

Effectiveness of Education Technology in EFL Classroom at  
Tertiary Level in Affiliated Colleges Under National University in  
Bangladesh

By

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A thesis submitted to the Department of Brac Institute of Languages in partial fulfillment  
of the requirements for the degree of Master of Arts in TESOL

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## **Declaration**

It is hereby declared that

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3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
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## Approval

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## **Abstract**

In the context of Bangladesh, English is used everywhere as a foreign language and the students must become efficient to compete in the job market. Though private and public universities in Bangladesh have already started using education technology in tertiary level EFL classrooms, the picture in the affiliated colleges of the National University is different. The study focuses on the effectiveness of education technology in EFL classrooms at tertiary level in affiliated colleges of National University as well as the issues of implementation. Data is collected through a mixed method and narrative and description analysis are used to analyse data. The study explains that technology tools are effective in developing student interaction and making lessons easy. Still, the study found some issues with implementing technology in EFL classrooms. In this way, the study has helped in understanding the current situation of EFL classrooms in affiliated colleges of the National University in Bangladesh as well as highlighted some recommendations.

**Keywords:** EFL classroom; education technology; tertiary level; TPACK framework; motivation; interactive teaching

## **Dedication**

I dedicated this to my beloved mother who encourages me to move forward in any scenario and tells me I can overcome anything with my hard work.

## **Acknowledgement**

Firstly, all praise to the Great Allah for whom my thesis has been completed without any major interruption.

Secondly, to my supervisor Abdul Karim sir for his kind support and advice my work. He helped me whenever I needed help.

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## **List of Acronyms**

EFL	English as a Foreign Language
GTM	Grammar Translation Method
CLT	Communicative Language Teaching
CEDP	College Education Development Project
TPACK	Technological Pedagogical Content Knowledge

# Chapter 1

## Introduction

### 1.1 Background of Study

When it comes to teaching English as a Foreign Language, different strategies and techniques have been used so far (Si, 2019). EFL means teaching English as a foreign language to students whose first language is not English (Nordquist, 2020). Bangladesh being influenced by global technology and massive globalisation, is under the great influence of English. English plays a significant role in the development of learners but the most shocking part is that even after studying different grammar books in SSC and HSC level through CLT. Communicative Language Teaching (CLT) is a communicative approach that tries to teach and learn through communication (Shrestha, 2013). CLT was introduced in the primary, secondary and tertiary levels of education in Bangladesh with a view to improving proficiency but it deteriorated the learners (Paul, 2022).

In the current time, using technology in modern classrooms can be a revolutionary method because it can be an excellent relief for learners by making lessons exciting as well as more accessible for students (Seifert, 2023). Educational technology or Ed Tech is defined as “the study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources” by the Association for Educational Communications and Technology (teachmint, 2021). With this vision, English is taught as a compulsory subject to students of different fields at the undergraduate level. The scenario is different in public and private universities in Bangladesh. There the students are having proper exposure to using technology in learning English as a Foreign Language. But the picture is a bit different at the National University in Bangladesh. Around 2,200 government and nongovernment colleges in Bangladesh are there in Bangladesh under the

National University. This comprises nearly two-thirds of the tertiary level students who need to groom their English language skills to meet the competition in the future. Unfortunately, there is little scope for using technology in EFL classrooms for various reasons. Under the College Education Development Project (CEDP) initiatives are taken to make smart classrooms but progress is slow. For this reason, it can be said that using technology in the EFL classroom can be more productive and motivating to influence learners positively (Stockwell, 2013).

## **1.2 Problem Statement**

In Bangladesh English has been widely used for different purposes and serious attention is given to the education sector. But English is treated more as a Subject than a language at the secondary or even the tertiary level. English serves a dominating role in the educational life of the students and students are focused on scoring well in exams. For this reason, even after studying English for 12 years, many students are not able to use it efficiently. Thus, English is again introduced as a compulsory subject at the Graduation level. The students of public and private universities get enough exposure to technology that prepares them for the real world. Moreover, using technology has helped in student participation, interactive lessons and student-teacher engagement (Rahman et al., 2019). The National University EFL classrooms lack interactive lessons and there is less student participation during learning (Altavilla, 2020). National University in Bangladesh has approximately 20,00,000 students and they are offered English as a compulsory course in second year and some cases in the first year of graduation (Sohanur, 2023). The picture in colleges under National University is a bit different where there is little scope for using technology which is also causing employability. Using technology can be very effective in EFL classrooms in National University-affiliated colleges in Bangladesh because it will boost autonomous learning and maximize target outcomes from the learners (McIver, 2020). Thus, it is essential to study the effectiveness of technology in EFL classrooms in affiliated colleges at the National University.

### **1.3 Aim of Study**

The primary aim of the study is to explore the effectiveness of using technology in EFL classrooms at tertiary level in an affiliated college under the National University in Bangladesh.

### **1.4 Objectives of Study**

The objectives of the study are given below.

1. Evaluating the effectiveness of using technology in teaching ESL classrooms.
2. Investigating the issues with applying technology in teaching EFL classrooms.

### **1.5 Research Questions**

EFL classrooms in the colleges under the National University are not facilitated with enough technology resources (Rahman et al., 2019). In this kind of circumstance, the research questions of the study are as follows:

1. How effective is technology for EFL classrooms at National University?
2. What are the issues of using technology in EFL classrooms at National University?

### **1.6 The Rationale of Study**

English is a foreign language in Bangladesh and there are approximately 2.5M students studying undergraduate in different colleges at the National University (Sohanur, 2023). EFL classrooms at the undergraduate level at the National University try to develop mainly reading and writing skills. In this context, the students of the National University are still behind in proficiency and excellence than the students of public and private universities. The reason for incorporating compulsory English at the undergraduate level is to benefit the students personally and professionally. Using technology in the EFL classroom will help students practice language at anytime and anywhere and use the target language in everyday life. Another reason for using technology in EFL classrooms is to keep the students focused and

comfortably participating in class activities. Moreover, effective use of technology in EFL classrooms can bridge the gap between teacher and student. For this reason, a study is needed to identify the effectiveness of technology in EFL classrooms at the National University.

## **1.7 Significance of Study**

Increasing use of technology has also touched the education sector as well. Still, the performance of the learners is not noteworthy and learners face problems at the university level (McIver, 2020). First of all, technology tools can make the lessons interesting and easily guide learners (Rahman et al., 2019). Moreover, learners will learn about the uses of different technologies in the professional sector (Parvin & Salam, 2015). Besides, classroom activities in EFL teaching can be more engaging through gamification (Stockwell, 2013). According to Pazilah et al. (2019), learners will be motivated to improve their performance and help in authentic learning. In this way, learners in EFL classrooms of the National University in Bangladesh can benefit by using technology with other teaching methodologies (Seifert, 2023).

## **Chapter 2**

### **Literature Review**

#### **2.1 Treatment of English in Bangladesh**

In Bangladesh English has always been an elemental factor of the education system. English is used as an instrument to trade knowledge. For this reason, it is necessary to improve the proficiency level. By the constitution of the People's Republic of Bangladesh, Bangla was accepted as the state language in 1972 and this limited the use of English in the official, social, and educational fields (Rahman et al., 2019). As a result, it causes a great lack of English proficiency among the people (Hamid & Baldauf, 2016). Still English is always an important language because of its powerful presence in global education and career opportunities (Erling,

2017). It is discovered that since 1971, several national Education Commissions were formed in which English language learning is always a preference. It is tried to build a steady, coherent and relevant English language policy and the current 2010 Education Policy has tried to balance between English and Bangla (Chowdhury & Kabir, 2014). Thus, English is taught as a compulsory subject from Classes 1 to 12 in the national curriculum. Bangladesh with over 17 million children learning English claims to be one of the world's largest primary second language (L2) English populations. According to a study by Naik (2018), there are approximately 150 public and private universities where English is a mode of teaching and treated like a compulsory subject at the tertiary level in Bangladesh.

## **2.2 EFL in Bangladesh**

The radical growth and demand for human resources in the international market have increased the need to communicate effectively in English. There is always a debate about whether English is a foreign or a second language in Bangladesh. Though English has not received the status of a second language in Bangladesh officially, English is used as a foreign language in many aspects (Ara, 2020). Since independence, English has been an indispensable part of the education system and different ELT initiatives have been set up in Bangladesh so that it is possible to bring changes to English literacy. Thus, English is always regarded as an important medium of communication to connect with the outside world. According to Rahman and Pandian (2018), there is an emphasis to upgrade English teaching and learning quality. English has created an impact on the socio-cultural and economic life in Bangladesh. Many attempts have been made to establish a proper curriculum that will support the needs of the learners to communicate effectively in English. There needs to be a clear and planned language policy in Bangladesh which is an existing problem and this has created a permanent gap between policy and language practice (Rahman et al., 2019). In this regard, the curriculum reformation will help the learning process of the learners and at different times, there have been observed major



changes in the curriculum to teach English as a foreign language. It was discovered in a study that English language is taught through CLT-based curriculum since 1996 at the secondary level and it was revised in 2012 (Alam, 2018). Thus, it is high time we changed the way English is taught as a foreign language in the classrooms.

### **2.3 Importance of Learning English in Bangladesh**

In the circumstances of Bangladesh, learning English has become very important as it has a global demand. It is not only necessary for academics but also crucial for the professional and personal development of an individual. To communicate effectively, English is taught in 118 countries as it is the third most broadly spoken language in the world. Studies show that it is necessary to have knowledge and efficiency in English in different work sectors as they demand English speakers to communicate professionally. Regarding the administration, transnational relations, higher studies and mass communication, it plays an important role (Hassan et al., 2019). Therefore, it is essential to teach and learn English to communicate effectively. According to Hasan (2022), improved language skills of students will help to have “access to better economic and social opportunities” and support with “a route into work and out of poverty.” It has been discovered that in professional sectors, 24% of organisations demand a basic standard, 38% demand an intermediate standard and 38% demand a good standard of English language skills (Alam, 2018). In this situation, English is taught at primary, secondary, higher secondary, tertiary and degree levels (Ara, 2020). There are several benefits of learning English in Bangladesh. Firstly, having English proficiency will help to increase employability. Then, according to Bentley (2023), learning English will help to facilitate international mobility through migration, tourism and studying abroad. Further, 80% of information stored online is written in the English language and to get access to development opportunities and access critical information English language skills play an important role (Naik, 2018). Moreover, English is considered a crucial employability skill and having English language

proficiency will help students get better jobs faster (Hassan, 2021). For this reason, by including it as a compulsory subject, English language skills have been given importance in tertiary education. Thus, learners must learn English to improve their proficiency level.

## **2.4 Approaches used in EFL classrooms**

From the very beginning, different approaches have been used in EFL classrooms in Bangladesh. Initially, the target was only to be able to adjust to the growing community and commercial purpose. For teaching and learning English with the help of the mother language, GTM was applied in the classrooms (Richards & Rodgers, 2001). But later with time other methods were also implemented in the EFL classrooms.

In recent years, there has been an emphasis on promoting English language studies. Fitting in the competitive world is the concern to help learners communicate in English properly (Ara, 2020). The core intention of applying Communicative Language Teaching in EFL classrooms is to advocate using English comfortably and practically in everyday life (Rasul 2019). In 1970, after CLT appeared in the scenario, it became a popular method for teaching and learning English. CLT is a student-centric approach and group or pair work, dialogue and role-play rather than passive learning is used to learn the four language skills (Islam, 2019). Following the ideologies of CLT, a textbook for secondary and higher secondary students, English For Today, was designed in 2001 but did not bring the desired success (Islam, 2019). After much effort has been made to introduce CLT in EFL classrooms in Bangladesh, there is still the use of old chalk and drill methods in classes (Chowdhury, 2021). After spending years of learning English, students lack efficiency and academics have found disparity between the policy and methods of CLT after decades (Chowdhury, 2021).

## **2.5 EFL Classrooms in Affiliated Colleges of National University**

Though the National University of Bangladesh operates all over Bangladesh, the students are deprived of skill development. The tertiary education at the National University is performed through affiliated colleges. English is a compulsory subject for the students to learn and practice (Ara, 2020). It has the purpose of creating an efficient workforce to perform well in the job market. The conditions of the EFL classrooms in colleges under the National University are somehow underrated. There is very little scope for using diverse tools in the courses in the context of the National University (Islam, 2023). Thus, to facilitate the colleges of the National University, a project called the College Education Development Project (CEDP) was started in 2016 (CEDP, 2017). Improving the teaching and learning environment of participating colleges is the goal of the CEDP project. This initiative will help implement technology in EFL classrooms at the National University (CEDP, 2017).

## **2.6 Educational Technology in EFL Classrooms**

English is a global language used widely in different sectors thus, it is high time that we started to use technology and combine it with traditional methodologies to teach English effectively. According to Stephen Krashen, Comprehensible Input is the most suitable term to explain the effectiveness of technology for ESL students (Mallick et al., 2020). Comprehensible input emphasises the technique that is simplified as well as understandable to the student. Thus, it helps a learner in the most effective way (Asratie et al., 2023). According to Alsied and Pathan (2013), using educational technology in EFL classrooms has a positive effect in transforming a traditional ‘teacher-centred’ learning environment to a ‘learner-centred’ atmosphere. A study found that a great emphasis was placed on improving listening and speaking skills, a very complex learning process (Fedorova, 2023). It is explained that video materials present students with the natural use of language and various accents and dialects, unlike traditional books. Thus, it leads to a better understanding of the language (Fedorova, 2023). Also,

technology provides new ways of practising language and advocate performance of students which has become significant in the EFL classroom.

## **2.7 Different Technology Tools in EFL Classrooms**

The use of ICT is increasing in the educational sector and educational technology is very effective for EFL learners (Pazilah et al., 2019). According to a study by Alsied and Pathan (2013), it is found that for enhancing EFL students' listening skills, computer is claimed as one of the most important learning tools. Studies show that there is a significant impact of technology in education regarding new and creative types of assistance to teachers as well as students (Fedorova, 2023). Simple technologies such as PowerPoints, games and internet homework assignments integration can be impactful in students' growth in the classroom. Other than these Podcasts, Kahoot, Padlet and YouTube are significant modern learning tools for English learners. Then, different online platforms can help learners practice other language skills with visual supports such as images, illustrations, animated materials or hyperlinks that can improve engagement (Fedorova, 2023). At the tertiary level, it is possible to implement the technology tools in the EFL classrooms and overcome barriers with the right administration (Yucedal, 2023). It is also found in research that teachers and students require a basic knowledge of technology to have the best outcome from the technology tools in EFL classrooms (Solano et al., 2017).

## **2.8 Effectiveness of Technology Tools in EFL Classrooms**

In the context of Bangladesh, English is used as a foreign language and it is necessary to have the ability to communicate in English to be a part of the world competition. The curriculum planned for tertiary-level education tries to teach English to students of other disciplines so that they can perform well in their professional lives. Effectiveness of technology is the demand of the present time and to ensure that Bangladesh turns into a digital country, it requires spreading

the light of technology everywhere. Multiple colleges are operated by the National University and different initiatives have been taken to provide quality education to the students.

It is claimed that the students found Facebook, Twitter, WhatsApp and Blogs useful in improving their English skills. Moreover, the majority of the students agreed that technology can create an enjoyable learning environment and at the same time boost confidence and motivation, making learning easy and timely, involving students actively in classrooms and in this way, it helps in better academic performance (Milon & Iqbal, 2017). This demonstrates that there is a connection between motivation and the use of technology in EFL classrooms (Chowdhury et al., 2021). In analysing another study on the effectiveness of technology in government primary schools, it was discovered that higher achievement for students was detected in ICT schools than in non-ICT schools as 91% of the students enjoyed participating in classroom question-answer sessions through e-content (Parvin & Salam, 2015). From a study on secondary students in Bangladesh, it was detected that the teachers felt the use of technology in EFL classrooms could quicken the participation of the students in communication and knowledge building (Mallick et al., 2020). Again, the age group of the teachers was an important factor in using technology and teachers between 25-35 used technology at the maximum level in EFL classrooms. Thus, it explains that all teachers must use technology tools largely to enhance an interesting and easy learning environment. It is believed by the majority that English language teaching aided with technology will draw attention and increase participation. It is found that most of the students as well as teachers found technology tools interesting in terms of creating an interactive learning atmosphere. Then a study on the undergraduate level in Bangladesh revealed that using a projector in the classroom was effective and improved their English language learning.

A study focused on the digitalisation of classrooms from higher secondary to tertiary level in Bangladesh revealed that in most of the scenarios, the higher secondary teachers are not

exposed to the technology and even if they were using technology, their attitude was not positive (Ara, 2020). From the study, it was also found that one of the reasons that were hindering the implementation of technology in EFL classrooms in Bangladesh was a lack of support in the institution to use different technology tools and at the same time, exam-based teaching systems were stopping the use of technology. Then, in another study by Milon and Iqbal (2017), it was found that the perception of the higher secondary students of a Pabna district in Bangladesh was not positive rather 80% of the students were not comfortable using technology and the reason behind such rejection was a personal computer or smartphones were not available. In another study on the higher secondary students of prominent Bangla and English medium colleges in Bangladesh, it was identified that the use of mobile phones was 35%, Facebook was 23% whereas the other technology tools were only 2%. This explains that even though technology is accepted as an important support system in education as the government emphasises in use of multimedia project-based classrooms, the use is mostly limited to dictionary use, checking out information for both teachers and students (Fatema & Sultana, 2020). Even audio-visual equipment was not a common practice because it is time-consuming to practice those listing tasks in CLT-based classrooms as expressed by a teacher. The responses of this study by Fatema and Sultana (2020) showed that interactive whiteboards were not available in Bangladesh for education purposes and students only used blogs, webs or wikis as social sites and podcasting for language learning was not used in EFL classrooms. Moreover, the students were unaware of the term digital games to make the learning process of the English language. Another significant issue was identified in the analysis that the availability of technology tools and multimedia classrooms was not found in every secondary school in Bangladesh as most of them were located in city areas and the rural areas needed more advanced instruments and facilities (Mallick et al., 2020). Still, there was a need for

proper training for the teachers to conduct the classes effectively with technology and the shortcomings could be reduced gradually (Rahman & Ullah, 2016).

## **2.9 Need for Technology in National University EFL Classrooms**

As the demand for English in a global context is growing, the number of ELL students is also increasing at the same rate. Currently, 1.75 billion people speak English worldwide. Studies have also found that the number of ELL students will increase by 40% by 2030 (Bentley 2023). It is necessary to focus on the fact that efficient teachers of English can incorporate traditional teaching methods with new ones to fulfil learners' needs. It is vital to implement teaching methodologies that motivate learners to learn with interest (Mallick et al., 2020). Though the COVID pandemic has exposed teachers to the introduction of technology, it is necessary to understand its wide possibilities. In addition, related issues can hinder the process of implementing technologies in teaching students under the National University curriculum (Alamri, 2021). In the 2021 index, the English proficiency score of Bangladesh has risen from 14 points to 490 (TBS Report, 2021). However, the score fell down of the global average score of 503 as well as the 24 Asian countries' average score of 504 (TBS Report, 2021). This indicates that in the year 2021, Bangladesh is listed under the "Low Proficiency" band whereas in the ninth edition, it moved up from the "Very Low Proficiency" (TBS Report, 2021). This demonstrates the significance of implementing new technologies and strategies along with traditional classroom techniques to ensure the improvement of language proficiency.

## **2.10 Research Gap**

This research examines the effectiveness of technology in English as a Foreign Language (EFL) classrooms at the National University in Bangladesh. It is widely acknowledged that educational technology is a valuable tool for enhancing students' learning and second language acquisition (Altavilla, 2020). In today's competitive professional environment, the importance

of mastering English is universally recognized. Therefore, it is crucial to provide EFL learners with effective learning opportunities. Using technology not only boosts learning but also motivates learners (Nurhidayah, 2020). Research is needed to explore how technology affects learner engagement and motivation in the EFL classroom. This gap could examine whether technology-enhanced activities lead to higher levels of engagement and motivation compared to traditional instructional methods and whether different types of technology have varying effects on student interest and motivation (Rukanuddin, 2014). While prior research has explored the use of technology in EFL classrooms, the current study aims to investigate its effectiveness specifically in an affiliated college at National University in question. Prior research has focused on students' attitudes towards technology use, but there is a gap in understanding teachers' perspectives on integrating technology into EFL classrooms (Karim et al., 2020). To support EFL learning effectively, it is essential to understand teachers' beliefs, perceptions, and challenges related to technology use. Additionally, identifying the factors that contribute to successful technology integration is critical for ensuring its effective use in EFL classrooms. Factors such as teacher training, infrastructure support, student readiness, teachers' resistance to using technology and available resources all play a significant role in the successful implementation of technology in EFL classrooms. Thus, there is a research gap in exploring the factors that can facilitate or hinder the effective utilization of technology in the particular case study context of a National University in Bangladesh (Ray & Roy, 2017).

## **2.11 Theoretical Framework**

There is no doubt that new techniques are beneficial to help the learners. Using technology in EFL classrooms helps the learners to understand better and perform better. Here, the argument in this research is on the effectiveness of education technology in the EFL classrooms of tertiary level in National University-affiliated colleges. Though English is added to the curriculum as an essential part and taught as a compulsory subject, it requires the introduction of technology



to create a diverse classroom environment as well as improve the performance of the students. The theoretical perspective that give the foundation for the study are discussed below.

### **TPACK Framework**

The TPACK framework means Technological Pedagogical Content Knowledge which is an invaluable tool for understanding the knowledge and skills required for teachers to seamlessly integrate technology into their teaching. It helps teachers with a roadmap for incorporating technology into their teaching methods while emphasising pedagogy and content knowledge.

In the context of language teaching in EFL classrooms, TPACK can be applied by integrating technology effectively to enhance language learning experiences. It encourages teachers to consider how technology can be used to facilitate language learning, promote communication skills, provide language practice opportunities, motivate learners and engage students in meaningful language activities. A study shows that, by applying TPACK principles to EFL instruction, teachers can create interactive learning environments that provide to diverse learning preferences (Taopan, 2020). Again, it involves teachers incorporating digital tools to facilitate the practice of diverse language skills for enhancing communicative competence and technology tools should align with the particular language skill and the lesson's content (Bugueño, 2013). It can be said that the effective use of technology in language teaching involves finding the exchange among content, pedagogy and technology to enhance learning outcomes. Furthermore, incorporating the TPACK framework into curriculum design and instruction empowers teachers to create innovative and engaging student learning experiences (Taopan, 2020). In this way, it offers students the chance to interact with language learning in a digital setting.

## **Chapter 3**

### **Research Design**

#### **3.1 Research Methodology**

In this research, the main perspective is identifying the effectiveness of technology EFL classrooms at the National University. At the tertiary level, students need practical and life-driven knowledge and there needs to be more exposure to technology in the classes at the National University. Applying different technological tools will help English language students improve their learning skills (Alsied & Pathan, 2013). In the framework of contemporary English teaching, the studying process focuses more on communicative needs and learners' interests (Fedorova, 2023). For this reason, teachers need to use new techniques along with the old ones to seek the attention of the EFL students. This not only helps the learners to learn better but also helps the teacher to make the lesson interactive. Using educational technologies in the EFL classrooms at the National University colleges will be a revolutionary change to provide them with necessary education support in large classrooms and improve their efficiency.

Research methodology is the logical and systematic plan to resolve the research problem. There are various methods for research such as qualitative method, quantitative method and mixed methods. In this regard, the research followed a mixed method to get the desired result. In mixed-method research, both qualitative and quantitative methods are combined to get the desired output (Walliman, 2011). The systematic collection and investigation of a case through numerical data to describe patterns, relationships and trends is the core idea of quantitative research. On the other hand, gathering in-depth insights to generate new ideas, and collecting and analysing information through non-numerical data is the core idea of qualitative research. Here, the prime concern of the study is to investigate the effects of technology in EFL

classrooms in the National University Colleges. Through a mixed method, it will be possible to understand the views of the teachers from interviews as well as the students from surveys and evaluate the effectiveness of using technology in EFL classrooms at the National University colleges properly.

### **3.2 Sample Size**

It is essential to determine the sample size of research participants. Thus, it is possible for the researchers to estimate the boundary of the concept and the required information to reach a conclusion. As this research takes a mixed-method approach to discovering the effectiveness of technology in EFL classrooms, it is decided to use a sample size to get the views of the participants (Walliman, 2011). In this research, the population of the study are the undergraduate students of the National University for the quantitative data. As it is not possible to study the vast population, a sample size is determined to represent the students of EFL classrooms. Here, first-year students of the CSE department in a reputed college in Dhaka under the National University are selected as the sample size. The random sampling method is used to pick around 86 students from all the students. These students are surveyed through a set of questionnaires to get a reflection on the effectiveness of technology in EFL classrooms. It helps in evaluating the views of the students and their progress. Again for the interview, a total number of 8 teachers from a reputed college in Dhaka have been selected for the qualitative data. The participants of the sample size are chosen to analyse the effectiveness of technology in EFL classrooms at the National University colleges in Bangladesh. In this way, it is possible to know about the implementations and drawbacks of using technology in EFL classrooms at National University colleges from the teachers who are in between the system.

### **3.3 Data Collection**

One of the most important parts of research is gathering information for the desired results. There are two types of data collection methods - primary data collection and secondary data collection. Primary data is obtained directly from the participants by the researcher with the help of experiments, surveys, observations, interviews etc. In this research, the reason for selecting primary data collection is to compile the needed information directly from the participants of the sample size. In this way, it is possible to get a fresh and current view of participants regarding the topic (Ansarey, 2012). Firstly, the researcher collected the primary data through one-on-one interviews with the teacher participants. The researchers used semi-structured interviews to collect data from the lecturers of the college. Secondly, the researcher collected the primary data through survey questionnaires from the sample size (Asratie et al., 2023).

### **3.4 Data Analysis**

After collecting the data, it is necessary to analyse it to find evidence to reach a conclusion. There are different data analysis processes to use in a study (Fedorova, 2023). In this research, the researcher analysed the interviews during data collection by using narrative analysis. In this method, interviews are heard repeatedly and filtered the necessary information. Also, transcription facilities from Transkriptor and Zoom are used to transcribe the information. Later, the necessary information was interpreted according to the research questions to achieve the desired result (Walliman, 2011). Again, the researcher used descriptive analysis to interpret the survey questionnaires from the students. Google Forms is used to interpret the collected data and then sorted and analysed through descriptive analysis.

### **3.5 Ethical Considerations**

In research, it is necessary to have some ethical boundaries to ensure that no unfair means are adopted during the work. Ethical consideration helps set principles for a study to guide the research design. There are different types of things included in ethical consideration such as voluntary participation, informed consent, anonymity, confidentiality, the potential for harm etc. In this research, ethical codes are followed properly (Govil, 2013). The participants have participated voluntarily in the interview. And the survey sample size has also given their consent before participation. Moreover, their identity and information have been kept secure. Confidentiality has been maintained with all the participants. Thus, there is no breach of ethical confidentiality and anonymity.

## **Chapter 4**

### **Findings & Discussion**

#### **4.1 Findings**

This segment of the paper has described the analysis of the collected data. Both qualitative and quantitative data are collected for primary data analysis. A semi-structured interview is prepared to collect the qualitative data and a survey questionnaire is prepared to collect the quantitative data.

English is an international language and there is no denying that all must learn English to fit in the competitive world. In Bangladesh, English is taught as a foreign language from primary to tertiary level. With time, the methods and strategies have been developed and created different learning scopes for the students. Here, the prime focus is the effectiveness of technology in the EFL classrooms at the National University (Fedorova, 2023). It is necessary to understand the need for technology support along with the traditional methods to equip classrooms and make

them effective. The affiliated colleges of the National University are behind the private as well as public universities in terms of technology support. Thus, the researcher has looked into the effectiveness as well as the issues of implementing technology in EFL classrooms. With the support of technology tools in EFL classrooms at the National University, it will be possible to help the students become proficient, make the lessons easy and engaging and at the same time motivate them to learn the English language (Asratie et al., 2023).

To understand the phenomenon of technology, use in EFL classrooms, both the students and teachers are asked questions related to the effectiveness of technology and the issues of implementing technology in EFL classrooms at the National University of Bangladesh (Karim et al., 2020). In this way, it is possible to get first-hand information about the effectiveness of technology in EFL classrooms.

#### **4.1.1 Teachers Interview Analysis**

Affiliated colleges of National University are teaching all different courses at the tertiary level. The teachers are directly involved in the process of teaching and their experience can have a huge impact on the study. In the interview session, 8 teachers participated and offered their valuable insight. These teachers are involved in teaching in a renowned college under the National University where they have been teaching in EFL classrooms for quite a long time. The teachers are interviewed based on the research objectives. The interviews were conducted face to face as well as using WhatsApp, Messenger, Zoom etc. and they gave their consent to share their thoughts in the research. The responses of the participants are presented sequentially.

##### **Effectiveness of Technology in EFL Classrooms at National University**

Positive effect: The interview revealed that the teachers also agreed on the positive effect of technology. To create capable human resources to match the competition in the professional

sectors, the support from technology tools will create a positive effect in the EFL classrooms. It P-3 expressed, “Technology tools can help in drawing the attention of the students in the classrooms as well as making it more interactive”. Similarly, P-5 highlighted, “It will be possible to develop student development with the involvement of technology in traditional classes.”

Easy learning: The study shows that the teachers would be able to make the learning process easier for the students. P-4 said, “The students would be able to get an audio-visual effect in the classroom, they would be able to connect and concentrate.” In the same way, P-8 reported, “Technology facilities will help learners to be competent by making their lessons easier.”

Student engagement: It is accepted by the participants of the study that using technology tools helps engage students more in the learning process. For example, P-5 replied, “Students take more interest in paying attention in classroom activities when technology tools are used. The teachers explained that within a short period, it is difficult to discuss different topics.” However, P-2 mentioned, “It is a technology-supported classroom ensured that the students were engaging in the class. It helps to conduct an interactive class rather than lecture-based learning.”

Better assessment: A very important aspect of technology in the EFL classroom is that it will create an opportunity for better assessment. For instance, P-7 claimed, “It is necessary that the students participate and their improvement is assessed instantly. With the help of technology, it is possible to assess the students quickly in the classroom and also identify the problems quickly.” Also P-1 agreed, “By applying technological tools teachers will be able to assess the students easily and strengthen their pedagogical ability.”

Motivated to learn: The teachers thought that the students would benefit from EFL classes with technology support and motivate the students to learn and develop for the competitive world.

To illustrate, P-1 explained, “It is said by one of the interviewees that the job market is not compartmentalised and jobs are not offered seeing the university name. Thus, technology will support and motivate students to help them ready for the job market.”

**Better classroom management:** The teachers agreed that classroom management will be easier and more effective if technology tools can be implemented properly. The students will respond adequately to the questions and it will grow their interest. During the interview P-8 said, “Using technology will make it easier to take control of the classroom as it will become learner-centric from teacher-centric. It will open the scope for student and provide the facility to practice more by sharing a simple website link.”

#### Issues of Using Technology in EFL Classrooms at National University

**Economic condition:** The participant revealed that one of the common issues of implementing technology in EFL classrooms is the economic condition. P-1 explained, “Colleges under the National University are only monitored and not all the colleges have good financial support.” Also, the interview with P-2 revealed, “Many colleges do not have the proper internet connection let alone multimedia classrooms.”

**Ineffective curriculum:** From the interview, it can also be said that the curriculum is partially responsible for not being able to implement technology tools. For instance, P-4 responded “The curriculum needs modification so that it is possible to create a positive effect on the lives of the students.” Likewise, P-5 added, “Though the current curriculum is not unfit, it needs to think in the broader aspect so that it can help students in their professional development.”

**Resistance of teachers:** The interview also explained one more thing regarding the issue of using technology. It is accepted by the teachers that many tend to avoid the use of technology either out of fear or stereotype concepts. For example, P-6 stated, “Most of the time the seniors are comfortable teaching in traditional methods and young teachers prefer using technology.”



Thus, this resistance also creates a hindrance to the effective use of technology.” Again, P-3 affirmed, “Most of the teachers are habituated with traditional teaching which is why they are not interested to use new educational technology tools.”

Need for training: During the interview, the participant found the conditions of the rural area teachers are more critical as compared to the city in the National University scenario. For instance, P-8 responded, “Proper training would help to become acquainted with technology and CEDP is arranging training sessions for the teachers to help them design effective classed using educational technology.” In the interview, P-7 expressed, “It is a matter of hope that the National University is already running training under the CEDP project and there are many Master Trainers. And these Master Trainers are training more teachers to become competent with technology.”

Classroom environment: Another concerning issue expressed by the participants is the classroom environment in the colleges under the National University. To illustrate, P-6 asserted, “Oversized classroom and accommodation problems impact the classroom environment to a great extent.” Furthermore, P-4 commented, “Within 45 minutes of class with excess students, sometimes it is difficult to conduct the class. Thus, it is necessary to have a proper classroom environment to teach language in a classroom.”

#### **4.1.2 Students Survey Analysis**

At the tertiary level, different courses have been offered to the students. Thus, English is taught as a compulsory subject to ensure their progress in the competitive world. For the study, 86 students participated in the survey. They were selected randomly from the CSE department of a renowned college under National University in Dhaka city of Bangladesh. There were altogether 21 questions. The first 7 questions focused on the experience of the students with technology, the second 7 focused on the opinion of the students for using technology and the

last 7 focused on the liking of the students that included very unlikely; unlikely; neither likely nor unlikely; likely; very likely. The students were reached through different social media platforms like WhatsApp, Messenger, Telegram etc. and the responses were collected with the help of Google Forms. One of the limitations of the survey was that the participants had not answered some questions. Among the participants, 51.2% were boys and 48.8% were girls.

*Table 1: Experience of the participants with technology EFL classrooms*

<b>Questions</b>	<b>Yes</b>	<b>No</b>	<b>Maybe</b>
<i>Do you have any previous experience with online learning?</i>	87.1%	7.1%	5.6%
<i>Do you think online tools are helpful in learning?</i>	72.1%	4.7%	23.3%
<i>Do you think instant assessment is possible with the help of technology tools in EFL classrooms?</i>	63.5%	4.7%	31.8%
<i>Do you think using technology is important when learning a foreign language?</i>	69.8%	4.7%	25.6%
<i>Do you have the ability to see and use the lessons and activities from the classroom on the Internet?</i>	82.4%	8.2%	9.4%
<i>Do you feel at ease searching for relevant information online?</i>	83.5%	4.7%	11.8%
<i>Do you utilise the Internet to study English? (dictionary, vocabulary, grammar)</i>	85.9%	8.2%	5.9%

The responses of the participants from Table 1 show that there is mixed experience among the students with technology tools in EFL classrooms. When the students were asked about their previous experience with online learning, 87.1% of the students responded affirmatively. Then, 72.1% of the students responded that they thought online tools were helpful in learning whereas only 23.3% of the students are doubtful. It was found from the survey that 63.5% of the students replied affirmatively that instant assessment is possible with the help of technology tools in EFL classrooms. Again, it was revealed that 69.8% of the students thought using technology was important when learning a foreign language. Also, 82.4% of the students positively replied that they could see and use the lessons and activities from the classroom on the Internet. A total of 83.5% of the students replied that they felt at ease searching for relevant information online

and only 4.7% of the students replied negatively. Furthermore, 85.9% responded that they utilised the Internet to study English.

Table 2: Opinion of the participants about using technology in EFL classrooms

<b>Questions</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
<i>Can you get access to classroom material online?</i>	3.5%	25.9%	45.9%	24.7%	
<i>Has the English instructor employed technological tools in the classroom?</i>	4.8%	19%	45.2%	31%	
<i>Is technology used to make teaching certain topics easier? (PowerPoint, Google Docs, Digital Media)</i>		9.4%	40%	50.6%	
<i>Are the availability of the study materials online helpful?</i>	5.9%	11.8%	58.8%	23.5%	
<i>Are the practice tools supported by technology effective?</i>	4.7%	11.8%	62.4%	21.2%	
<i>Are computer-aided classrooms effective for learning language better?</i>	7.1%	15.3%	43.5%	34.1%	
<i>Are the course materials useful? (readings, textbooks)</i>	2.4%	7.1%	35.3%	43.5%	11.8%

Most of the respondents in Table 2 had a positive attitude towards the questions regarding the use of technology tools in EFL classrooms. Among the participants, 45.9% of the respondents agreed and 24.7% of the respondents strongly agreed that they got access to classroom material online. At the same time, 25.9% of the respondents showed a neutral attitude. Then, 45.2% and 31% of the respondents respectively agreed and strongly agreed that the English instructor employed technological tools in the classroom and only 4.8% of the respondents disagreed and 19% gave neutral responses. In the same way, 40% of the students agreed and 50.6% of the students strongly agreed that technology was used to make teaching certain topics easier (PowerPoint, Google Docs, Digital Media). Only 9.4% of students replied neutrally about their opinion that technology made topics easier. It was discovered that 58.8% and 23.5% of the participants respectively agreed and strongly agreed that the availability of the study materials online was helpful. On the other hand, 11.8% of the students responded neutral about the availability of materials online. The majority of the students responded that the practice tools

supported by technology were effective. Around 62.4% of the students agreed and 21.2% strongly agreed with the question, whereas only 4.7% of the students disagreed and 11.8% of the students were neutral. However, 43.5% of the participants agreed and 34.1% of the participants strongly agreed that computer-aided classrooms were effective for learning language better. At the same time is found that 7.1% of the participants disagreed with the statement and 15.3% of the participants were neutral. 43.5% of the students and 11.8% of the students respectively agreed and strongly agreed that the course materials were useful (readings, textbooks). Similarly, 2.4% of the students strongly disagreed and 7.1% of the students disagreed with the statement.

Table 3: Liking of the students based on the use of technology in EFL classroom

<b>Questions</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<i>Is the use of technology motivating to learn English?</i>	1.2%	3.7%	15.9%	31.7%	47.6%
<i>Are the facilities in the classroom well-maintained?</i>	3.7%	9.8%	43.9%	32.9%	9.8%
<i>Are the technology tools engaging in EFL learning?</i>	5.1%	2.5%	29.1%	26.6%	36.7%
<i>Is the use of technology in the classroom helpful to get better grades?</i>	2.5%	2.5%	27.2%	53.1%	14.8%
<i>Has the use of technology helped you understand the classes better?</i>	2.5%	1.3%	16.3%	41.3%	38.4%
<i>Has technology made you more interested and involved in your class?</i>	2.5%	2.5%	12.3%	40.7%	42%
<i>Have you liked participating in EFL classroom activities using technology tools? (Kahoot, LEARN ENGLISH, English Grammar, ProProfs)</i>	2.4%	2.4%	17.1%	34.1%	43.9%

The students were also asked about their liking of the use of technology tools in EFL classrooms. The respondents were asked to present their liking though very unlikely, unlikely, neither likely nor unlikely, likely or very likely on the Likert scale between 1 to 5. The results show that the majority of the students possessed a positive attitude towards technology tools in EFL classrooms. It was found that 47.6% of the students were very likely to use technology

and found it motivating to learn English and only 1.2% of the students were very unlikely to use technology for motivating. It was also found that 43.9% of the students were neither likely nor unlikely that the facilities in the classroom were well-maintained and only 9.8% of the students were very likely towards the statement. Among the participants, 26.6% of the students responded likely and 36.7% of the students responded very likely that the technology tools were engaging in EFL learning. Moreover, 53.1% of the students replied likely and 14.8% of the students replied very likely that the use of technology in the classroom was helpful to get better grades. At the same time, 27.2% of the students replied neither likely nor unlikely to the statement. Most of the respondents thought that technology is helpful and 41.3% of the students replied likely and 38.4% of the students replied very likely that the use of technology had helped them understand the classes better. The results also showed that only 1.3% responded unlikely when asked if the use of technology had helped them understand the classes better. The majority of the students were positive as 40.7% of the participants said likely and 42% of the students said very likely that technology had made them more interested and involved in their class. 12.3% of the students had mixed responses and said neither likely nor unlikely about being interested and involved in the class. Again, 34.1% of the students replied likely and 43.9% of the students replied very likely that they had liked participating in EFL classroom activities using technology tools (Kahoot, LEARN ENGLISH, English Grammar, ProProfs). Contrarily, 17.1% of the students replied neither likely nor unlikely about participating in classroom activities with technology tools.

## **4.2 Discussion**

Though the National University operates all over Bangladesh, many factors concern implementing technology tools in EFL classrooms. From the overall analysis of the data, it can be said that technology is an effective tool that can support an EFL classroom immensely but there are a few issues that need to be fixed. Education technology is the demand of the current

education system and it is necessary to have the cooperation of teachers, students as well as administrators.

It is found from the survey data that most of the students were taking the introduction of technology tools positively in the EFL classrooms. The teachers informed during their interview that technology would have a positive impact on the EFL classrooms of the National University colleges. From their responses, it is found that colleges associated with the National University had better take the help of technology in the outcome-based education system (Alam, 2018). During the interview, the teachers expressed different opinions regarding the possibility of using technology in EFL classrooms at the National University. Some of the teachers responded that it is necessary to maximise the use of technology to make the classes more effective and fruitful (Chowdhury et al., 2021). On the other hand, some teachers responded that it would be necessary to improve facilities first as many colleges connected with the National University did not have enough logistical support, especially in rural areas. The students also responded that the classrooms were not well-maintained with technology support. Still, the teachers are hopeful about the scopes that would be possible for the teachers to have by using technology tools in EFL classrooms. One of the teachers said during the interview that applying technology will strengthen the pedagogical abilities of the students. Other teachers responded that the National University has taken the initiative to introduce the CEDP project to create opportunities for teachers to get training for more effective teaching. The interview revealed that using technology can attract the concentration of the students and make it easier for the teachers to share material as well as conduct class (Asratie et al., 2023). It was found from the interviews of the teachers that blending technology with traditional teaching methods will help the learning process easier. This indicates the idea that technology can be an effective tool to make learning easy and interactive. This totally explains the TPACK frameworks principle to enhance the learning experience of the students (Bugueño, 2013). The

students also expressed that it was easier to learn different topics with the help of educational technology. But teachers also mentioned the fact that all the colleges associated with the National University might not have the scope to use technology tools and in that case, it will be difficult to blend technology with traditional teaching. The teachers informed in the interview that classroom management would be less difficult by using technology as the materials would be more organised and students would pay more attention. It is also found from the analysis that it becomes easier for the teachers to assess the learners in the classroom within short time with the help of technology tools. The responses of the students on spot assessment with different technology tools were quite positive (Islam, 2023). This might help in improving the communication skills of the students. From the analysis of the available data, technology tools can motivate the students of the tertiary level to learn better. Presentation of the grammar lesson will help the students to grow attention and visualisation can motivate the learners (Rukanuddin, 2014). This also supports the idea of the TPACK framework that highlights successful integration of technology can motivate students to improve their communicative competence and student engagement in the classroom. The analysis of the student's responses also gives the same expression as the majority of the student participants feel that technology tools can motivate learning process. This also explains the connection between technology and the Theory of Needs to motivate learners (İlter, 2009). One of the teachers has given a different presentation of the idea that it also depends on the volume of the students and classroom environment as teaching is a dynamic task that might vary depending on the situation.

The interview also gave an insight into the issues of implementing technology tools in EFL classrooms at the National University of Bangladesh. Almost all the teachers responded that lack of facilities, smart boards, multimedia classrooms, projectors, management's mind-set, economic constraints etc. are the potential barriers. Though the government has taken the

initiative to introduce the CEDP project, it is necessary to fund the backward colleges in remote areas (Alam, 2018). One of the teachers told the researcher during the interview that the National University only monitored the affiliated colleges and it needed to improve the monitoring system. Further, the interview revealed that the lack of infrastructure support in the colleges was a big issue. The teachers said that even in a prestigious college in Dhaka city there was a lack of resources to use technology tools in EFL classrooms and the colleges in rural areas were far away from these facilities not even stable internet connection. This at the same time explains the need for multimedia classrooms to motivate learners to grow interest (Stockwell, 2013). It is found in the study that the EFL classroom is more syllabus- based than the needs of the students and the text provided also requires modification, though the study materials were designed thoughtfully. During the interview, the teachers also said that there was resistance among many teachers especially senior teachers as they were more comfortable with the traditional teaching style and they were not well-versed with technology (Haque, 2017). Thus, the teachers believed that if training were provided to the teachers, they would be benefited. It is evident from the analysis that the teachers require proper training to be able to use technology in the EFL classrooms (Alsied & Pathan, 2013). It is found that government has piloted a project called CEDP that is facilitating colleges with Smart Classrooms and training (cedp, 2017). In this way, if it is possible to train more teachers, then it is possible to have effective use of technology in EFL classrooms. In their response to another question, the teachers said that the curriculum that is used at the tertiary level to teach English is not entirely unfit but needs modification and updating to meet the needs of the learners to face the challenges in the professional world. The teachers responded that even at the tertiary level, the reason behind the lack of communication skills of the students was the lack of practice, not emphasising taking classes in English, classroom size, student's shyness to speak in English



etc. One of the teachers added that the assessment process was also a concerning reason for the student's lack of communication skills in English.

## **Chapter 5**

### **Conclusion and Recommendations**

#### **5.1 Conclusion**

It can be said that the current study initiated to look into the effectiveness of technology in EFL classrooms in the case of the National University of Bangladesh. Without any doubt, technology in EFL classrooms has proven to be highly effective in enhancing language learning and teaching. Using technology tools in the classrooms can make language learning more interactive, easy and interesting. Incorporating technology tools in EFL classrooms will be able to motivate the learners to improve themselves as it will help them to better academic performance as well as achieve professional skills. And in this process, the TPACK framework can help teachers to plan lessons and use education technologies rightly with appropriate technological, pedagogical and content knowledge. There are online language learning platforms as well as language learning apps and digital games which can help the students of the tertiary level prepare for their professional lives as well. One thing is loud and clear from the study, it is necessary to create a balance between technology and traditional teaching methods in EFL classrooms. Then it is possible to provide learners with an effective language learning experience. Though the study shows that technology has been successfully used in EFL classrooms certain issues need to be fixed. The National University of Bangladesh works with thousands of colleges and the study has shown that many colleges are not well-equipped with technology tools. It is found that there are economic constraints and at the same time lack of logistic support to ensure that technology tools are possible to benefit students. Thus, it is

necessary to pay attention to the issues of implementing technology in the affiliated colleges of the National University.

## **5.2 Recommendations**

The study focuses on the National University of Bangladesh which operates in different colleges. The learning environment in the concerned colleges of the National University is different from the private and public universities. It is essential to implement modern educational technology in the EFL classrooms of the National University to match the learning needs of the time and cope with the competitive world. The study highlights the fact that the conditions of the colleges in rural areas are worse than those in the cities as they are backwards in receiving facilities. For this reason, it is recommended that EFL teachers continue to embrace technology and incorporate it into their teaching methods. Though the National University has initiated the CEDP project, it is recommended that EFL teachers receive proper training on the use of technology in the classroom to ensure that they are equipped with the necessary skills and knowledge to effectively integrate technology into their teaching. Additionally, the National University should fortify the monitoring system and invest in the necessary technology infrastructure to support the use of technology in EFL classrooms. However, it is important to note that technology should not completely replace traditional teaching methods but rather complement them. In this way, it will be possible to create a great learning experience for the students as well as motivate them to improve their language skills.

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## Appendix A.

### Teacher's Interview Questions

#### Effectiveness of technology in EFL classrooms

1. Do you think technology can help in learning English positively?
2. Is there any possibility of using technology tools in National University EFL classrooms?
3. What are the scopes for teachers if they use technology in EFL classrooms?
4. Do you feel that blending technology will help students to become more proficient?
5. Can classroom management be less difficult by using technology?

#### Issues of using technology in EFL classrooms

1. What do you think are the possible barriers to implementing technology tools?
2. Do you think the curriculum is unfit for using technology in EFL classrooms?
3. What is your opinion about teachers' resistance and training for using technology in EFL classrooms?
4. What is the reason behind students' lack of communication skills?
5. What do you think about the lack of infrastructure support while using technology tools?

## Appendix B.

### Students Survey on The Effectiveness of Technology in EFL Classrooms: A Case Study of National University

This form will collect the opinion of the students regarding the effectiveness of using technology in EFL classroom at colleges under National University.  
N.B. EFL = English as a Foreign Language

\* Indicates required question

1. **Name**

\_\_\_\_\_

2. **Demographic \***

Mark only one oval.

Girl

Boy

**Experience of students regarding technology use**

**Ques. 1 to 7**

3. **1. Do you have any previous experience with online learning? \***

Mark only one oval.

Yes

No

Maybe

4. 2. Do you think online tools are helpful in learning? \*

Mark only one oval.

- Yes  
 No  
 Maybe

5. 3. Do you think instant assessment is possible with the help of technology tools in EFL classrooms? \*

Mark only one oval.

- Yes  
 No  
 Maybe

6. 4. Do you think using technology is important when learning a foreign language? \*

Mark only one oval.

- Yes  
 No  
 Maybe

7. 5. Do you have the ability to see and use the lessons and activities from the classroom on the internet? \*

Mark only one oval.

- Yes  
 No  
 Maybe

8. 6. Do you feel at ease searching for relevant information online? \*

Mark only one oval.

- Yes  
 No  
 Maybe

9. 7. Do you utilise internet to study English? (dictionary, vocabulary, grammar) \*

Mark only one oval.

- Yes  
 No  
 Maybe

Opinion of the students regarding technology in EFL classroom  
Ques. 8 to 14

10. **8. Can you get access to classroom material online?** <sup>7</sup>
- Mark only one oval.*
- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree
11. **9. Has the English instructor employed technological tools in the classroom?** <sup>7</sup>
- Mark only one oval.*
- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree
12. **10. Is technology used to make teaching certain topics easier? (PowerPoint, Google Docs, Digital Media)** <sup>7</sup>
- Mark only one oval.*
- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree
13. **11. Are the availability of the study materials online helpful?** <sup>7</sup>
- Mark only one oval.*
- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree
14. **12. Are the practice tools supported by technology effective?** <sup>7</sup>
- Mark only one oval.*
- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree
15. **13. Are computer-aided classrooms effective for learning language better?** <sup>7</sup>
- Mark only one oval.*
- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

16. 14. Are the course materials useful? (readings, textbooks)\*

Mark only one oval.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Liking of the students for using technology in EFL classrooms  
Ques. 15 to 21 (Very Unlikely; Unlikely; Neither likely nor unlikely;  
Likely; Very Likely)

17. 15. Is the use of technology motivating to learn English? \*

Mark only one oval.

1 2 3 4 5

18. 16. Are the facilities in the classroom well-maintained? \*

Mark only one oval.

1 2 3 4 5

19. 17. Are the technology tools engaging in EFL learning? \*

Mark only one oval.

1 2 3 4 5

20. 18. Are the use of technology in classroom helpful to get better grades? \*

Mark only one oval.

1 2 3 4 5

21. 19. Has the use of technology helped you understand the classes better? \*

Mark only one oval.

1 2 3 4 5

22. 20. Has technology made you more interested and involved in your class? \*

Mark only one oval.

1 2 3 4 5

23. 21. Have you liked participating in EFL classroom activities using technology tools? (Kahoot, LEARN ENGLISH, English Grammar, ProProfs)

Mark only one oval.

1 2 3 4 5