because of the availability of internet. The researcher also observed that the students and the teachers were involved in interactive teaching and learning using the internet facilities. They were able to use different social media platforms as well as instant messaging apps for teaching and learning English. Moreover, the researcher observed that majority of the English classrooms were not actually a smart classroom. The classrooms were not equipped with smart boards and other modern technological facilities.

4.3 Discussion of the findings

The findings show that, in Bangladesh, like in many other parts of the world, technology has become increasingly integrated into English language classrooms to enhance teaching and learning experiences. Many universities in Bangladesh have adopted interactive whiteboards, allowing teachers to deliver multimedia-rich lessons. Interactive whiteboards facilitate dynamic presentations, interactive activities, and access to online resources. Some of the universities often provide computer labs or tablets for students to use. Teachers utilize

educational software and online resources to supplement their lessons, offering interactive exercises, language games, and multimedia content to engage students and reinforce language skills. Besides, with the increasing availability of the internet, online learning platforms have become popular in Bangladesh. These platforms offer a wide range of English language courses, interactive lessons, and practice exercises that students can access anytime, anywhere, providing flexibility and convenience.

Moreover, mobile apps dedicated to language learning are widely used by students to practice English outside the classroom. These apps offer various features such as vocabulary drills, grammar exercises, speaking practice, and interactive lessons, catering to different learning styles and preferences. Especially relevant during times of remote learning, virtual classrooms enable teachers to conduct live online classes, interact with students in real-time, share resources, and facilitate group discussions. Platforms like Zoom, Google Meet, or Microsoft Teams are commonly used for virtual classroom sessions. Some universities in Bangladesh have digital language labs equipped with software for language learning and practice. These labs offer individualized learning experiences, allowing students to listen to audio recordings, practice pronunciation, and participate in language exercises tailored to their proficiency level. Furthermore, teachers and students use utilize social media platforms and online communities to create forums for English language practice and discussion. Platforms like Facebook groups, Reddit communities, or language exchange websites allow students to interact with native speakers, participate in language challenges, and engage in authentic communication. So, it can be said that integrating technology into English language classrooms, educators in Bangladesh have created more dynamic, interactive, and engaging learning environments, helping students develop their language skills effectively. However, it's essential to ensure equitable access to technology and appropriate training for both teachers and students to maximize its benefits. However, the integration of technology has also arisen some challenges. In order to mitigate the inappropriate utilization of online resources, an educator suggests employing plagiarism checkers.

4.4 Conclusion

The chapter has examined the data that was gathered through surveys and interviews. The process data has been conveyed in this document using logical analysis, data tables, and visual representations such as pie charts, line charts, and bar charts, respectively.

CHAPTER FIVE
Recommendations and Conclusion

5.1 Introduction

This chapter is the culmination of the researcher's efforts. The researcher will conclude the chapter by conducting a comprehensive review of the progression of technical innovation over time. They will consolidate the research results and deliver a concise presentation, highlighting crucial recommendations. The researcher suggests exploring further avenues of research that future researchers may like to pursue.

5.2 Summary of the Study

This is the location where the author initiated the research, commencing with a fundamental investigation. The author has successfully tackled the research inquiries and goals set for their study. The author conducted an evaluation of the study's visibility, purpose, parameters, and extent. In Chapter 2, there is an in-depth analysis of the literature, highlighting any existing gaps. In Chapter 3, the author provides a comprehensive account of the study's methodology,

which encompasses details about the characteristics, origins, and techniques employed for data collection. In addition to addressing the considerations for sampling and determining the sample size, the topic also encompasses the techniques for presenting and analyzing the findings. The chapter further presents a comprehensive synopsis of the research domain that the author has selected to concentrate on. Chapter 4 acquired and examined the data gathered from the author's interviews and survey. Additionally, it offered process data by means of logical interpretation data tables and visual representations, such as pie charts, line charts, and bar charts, as required. Chapter 5 provides a concise overview of the paper and its examination of the results. Chapter 6, known as the conclusion chapter, encompasses the findings, suggestions, and synopsis of the internal inquiry. Additionally, it outlines possible avenues of investigation for future researchers and provides a final summary.

5.3 Summary of the Findings

1. Optimistic Perspective:
   - Questionnaire surveys and classroom observations indicate a strongly favorable attitude from both teachers and students towards the incorporation of state-of-the-art technology in higher education classes.
2. Increased involvement and visibility:
   - The use of technology is associated with heightened student engagement and attendance in the classroom.
3. Efficient Instructional Facilitation:
   - Teachers assert that technology facilitates the implementation of more efficient English language classes.
4. Utilization of Online Platforms After the COVID-19 pandemic:
   - The epidemic necessitated the utilization of services including as Zoom, Google Meet, and Google Classroom for remote training.
   - The majority of participants agree on the incorporation of instructional technology into English language learning.
   - Preferential inclination towards lessons that are organized and well-structured:
   - Students exhibit considerable contentment with instructors who utilize a meticulously organized lesson framework.
5. Comparison of Attitudes between Instructors and Students:

   - Teachers exhibit a greater inclination towards embracing the incorporation of technology in comparison to pupils, as seen by 73% expressing agreement and 27% expressing strong agreement about its efficacy.
6. Obstacles related to technology and resources:
   - The report delineates the obstacles encountered within the specific circumstances of Bangladesh:
   - An insufficiency of classrooms equipped with multimedia facilities.
   - The scarcity of multimedia tools results in their inadequate utilization and inefficient implementation of teachings.
   - Insufficiently engaging lessons can lead to students being disengaged from the learning process.
7. Agreement about the utilization of technology:

The overall consensus is a resounding approval from the majority of participants (both teachers and students) for the integration of developing technologies in the process of learning the English language

5.4 Recommendations

1. In response to teachers' concerns about the lack of sufficient class time, it is suggested that the duration of secondary-level classes be increased. As a result, to make room for lengthier sessions, the overall number of daily classes might be decreased from seven or eight to four, enabling teachers to allocate more time and focus to each student.

2. To make the learning process more efficient and decrease the need for commercial guidebooks, it is necessary to require a single authoritative book on reading and writing theories in secondary-level textbooks. This strategy would deter the commodification of education through guidebooks.

3. Students ought to experience reduced pressure and be provided with increased support in their pursuit of reading and writing proficiency. This methodology promotes a conducive learning atmosphere and has the potential to enhance academic achievements.

4. It is necessary to redirect attention from mechanical memorizing to a more profound analysis of theories related to reading and writing. Promoting the understanding and utilization of these theories will improve the student's ability to analyze and think critically.

5. Teachers are advised to offer additional and comprehensive extracurricular tasks to enhance the understanding of classroom lessons. These strategies can enhance pupils' comprehension and proficiency in language skills.

6. In order to increase students' vocabulary and improve their writing style, educators should encourage students to engage with a diverse range of reading materials, including magazines, newspapers, diaries, and storybooks. This activity might simultaneously enhance their reading comprehension.

7. The curriculum ought to have sections that pertain to the practical aspects of students' life, so enhancing the content's engagement and applicability. In addition, integrating aspects of English literature into the initial paper and placing emphasis on contextualization in instruction would enhance students' educational experiences.

5.5 Conclusion

Ultimately, there is significant potential for enhancing educational outcomes through the utilization of state-of-the-art technology in English Language Learning (ELT) programs in Bangladesh's postsecondary education. This study emphasizes the potential of technology to actively involve students, foster interactive learning, and establish a dynamic setting for language acquisition, leading to significant beneficial outcomes. Research indicates that the deliberate incorporation of technology such as virtual reality, artificial intelligence, and online platforms not only resolves traditional issues in English Language Teaching (ELT), but also enables students to develop the essential digital literacy skills required for the modern job market. Furthermore, the favorable response from both instructors and students towards the technology emphasizes its adaptability in fitting diverse local conditions. Bangladesh must adopt state-of-the-art educational techniques as it enters the digital age.

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APPENDIX

Appendix A
Questionnaire for teachers

General Information:
  a) Name:
  b) University Name:
  c) Department:
  d) Email:

Survey Questionnaire for Teacher:
  1. Which of the following multimedia tools do you find to be the most effective for teaching English?
      a) Project Presentations
      b) Recorded classes
      c) Interactive videos
      d) You Tube
      e) University management System Portal
  2. In what ways do you think instructional technology has positively impacted your language teaching? (Select all that apply)
      a) Improved engagement
      b) Enhanced Understanding of content
      c) Facilitated collaboration with peers
      d) Increased motivation to learn
      e) Provided flexibility in learning style
  3. Some people claim that web-derived plagiarism more widespread than other kinds of plagiarism. What do you think?
      a) Yes, it is
      b) Maybe
      c) I am not sure
      d) It does not
  4. Do you think cutting-edge technology assists students in the active learning process more than traditional forms of teaching?
      a) Yes, it does
      b) No, it does not
      c) Neutral
  5. How would you describe your overall experience with technology-enhanced language learning?
      a) Very Positive
      b) Positive
      c) Neutral
      d) Negative
      e) Very Negative
  6. Which of the following technology tools are used mostly for your classwork?
      a) Google classroom,
      b) Microsoft Power point,
      c) Prezi
      d) Class Dojo
      e) Kahoot

f) Zoom
g) Socrative
h) Story bird
i) Thing link
j) Other.

7. Instructional technology should be integrated to learning language classes?
   a) Strongly agree
   b) Agree
   c) Neutral
   d) Disagree
   e) Strongly Disagree

Questions for Comment:
8. Teachers would typically provide an impromptu question and provide guidance to the students on how to respond in the normal traditional teaching technique. But now that technology is being used, pupils would prefer to look up the solution online. Do you think this is a challenge? If so, how to solve or reduce the problem?
9. Technology integration may also hinder other abilities, like verbal communication, claim Simin and Heidari (2013). Though it can be a great tool for online interaction, technology will make it harder for students and teachers to speak with each other. Do you think this is a challenge? If so, how to solve or reduce the problem?

Appendix B
Questionnaire for Students
General Information:
A. Name:
B. Department
C. Reg/Student Id:

Sl. No.	Question	Agree Strongly	Agree	Not strong opinion	Strongly Disagree
1	You feel comfortable using technology?				
2	You avoid using technology when you can?				
3	The multimedia facilities in your university is available to use?				

4	Technology enhanced language learning gives you a better experience?				
5	Quizzes and assignments can be submitted easily with the university's online portal?				
6	Technology keeps your pace of learning a new subject easier?				

7. Which of the following multimedia tools do you find to be the most effective for supporting your language learning?
   a) Project Presentations
   b) Recorded classes.
   c) Interactive videos.
   d) You tube.
   e) University Management System porta.

8. In What ways do you think instructional technology has positively impacted your technology learning?
   a) Improvement engagement.
   b) Enhanced understanding of content.
   c) Facilitated collaboration with peers.
   d) Increased motivation to learn.
   e) Provided flexibility in learning styles.
9. Do cutting-edge technology assist students in the active learning process more than traditional forms of teaching?
   a) Yes, it does.
   b) No, it does not.
   c) Neutral.
10. How supportive is your university of using cutting-edge technology in language instruction?
   a) 1(Very low)
   b) 2(Low)
   c) 3(Average)
   d) 4(High)
   e) 5(Very high)
11. Do you think the teacher's lesson plan objectives are achieved by technology in classroom?
   Yes, No, Maybe.
12. Does multimedia presentation help you keep focused in classrooms?
   a) Yes

    b) No

    c) Maybe

13. How would you describe your overall experience with technology-enhanced language learning?
    a) Very positive
    b) Positive
    c) Neutral
    d) Negative
    e) Very negative

14. Which of the following technology tools are used mostly for your classwork?
a) Google classroom
b) Microsoft Power point
c) Prezi
d) Class Dojo
e) Kahoot
f) Zoom
g) Socrative
h) Story bird
i) Thing link
j) Other

15. Instructional technology should be integrated to learning language classes?
    a) Strongly agree
    b) Agree
    c) Neutral
    d) Disagree
    e) Strongly Disagree

Question for Comment

16. What are the challenges of using technology-based language learning?

17. In your opinion, what specific types of technology would you recommend for language learning?

Appendix: C
Classroom Observation Checklist

1) Multimedia Projector: Does the classroom have a multimedia projector?
2) Is it frequently utilized in the classroom?
3) Are the materials on exhibit interesting and relevant?
4) Internet Accessibility: Does the classroom have dependable access to the internet?
5) Do educators and learners use the internet to engage in interactive learning?
6) Smart Classroom Equipment: Do you have speakers, laptops, and modems in your classroom?

7) **[NB:] BYOD stands for bring your own device**, and the most commonly accepted BYOD meaning is when students use their own personal devices to connect to the organization's network and access what they need to do their jobs.

8) Are these resources being used to their full potential?

9) Digital Content and Visuals: Are digital contents like videos and visuals integrated into the lessons?

10) Do these resources improve the comprehension and interest of the lessons?

11) Student Engagement: When using technology in the classroom, do students take an active part and engage?