

Utilizing Technology in Teaching and Learning English Language at University Level: A Contextual Study in Bangladesh

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ABSTRACT

Information and Communications Technologies (ICT) have become significant in social and economic development and increasingly important in education. Nowadays, it has become an integral part of teaching and learning. Technologies enable teachers and students to access contemporary and globalised communication interactions. In this modern era, the use of technology has become an essential part of foreign language teaching and learning. This research aims to investigate the impact of technology on the knowledge of English as a foreign language from the perspectives of students and teachers at various government and private universities in Bangladesh. However, the findings of this study suggest that technology positively influences the learning of English as a foreign language in multiple ways.

Introduction

Technology has added a great dimension to language learning. It is evident that tertiary-level students, along with other students, are using laptops, desktops, Mobile phones, iPads, and the internet, among other devices. In the modern context, it is believed that both students and teachers would benefit from the assistance of technology in the field of language learning. English has become the global language, as 80% of the internet content is in English. 70% of the emails sent around the world are written in English, and 60% of the world's publications are also in English (Austin, 2007). It is worth noting that currently, 66% of English speakers are non-native. Nowadays, education is not just limited to the classroom; because of recent technological advancements, it may take place anywhere in the globe when a computer and the Internet are available (Strayer, 2012). Today's world is more technologically advanced than ever before (Kaufman & Gregoire, 2016). Students are now able to learn outside of the traditional classroom settings, thanks to the ease of use and availability of a wide range of electronic devices, including tablets, smartphones, desktops, and laptops (Sarkar et al., 2019). Teaching and learning have become more collaborative, participatory, and efficient with the advent of the Internet and Web 2.0 tools like Google Docs, Google Meet, Google Hangouts, Skype, Zoom, and Wikis (Sarkar et al., 2019).

However, e-learning adoption in Bangladesh is a relatively new phenomenon; there are very few studies that concentrate on examining the potential and effectiveness of using technology in English language learning among tertiary-level students in Bangladesh (Islam, 2018). Also, there are very few studies in Bangladesh that focus on the benefits and challenges of using technology both inside and outside of the classroom at the tertiary level. For academic institutions in Bangladesh, it is imperative because all professionals are the output of these institutions. So, if they are not taught correctly, they cannot handle the technological overload. From Bangladesh's perspective, it is evident that there are no training schemes for language teachers to learn the use of available technology. In this regard, Allan (2009) discussed the technological overload on teachers.

In Bangladesh, little research has been conducted to address this gap. As a result, this study aims to identify the gap between the perceived benefits and challenges of using technology in learning English, both inside and outside educational institutions at the tertiary level. This research will investigate how tertiary-level students utilise technology for English language learning both within and outside their educational institutions, including their perceived benefits and

challenges associated with its use. Moreover, the study's findings will benefit students who are not very familiar with technology in learning English, and the perceived benefits will encourage them to use technology for learning English. In this study, the primary justification for implementing technologies in higher education is to facilitate student engagement. Nevertheless, the perception of teaching and learning via online platforms by students or course instructors is undetermined based on the research findings in the context of Bangladesh (Sarker et al., 2019).

Literature Review

There are numerous studies conducted on the use of technology in English language learning. Alsulami (2016) conducted a study to determine how technology affects the English Language learning of Effatt College's female EFL students. This study strongly supports the beneficial effects of social media, software, and audio tools such as YouTube, Skype, MP3 players, and educational apps on smartphones (Kiew et al., 2021). In a developing country like Bangladesh, academic institutions are expected to prepare students for a technological era that awaits them as an inevitable consequence. In recent years, revolutionary changes have come in classroom settings besides the teaching methods because "Chalk and Talk teaching method is not enough to teach English effectively" (Susikaran, 2013). Both teaching and learning the English language have undergone significant changes. Nowadays, it is proven that a technology-enhanced teaching environment is more fruitful than a lecture-based classroom. Teachers should explore ways to utilise technology as a learning tool for their students, even if they are not proficient in the technology and cannot act as experts. The use of technology has remarkably changed the English teaching techniques. "Technology provides so many options for making teaching interesting and also making teaching more productive in terms of improvement" (Patel, 2013).

In traditional classrooms, teachers typically stand in front of students, delivering lectures and providing explanations and instructions using a blackboard or whiteboard. "This technique needs to be modified regarding the development of the technology slightly" (Joshi, 2012). Solanki D. (Shyamlee, 2012) examined the use of multimedia to create a context for teaching English, highlighting its unique advantages and the necessity of multimedia technology in language teaching, while also bringing out the problems faced by using these technologies. Using classroom technology encourages English students to promote their success in English. In addition to traditional methodologies, technology provides numerous learning opportunities. Teachers, therefore, have many resources and materials for their lessons. Cutter also explains the increase in engagement with technology. Students are more motivated while they are working on computers and using modern devices than when they are working with textbooks (Cutter, 2015).

Methodology

This section covers this research's theory and methodologies. This study employs a research design, theoretical framework, sample, setting, equipment, data collection, analysis, and addresses associated difficulties. The two main research approaches are qualitative and quantitative. Field anthropologists and sociologists developed qualitative research to study human behaviour in its natural context, without affecting the subjects' behaviour (Seliger & Shohamy, 1989). Qualitative researchers ask people about their perspectives. According to Denzin and Lincoln (2005), qualitative research places the observer in the world. It makes the world visible via interpretative, tangible processes. Such activities change the world. They create field notes, interviews, discussions, images, videos, and self-memos from around the globe. Qualitative research is interpretative and naturalistic. Qualitative researchers investigate natural occurrences in their natural environments to understand them via the meanings individuals assign to them.

The study aimed to investigate the use of technology in English language learning among tertiary-level students in Bangladesh. Based on the information of modern ways and methods of language teaching, numerous critical essays and analyses have been published in various books and in many literary and linguistic journals. Different books remain helpful for the part of the study on the inseparable relationships of modern technology and language teaching methods. To develop the subject matter, the primary idea is derived from a study on the implementation of

technological support and the application of various software in language classrooms worldwide. After developing the hypothesis and preparing the study, the planned approach will expedite the production of the final thesis paper. In fact, the only helpful method will be the 'Observation Method' with conceptual analysis for this study. By employing this method, the researcher has examined various articles, critical compositions, and websites to identify relevant study materials, thereby gaining insight into the related topics. Additionally, the researcher will collect journals from different libraries to gather specialised information on the writers and enhance the credibility of the research paper.

Findings and Discussion

The Essence of Modern Technology

Today's educational institutions, as well as the workplaces, are driven by modern technology. Technology plays a significant role in the teaching profession. Teachers now not only need pedagogical knowledge but also an elementary understanding of the workings of computers, use word processing program, understand the concept of a file and storage media, use a web browser effectively, knows how to make power point slides, use different software for result prepare, questions setting, notice submitting and on goes the list. According to Jones (2002), "today, such skills are normally a prerequisite for success in higher education, even for accessing resources on the internet and publishing". Technology is a process, method, or knowledge used to carry out a task. In this definition, technology is understood as a learning task or instructional objective that utilises technical processes, methods, or knowledge within the context of this study. For instance, the learner can complete a speech task by describing an object's characteristics in the target language and by using a digital voice recorder to record their speech to play it to their teacher later on (Merriam-Webster Dictionary, 2019). Using classroom technology encourages English students to promote their success in English. In addition to traditional methodologies, technology provides numerous learning opportunities. Teachers, therefore, have many resources and materials for their lessons. Cutter also explains the increase in engagement with technology. Students are more motivated while they are working on computers and using modern devices than when they are working with textbooks (Cutter, 2015).

Technology plays an important role in promoting learners' activities and has a substantial impact on teaching methods. If teachers do not use technology in teaching, they cannot keep up with the latest advancements in technology. Therefore, teachers must have complete expertise in teaching language skills in these technologies (Pourhosein Gilakjani, 2017; Solanki & Shyamlee, 2012). Potential technological approaches that could play an important role in teaching, especially in speaking and listening, are also provided by Nomass (2013). He stated that English language learners can learn through various methods, including web-based language learning programs, innovative presentation software, dictionaries, chat functions, emails, and computer-assisted language learning programs. The research was carried out in the case study tradition and focused on the use of technology in the school to learn the English language by a group of students. He also highlights the current technology issues in classrooms in his recommendations for future research and how these are taken into account. The problems include the division in the modern classroom between theory and practice. He called for technology integration into the language learning practice at these schools and stated that educators should take these kinds of innovations into account too (Nomass, 2013).

Integrating Technology in the Classroom

It is crucial to draw learners' attention to the English language, which is the proper combination of multimedia and teaching methodology (Arifah, 2014). Two different perspectives on how technology can be integrated into a classroom were described. First, with the cognitive approach, students have the opportunity to maximise their language exposure and build their own individual knowledge in a meaningful setting. The text reconstruction software and multimedia simulation software are examples of these types of technologies. Multimedia simulation software enables learners to enter computerised micro-worlds in a meaningful audiovisual context, with a focus on language and culture. The best of these programs allows students to control and interact

more so that their linguistic input can be better manipulated. Secondly, the social approach underlines the social dimension of language learning, where linguistic learning is seen as a socialisation process. In that context, students need to be able to practice real-life skills through genuine social interactions. Students engage in authentic tasks and projects in collaboration with their peers (Warschauer, 2000).

The use of technology in classrooms in English as a foreign language can provide an important and attractive approach to linguistic study. It motivates the students and makes it easier for them to talk, read, listen and write (Ilter, 2009). However, technology is not enough to teach ELLs alone. It requires a teacher with clear targets, who is familiar with the curriculum and effective education strategies, and can provide children with learning experiences that build upon and expand their prior knowledge (Schwartz & Pollishuke, 2013). A study has demonstrated that Wiki technology improves the written skills of students. The students engage in writing passages on a Wiki page and then read and answer their classmates' passages. Learners said that using this kind of technology would benefit from the immediate feedback they received. Another discovery was that students learned vocabulary, spelling, and sentences by reading their classmates' work (Lin & Yang, 2011).

Technological Tools Used in Teaching and Learning

A study showed that using technology can improve the reading and writing skills of learners. The results of this study showed that the tools used in technology enhance the ability of learners to write and read because they are user-friendly. The other results of this study were that learners learn more efficiently by using technology tools instead of traditional teaching methods because the Internet provided a conducive learning environment for learners and provided a new platform for students who can access learning lessons in a convenient way (Peregoy & Boyle, 2012). Technology assists students and teachers in their quick access to course materials. Technological advances play a crucial role in preparing students to navigate the global workforce in any subject. Technology facilitates learning for learners and serves as a fundamental learning tool (Rodinadze & Zarbazoia, 2012). This research study aimed to provide schools with information about iPads and applications in the classroom, identify critical uses of teaching and learning tablet technologies, and identify appropriate teacher learning opportunities. We discuss here some technological tools used in teaching and learning.

Internet: In this world, it is a sin not to explore the possibilities of the internet. The internet provides instant access to journals, calls for papers, information on higher education and jobs, professional organisations/networks (LinkedIn), prepared lesson plans, PowerPoints, up-to-date theory and trends. The list is endless, just one click away. Teachers should be equipped with the necessary skills to track and sort out these resources.

Multimedia Presentation: PowerPoint presentations enable teachers to deliver organised lectures, support both visual and non-visual learners, and prepare students for their professional Lives. According to Jones (2002), using presentation software such as Microsoft PowerPoint generally needs little training in its use. Templates make it very easy to develop a good-looking slideshow. Media incorporation is straightforward as well; graphics, audio, and video need to be added from pull-down menus.

Office Applications: These programs enable efficient creation of worksheets, hand-outs, posters, newsletters, reports, official correspondence, spelling and grammar checking, concordance, collaborative writing, referencing, and presenting research data. "Most teachers are proficient with the word processor, but spreadsheets, databases and mastery in advanced software like Microsoft Excel require concerted effort on the part of the educator" (Allan, 2010).

Shared Drives: In a setting where different teachers share a computer, each person uses a personal account. Personal data is stored and retrieved in personal accounts as well as "Z-Drives" or "shared drives" or "common drives". Teachers have to master these pathways. Academics should also familiarise themselves with the institutional website to access administrative information, such as student withdrawals, dropouts, class schedules, exam schedules, rescheduled classes, and grade submission.

Audio-visual Equipment: Most classrooms are equipped with an audio-visual component system that can link to a laptop/USB device. Educationists should aim to master the basic operational systems. This component system requires high technical skills to alter or restore settings or regain connection after a power supply outage. Waiting for staff to arrive and for the system to reset can considerably disrupt the lecture's pace.

Images and soundtracks: Sometimes teachers may want to add visuals, soundtracks, videos and animations to materials/worksheets. These materials are not always available in perfect form and therefore, require adapting, editing, cutting and pasting, resizing files, altering resolutions, touch-ups with tools, etc. Teachers have to acquire skills for the achievement of optimum results.

Backing up and protecting data: Storing all data in only one place may give rise to complexities in the long run. First, running out of space and then the possibility of losing the device or a virus attack can take away all that hard work, leaving nothing to do. We have to make at least one backup copy. Protecting data on computers is done with Norton, AVG or McAfee. Teachers must also be able to detect threats and delete or uninstall virus-affected files.

Communication: Email communication is the most common practice, and, therefore, it is an absolute necessity to learn operating features, such as opening and sending personal/ group emails, adding/deleting/finding contacts from the contact list, attaching/downloading files at a minimum.

Replicators: Photocopiers can make all hand-outs cheaply available to students, while printers are indispensable for printing downloaded materials. Although photocopying is usually done by the office staff, printing and scanning jobs are left to the teacher. Using these is not that complicated.

Computer-Assisted Language Learning (CALL)

CALL encompasses a broad spectrum of ICT applications and approaches to teaching and learning foreign languages. They are: CALL drill-and-practice:

- Web-based distance learning: A type of education. Where students work on their own at home or at the office and communicate with faculty and other students via email, electronic forums, videoconferencing, chat rooms, bulletin boards, instant messaging and other forms of computer-based communication.
- Use of corpora: Corpora, a plural term of a 'corpus', refer to electronic authentic language databases. Language corpora can be either collections of written or spoken texts, and as such, students can search and learn not only words but also the appropriate context in which the words might appear. Learners, therefore, are involved in a more speedy and efficient language learning experience. These are available on the internet or can be installed on computers as software programs.
- Concordance software: It helps teachers/ students to search through texts or corpora to look for actual usage of a word rather than just the definition. For example, collocation meanings like "large box" vs. "big box" or grammatical features like "was going" vs "used to go".
- Multimedia Simulation software: Learners enter computerised micro worlds with exposure to language and culture in a meaningful audiovisual context.
- Interactive whiteboards: An interactive whiteboard (IWB) is a large interactive display that connects to a computer and projector. The software supplied with the interactive whiteboard will usually allow the teacher to keep notes and annotations as an electronic file for later distribution either on paper or through several electronic formats.

In addition, some interactive whiteboards allow teachers to record their instruction as digital video files and post the material for review by students at a later time.

Electronic Whiteboards: The recent teacher favourite is the electronic whiteboard or the smart board. The electronic whiteboard can link with student laptops. Students can directly download the teacher's writings on the whiteboard and project their computer screen on the board

interactively. Although it is an exciting add-on to the classroom, implementation is costly and, as such, is not feasible in the context of Bangladesh.

Accessing resources and publishing on the World Wide Web: Students use web pages as authentic materials for researching culture and current events (Osuna & Meskill, 1998) or for gathering materials for class projects and simulations. Students can publish their writings on the Web and thus write for the real audience. Teachers can create in-class online newsletters or help students contribute to international web magazines which include articles from students around the world (Shetzer, 1995).

Web 2.0: Web 2.0 refers to the emergence of a set of applications on the Web that facilitate a more socially connected web where everyone adds to and edits information online (Anderson, 2007). Whereas Web 1.0 was dominated by content provided in static pages, Web 2.0 applications have democratised the Web by prioritising user-generated content, ownership, and social connectivity. The following sections will explore how these technologies can be used to enhance the language-learning process:

1. Blogs: A blog is a web application that displays a series of entries in reverse chronological order, with a time and date stamp for each entry. Blogs also include a facility to respond to blog posts using comments. Campbell (2003) identifies three potential uses for the blog in the language classroom:

- a. The tutor blog: daily reading practice for learners, online verbal exchange using comments, class information, and a resource for self-study.
- b. The learner blog: Students get writing practice, develop a sense of ownership, and whatever they write can instantly be read by anyone else, and, due to the comment features of the software, further exchange of ideas can be promoted.
- c. The class blog: Students can create a free-form bulletin board; interact in an international classroom language exchange, or a project-based language learning exercise, where students can develop writing and research skills by creating an online resource.

Research by Thorne et al (2005, cited in Thorne and Payne 2005) suggests that language students prefer blogging to traditional essays. Students also reported frequently looking back over their own and other students' earlier blog postings, and the majority noticed significant progress in their writing over time.

2. Wiki: Wiki is online software for creating simple websites which support collaborative writing, the most well-known of which is Wikipedia. While an individual writes blogs and they are therefore personal in nature, wikis are more likely to be the result of a collaborative effort. Students build a sense of community by collaborating on a shared goal, and they learn from observing the communal work being drafted, refined, and finalised—accountability increases through exposure to peers or the wider internet audience (Newstead, 2007).

3. Podcasting: A broadcast available on the Internet anytime for downloading to a portable media player, computer, mobile, etc. Podcasting can be used in the following ways by language learners or teachers to listen to varied sources of authentic input, such as radio broadcasts (BBC radio podcasts). It also makes students create their own podcasts in the foreign language and to listen to 'semi-authentic' language (Robin, 2007) created specifically for language learners, who would find authentic texts too stretching (e.g. BBC World English 'Real English' podcast). In addition, podcasting can be very motivating, especially if the students are aware of an audience. The attention to detail, then, is much greater (Stanley, 2006).

4. Social Networking: Students spend most of their free time on social networking sites (Myspace, Twitter, and Facebook). Therefore, these sites can be a perfect platform for extensive writing, reading and interaction. Moreover, they are enjoyable, highly motivating and lower anxiety generators than the formal classrooms (Kern 1995, cited in Thorne and Payne 2005). Integration of social network-based activities with regular classes will provide optimum results.

Virtual learning environments (VLE): In 3D Virtual worlds (e.g. Second Life), users assume an online identity - an "avatar" - to represent themselves. The avatar can walk, run, fly, shop, own virtual pets, communicate with other avatars through chat, instant messaging, and actually talk online. It can be used for authentic interaction with target language speakers. Second Life claims to offer limitless academic possibilities (MIT virtual classrooms, Notre Dame distance learning). A study on language learning in VLEs by Peterson (2006) found that the use of avatars made the students feel more involved in the interaction, and it was more stimulating and enjoyable.

Learning Management System or LMS: A learning management system (LMS) is software for delivering, tracking and managing training/education. A learning management system (Nice-net, Blackboard, and Moodle) is a step ahead of the static classroom website, providing students options to download/upload files, participate in chat/discussion boards, take assessments and contact the teacher/classmates. If the instructor posts samples of student work, students and parents can see how other classmates' performances are and have a clearer idea of academic expectations. The use of an LMS allows the teacher to promote classroom activities (by placing reusable learning documents, video, and practice exercises on the system) and course expectations (Waters, 2007).

The Impact of Technology on Language Learning:

Technology offers teaching resources and provides children with a learning experience in the world. Technology also offers many authentic materials, and young learners in a long-term language learning atmosphere can easily become motivated. Mart (2017) argues that authentic materials are good models for learners to process real language in context. Larsen-Freeman and Anderson (2011) mention that for language learners, electronic chat, games, pen pals, and podcasts may be interesting. In general, children are visual learners. They want to see as they learn. The Internet and computer-based activities provide children with visual materials. Children can improve their listening, reading, and writing abilities through the media and the Internet. Young students experience the real value of English through emails, the Web, satellite TV and cable. Young students are energetic, and it can be challenging to teach them foreign languages in class. Technology can provide young language learners with a genuine and enjoyable atmosphere, increasing their awareness of their language when used correctly. Increasing awareness and understanding of language encourages learners to arrive at accurate, meaningful interpretations of text (Mart, 2018). The technology also enables young learners who interact actively to acquire language skills outside the classroom (Larimer & Schleicher, 1999; Brewster, Ellis, & Girard, 2004). The fact that kids can lose their concentration in a short time. Often, this period can be longer with the use of fun and authentic materials.

Technology Makes Learning the English Language Easier

The use of technology has changed the teaching methods of English considerably (Altun, 2015). It offers numerous options for advancing education that are both interesting and productive (Patel, 2013). The use of multimedia text in class helps learners to learn the language structure and vocabulary. The use of multimedia also enhances learners' linguistic knowledge by using printed texts, film, and the Internet. The use of print, film and the Internet allows students to gather information and offers various materials for language analysis and interpretation as well as contexts (Arifah, 2014). The use of the internet enhances the motivation of learners. Using film in teaching helps students to understand and develop their knowledge with enthusiasm. Learners can learn meaningfully when technology, such as computers and the internet, is used in the learning process. It helps students develop their higher-quality thinking skills when they learn technology. In conclusion, students need to focus on English learning through the real combination of multimedia and teaching methodologies (Arifah, 2014).

The use of computer technology makes language class an active place full of meaningful tasks for students (Dawson, Cavanaugh, & Ritzhaupt, 2008; Gilakjani, 2014). The results of this study show that the use of technology tools enhances the ability of learners to read and write because they are user-friendly. The other finding in this study is to learn more effectively by using

technological tools instead of traditional teaching methods, as the Internet provided a favourable learning environment for learners (Peregoy & Boyle, 2012).

Benefits of Using Technology in English Language Learning and Teaching

Technology helps me make classes more engaging and comprehensible. Some professors noted that technology exposes children to real-life circumstances and native speakers. One instructor noted, "As I play videos, students have an opportunity to listen to native speakers." A teacher remarked that using technology in the classroom exposes children to the real world. Visualise and learn. Technology makes class more relaxing and rejuvenating. Freeman (2000) says songs relax speech muscles and evoke happy feelings.

Digitalisation of Classrooms

Aims of digital education in Bangladesh: Aims of ICT in EFL classrooms

- Creating a better teaching and learning environment in the classrooms;
- Using English at least during the class hours in the secondary and above stages;
- Bringing a realistic situation into the classrooms by using authentic materials from the internet.
- Making a network between the higher secondary education providers;
- Encouraging the ordinary people to use the target language (ESL) with the student community;
- Easy access to knowledge, creation and preservation of knowledge systems, and better knowledge services.
- To build a learning environment in which teachers and learners can create contexts for honest communication inside and outside the classroom.
- To present the English language as a means to learn and communicate about content;
- To transform the realism of the contexts created in class simulations into reality.
- To break school isolation;
- To establish new relationships between the school and society;
- To establish new relationships between the school and youth languages.

Challenges of Using Technology in English Language Learning and Teaching

Using technology in the classroom is not without difficulties. Teachers may face various problems, such as:

- A significant barrier a teacher in Bangladesh may face while attempting to use technology in the classroom or workplace is a lack of practical training. Without a thorough understanding of the technology at hand, it will be impossible to achieve optimal results.
- Issues such as tracking down appropriate information, misspelt addresses, slow connections, blocked access, system crashes, loose wires, out-of-date plug-ins, out-of-date websites, lack of administrative privilege and antiquated hardware can ensure that many EFL instructors avoid using the Web.
- Implementing new technologies requires financial expenses for hardware, software, training and staffing. Not all students have technology at home, so they may not be able to submit homework. Funding language programs with such high costs is not always possible, especially in developing countries. Therefore, most of the technologies remain 'distant dreams' to a good number of teachers in our country. Availability of high-quality software and hardware can also be a pressing problem for willing professionals.
- The educator needs to invest time to learn how to master the technology, think about how to implement it in the classroom and also evaluate whether all the hassle is worth it at all. It is a potential disadvantage as there is often uncertainty as to whether a new technology will actually prove to be a blessing or a curse.

- Arguments are raging about electronic translators and synonym generators. According to Sharma (2009), "These provide many benefits, yet, when used for production, they seem to encourage the selection of the wrong word in English."
- The problem with Internet-based multimedia is that images, sounds, and videos need relatively large files that take a long time to download. This waiting period slows down the interactions between the student and the materials, wastes time, and creates an uncomfortable impression.
- Technology always has the possibility of malfunctioning. Moreover, in Bangladesh, the constant threat of power failure raises questions about whether a plan can be carried out smoothly.

Recommendations

This study indicates that using technology in learning the English language is essential; having such technological tools in the classroom allows the teacher to use different methods and approaches in teaching his/her students. In addition, the studies we discussed demonstrate that technology is a crucial backbone in the modern era. It is beneficial in facilitating topics and assisting the teacher with the lessons. However, in Kurdistan's public schools, we are suffering from a lack of technological devices, which is a real disaster for our education sector. Moreover, there are schools in Kurdistan which have provided these necessities, but they are private schools. Therefore, it is the government's responsibility to provide such technological devices to public schools as well, in order to maintain social equality and protect the rights of lower-class people. At the end of this study, technology plays a crucial role in our lives, particularly in teaching/learning. Students can utilise technological devices to gather information, learn vocabulary, and listen to English discussions. Overall, technology use in classrooms is important and effective.

Concluding Remarks

Studies have shown that the use of multimedia and the internet has a positive impact on language teaching. It promotes a communicative teaching approach, utilises authentic materials, and provides extensive exposure to students. It also provides learners with a communicative learning environment and enriches their knowledge beyond textbooks. Technologically advanced classrooms are becoming increasingly popular for teaching language. In this study, the researcher also found that students are very enthusiastic to learn a language through technology. If the government of Bangladesh incorporates technology and the internet into the national curriculum for teaching and learning English, students would be more motivated to learn the language accurately and apply it in real life. In Bangladesh, almost all of the universities, both public and private, use technology in the classroom, and the medium of education is primarily English. Before entering a university, students at the college level have to prepare themselves to get admission for higher studies. It is, therefore, essential for the student to have a good command of the English language. Due to the poor quality of English, many meritorious students struggle to gain admission to reputable universities. Therefore, attention should be given to the use of technology at the college level throughout the country, so that teachers can teach different skills in the English language efficiently, and students can learn the language with proper understanding.

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