



Impact of Using Technology on English Language Teaching on Students' Motivation and Engagement at Classrooms of Bangladesh

Mohammad Serajuddin

Adjunct Faculty, SLASS, Department of English, Independent University, Bangladesh.

Abstract: *The study highlights how technology can customize classroom activities, align with diverse learning styles, and address the challenges faced in traditional teaching approaches. The study's objectives revolve around assessing the current extent of technology use in English language classrooms, gauging student motivation and engagement in technology-enhanced classes versus traditional methods, and analyzing the overall impact of technology on language learning experiences. Additionally, the research aims to uncover the challenges and benefits faced by both educators and students in integrating technology into the curriculum. The research questions posed explore how Bangladeshi students perceive technology integration, the effects of this integration on their motivation and engagement, and the challenges and opportunities associated with the use of technology in English language teaching in Bangladesh. The survey questionnaire consisted of a mix of closed-ended and a few open-ended statements, aiming to capture a wide range of perspectives from both teachers and students. The research engaged a substantial sample size, involving 300 teachers and their corresponding students from 80 randomly selected government and private educational institutions across Bangladesh. The study begins by outlining the diverse array of technologies employed in Bangladeshi classrooms, including online learning platforms, language learning apps, interactive whiteboards, video conferencing tools, and more. Through an analysis of data, the study uncovers findings related to the effects of technology integration on student motivation and engagement, emphasizing the different viewpoints and complexities surrounding this issue. The study concludes with a set of thoughtful recommendations aimed at addressing the challenges identified and capitalizing on the opportunities presented by technology integration.*

Keywords: Technology, Motivation, Classroom, Teaching, Integration.

1. Introduction

The use of technology has become an important part of the learning process in and out of the classroom. Every language classroom usually uses some form of technology. Technology has been used to both assist and enhance language learning. Technology allows teachers to customize classroom activities and thereby enhance the language learning process (Ahmadi, 2018). Language is one of the important elements that affects international communication activities. Students use different parts of English language skills such as listening, speaking, reading and writing for their proficiency and communication (Grabe & Stoller, 2019). According to Becker (2000), computers are considered an important teaching tool in language classrooms, to which teachers have convenient access, are sufficiently prepared and have some freedom in the curriculum. Computer technology is considered by many teachers to be an important part of providing quality education. According to Bull & Ma (2001), technology provides unlimited resources to language learners. Harmer (2001) and İlter (2015) emphasized that teachers should encourage students to find appropriate activities using computer technology to be successful in language learning. Clements & Sarama (2003) state that the use of appropriate technology materials can be beneficial for students. In addition, Tomlinson (2011) and İlter (2015) argued that computer-based activities provide students with quick information and appropriate materials. They go on to say that online materials motivate students to learn more. Additionally, Larsen-Freeman & Anderson (2013) supported the view that technology provides learning resources and brings learning experiences into the world of students. Using technology, students can be provided with many authentic materials and motivated to study the language. Technology has always been an important part of the teaching and learning environment. It is an essential part of the teaching profession through which they can use it to facilitate student learning. When we talk about technology in teaching and learning, the word 'integration' is used. With technology becoming a part of our daily lives, it is time to rethink the idea of integrating technology into the curriculum and focus on incorporating technology into teaching to support the learning process. This means that technology is becoming an integral part of the educational experience and a significant issue for teachers, from the beginning of the preparation of educational experiences to the teaching and learning process (Eady & Lockyer, 2013). Shyamlee & Phil (2012) and Gilakjani (2017) supported the view that the method of language teaching has been changed because of technology. The Government of Bangladesh started providing multimedia projectors and laptops in every government high school to fulfill the motto of "Digital Bangladesh" while facilitating the journey of quality education (Mallick et al., 2020). As a result, public high schools began using these technology tools in small-scale classroom settings because they did not have sufficient prior training to operate them. As a foreign language, the use of conventional English language teaching methods is quite challenging, and the teacher must be motivated enough to drive away the students' monotony and anxiety, which is only possible when various audio-visual aids, such as a video clip of an English conversation, can be presented in front of the students. The use of a multimedia projector in English language teaching provides students with stimuli to better understand the subject matter. Koksai (2004) stated that the use of videos in multimedia projectors helps students to guess, think and arouse curiosity about information about a topic. Conducting

research on the impact of using technology in English language teaching on students' motivation and engagement in classrooms in Bangladesh is valuable due to its potential to improve language learning outcomes, leverage students' familiarity with technology, and inform pedagogical practices and policies in the Bangladeshi education system.

2. Background

In recent years, there has been a rapid integration of technology in education worldwide. Digital tools, online platforms, and multimedia resources have been widely adopted to enhance teaching and learning processes. This technological shift has led to a reevaluation of traditional teaching methods and their effectiveness. English is often considered a global lingua franca, and proficiency in the language is becoming increasingly crucial for international communication, trade, and education. Many countries, including Bangladesh, place a strong emphasis on English language learning to prepare their students for global interactions and opportunities. In Bangladesh, English is taught as a second language in schools. However, the quality of English language education has been a concern due to various challenges, including limited resources, large class sizes, and teacher-centric approaches. Integrating technology can potentially address some of these challenges and enhance the learning experience. Motivation and engagement are critical factors influencing student learning outcomes. Incorporating technology can provide interactive and immersive learning experiences that cater to diverse learning styles, thus potentially increasing student engagement and motivation.

3. Statement of the Problem

Despite the increasing integration of technology in education, particularly in the context of English language teaching in Bangladeshi classrooms, there exists a gap in understanding the precise impact of technology on students' motivation and engagement. While technology has the potential to enhance language learning experiences, there is a need to investigate whether its utilization effectively addresses the challenges of fostering motivation and active engagement among students in the specific educational context of Bangladesh. This research aims to address this gap by examining how the incorporation of technology influences students' motivation and engagement levels in English language classrooms within Bangladesh, contributing to a more comprehensive understanding of the interplay between technology and effective language pedagogy.

4. Rationale

This study in the context of Bangladesh acknowledges the importance of considering cultural and contextual factors in educational practices. It allows for an examination of how technology integrates with the existing educational framework and how it might affect students' motivation and engagement within this specific education system. Traditional teaching methods might not always effectively engage students or motivate them to actively participate in the learning process. Technology offers interactive and multimedia-rich content that can make learning more engaging and tailored to students' interests and learning styles. Traditional teaching methods might not always effectively engage students or motivate them to actively

participate in the learning process. Technology offers interactive and multimedia-rich content that can make learning more engaging and tailored to students' interests and learning styles.

5. Objectives

1. To evaluate the extent to which technology is currently being used in English language classrooms in Bangladesh, including the types of technologies, tools, and platforms employed.
2. To quantify the level of motivation among students participating in technology-enhanced English language classes compared to traditional methods.
3. Analyze students' engagement in technology-driven English language lessons by observing participation rates, interactions, and active involvement in learning activities.
4. To know the effects of technology incorporation on student motivation and engagement in English language learning?
5. To identify the challenges faced by educators and students in integrating technology, as well as the benefits perceived by both groups. This could involve conducting interviews or focus groups.

6. Research Questions

1. How do Bangladeshi students respond to technology integration in English language teaching?
2. What are the effects of technology integration on student motivation and engagement in English language learning?
3. What are the challenges and opportunities of using technology in English language teaching in Bangladesh?

7. Related Literature Review

(Hennessy et al., 2005) stated that the use of ICT acts as a catalyst in motivating teachers and students to work in new ways. The researcher understood that as students become more autonomous, teachers feel that they should urge and support their students to act and think independently. Information and communication technology (ICT) has certain advantages for teaching and learning. First, students play an active role, which can help them retain more information. Furthermore, the follow-up discussion includes more information where students can become more independent. Finally, students can process new student-based learning materials and their language skills can increase (Costley, 2014). The use of technology has changed methods from teacher-centered to student-centered. Teachers should be facilitators and guide their students' learning and this change is very helpful for students to deepen their learning (Riasati et al., 2012). Gillespie (2006) said that the use of technology increases student collaboration in learning tasks. It helps them gather information and interact with resources like videos. Warschauer (2000) described two different perspectives on how to integrate technology into the classroom. First, in the cognitive approach, students are given the opportunity to meaningfully increase their exposure to language and construct their own knowledge. Second, within the social approach, students must be given opportunities for authentic social interactions to

practice real-life skills. This goal can be achieved by the cooperation of students in real activities. Eaton (2010) said that computer-based communication is a useful feature for language learning. A computer-assisted discussion is characterized by more equal participation than a face-to-face discussion. Zhao (2003) supported the above view and stated that access to authentic materials in the target language is critical for successful language learning. According to Rodinadze & Zarbazoia (2012), technology helps students and teachers to study learning materials due to their quick access. Advances in technology play a key role in preparing students to apply what they learn in any subject to find their place in the global workforce. Technology facilitates student learning and serves as a true educational tool that enables learning. Baytak et al. (2011) conducted a study on the role of technology in language learning. The results showed that student learning improved by integrating technology into the classroom. Students reported that using technology in school makes learning enjoyable and helps them learn more. Students also reported that technology makes learning interesting, fun and interactive. Another result of this research was that using technology increases student motivation, social interaction, learning and engagement. Mouza (2008) and Sabzian et al. (2013) argued that one of the impacts of using technology in language classrooms is to increase collaboration between teachers and students. When teachers allow students to become assistants in the teaching process, it can increase students' self-esteem. Students have the opportunity to consolidate their opinions and abilities. Students can help teachers integrate technology because students have had enough time to master the technology while teachers work on instructional management. Drayton et al. (2010) also emphasized that the use of computer-based classrooms demonstrates a real learning experience that increases student responsibility. Teachers reported that using the Internet and e-mail required student-centered learning. Warschauer (2000) and Parvin & Salam (2015) conducted a study and stated that by using technology, students have a chance to increase their exposure to language in a meaningful context and create their own knowledge. Students should have opportunities for social interactions to practice real-life skills. This is achieved by having students work together on real activities. Baytak et al. (2011) conducted research on the impact of technology on learning. Findings obtained from this study revealed that students increased their learning by incorporating technology into their classrooms. The researchers emphasized that technology makes students' learning interesting and interactive and increases their motivation, social interaction and engagement.

Peregoy et al. (2014) conducted a study on the use of technology in improving students' reading and writing skills. The results of this study showed that technology tools improved students' reading and writing skills because they are user-friendly and students can learn faster and more effectively. Another finding of this study was that learner learn more effectively when they use technology tools instead of traditional teaching methods, because the Internet provides a conducive learning environment for students to learn, it facilitates a new platform for students to have convenient access to learning lessons. The second study was conducted by Alsaleem (2013) on the use of WhatsApp in English dialogue journals to improve students' writing, vocabulary, word choice and speaking skills. Based on the results of this study, it was concluded that WhatsApp showed improvement in students' writing, speaking, vocabulary and word choice. Godzicki et al. (2013) conducted a study to examine student motivation and engagement in the classroom. The findings

from this study revealed that students are more likely to engage in learning when technology is used as an educational tool in the classroom. Technological tools show improvement in terms of accessibility and motivation. Lin & Yang (2011) conducted a study to determine whether Wiki technology would improve students' writing skills. Students were invited to join a Wiki page where they would write passages and then read and respond to their classmates' passages. Students reported that the immediate feedback they received was an advantage of using this kind of technology. Another finding was that pupils learned vocabulary, spelling and sentence structure by reading their classmates' work.

8. Methods

Survey data for this study were collected using a variety of survey methods, the predominant ones being classroom observation and questionnaire. Classroom observation involved physical examination of students' responses to the effectiveness of multimedia integrated English language teaching in different education in Bangladesh, while English teachers were provided with questionnaires to answer. The survey questionnaire included a series of closed-ended with a few open-ended statements to obtain specific information regarding the effectiveness of English language teaching equipped with multimedia technology in creating a better interactive learning atmosphere in the classroom. A total of 300 teachers and their students from 80 randomly selected government and private educational institutions in Bangladesh participated in answering the questionnaire.

9. Analysis and Discussion

9.1 Technologies Usages in English Language Teaching

In Bangladesh, like in many other countries, there has been a growing integration of technology in English Language Teaching (ELT) to enhance the learning experience and provide students with access to various resources. While the specific technologies used can vary depending on factors such as infrastructure, resources, and teaching methodologies, here are some common technologies that have been utilized in ELT in Bangladesh:

Online Learning Platforms: Learning management systems (LMS) like Moodle and Google Classroom are used by educational institutions to provide students with course materials, assignments, quizzes, and communication tools.

Language Learning Apps: Mobile apps like Duolingo, Memrise, and Hello English are popular among students for self-paced language learning outside the classroom.

Interactive Whiteboards (IWBs): Some schools and institutions have started using interactive whiteboards to present content in a dynamic and engaging manner, allowing teachers to incorporate multimedia elements into their lessons.

Video Conferencing Tools: These tools, such as Zoom and Microsoft Teams, gained prominence during the COVID-19 pandemic for facilitating remote learning and online classes.

Digital Language Labs: Some educational institutions have language labs equipped with digital tools to help students practice speaking and listening skills.

Online Dictionaries and Language Resources: Online dictionaries, grammar resources, and language learning websites are commonly used by students for self-study and quick reference.

Social Media and Online Communities: English language learners in Bangladesh might engage with English-speaking communities on platforms like Facebook groups, language forums, and language exchange apps to practice and improve their skills.

Educational YouTube Channels and Podcasts: Educational content on YouTube and podcasts can provide learners with authentic listening practice and explanations of grammar and vocabulary.

Text-to-Speech (TTS) Tools and Speech Recognition: These tools can aid in improving pronunciation and listening skills by providing feedback on spoken language.

Digital Reading Platforms and E-books: E-books and digital reading platforms can be used to provide students with reading materials and interactive features for language practice.

Local Language Apps with English Learning Content: Some technology companies have developed apps that offer English language learning content tailored to the specific needs and challenges of Bangladeshi learners.

Localized Educational Software: Some companies and organizations create software and apps that cater to the cultural and linguistic context of Bangladesh, which can include language learning tools.

Offline Educational Software: Due to limitations in internet access in certain areas, offline educational software and applications are sometimes used to deliver content to students without requiring a continuous internet connection.

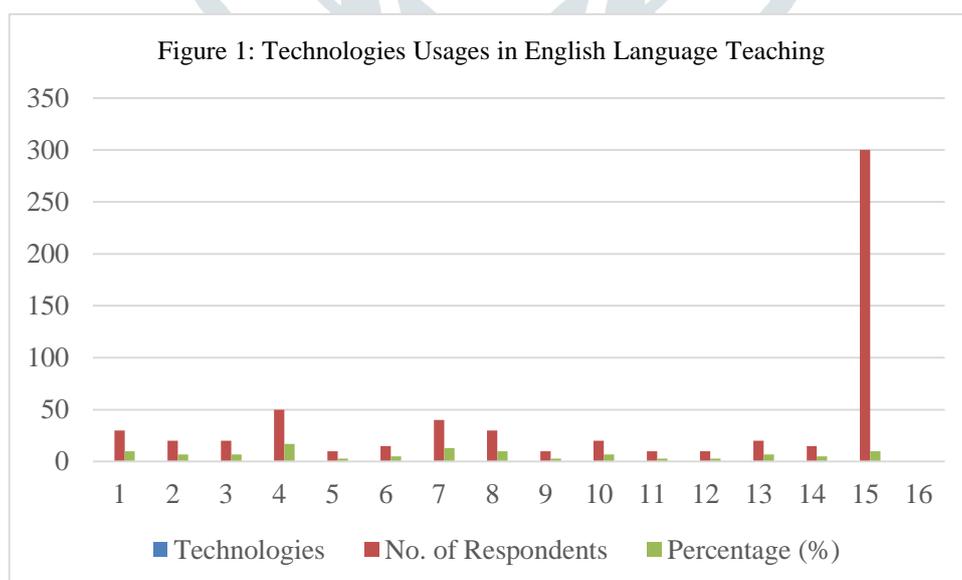
Educational Websites and Blogs: English language teachers and educators often create blogs and websites to share resources, lesson plans, and teaching strategies with fellow teachers and learners.

Table 1: Technologies Usages in English Language Teaching

Technologies	No. of Respondents	Percentage (%)
Online Learning Platforms	30	10
Language Learning Apps	20	7
Interactive Whiteboards (IWBs)	20	7
Video Conferencing Tools	50	17
Digital Language Labs	10	3
Online Dictionaries and Language Resources	15	5
Social Media and Online Communities	40	13

Educational YouTube Channels and Podcasts	30	10
Text-to-Speech (TTS) Tools and Speech Recognition	10	3
Digital Reading Platforms and E-books	20	7
Local Language Apps with English Learning Content	10	3
Localized Educational Software	10	3
Offline Educational Software	20	7
Educational Websites and Blogs	15	5
Total	300	100

The table 1 presents a breakdown of technologies used in English Language Teaching (ELT), based on responses from 300 participants. These technologies encompass a diverse range of tools. Video conferencing tools were the most commonly employed, with 50 respondents (17%) utilizing them for interactive teaching. Online learning platforms, social media, and online communities were also prevalent, used by 30 (10%) and 40 (13%) respondents respectively. Educational YouTube channels and podcasts, interactive whiteboards (IWBs), and language learning apps each accounted for 10% of respondents. Additionally, digital reading platforms and e-books, along with offline educational software, were used by 20 respondents (7%). The remaining technologies, such as language learning apps, digital language labs, and text-to-speech (TTS) tools, exhibited lower adoption rates, each with around 3% usage. Overall, the table underscores the diverse array of technological tools employed in modern English language teaching approaches.



The data presented in figure 1 highlights the utilization of various technologies in the field of English Language Teaching (ELT). A total of 300 respondents participated in the survey. The percentages represent the distribution of technology usage among the respondents. Online Learning Platforms were employed by

10% of respondents, while Language Learning Apps and Interactive Whiteboards (IWBs) each had a usage rate of 7%. Video Conferencing Tools were prevalent, being used by 17% of participants, and Digital Language Labs were utilized by 3%. Online dictionaries, Social Media and Online Communities, and Educational YouTube Channels and Podcasts each had usage rates of 5% to 13%. The application of Text-to-Speech (TTS) Tools and Speech Recognition, Digital Reading Platforms, Local Language Apps for English Learning, and various types of educational software ranged from 3% to 7%. This survey provides insight into the diverse range of technologies incorporated into English Language Teaching approaches, reflecting the evolving landscape of educational methods.

9.2 Technologies used by English Languages Teachers in Classrooms

English language teachers in Bangladesh were beginning to integrate various technologies into their classrooms to enhance teaching and learning experiences. However, please note that the specific technologies used may have evolved since then. Here are some statistics that English language teachers in Bangladesh were incorporating into their classrooms:

Table 2: Technologies used by English Languages Teachers in Classrooms

Level of Education	Users	Non-Users	Not Familiar with Technologies	Total
Play to 10 th Class	50	200	50	300
HSC/12 th Class	170	100	30	300
Graduation/Post Graduation	230	50	20	300

The data presented in Table 2 illustrates the adoption of various technologies among English Language Teachers across different levels of education. The table categorizes respondents into three groups: Users, Non-Users, and those Not Familiar with Technologies. Among teachers working with students from Play to 10th Class, 50 teachers were users of these technologies, while 200 were non-users, and 50 were not familiar with the technologies. In the context of HSC/12th Class, 170 teachers were users, 100 were non-users, and 30 were not familiar with the technologies. For teachers engaged in Graduation/Post Graduation levels, 230 were users, 50 were non-users, and 20 were not familiar with the technologies. The data reveals a varying degree of technology integration among English Language Teachers based on the educational levels they are involved with.

9.3 Level of Motivation Among Students Participating in Technology-Enhanced English Language Classes

The level of motivation among students participating in technology-enhanced English language classes can vary based on several factors. Here are some key considerations that can influence students' motivation in such classes:

Table 3: Motivation Among Students Participating in Technology-Enhanced English Language Classes

Questions	Yes	No	Total
Do you think that technology-enhanced English language classes increase motivation among students?	150	150	300
Technology-enhanced English language classes always demotivate the students?	200	100	300
Technology-enhanced English language classes are not necessary to motivate the students?	230	70	300

The data presented in Table 3 examines the level of motivation among students participating in technology-enhanced English Language classes. The table outlines responses to three specific questions. Half of the surveyed students (150) believed that technology-enhanced English language classes increased motivation, while the other half (150) held the opposing view. When asked whether such classes consistently demotivated students, 200 students responded in the affirmative, while 100 disagreed. Furthermore, a larger proportion of students (230) expressed the perspective that technology-enhanced classes were unnecessary for motivating students, while 70 students disagreed. These results reflect a divided opinion among students regarding the impact of technology on motivation in English Language classes.

9.4 Students' Engagement in Technology-Driven English Language Class

Engagement in technology-driven English language classes refers to how actively and deeply students participate in the learning process when technology is integrated into the curriculum. Here are some results that can reveals students' engagement in such classes:

Table 4: Students' Engagement in Technology-Driven English Language Class

Questions	Yes	No	Total
Students are highly interested to engage in technology driven English language classes.	210	90	300
Students are not interested to engage in technology driven English language classes.	70	230	300
Students should engage in technology driven English language classes.	150	150	300

The data presented in Table 4 explores students' engagement with technology-driven English Language classes. The table comprises responses to three specific questions. A majority of students (210) indicated a high level of interest in participating in technology-driven classes, while 90 students expressed no interest. Conversely, a smaller group of students (70) reported a lack of interest, while a larger number (230) stated their disinterest. Regarding the necessity of students engaging in technology-driven English Language classes, 150 students agreed, and an equal number disagreed. The data underscores the diversity of student

attitudes toward technology-based language instruction, with varying levels of interest and perspectives on its necessity.

9.5 Effects of Technology Integration on Student Motivation and Engagement in English Language Learning

The integration of technology into English language learning can have significant effects on student motivation and engagement. Here are some impacts that technology integration can have on these aspects:

Table 5: Effects of Technology Integration on Student Motivation and Engagement

Questions	Yes	No	Total
There is no effect of technology integration on student motivation and engagement in English language learning.	120	180	300
There is a good effect of technology integration on student motivation and engagement in English language learning.	210	90	300
Some students might find it challenging to navigate new technologies, leading to frustration and reduced motivation.	150	150	300

Table 5 delves into the effects of technology integration on student motivation and engagement in English language learning. The table contains responses to three specific statements. A substantial number of respondents (210) acknowledged a positive impact of technology integration, indicating that it enhances student motivation and engagement. Conversely, 90 respondents disagreed with this notion. On the other hand, 120 respondents expressed the belief that technology integration has no effect on motivation and engagement, while 180 respondents disagreed. Furthermore, an equal number of respondents (150 each) recognized that some students might face challenges when navigating new technologies, potentially leading to frustration and decreased motivation. The data highlights varying perspectives on the influence of technology on motivation and engagement, with a notable portion perceiving it as beneficial, while others hold differing opinions regarding its effects.

9.6 Challenges and Opportunities of Using Technology in English Language Teaching in Bangladesh

Using technology in English Language Teaching (ELT) in Bangladesh presents a range of challenges and opportunities. Bangladesh, like many other countries, is rapidly integrating technology into various aspects of education. Here are some key challenges and opportunities specific to using technology in ELT in Bangladesh:

9.6.1 Challenges:

Digital Divide: One of the major challenges is the unequal access to technology and the internet. Many students in rural areas and underprivileged communities might not have access to the necessary devices or stable internet connections, limiting their participation in technology-driven language learning.

Infrastructure and Resources: The quality of technological infrastructure, including reliable internet connectivity and updated devices, can vary greatly across different regions of the country. Inadequate infrastructure can hinder effective implementation of technology-based teaching methods.

Teacher Training: Integrating technology effectively requires training teachers to use digital tools and platforms. Many educators might not be sufficiently comfortable or skilled with technology, which could lead to ineffective use or even resistance to incorporating technology in the classroom.

Content Quality: Finding high-quality digital content that is culturally relevant and suitable for the local context can be a challenge. English language learning materials need to be aligned with the needs of Bangladeshi learners, which might not always be readily available.

Pedagogical Integration: There's a risk of technology becoming a mere substitute for traditional teaching methods instead of enhancing the learning experience. Incorporating technology in a pedagogically sound manner to promote active learning and critical thinking can be a challenge.

9.6.2 Opportunities:

Engagement and Motivation: Technology has the potential to make language learning more engaging and interactive. Interactive apps, videos, and gamified activities can motivate learners to practice and improve their English skills.

Access to Resources: Technology can provide learners with access to a wide range of authentic English language resources, including online dictionaries, news articles, podcasts, and interactive language learning platforms.

Personalized Learning: Adaptive learning platforms and tools can provide personalized learning experiences, catering to individual learners' strengths and weaknesses. This can lead to more effective learning outcomes.

Global Communication: Technology enables learners to connect with English speakers from around the world, enhancing their opportunities for real-world communication and cultural exchange.

Teacher Professional Development: Technology can facilitate ongoing professional development for teachers through webinars, online courses, and collaborative platforms, allowing them to stay updated with the latest teaching methods and resources.

Assessment and Feedback: Digital tools can provide immediate feedback to learners, helping them identify areas for improvement. Online quizzes and assessments can be used to gauge progress and adjust teaching strategies accordingly.

Digital Literacy: Integrating technology can also enhance students' digital literacy skills, preparing them for a technology-driven global workforce.

10. Findings

The study focused on the integration of technology in English Language Teaching (ELT) in Bangladesh, shedding light on the prevalent technologies, their adoption rates, teachers' usage patterns, student perspectives, and the associated challenges and opportunities. The research revealed a dynamic landscape shaped by a diverse array of technological tools and their impacts on education.

In terms of technology adoption, the study highlighted several key findings. Online Learning Platforms, Language Learning Apps, and Interactive Whiteboards were among the commonly utilized technologies, each with varying levels of adoption. Video Conferencing Tools gained prominence, particularly during the COVID-19 pandemic, enabling remote learning and online classes. Respondents also engaged with Social Media, Online Communities, Educational YouTube Channels, and Podcasts for language practice and learning. Moreover, the study uncovered varying degrees of adoption for Text-to-Speech Tools, Digital Reading Platforms, and Localized Educational Software. The study also investigated the practices of English Language Teachers across different educational levels. It revealed that technology usage varied among teachers catering to different student levels. While technology integration was generally observed across all levels, the degree of adoption differed. The data illustrated that technology usage was more prevalent at higher educational levels, indicating a need for tailored strategies to encourage technology integration among teachers at all levels. Furthermore, the study delved into student perspectives on technology-driven English Language classes. Students demonstrated diverse attitudes toward technology-enhanced learning, with differing opinions on its impact on motivation and engagement. The findings highlighted that a significant proportion of students perceived technology as having a positive effect on motivation and engagement, while others held contrary views. This divergence in perspectives underscores the complexity of technology's influence on student learning experiences. The study also brought to light the challenges and opportunities associated with integrating technology in ELT in Bangladesh. Notably, challenges such as the digital divide, inadequate infrastructure, teacher training, content quality, and effective pedagogical integration were identified. On the flip side, technology presented opportunities for increased engagement and motivation, broader access to resources, personalized learning experiences, global communication, enhanced teacher professional development, and improved assessment and feedback mechanisms.

Finally, the study painted a comprehensive picture of the technology landscape in English Language Teaching in Bangladesh. It showcased the diverse technologies used, the dynamics of their adoption among teachers and students, and the complexities of their effects on motivation and engagement. Additionally, the study illuminated the dual nature of challenges and opportunities presented by technology integration in ELT, emphasizing the need for strategic approaches that maximize the benefits of technology while addressing its associated hurdles.

11. Recommendations

Recognizing the varying degrees of technology adoption among teachers at different educational levels, it is crucial to design targeted training programs. These programs should address the specific needs of educators, providing them with the necessary skills to effectively incorporate technology into their teaching practices. Professional development initiatives should focus on both basic technology literacy and advanced pedagogical strategies, ensuring that teachers can confidently navigate and leverage technological tools. Addressing the digital divide is imperative to ensure equitable access to technology-enhanced learning. Policymakers and educational institutions should collaborate to provide necessary infrastructure, devices, and internet connectivity to students and teachers across diverse socio-economic backgrounds. Efforts should be made to bridge the gap between urban and rural areas, enabling all learners to benefit from technology-enabled education. The study highlights concerns regarding content quality for technology-based learning. Collaborative efforts between educators, curriculum designers, and content creators are essential to develop high-quality, contextually relevant digital resources. These resources should align with curriculum objectives and engage students effectively, catering to various learning styles and preferences. Effective integration of technology requires a pedagogical shift from traditional teaching methods. Educators should be encouraged to design lessons that incorporate technology in meaningful ways, promoting active engagement, critical thinking, and collaborative learning. Pedagogical strategies should harness the interactive capabilities of technology to create immersive and interactive learning experiences. The experience of remote learning during the COVID-19 pandemic underscores the potential of hybrid learning models, combining both in-person and online instruction. Educational institutions should explore the development of well-structured hybrid learning frameworks that offer flexibility while maintaining the benefits of face-to-face interaction. Institutions should establish mechanisms for collecting ongoing feedback from both teachers and students about their experiences with technology-enhanced learning. This feedback can guide continuous improvement in the selection of tools, content delivery, and instructional methods, ensuring that the technology integration process remains adaptive and responsive to evolving needs. Technology offers opportunities for personalized learning experiences. Encourage students to take ownership of their learning journey by providing them with access to a variety of online resources, language learning apps, and interactive platforms. Foster an environment where students can explore and engage with technology in ways that align with their learning preferences. Facilitate the creation of a community of practice among English Language Teachers in Bangladesh. This platform can serve as a space for sharing best practices, lesson ideas, success stories, and challenges related to technology integration. Collaborative learning and peer support can help educators overcome obstacles and inspire innovative approaches. By addressing these recommendations, educational stakeholders can harness the potential of technology to transform English Language Teaching in Bangladesh. A strategic and inclusive approach that considers the diverse needs and perspectives of both educators and learners will contribute to a more effective and engaging learning environment, ultimately enriching language learning outcomes across the country.

12. Conclusion

The study on technology integration in English Language Teaching (ELT) in Bangladesh offers a comprehensive view of the diverse technologies employed, their impact on teachers and students, and the intricate interplay between challenges and opportunities. The findings emphasize the need for tailored training programs to empower educators across different levels, bridging the digital divide for equitable access. Collaborative efforts are vital to enhance content quality, while pedagogical shifts toward interactive and immersive learning experiences are crucial. The potential of hybrid models and continuous feedback loops further underscore the evolution of education. Encouraging student ownership and fostering a community of practice among educators will drive transformative change. By adhering to these recommendations, the transformative power of technology can be harnessed to enrich English language education in Bangladesh, fostering a dynamic and effective learning landscape.

References

- Ahmadi, D. M. R. (2018). The use of technology in English language learning: A literature review. *International Journal of Research in English Education*, 3(2), 115–125.
- Alsalem, B. I. A. (2013). The effect of “WhatsApp” electronic dialogue journaling on improving writing vocabulary word choice and voice of EFL undergraduate Saudi students. *Arab World English Journal*, 4(3), 213–225.
- Baytak, A., Tarman, B., & Ayas, C. (2011). Experiencing technology integration in education: Children’s perceptions. *International Electronic Journal of Elementary Education*, 3(2), 139–151.
- Becker, H. J. (2000). Findings from the teaching, learning, and computing survey. *Education Policy Analysis Archives*, 8, 51–51.
- Bull, S., & Ma, Y. (2001). Raising learner awareness of language learning strategies in situations of limited resources. *Interactive Learning Environments*, 9(2), 171–200.
- Clements, D. H., & Sarama, J. (2003). Strip mining for gold: Research and policy in educational technology—A response to “Fool’s Gold.” *AACE Review (Formerly AACE Journal)*, 11(1), 7–69.
- Costley, K. C. (2014). The positive effects of technology on teaching and student learning. *Online Submission*.
- Drayton, B., Falk, J. K., Stroud, R., Hobbs, K., & Hammerman, J. (2010). After installation: Ubiquitous computing and high school science in three experienced, high-technology schools. *Journal of Technology, Learning, and Assessment*, 9(3), n3.
- Eady, M., & Lockyer, L. (2013). Tools for learning: Technology and teaching. *Learning to Teach in the Primary School*, 71.
- Eaton, S. E. (2010). *Global Trends in Language Learning in the 21st Century*. ERIC.
- Gilakjani, A. P. (2017). A review of the literature on the integration of technology into the learning and teaching of English language skills. *International Journal of English Linguistics*, 7(5), 95–106.
- Gillespie, H. (2006). *Unlocking Learning and Teaching With ICT-Identifying and Overcoming Barriers*.

- Godzicki, L., Godzicki, N., Krofel, M., & Michaels, R. (2013). Increasing Motivation and Engagement in Elementary and Middle School Students through Technology-Supported Learning Environments. *Online Submission*.
- Grabe, W., & Stoller, F. L. (2019). *Teaching and researching reading*. Routledge.
- Harmer, J. (2001). The practice of English language teaching. *London/New York*, 401–405.
- Hennessey, S., Deaney, R., & Ruthven, K. (2005). Emerging teacher strategies for mediating ‘Technology-integrated Instructional Conversations’: A socio-cultural perspective. *Curriculum Journal*, 16(3), 265–292.
- İlter, B. G. (2015). How does technology affect language learning process at an early age? *Procedia-Social and Behavioral Sciences*, 199, 311–316.
- Koksal, D. (2004). To Kill the Blackboard? Technology in Language Teaching and Learning. *Turkish Online Journal of Educational Technology-TOJET*, 3(3), 62–72.
- Larsen-Freeman, D., & Anderson, M. (2013). *Techniques and principles in language teaching 3rd edition-Oxford handbooks for language teachers*. Oxford university press.
- Lin, W.-C., & Yang, S. C. (2011). Exploring students’ perceptions of integrating Wiki technology and peer feedback into English writing courses. *English Teaching: Practice and Critique*, 10(2), 88–103.
- Mallick, P., Maniruzzaman, M., & Das, S. (2020). Addressing impact of technology in English Language Teaching at secondary level education in Bangladesh. *International Journal of English Literature and Social Sciences (IJELS)*, 5(3).
- Mouza, C. (2008). Learning with laptops: Implementation and outcomes in an urban, under-privileged school. *Journal of Research on Technology in Education*, 40(4), 447–472.
- Parvin, R. H., & Salam, S. F. (2015). *The effectiveness of using technology in English language classrooms in government primary schools in Bangladesh*. 2(1), 47–59.
- Peregoy, F., Boyle, O. F., & Cadiero-Kaplan, K. (2014). *Reading, writing, and learning in ESL*.
- Riasati, M. J., Allahyar, N., & Tan, K.-E. (2012). Technology in language education: Benefits and barriers. *Journal of Education and Practice*, 3(5), 25–30.
- Rodinadze, S., & Zarbazoiia, K. (2012). The advantages of information technology in teaching English language. *Frontiers of Language and Teaching*, 3(5), 271–275.
- Sabzian, F., Gilakjani, A. P., & Sodouri, S. (2013). Use of technology in classroom for professional development. *Journal of Language Teaching & Research*, 4(4).
- Shyamlee, S. D., & Phil, M. (2012). *Use of technology in English language teaching and learning: An analysis*. 33(1), 150–156.
- Tomlinson, B. (2011). *Materials development in language teaching*. Cambridge University Press.
- Warschauer, M. (2000). The death of cyberspace and the rebirth of CALL. *English Teachers’ Journal*, 53(1), 61–67.
- Zhao, Y. (2003). Recent developments in technology and language learning: A literature review and meta-analysis. *CALICO Journal*, 7–27.