Use of Technology in English Language Learning: A Study of Tertiary Level Students in Bangladesh

By

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A thesis submitted to the Department of English and Humanities in partial fulfillment of the requirements for the degree of

Master of Arts in English

Department of English and Humanities
BRAC University
September, 2024

Declaration

It is hereby declared that

1. The thesis submitted is my own original work while completing my degree at Brac University.

2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.

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.

4. I have acknowledged all main sources of help.

Student's Full Name & Signature:

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Approval

The thesis titled "Use of Technology in English Language Learning: A Study of Tertiary Level Students in Bangladesh" submitted by Afsana Akter (ID:21263016) of Fall, 2023 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Master of Arts.

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Ethics Statement

All the ethical issues were maintained while conducting this study and those are discussed in

detail in the methodology section.

Abstract

This study aims to explore the use of technology in English language learning at tertiary level students in Bangladesh. This study was conducted in three Universities, two were private and one was public in Dhaka following a qualitative approach. The data was gathered through semi-structured interviews of tertiary students. The study tries to answer the research questions about how tertiary-level students use technology for learning English in and outside of their educational institutions, the benefits of using technology, and the challenges of using technology while learning English. The result shows that tertiary-level students use technology in and outside their educational institutions very frequently in terms of learning English. They use technology even to conduct a research paper. While using technology they face some challenges. Therefore, they also benefited by using technology while learning English which is described in the findings section. However, the findings of the study will be beneficial for students who are not very familiar with using technology for learning English. They will get insightful ideas for using technology in learning English.

Keywords*: technology, English language, tertiary students, learning*

Dedication

To my parents whose constant support has motivated me throughout my life.

Acknowledgement

I would like to start by giving thanks to the Almighty Allah for everything in my life. Then, I would like to express my gratitude to my parents for always being there for me and for providing me with sound guidance.

I would like to thank my supervisor Dr. Syeda Farzana Sultana for guiding me in my thesis. Additionally, I would also like to thank Professor Firdous Azim and all of the ENH faculty members for being amazing instructors and imparting knowledge that will last a lifetime. Lastly, I would like to thank my friend for always inspiring me and supporting me whenever I needed and also want to thank the participants who participated in my thesis and gave me potential data.

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List of Acronyms

LMS   Learning Management System
CALL   Computer Assisted Language Learning
MALL   Mobile Assisted Language Learning

Chapter 1: Introduction

Today's world is more technologically advanced than ever before (Kaufman &
Gregoire, 2016). Students are now able to learn outside of the traditional classroom settings,
thanks to the ease of use and availability of a wide range of electronic devices, including
tablets, smartphones, desktops, and laptops (Sarkar et al., 2019). Teaching and learning have
become more collaborative, participatory, and efficient with the advent of the Internet and
web 2.0 tools like Google Docs, Google Meet, Google Hangouts, Skype, Zoom, and Wikis
(Sarkar et al., 2019). Nowadays, education is not just limited to the classroom; because of
recent technological advancements, it may take place anywhere in the globe when a computer
and the Internet are available (Strayer, 2012). More than 200 million people worldwide now
have access to learning materials from nearly 2,300 MIT courses through Open Courseware,
which was offered by MIT faculty members in 2001 (Yvonne, 2016). Massive Open Online
Courses (MOOCs) allow for open enrollment and free access to materials for 6,850 online
courses. In 2016, approximately 700 colleges, including MIT, Oxford, Harvard, Berkeley,
UT, and others, engaged in offering MOOC courses, with more than 58 million registrations
(Dhawal, 2016). The learner's empowerment has increased significantly as a result of the
development of such e-learning opportunities and technologies, together with the availability
of many online resources. YouTube, TED Talks, and online learning platforms like Udemy
have expanded in popularity worldwide to make teaching and learning even more effective
and useful (Sarker et al., 2019).

However, e-learning adoption in Bangladesh is a relatively new phenomenon, there
are very few studies that concentrate on examining the potential and effectiveness of using
technology in English language learning at tertiary level students in Bangladesh (Islam,
2018). Also, there are very few studies in Bangladesh that focus on the benefits and
challenges of using technology both inside and outside of the classroom at the tertiary level.

As a tertiary-level student, I have experienced using technology both inside and outside of the classroom. I benefited by using technology in terms of learning the English language. At the same time, I have faced difficulties using technology both inside and outside of the classrooms. So, I became curious to explore how other tertiary-level students use technology to learn English in and outside of their educational institutions. I also became interested to find out the perceived benefits of using technology and the challenges they face while using it.

In Bangladesh, little research has been conducted to address this gap. As a result, I am highly interested in conducting this research to find out the gap between the perceived benefits and challenges of using technology in terms of learning English both inside and outside of the educational institutions at the tertiary level. So, this research will explore how tertiary-level students use technology in terms of English language learning in and outside of their educational institutions, their perceived benefits of using technology, and the challenges of using technology. Moreover, the findings of the study will be beneficial for students who are not very familiar with technology in terms of learning English and the perceived benefits will encourage them to use technology for learning English. At the same time, teachers will be able to know what challenges students face when teachers use technology in terms of teaching the English language inside the classrooms and can be able to come up with solutions. Finally, this study concluded by suggesting steps that can be taken by proper authority and educators.

Background

To ensure stakeholders' benefit, higher education institutions in Bangladesh adopted an efficient e-learning process through technology. The fundamental goal is to foster peer-to-peer interactions among students to create possibilities for the co-construction of knowledge. Therefore, the primary justification for implementing technologies in higher education is to

facilitate student engagement. Nevertheless, the perception of teaching and learning via online platforms by students or course instructors is undetermined based on the research findings in the context of Bangladesh (Sarker et al., 2019).

However, as the adoption of e-learning in Bangladesh is still a relatively recent phenomenon, there does not exist much research that specifically looks at the sustainability and effectiveness of e-learning in Bangladesh (Islam, 2018). Bangladesh Open University created an interactive learning environment in 2010 by combining new pedagogy based on the student-centered learning model with video, mobile phones, SMS-based tools administered in a Learning Management System (LMS), and other ICT resources (Grönlund and Islam, 2010).

Nevertheless, in Bangladesh, some studies have been done to address this gap. Therefore, I am interested in conducting this research to determine the perceived benefits and challenges of using technology to learn English both inside and outside of tertiary educational institutions. In this study, I selected three universities in Dhaka because these universities use technology in terms of teaching English, and students of these universities also use technology inside and outside of their educational institutions. So, it is important to explore how students use technology in terms of learning the English language inside and outside of educational institutions, and the benefits and challenges of using technology.

Statement of the Problem

Technologies have significantly impacted language learning, with their quality, quantity, and diversity being integrated into various disciplines (Chen et al., 2020). As language learning apps and open-source platforms grow, technology-enhanced practices are emerging in classrooms, with smartphones and tablets becoming essential devices. The rapid advancement of digital devices and technologies in the classroom has led to a more diverse approach to effective language education (Zhang, 2020). Technology usage has flowed

globally, particularly during the COVID-19 pandemic, with many countries utilizing technology for learning English. Even in Bangladesh numerous schools, colleges, and universities started to utilize technology for learning English since the pandemic. However, e-learning adoption in Bangladesh is a relatively new phenomenon, there are very few studies that concentrate on examining the potential and effectiveness of e-learning in Bangladesh (Islam, 2018). Moreover, a limited amount of research focused on the use of technology in English Language learning at the tertiary level in Bangladesh. Therefore, the main focus of this study is to explore how tertiary-level students use technology inside and outside their educational institutions to learn English, what the perceived benefits of using technology in English language learning and what challenges tertiary-level students face while using technology. Nevertheless, I would like to find answers to the following research questions through my study.

RQ1. How do the students use technology to learn English in and outside their educational institution?

RQ2. What are their perceived benefits of using technology in English language learning?

RQ3. What challenges do tertiary-level students face while using technology?

Purpose of the Study

The objective of this study is to explore the use of technology in English language learning at the tertiary level, specifically three universities, two private and one public university of Bangladesh. This research follows a qualitative method. Therefore, this research can add value to the field of research by analyzing the benefits and challenges of learning English through technology. This research also explores the use of technology in and outside of educational institutions. Additionally, this study offers room for future investigations to determine the challenges and perceived benefits of using technology in and outside of educational institutions at the tertiary level in Bangladesh.

Scope of the Study

Through this study, I explored the perceptions of tertiary-level students regarding their experiences of learning English through technology. Also, how they use technology inside and outside of their educational institutions, the benefits of using technology, and the challenges of using technology for learning English. The study has been limited to tertiary-level students because at this level limited research has been explored regarding how tertiary-level students use technology, the benefits, and the challenges they face while learning English through technology. Therefore, it was important to know the use of technology at the tertiary level so that the tertiary students who are not familiar with technology for learning English can get an insight and benefit from using technology. For this study, I chose students who use technology to learn English so that I can find the required information for this research. Furthermore, the purpose of choosing three universities in Dhaka as the setting of the study is that these universities use technology for teaching English and the students from these universities also use technology in terms of learning English.

Significance of the Study

Several studies have been conducted by researchers on the use of technology in English language learning throughout the world. Some of the research works focus on the use of technology at different levels such as primary, secondary, higher secondary, and tertiary levels. However, minimal research work focuses on the area of use of technology in English language learning in and outside of educational institutions, the perceived benefits of using technology in English language learning, and the challenges of using technology. There are very limited studies exploring the technology used in English Language learning at the tertiary level in Bangladesh. Hence, this study is very significant in exploring the area that covers technology use in English language learning in and outside of the educational institute. It also focuses on the benefits and challenges of using technology in English Language

learning at the tertiary level in Bangladesh. According to the study's findings, tertiary students use a variety of technological tools, including TED speeches, PowerPoints, apps, language learning websites, online courses, and videos, to improve their English language skills. They are gaining a great deal from utilizing technology to learn the English language. Additionally, it supports students while they write their research papers. This study also investigates some challenges that the respected authority can improve. Thus, it can be said that there will be more opportunities for improving online language learning and that teachers will be able to recognize the difficulties by reading my research report. The issues and things that emerged from the research paper can be improved in this way. Consequently, this study will be significant for both teachers and students since they will be able to learn about the benefits and challenges of using technology in English Language Learning. Additionally, university students who are not accustomed to using technology for English language learning can gain knowledge and advantages from doing so. Lastly, it will also work as a guide for researchers interested in similar topics to work on.

Chapter 2: Literature Review

This chapter aims to give an in-depth review of the previous studies done on this topic. In this chapter, I have highlighted the key findings and gaps in the scholarly literature. Though, globally a range of scholarly studies have been done mostly focusing on the technology use in language learning in different stages of education, In Bangladesh very little research has been conducted on this topic that specially focuses on technology use at the tertiary level in terms of English language learning inside and outside of the educational institutions, perceived benefits and challenges. Finally, I conclude with discussing the value of this research and the gap of this research.

English Language Learning Through Technology

There are numerous studies conducted on the use of technology in English language learning. Alsulami (2016) conducted a study to determine how technology affects English Language learning of the Effatt College's female EFL students. To conduct this study, he used survey questionnaires with a Likert scale. Data from this study were analyzed using SPSS. The outcomes of this study strongly support the beneficial effects of social media, software, and audio tools such as YouTube, Skype, MP3 players, and educational apps on smartphones (Kiew et al., 2021).

Similarly, Shyamlee and Phil conducted a study in 2012 on the topic of "Use of Technology in English Language Teaching and Learning." The benefits and drawbacks of using multimedia technology for English language teaching and learning, such as email, the Internet, the Electronic Dictionary, PowerPoint, etc., were examined by two authors using qualitative analysis. The findings of this study clearly demonstrate that using multimedia technology can improve the effectiveness of instruction and interaction between teachers and students. Overall, the authors stated that as technology is a supplementary tool for English teaching and learning, it should be avoided.

Patel (2015) conducted a study on the topic of "Significance of Technology Enhanced Language Learning". For this study, he employed a survey and analysis technique. The results show that English teachers provided numerous opportunities for students to use technology to achieve their language goals, which enhanced language learning in a language setting. Costley (2014) published an article titled "The Positive Effects of Technology on Teaching and Student Learning." This study demonstrated how technology helps people to learn languages. Additionally, technology benefits individuals of all ages and assists learners with particular educational requirements.

Furthermore, another study was conducted by Rahami and Katal (2012) to demonstrate the creative use of podcasting technology in language learning. This study examines students' metacognitive listening skills and their awareness of podcasting technology for studying English. The survey aims to understand how podcasting affects university students and how they introduce and improve its use. According to Fithriani's (2019) research, Facebook is one of Indonesia's most common types of media and consequently an effective platform for teaching advanced writing skills to EFL university students. Researchers found that Facebook usage in writing classrooms increases students' confidence, communication, and English skills, ultimately improving their writing abilities.

Computer Assisted Language Learning

Computer Assisted Language Learning (CALL) practice began with behaviorism and Long's Interaction Hypothesis, focusing on content delivery and practice. Initially, computers were seen as drillmasters for language learning due to their limited authentic communication capabilities. However, as technology advanced, CALL evolved into an interactive video disc, combining multimedia content and allowing learners to interact multiple times. Despite the enriched media, CALL still served as a means of delivering instructional materials (Han, 2020).

A study conducted by Shahsavar (2013) found that one of the most important advantages of CALL for language learning is that software developers are no longer restricted to employing computers primarily for grammar practice. The advantages of computer-assisted language learning (CALL) over traditional teacher-centred approaches (Soyoof et al., 2013). CALL offers multimodal practice, individualization, fun, a variety of resources, and real-life skill-building in computer use. Behjat (2013) advocates for the use of technology to enhance language instruction quality and provide learners with computer literacy, which is essential in modern society.

Nevertheless, the study "A Computer-assisted Method to Track Listening Strategies in Second Language Learning" conducted by Roussel (2011), indicates that some pupils with weak verbal comprehension have a hard time using advanced listening strategies. However, students who have a firm grasp of the language tend to be able to use ever more complex listening strategies and to precisely adapt their listening tasks.

In addition, Mohammadzadeh and Sarkhosh (2018), investigated the effects of self-administrative learning on the development of speaking performance using a computer-assisted intelligent tutoring system. According to the study, quantitative analyses showed that SRL through a realistic coaching framework had a significant impact on the understudies' progress in talking ability. Through the use of quantitative techniques through the pretest and posttest with evaluation rubrics created to produce the best results, the results of the immediate and delayed post-tests indicated that the self-observing SRL technique had a more significant impact on the students' speaking than the seeking assistance SRL procedure. The findings suggested that CALL learning significantly improved the participants' public speaking skills.

To investigate the effects of computer-assisted language learning on Iranian EFL learners' vocabulary acquisition, Nejati and Jahangiri (2018) chose 40 pre-intermediate and

intermediate students enrolled at Iran Language Institute, Urmia, Iran, as participants. Two experimental groups and two control groups were randomly assigned to the participants. The analysis of the mean scores using a t-test revealed that the experimental groups defeated the control groups on the post-tests.

Mobile Assisted Language Learning

Mobile learning is the practice of learning through portable technology, including wearables like smartwatches, AR and VR headsets, tablets, smartphones, and digital pens (Huang et al.,2016). Smith (2017) designed an English narrative writing course using Penultimate, a for-profit iPad program that enables digital handwriting and helps students improve their writing capabilities. Their findings demonstrated that this app had a positive impact on students' narrative writing skills and learning aptitude. To generate realistic circumstances and promote pragmatic speaking, Lan and Lin (2016) developed the Mobile Seamless (MOSE) program. The findings showed that MOSE users interacted with their peers substantially more than traditional learners and made noticeably fewer errors when completing language exercises. Some research looked at how people used the fundamental features of mobile devices (Zhang & Zou, 2020).

Furthermore, the beneficial impact of smartphones on promoting learner-centered environments has been highlighted in Burston's (2013) review of the MALL research. Similarly, the research of Wrigglesworth and Harvor (2018) shows, accessing online dictionaries and having conversations or sending texts in the target language are the two main language learning activities university-level language learners demonstrate on their smartphones. On the other hand, Ushioda (2014) emphasizes the necessity to let students experiment independently with technological tools like smartphones while they solely expect the tools to be helpful for fast learning, like vocabulary.

According to Luo (2019), 70% of Chinese students used mobile technology for language learning for less than 20 minutes. They used a variety of mobile apps. On the other hand, Nguyen and Takashi (2021) found that Vietnamese and Japanese learners of English hardly ever use Mobile devices to study the language outside of the classroom. Furthermore, Kim and Lee (2016) investigated how Korean students utilized MALL and related variables that might have an impact on MALL usage. Their findings showed that substantial influences on students' acceptance of MALL were found for the following variables: content dependability, reported enjoyment, perceived utility, and perceived simplicity of use (Lai et al., 2022).

Multimedia Assisted Language learning

The term "multimedia-assisted language learning" describes the presentation of language knowledge or the use of computers to facilitate language learning (Aldera & Mohsen, 2013). Hwang (2018) conducted a study regarding collaborative e-learning systems using video-based resources. The participants learned in a gym center, and both their speaking and listening skills dramatically increased. Using multimedia and visual-syntactic text formatting, Park and Warschauer (2016) designed a laptop-based textbook that could visualize texts and syntactic structures. The outcomes indicated that this digital textbook was successful in improving students' grammar understanding, particularly for low-proficiency students who had less developed syntactic processing abilities.

Nevertheless, Fuh et al., (2017) developed an electronic learning system for slow learners, focusing on the benefits of multimedia elements like graphics, animation, and interactive content. The study found significant differences between the experimental and control groups in using multimedia technology and traditional teaching for academic achievement.

Aloraini (2012) examined the impact of multimedia technology on female students' academic achievement. This study aimed to examine EFL slow learners' perception of authentic multimedia-assisted language learning for speaking in higher education. It analyzed the impact on speaking performance and perceived benefits based on students' learning experiences. The study highlighted the novelty of learning experiences in the immersion of multimedia-assisted technology in language learning.

Technologies for English Language Learning Through Gaming

In order to offer instructional content and carry out learning activities, game components are included. This is known as game-based learning (Zhang & Zou, 2020). Rachels and Rockinson (2018) conducted a game-based study regarding the general linguistic abilities of primary kids. The games were based on Duolingo, a free program that can tailor learning experiences by giving students the right foundation and modifying the instructions for their level of language skill. Similar to this study, Hung (2017) gamified in-class learning activities using Kahoot! another free tool that facilitates the creation of educational games. Learner motivation, engagement, and interactions between teachers and peers transformed the classroom into "a game show in which the teacher becomes the host and the students are the contestants." In order to encourage contextual vocabulary learning, Hsu (2017) developed a task-based, AR-enhanced game system. The game was improved using AR technology, creating a three-dimensional environment where students may acquire and use language skills in both the virtual and physical worlds. The findings indicated that learners who used Augmented Reality (AR) to learn experienced more successful learning outcomes compared to those who did not (Zhang & Zou, 2020).

Technology-Based English Language Learning Inside and Outside the Classroom

The growth of high-level language proficiency depends on learners' participation in and outside of the classroom (Ali, 2020). A study conducted by Benson (2011) investigated the effects of language learning outside of the classroom. According to the study, the findings showed that with the help of the Duolingo app students can enhance their English language skill even outside of the classroom. Utilizing a variety of data-gathering methodologies, Lai and colleagues (2018) recently identified three categories of technological activities that language learners engage in outside of the classroom. These categories include educational, entertaining, and informational content as well as social content.

Benefits of Using Technology in English Language Learning

Some research has been developed on the benefits of technology in English language teaching and learning. According to Hennessy (2005), ICT motivates teachers and learners to innovate, encouraging independent thinking and action as learners become more autonomous. On the other hand, Lee (2001) stated that the use of computer-assisted language learning (CALL) modifies learners' attitudes about learning and boosts their confidence. According to Costly (2014), Information and communication technologies (ICTs) enhance teaching and learning by promoting active learning, independent discussion, and the processing of learner-based materials, ultimately improving language learning skills. The shift from teacher-centered to learner-centered methodologies is a result of the usage of technology (Ahmadi, 2018). According to Tan (2012), teachers should act as guides and facilitators for their students' learning. This transformation will help students learn more.

Rodinadze and Zarbazoia (2012) highlighted that technology aids learners and teachers in studying course materials, preparing them for the world labour force and facilitating learning. An investigation conducted by Parvin and Salam (2015) found that using technology gives students the chance to become more exposed to language in useful contexts and to create their own knowledge. Students should have the chance to practice

practical life skills in social situations. Alsaleem (2014) carried out a study on the use of WhatsApp applications in English discussion journals to enhance students' writing, vocabulary, word choice, and speaking abilities. The study's findings led to the conclusion that WhatsApp helped learners improve their writing, speaking, vocabulary, and word choice. Michaels (2013) investigated a study on how educational settings motivated students' learning. The conclusions of the research showed that when technology is employed in the classroom as a teaching tool, pupils are more willing to participate in class. When it comes to transparency and inspiration, technology tools show an improvement. Lin and Yang (2011), looked at the possibility that wiki technology could enhance students' writing abilities. Students were urged to sign up for a Wiki website where they would create content, read the written work of their classmates, and respond. The learners said that one advantage of using this type of technology was the rapid response they experienced. Another conclusion was that students learned vocabulary, spelling, and sentence structure from reading the work of their peers.

A study reviewed by Ruswandi (2018) how students supported their English language learning activities with WhatsApp. The result of this study found that WhatsApp contributed to fostering a sense of community, fostering communication among students and instructors, and providing a platform for communication. In a variety of ways, language acquisition has undergone significant alterations in recent years. Mobile e-learning has grown quite popular all over the world in the context of student-oriented learning and self-learning experiences using computers (Wai et al., 2015).

Challenges of Using Technology for Learning English

Learning English Language through technology has lots of advantages and benefits. At the same time, it has some problems or challenges. English language learners might experience some challenges that they would have never experienced in traditional learning

(Duong, 2021). According to Zounek & Sudick (2013), students might be underprepared to use technology effectively to improve their academic experiences. For example, when an internet connection or computer server falls, students become frustrated because they may be unable to follow the lessons. Additionally, a lot of students have had trouble staying motivated during a remote learning course through technology. According to Tamm (2019), Face-to-face interaction with teachers, peer-to-peer activity, and time constraints all work in unity to prevent the students from falling off the study track. Hassan's (2020), study focused on examining the difficulties that students experienced when learning English as a foreign language through technology. Additionally, it looks into whether or not technology helps English as a foreign language students acquire English to the expected level. In this study, the English department of the University of Bisha was represented by its 36 instructors and 261 EFL students. To get the necessary data for analysis, the researcher designed questionnaires that cover three areas for educators and students separately. According to the findings, the University of Bisha's major e-learning problems included issues related to academics, administration, and technology. Additionally, it demonstrates that students are aware of the benefits of using e-learning.

In 2013 Sai carried out a study regarding the difficulties of studying English remotely. This study aimed to investigate the opinions of overseas students regarding the challenges they face when studying English. It was determined that the biggest obstacle to learning a second language was a lack of face-to-face interaction. Their earlier study, "Challenges Faced by Distance Learners to Learn the English Language at the School of Distance Education, University Sains Malaysia," was published in 2013 after three years Sai et al., (2016) conducted another study named "Which aspects of the English language do distance learners find difficult?". The goal of this study was to determine what components of the English language online students find challenging to study remotely. The School of Distance

Education (SDE), University Sains Malaysia (USM), provided the research data for this study on online learners. Participants in this poll were 512 of the 1028 students who enrolled in JUE300 English II. Overall, the findings indicate that the participants experienced the greatest difficulties when learning English through technology in the areas of speaking, vocabulary, and grammar. Additionally, the study found that their responsibilities and the number of hours they spent studying English might affect how they were perceived and how well they did. According to Aboagye (2020), stress level among students increases when they are unable to submit assignments on time because of poor Internet access, are unable to complete them, and are afraid of losing grades. Some students acknowledge that their homes do not provide a conducive learning environment, and that has a bad impact on their academic performance and makes them discouraged and hopeless (Mishra et al., 2020). Furthermore, learners frequently face physical challenges like eye pressure, which might make them uncomfortable while they are learning through technology (Octaberlina & Muslimin, 2020).

Technology Usage in English Language Learning in Bangladesh

Digital technologies are transforming distance teaching and learning, blurring the lines between remote and in-person learning. As educational institutions advance towards Education, blended learning approaches are becoming more popular. Students must integrate technology with their expertise to foster interactive learning environments. Encouraging collaborative peer-to-peer study outside class time helps students understand course content and creates a language-learning culture (Priyankar, 2022).

However, e-learning adoption in Bangladesh is a relatively new phenomenon, there are very few studies that concentrate on examining the potential and effectiveness of e-learning in Bangladesh (Islam, 2018). Islam (2017) investigated the chances of implementing a Learning Management System (LMS) for English language learning at the higher secondary

level. The author emphasized the usage of this LMS for enhancing learning and improving English language proficiency. Nevertheless, the researcher did not offer any evidence regarding this statement. Another investigation by Shohel and Kirkwood (2012) examined the difficulties and effects of utilizing Apple iPods in secondary schools to access multimedia content, and they discovered it extremely beneficial for the instructors' professional growth. By combining new pedagogy based on the student-centred learning model with video, mobile phones, SMS-based tools administered in a Learning Management System (LMS), and other ICT resources, Bangladesh Open University built an interactive learning environment in 2010 (Grönlund and Islam, 2010). This study provided an amazing example of how mobile phones can be used to create interactive learning environments that are intended to reach the majority of the public, including thousands of students. Social media is also employed for student interactions because ICT usage in teaching and learning in Bangladesh is still progressing in Bangladesh.

In the context of a blended learning strategy, interactions between groups of undergraduate learners were examined in an empirical study by Islam (2016). Students were required to complete a series of assignments through social media in addition to in-person lessons on fundamental computer programming. According to the findings, peer collaboration through text messaging allowed students to solve difficulties more successfully. The results of this research claim for the implementation of e-learning technology. Therefore, the goal of this study is to gain a deeper understanding of the advantages and disadvantages of applying such technologies in higher education institutions in Bangladesh (Islam, 2019).

Research Gap

Different scholars have conducted research on the use of technology in English language learning across the world. Some of the researchers explored the use of technology in English language learning at different levels of education such as primary, secondary, and

higher secondary. However, limited studies have explored the issue that focuses on the use of technology in English language learning particularly tertiary level students in Bangladesh. Hence, this study tries to fill the significant gap by exploring the issue of how tertiary-level students use technology in terms of learning English. The research questions of this study focus on the use of technology in learning the English language in and outside of educational institutions, the perceived benefits of using technology in English language learning, and the challenges tertiary-level students face while using technology.

Chapter 3: Methodology

This chapter focuses on the methodology of the research followed by the researcher. The precise procedure for carrying out the study, research design, research site, participants information, data collection method, and interviews are discussed in depth. Additionally, the trustworthiness and credibility of the study are also discussed.

Research Design

Research design is primarily the researcher's plan and approach for achieving the goal of the study (Berg, 2004). To achieve the goal of the study, I used a qualitative research methodology because the goal of qualitative research is to comprehend the significance that participants in interviews generated from their experiences (Kathleen, 1992). Students can offer an unbiased evaluation through the use of face-to-face, open-ended interviewing in qualitative research methods (Manning, 1992). Qualitative research is a method that allows to analyze people's experiences in detail by using a particular set of research techniques, including in-depth interviews, focus groups, observation, content analysis, visual aids, and life histories of biographies. One of the most distinct aspects of the qualitative methodology is that the ability to detect problems from the viewpoint of research participants and comprehend the meanings and interpretations they assign to behaviors, events, or objects (Hennik et al., 2020). A qualitative researcher has to possess certain qualities to get this data: curiosity, empathy, adaptability, and the capacity to listen to individuals as they tell their own stories. To understand how a person's experiences and behavior are influenced by their environment. Qualitative researchers also observe people in natural settings. As a result, accepting and comprehending the contextual influences on the research concerns is another goal of qualitative research (Hennik et al., 2020). According to Denzin and Lincoln (2008), qualitative research "involves an interpretive, naturalistic approach to the world." Accordingly, qualitative researchers investigate phenomena in their natural environments to

interpret or make sense of them based on the meanings that individuals assign to them. To respond effectively to my research questions, I chose a qualitative method. Six students were interviewed by me. This is a qualitative study that focuses on interview questions and responses. I asked open-ended questions during my interviews (see Appendix C). The purpose of this study was to explore how tertiary-level students use technology in terms of learning English inside and outside their educational institutions, the perceived benefits and the challenges. The participants were informed that the research study is concerned with the use of technology in terms of learning the English language. The interview schedule was formed by me. I have used thematic analysis to analyze my qualitative data. After that, the data is coded based on emerging themes to analyze systematically. The interviews of six participants were taken following the qualitative design. Humans are the primary focus of qualitative research. This approach, which emphasizes people's life experiences, beliefs, behaviors, and interpersonal connections, can be considered reliable. It mainly discusses notions that are not numerical. Though it was once thought to be an approach that was incompatible with philosophy, it is today renowned for its depth of intervention studies, which offers the concept of evaluating human behavior logically and philosophically (Gibson et al. 2004). A qualitative technique is used in this study since it makes it possible to obtain information regarding technology use in English Language learning in Bangladesh. Since the qualitative study's findings are not numerical and help to convey people's opinions and feelings as well as a detailed image of people's behaviors, I preferred to use the qualitative method instead of the quantitative method. Additionally, studies on the teaching and learning process have increasingly applied the qualitative technique in recent years (Goodwin, 1999). Additionally, it enables the researcher to provide a "thick and rich description" of any setting (Geertz et al. 1994). The criteria of this thorough investigation match the topic and are focused in this specific direction, which is another reason for using the qualitative technique.

Likewise, it highlights the textual analysis of the context that was recorded and highlights their common experience, which offers the research an entirely new viewpoint. The person is free to express themselves in a way that can have a big impact on society. Furthermore, in qualitative research, the interaction between the researcher and the participant is more friendly than other methods (Pope & Mays, 1994).

Research Site

This research is mainly conducted in three universities (two are private and one is public university) in Dhaka.   Since the focus of the study is on how tertiary-level students use technology for learning English, I chose three universities in Dhaka that use technology in terms of teaching and learning English. As I live in Dhaka city and study at a private university, I have some friends and relatives who are studying the same and another public and private university in Dhaka. In that way, I got access to communicate with potential participants who could provide relevant data required for research. From previous research it is found that students in different stages of their educational level use technology in terms of learning English. So, it is necessary to know in Bangladesh how students use technology in and outside of their educational institutions in terms of learning English, and what are the benefits and challenges of using technology in learning English. Furthermore, six students were interviewed from three different universities by the researcher. I contacted each of the six participants by email and extended an invitation to participate in my study. All six participants responded to my email and happily agreed to participate in my study. The research is done manually by me.

Participants

Following the data collection for this study proposal, the purposive sampling approach is used. The purposive snowball or chain sampling methodology was chosen by me for this study because it is thought to be the best way to get a sufficient amount of data from a

small number of individuals (Creswell, 2016). One of the non-probabilities, or non-random, sampling methods is the purposive snowball or chain sampling method. Furthermore, Bengtsson (2016) noted that to obtain relevant information from participants for a study, it is essential to select those with prior knowledge of the subject matter. Because of this, I decided to use the purposive snowball or chain sampling technique and had some selection criteria for choosing participants. The criteria are- the participants have to be tertiary-level students in Bangladesh, participants must have experience in using technology for learning English and they have to be willing to be a part of this study. Six participants participated in my research. All of them are tertiary students from public and private universities in Bangladesh. I chose students from ENH, CSE, BBA and the BEd department considering potential participants who are using technology in terms of learning the English language both inside and outside their educational institutions and who can give me prospective data for my research. The average age of the students is 21-25. The students are Samir, Sadek, Rezwan, Rafsan, Jannatul and Maisha who are 2nd, 3rd and final year students. The names I have used are pseudonyms. The data was collected in October 2023 during the Durga Puja Vacation. After obtaining the consent of my supervisor regarding the interview questions I contacted the potential participants through email from three universities. I explained to them my research topic, research question and purpose of my study. After listening to the purpose of the research, they happily agreed to participate in the research. I communicated with all six participants separately through email and fixed a convenient time that works for both the participants and the researchers. All six participants wanted to see the interview questions before the final interview so that they could be well-prepared and spontaneous about their thoughts, insights and opinions. All of the participants were requested to answer in English and they all agreed to answer in English. The main data and the supporting data were

collected by using semi-structured (in-depth) interviews. Nevertheless, the data were collected individually in separate times through WhatsApp calls and zoom meetings.

Participants Profile

A total of six participants participated in my study. I chose the students from three universities in Dhaka, two are private and one is public university. The average age of the students is 21-25. The students are Samir, Sadek, Rezwan, Rafsan, Jannatul and Maisha who are 2nd, 3rd and final year students. The names I have used are pseudonyms.

Table 1

Profile of the Participants

No.	Name	Department	Year	University
1	Samir Hoshen	CSE	3rd	Private
2	Sadek Hasan	BBA	Final	Public
3	Rezwan Shiek	BEd	Final	Public
4	Rafsan Rahman	CSE	2nd	Private
5	Jannatul Arbi	ENH	Final	Private
6	Maisha Hoque	ENH	Final	Private

Instrument

For the study, open-ended questions were developed. The questions are used as a research instrument for data collection to meet the needs of the study. The interview questions are simple and precise so that each participant can understand easily. To ensure the validity of the interview, I revised and modified the draft version of the questions. I will be an important instrument in the research since I will contribute my interpretation and observations. If necessary, I may change the research question and the number of participants because my proposed research is flexible.

Data Collection

The data were collected through semi-structured interviews. In the following section, I will discuss the data collection methods.

Semi Structured Interviews

According to Yin (2003), an interview is one of the prior methods of conducting a qualitative study. According to Kvale (2009), an interview in qualitative research aims to analyze the topic from the viewpoints of the subjects, interpret their experiences, and get their opinions. As stated by Burgess (1984), a semi-structured interview is a "conversation with a purpose." To collect the data for this study, participants were asked questions in a semi-structured interview approach. I collected the primary data from semi-structured interviews of six students. A series of questions regarding the research topic was included in the semi-structured interview. Before conducting the actual interview, the questions were developed. I considered the participants' flexible schedules during the interview. The participants were also asked insightful questions about the study. In addition, if a researcher determines in the field that it is essential, they may add or remove questions from a qualitative study (Patton, 2002).

Before going to conduct the final interview, some literature related to the use of technology in English Language learning at the tertiary level was reviewed. After finding the gap from the literature reviews the final interview questions were generated. In this way, the semi-structured interview was held. The data was gathered from six participants from three universities. The participants were selected by me. Before conducting the final interview, interview questions were given to the participants as per their requirements. At the time of conducting the main interview session, the questions were asked in English and the participants answered in English. The participant's permission was taken before conducting the interview and I was flexible about time for the convenience of each participant to conduct the interview. The interviews were recorded for analyzing the interviews. I also took notes. For secondary resources, I used some scholarly articles from ResearchGate, JSTOR, Google Scholar, and different books to fill the gap in my research paper.

Data Analysis

In 1994, Miles and Huberman developed a five-step data analysis framework. In this study, the researcher adapted this framework to analyse the data. According to Miles and Huberman (1994), these five steps are:

Step 1: Listening to the recordings

Step 2: Transcribe the interview, read the transcripts several times to understand what you are being said

Step 3: Code the interview

Step 4: Write a summary of the coded data

Step 5: Write an explanation to get the idea of the study.

Firstly, after listening to the recordings, I transcribe the conversations exactly how it was said in the interviews. After that, I read the transcription multiple times to comprehend not only what the participants intended to say but also what they meant to say but might not have been able to express themselves verbally. By doing this, I was able to identify various codes from the interviews with the participants. Additionally, I was able to extract themes from the codes by grouping codes that were related. Following that, I summarized each of those topics and, based on my preferences, created a note for myself in which I included a shorter version of the summaries and emphasized the key points.

Analyzing Interviews

The process of conducting the interviews was done using a qualitative research methodology. I chose a qualitative research methodology because the goal of qualitative research is to comprehend the significance that participants in interviews generated from their experiences (Kathleen, 1992). The questions were prepared in an open-ended format (Kitzinger, 1994). As the interview questions were open-ended there was no limitation to sharing thoughts and experiences from participants' side. The length of the interviews was around 30 minutes and the language of the interviews was English. All the interviews were

held in Zoom meetings and WhatsApp calls. By obtaining the participants' permission, I recorded interviews through my mobile phone and laptop. For analysing the interview data of the participants, firstly all the audio recordings were transcribed exactly how it was said in the interviews in a manual way. Sample-coded interview transcripts from participants are given in the appendix section. Then, to code the transcriptions vivo coding template was followed. While coding the transcription of the participants the researcher used vivo coding in two cycles techniques (Saldaña, 2014). Afterward, the researcher coded each participant's transcriptions for the first coding cycle. Then I selected the prominent codes from the transcriptions (see Appendix D). Next, those codes were used for making emerging themes in each of the participant's cases. In the next step, all the themes were compared among all the cases to make a thematic pattern so that the researcher could organize the findings according to the research questions and the patterns of the themes. After finishing transcribing the data, I sent the transcripts to every participant so they could verify the accuracy of the data. Every participant agreed that the transcripts I had prepared accurately represented their opinions and expressions, and none of them wanted any changes.

Trustworthiness and Credibility of the Study

A qualitative study's trustworthiness can be determined by looking at factors such as the validity of the data, how much of claims are supported by evidence, and the study's overall value which "capture concerns with validity, reliability, objectivity, and generalizability while broadening and deepening them" (Marshall & Rossman, 2011, p.40). While conducting this study, I have maintained all the ethical issues carefully. Firstly, I informed the participants about the purpose of the study and the role of their interviews in it. The participants were informed that their involvement in the study was entirely voluntary and that their privacy would be protected by using pseudonyms and not using the data anywhere other than the study. Additionally, with their permission, the interviews have been recorded

for future analysis. Finally, the consent papers were given to them to sign once they agreed

to conduct the interviews (Appendix **B**). Nevertheless, after finishing transcribing the data, I

sent the transcripts to every participant so they could review the interpretation, verification,

and confirmation.

Chapter 4: **Findings and Discussion**

This study explored how tertiary-level students in Bangladesh use technology in learning the English language in and outside of their educational institutions, the benefits of using technology, and the challenges that tertiary-level students face while using technology for learning English. To explore that, I interviewed six participants from three universities, two were private, and one was public. In this chapter, I illustrate the findings obtained from the participants. In addition, the findings are organized chronologically according to the research and interview questions.

The Use of Technology Inside Educational Institutions for Learning English

The first research question focused on how students use technology in and outside their Educational Institutions. Based on this research question I asked several interview questions to the participants. To respond to these interview questions participants shared their knowledge and experiences. First of all, they shared how they use technology in learning English. They shared their thoughts and they specified how they use technology inside and outside their educational institutions. At this point, I asked the participants how often their teacher uses technology in classes. In response, Samir said that their teacher used Interactive Whiteboards, an Online Learning Management System, Tablets, Laptops, and video conferencing tools like Zoom, Microsoft Team, and Google Meet. He also stated that their teachers use a learning management system platform very often to distribute assignments, provide resources, and facilitate online discussions.

Just like Samir, participant Maisha said that their teachers also use interactive whiteboards, educational software, and online resources for teaching the English language. Jannat said that their teacher uses Microsoft PowerPoint. She stated,

> Our teachers use PPT for almost all classes. For English language classes, they use
>
> relevant content and some resource links for example YouTube video links and article

links on PowerPoint slides and they also use search engines like Google Scholar.

(MAS DU 11)

Just like Maisha, the other two participants also said that their teachers use search engines like Google Google Scholar and also use YouTube to teach the English language. They also expressed that their teachers play TED Talk videos from YouTube and also some native English speakers' videos from YouTube.

The Use of Technology Outside the Educational Institutions for Learning English

To find out how tertiary-level students use technology outside of their educational institutions, I asked a few interview questions to the participants. In response, all six participants shared their experiences. Maisha said that she uses language learning apps, online courses, language exchange platforms, and interactive exercises to improve her listening, speaking, reading, and writing skills in English. Likewise, Samir said that he uses language learning apps, online language courses, language learning websites, and language exchange platforms in terms of enhancing his reading, writing, speaking, and listening skills. He stated,

Many educational websites and platforms offer comprehensive English language courses. These courses often include video lessons, interactive assignments, and opportunities for learners to practice speaking and listening skills. I have done some English language learning courses from Coursera and Udemy and I have benefited a lot. (SAM DU 18)

Similarly, Rezwan said that through language learning apps, online language courses, language learning websites, and language exchange platforms he used to learn English. In this regard, he said that,

Numerous mobile apps and software programs are designed to teach and improve English language skills. These apps often offer interactive lessons, quizzes, and

exercises to help learners practice vocabulary, grammar, and pronunciation. I mostly use three apps BBC Learning English, Hello English, and Elsa to improve my English. (REZ DU 19)

Participant Sadek said that outside of his educational institution he uses technology for learning English. He mostly watches YouTube videos where many native English speakers teach English phrases and grammar. He stated,

You know on YouTube you can find many Native speakers YouTubers who teach English phrases, vocabulary, and grammar. As I am a student of Business Administration, I used to watch Business English Pod on YouTube and I also follow Rachel's videos. (SAD DU 21)

In addition, Rafsan said that he uses language exchange platforms like Tandem to increase his English proficiency skills. In consequence, from the above discussion, it can be said that participants use various technologies in terms of learning English outside of their educational institutions and they have positive attitudes regarding this.

Benefits of Using Technology in English Language Learning

The second research question focused on the benefits of using technology in English language learning. To find out the potential data from the selected participants I asked a few interview questions related to the research questions. In response to these interview questions, all six participants shared their experiences. Rezwan said that technology provides interactive tools and platforms for various activities like quizzes, interactive exercises, and multimedia content. He stated this interactive learning process is more engaging and enjoyable. Samir said that the internet offers a vast number of resources for learning English, including websites, apps, and online courses. We can access a wide range of materials, from grammar tutorials to podcasts and videos, which can help us improve our language skills. He stated,

I usually listen to English podcasts to improve my listening skills as well as to learn new vocabulary. You know…I was a student in Bengali medium, so when I was admitted to the Private University my classes were conducted in the English Language and I faced difficulties in understanding all of the content. So, I am determined to improve my English Language skills and started watching English movies, series, and dramas on Netflix and YouTube and I have started listening to podcasts regularly. Now, I do not face any problem understanding the Professor's lectures. (SAM DU 26)

Like Samir, participant Jannatul also shared her experience of using technology for learning English. She said that she uses technology for multiple purposes and one of them is to enhance her English proficiency skills. She noted that language learning apps like Hello Talk, Tandem, Italki Mondly, and Cake and websites like BBC Learning English, British Council, Cambridge English, Lingua, FluentU, etc. provide interactive lessons and exercises that make learning engaging and fun. She also stated technology gives students flexibility that allows them to learn at their own pace and schedule, which is particularly helpful for those with busy lifestyles. She stated that,

We can easily access various resources with our devices through an internet connection. The Internet provides access to an abundance of English language content, including articles, videos, podcasts, and more, which can aid in improving language skills. Virtual language exchange platforms such as Hello Talk, and Tandem help me practice conversational English with native speakers. (JAN DU 27)

However, participant Maisha also shared the benefits of using technology. She said that Online quizzes and language learning apps often offer immediate feedback, helping students identify and correct their mistakes. Some technology uses AI to adapt to a student's level and learning pace, providing customized lessons and challenges. Language learning

apps can assist with pronunciation and accent reduction through speech recognition technology. In this regard, she said, "There are some applications available in the Google Play Store such as Elsa, by using this application I can check my English pronunciation" (MAI DU 28). Participant Sadek pointed out by saying that he benefited from using technology to learn English. He is able to check his English language learning progress in digital language learning platforms. He stated,

> Many digital platforms provide tools for students to track their progress and set learning goals. This can help students stay motivated and measure their improvement. There is one app called Cake, I use this application for learning English and I can set and track my learning progress. (SAD DU 30)

Challenges of Using Technology in English Language Learning

In response to the question about some challenges the participants face while using technology in and outside the English classes, one participant Samir says that along with benefits technology also comes with its own set of challenges. He says,

> Not everyone has equal access to technology, which can create disparities in learning opportunities. Some students may not have access to computers, smartphones, or the internet, which makes it difficult to participate in online language learning. Also, Internet connectivity problems, software issues, or hardware issues can disrupt the learning process and lead to frustration. (SAM DU 31)

He also added that the same devices used for learning can also be sources of distraction. Social media, games, and other apps can divert learners' attention away from their English language learning tasks. Lack of Privacy and security, and low-quality online resources are some of the problems. Furthermore, it can be challenging to identify reliable sources and materials for language learning, and learners may waste time on ineffective resources. Besides, about the challenges Jannat says,

As I was from Bangla medium, in my first year, I could not connect myself with the ppt and the lectures in classes. The slides seemed to pass very quickly without understanding the whole concept. Outside the class, there is no challenge to learn English through technology. Technology always helped to learn which could not do any other sources. (JAN DU 32)

Participant Sadek also agrees with Jannat and says that sometimes he can't find what he wants and has to search more for exact information or the desired topic. Again, the other participant Maisha talks about the variety of challenges she faces which connects Samir's point of view. She says that there are technical issues such as problems with the internet connectivity that can sometimes lead to distractions. Again, the quality of online language learning resources can vary, and it can be challenging to identify trustworthy and effective materials. Learning through technology may lack social interaction and cause isolation in contrast with traditional classroom settings. She also says that Some learners may become overly dependent on technology, neglecting other aspects of language acquisition like speaking and listening skills. Users always need to be cautious about privacy and security issues. Lastly, she mentioned it is also challenging to stay motivated and disciplined in an online learning environment. In this regard, Rezwan says that, "There are some lacks of quality of the device used in the classes, the headphones or the speakers are not up to the quality that is why we face challenges to understand listening type exam questions" (REZ DU 34). After getting the response of the participants, it can be said that overcoming these challenges requires self-discipline, time management, and selecting high-quality resources. Also, it iss important for learners to use technology as a supplement to other language learning methods and to seek enough guidance from teachers and peers when needed.

Benefits and Challenges of Using Technology in Research

Focusing on research question two, I asked several interview questions to the participants. One of the interview questions focused on the benefits and challenges of using

technology in research. In response to this interview question, five participants shared their thoughts and experiences. Concerning the research question about some of the Benefits and Challenges of using technology in research, Samir says that there are advantages and challenges of using technology in research. He says that in the data collection process technology allows for the collection of vast amounts of data quickly and accurately. Sensors, surveys, online databases, and social media platforms can provide enough information regarding the topic. In Literature Review, Online databases, search engines, and academic search tools make it easier to find and access research papers and relevant literature. He further added that in Data Analysis, the benefits are Statistical software and machine learning algorithms which help researchers to analyze and interpret data more effectively. He also says that Technology enables remote collaboration with researchers worldwide, facilitating the sharing of ideas, data, and resources. About the Challenges he says that differentiating between reliable sources from unreliable ones can be a challenge. Learning and operating the tools can be time-consuming. The use of these tools may require access to specific software or expertise. The other challenge is collaborative tools may have a learning curve and communication and data exchange can be difficult. Jannat says in response to this question,

> I use different sites like ResearchGate, Google Scholar, and Eric in terms of doing research. There are plenty of articles I can use for my research. For any kind of help like how to write a research paper or literature review, there is YouTube. I can use it every time and for anything I want to learn. The only challenge I felt was that some articles needed to be purchased if I wanted to read them. Otherwise, there are no challenges. (JAN DU 36)

Rezwan states that in research, "we can easily use Google form, poles in Messenger to do a survey". In contrast to what Maisha says about the Benefits of Technology in Research technology provides researchers with easy access to a vast amount of information through the

internet, online databases, and digital tools and software for data collection and analysis making research more effective. Online collaboration tools, and cloud-based platforms, make it easier to work in research. Software tools and search engines help researchers create visual representations of data, making complex information easier to understand and present. Technology allows researchers to create simulations, models, and experiments in various fields, from science to social sciences. The Challenges in Using Technology for Research she mentions are the excessiveness of online information can lead to information overload. She also added that protecting sensitive research data from cyber threats and ensuring data security can be a significant challenge. Also, verifying the quality and reliability of online sources, especially in a world of misinformation, is crucial but can be time-consuming. She further added that researchers may face a learning curve when adopting new research technologies and software, which can slow down initial progress and not all researchers have equal access to technology, creating disparities in opportunities and resources. After analyzing the data, it can be said that while technology can greatly enhance the research process, researchers must be mindful of these challenges and adopt best practices.

Preventing Plagiarism in Online Assessment

Regarding preventing plagiarism in online assessment, Samir says that he is familiar with the concepts of plagiarism and intellectual property rights. He says that teachers can prevent teaching by online software by examining the writing matches. He also added that exams can be taken by using fixed-screen software where no students can go out of the screen. In this regard, Jannat says that,

> I think, in terms of submitting the thesis, term papers, and presentations it is a good choice as we can check our grammatical mistakes and plagiarism but while submitting quizzes and regular exams it is not a good choice according to me. (JAN DU 42)

In this regard, Maisha also says,

Teachers can use technology for student assessment in various ways, including online quizzes, assignments, and digital grading systems. Teachers may use online platforms to create quizzes and tests, which can provide instant feedback and automated grading. (MAI DU 42)

The Challenges may include issues with cheating or technical problems during the assessment ensuring the authenticity of the work and preventing plagiarism. She further added that organizing and assessing the set of materials and grading each other's work can be challenging. Challenges may include fairness and ensuring the quality of peer feedback. The systems allow teachers to track student progress, participation, and completion of assignments. Challenges include data privacy concerns and making sense of the data collected. To prevent cheating during online exams, teachers might use proctoring software. The other Challenges include privacy concerns and the need for technical support, Problems with internet connectivity, device compatibility, or the assessment platform. Some students may attempt to cheat by looking up answers or using unauthorized resources during online assessments. Online assessments might not be as engaging as in-person assessments, potentially affecting motivation and focus. So, it can be said that online assessments can lack the immediate feedback and clarification opportunities that students have during in-person assessments. To address these challenges, teachers and students must adapt and employ technology effectively, while institutions may need to establish guidelines and protocols for online assessments to maintain integrity and fairness. In this regard, Sadek says, "While the student assessment teacher uses plagiarism checkers. to check if we are copying from others or not. To cope with that we need to paraphrase those assignments or works" (SAD DU 41).

Online Assessment Benefits and Challenges

About Online assessment benefits and challenges, Samir says that learning through technology can benefit students in learning the English language in various ways.

Technology has the potential to make language learning more engaging, accessible, and effective. He mentions some ways in which technology can be advantageous for students studying English. He says,

> Technology provides interactive tools and platforms that engage students in various activities like quizzes, interactive exercises, and multimedia content. This interactivity can make the learning process more engaging and enjoyable. The internet offers a vast number of resources for learning English, including websites, apps, and online courses. Students can access a wide range of materials, from grammar tutorials to podcasts and videos, which can help them improve their language skills. (SAM DU 50)

He also added that Online learning resources are accessible 24/7 from anywhere with an internet connection. This flexibility makes it easier for students to fit language learning into their schedules and they can use language learning apps like Duolingo, Babbel, Rosetta Stone, and many more that offer structured lessons and practice exercises. In this regard, Jannat says that in terms of assessment, teachers use Turnitin mostly. We are told to upload our assignments to Turnitin for plagiarism checking. The challenges she addresses are,

> During online classes, our teachers used to give quizzes which I had to submit within the given time. After finishing, sometimes I could not upload it on time because of network problems and late submission was not allowed on the sites where we had to submit online. I suffered many times because of this. Also, it takes time to type on a computer that does not have a good speed. But teachers give time according to the handwriting submissions. (JAN DU 50)

In this regard, Maisha says that online assessments have both advantages and challenges. They offer flexibility, accessibility, and the potential for automated grading and instant feedback. This can make them efficient and convenient for both teachers and students. They

also allow for a variety of question types, including multiple-choice, short-answer, and essays. She again says that there are challenges as well, such as concerns about cheating, technical issues, and the need for careful test design to ensure the assessment accurately measures a student's knowledge and skills. The authenticity of the assessment can also be a concern. Ultimately, the effectiveness of online assessments depends on how they are designed and implemented, as well as the specific goals and needs of the educational context. Balancing the advantages and challenges is essential for their successful use in education.

Netiquette and Cybersecurity

About Netiquette and Cybersecurity, Samir says that he is familiar with the concept of cybersecurity. He also says that it is important to follow cybersecurity practices to protect personal data and information. To protect and maintain netiquette and cybersecurity he tries to maintain strong passwords, backups, updated software, secure WIFI connection, and reputable websites and apps. Jannat says,

"I think Netiquette means the proper way to behave online to lessen online harassment. I try to keep my comments respectful and I avoid copying someone's work" (JAN DU 55).

She further added,

My teachers tell me not to copy anything. They guide me to paraphrase things with proper citations and references. They are very strict about giving citations.". She also says "I do not bully on the comment boxes on the educational sites I follow. I do not use any websites or articles for learning English that are not ethical. I try not to copy anyone's work. I see the comment boxes on Facebook and YouTube. Some teachers who teach online face bullying. It is a hilarious crime according to me. The security system needs to be strict in this regard. (JAN DU 55)

Relating to this, Maisha says that teachers can educate students about the importance of netiquette, explaining its principles and how it applies to online language learning. By

demonstrating good netiquette in their communication and interactions, teachers can set a

positive example for students. In terms of netiquette, teachers should provide clear guidelines

or a code of conduct for online interactions, discussion boards, or group chats within the

learning environment. Also, offer constructive feedback when students don't follow

netiquette, encouraging them to reflect on their behavior and make improvements. They

should encourage class discussions on the topic of netiquette, allowing students to share their

experiences and thoughts on respectful online communication. Concerning this, she says that,

> For more serious issues, have one-on-one discussions with students to address their
>
> specific netiquette concerns. Improving netiquette is important not only for
>
> maintaining a positive online learning environment but also for preparing students
>
> professionally. (MAI DU 56)

Sadek argues that teachers can prevent it by telling students that if they copy directly online

or the whole assignment is copied, they will suffer consequences. On the other hand, if they

copy or take information from someone else writing they should give the writer credit.

Nowadays cyber security is one of the most important issues for everyone. Gmail, and social

media accounts are highly at risk if cyber security is not used properly. He further added that

we should use strong, unique passwords for our online learning accounts and consider using a

password manager to keep track of them. Connect to secure and trusted Wi-Fi networks, and

avoid public or unsecured networks when accessing educational platforms. Again, he says

that we need to Keep devices and software up to date with the latest security patches and

updates, install reputable antivirus and anti-malware software to protect against malicious

software and ensure that any sensitive data or communication is encrypted, particularly when

sharing personal information. We should be cautious when clicking on links or downloading

files. Only visit trusted websites and avoid suspicious or phishing sites. Regularly backup

your important data to prevent data loss in case of a security breach. Review and configure

privacy settings on the platforms you use for learning to control what information is shared and stay informed about common cyber threats and best practices. He also says that in terms of support, students can benefit from guidance and resources on cybersecurity provided by their educational institutions. Teachers can also include lessons on digital safety and responsible online behavior in their curriculum. Additionally, technical support and resources to report and address cybersecurity incidents are important aspects of support for online learners. He says, "I use two-step verification and always send me a message if someone tries to hack my account. I changed those passwords every 3 months and gave them a strong Password." Rezwan says,

> Teachers can prevent plagiarism by using some plagiarism checker websites and also by common sense, a teacher can understand if it is an AI made or a copy of other sources, as the writing of the websites and AI are very rich. Teachers must know their students' writing quality, so they can understand by the writing quality that their students or most graduate students' writing quality will not be that much up to the mark. There is always some backing intention of the free websites, from which we take help, they collect all our data and use it. So, I try to use authentic websites and do not give any personal information if they want. (SAD DU 60)

Moreover, from the above discussion, it can be said that tertiary-level students of Bangladesh use various technologies in terms of learning the English language inside and outside of their educational institutions. They also use technology in doing research and they share their experiences and thoughts of using technology in online assessments. They shared the benefits and challenges of using technology in English language learning. Overall, they provide a positive attitude towards using technology in English language learning.

Discussion

In this discussion the findings of the study concerning the existing literature, as many studies have been conducted in various parts of the world on technology use in language learning at different levels of education whereas my study focuses on technology use in English language learning at tertiary level students in Bangladesh also focusing on the benefits and challenges.

Using Technology Both Inside and Outside of The Classroom to Learn English

This study discovered that tertiary-level students of Bangladesh use technology both inside and outside their educational institutions. The findings of this study showed that teachers used Interactive Whiteboards, Online Learning Management Systems, Tablets, Laptops, Microsoft PowerPoint, Educational Software, and video conferencing tools like Zoom, Microsoft Team, and Google Meet. Teachers also used a learning management system platform very often to distribute assignments, provide resources, and facilitate online discussions. Outside of the classroom students learn English through language learning apps, online language courses, language learning websites, and language exchange platforms such as Hello Talk, Tandem, Italki, Cake, Lingua, Elsa, etc. This finding supports the findings of Benson (2011) who investigated the effects of language learning outside of the classroom. According to the study, the findings showed that with the help of the Duolingo app, students can enhance their English language skills even outside of the classroom.

Benefits of Using Technology in English

This study explores the benefits of using technology in terms of English Language Learning. The findings of this study showed that there are lots of benefits to using technology. For example, technology provides interactive tools and platforms for various activities like quizzes, interactive exercises, and multimedia content. Besides, the internet offers a vast number of resources for learning English, including websites, apps, and online

courses. Through technical devices like smartphones, computers, and laptops with the help of a broadband connection students can access a wide range of materials, from grammar tutorials to podcasts and videos, which can help improve language skills. To enhance English proficiency, language learning apps like Hello Talk, Tandem, Italki Mondly, and Cake and websites like BBC Learning English, British Council, Cambridge English, Lingua, FluentU, etc. provide interactive lessons and exercises that make learning engaging and fun. The findings of this study also explored how technology gives students flexibility that allows them to learn at their own pace and schedule, which is particularly helpful for those with busy lifestyles. Virtual language exchange platforms such as Hello Talk, and Tandem help students to practice conversational English with native speakers. Online quizzes and language learning apps often offer immediate feedback, helping students identify and correct their mistakes. Some technology uses AI to adapt to a student's level and learning pace, providing customized lessons and challenges. Language learning apps can assist with pronunciation and accent reduction through speech recognition technology. Many digital platforms provide tools for students to track their progress and set learning goals. This can help students stay motivated and measure their improvement. This finding supports the findings of Kiew (2021). The outcomes of this study strongly support the beneficial effects of technology like social media, software, and audio tools such as YouTube, Skype, MP3 players, and educational apps on smartphones. It also supports another study of Phil (2012), the findings of this study demonstrate that using multimedia technology can improve the effectiveness of instruction and interaction between teachers and students. Another investigation conducted by Parvin and Salam (2015) found that using technology gives students the chance to become more exposed to language in useful contexts and to create their knowledge which also supports the findings of this study.

Challenges of Using Technology in English

Along with the benefits technology also comes with its own set of challenges. The findings of this study also explored the challenges of using technology. The lack of technological devices was one of the major challenges. Some students may not have access to computers, smartphones, or the internet, which makes it difficult to participate in online language learning. Also, Internet connectivity problems, software issues, or hardware issues disrupt the learning process and lead to frustration. This finding supports the findings of Sudick (2013), who said that students might be underprepared to use technology effectively to improve their academic experiences. For example, when an internet connection or computer server falls, students become frustrated because they may be unable to follow the lessons. Furthermore, many students have experienced difficulties maintaining their motivation when taking a distance learning course using technology. Distraction is another challenge that this study discovered. Social media, games, and other apps can divert learners' attention away from their English language learning tasks. This finding supports the findings of Tamm (2019), the findings discovered face-to-face interaction with teachers, peer-to-peer activity, and time constraints all work in unity to prevent the students from falling off the study track. Lack of Privacy and security, and low-quality online resources are some of the problems. Learning through technology may lack social interaction and cause isolation in contrast with traditional classroom settings. Some learners may become overly dependent on technology, neglecting other aspects of language acquisition like speaking and listening skills. These findings also support the findings of Aboagye (2020), that comes across the stress level among students increases when they are unable to submit assignments on time because of poor Internet access, are unable to complete them, and are afraid of losing grades.

Chapter 5: Conclusion

The recent world is more technologically advanced than ever before. Students are now able to learn outside of the traditional classroom settings because of recent technological advancements. However, e-learning adoption in Bangladesh is a relatively new phenomenon (Islam, 2018). There are very few studies conducted in Bangladesh to examine the effectiveness of using technology in English language learning at the tertiary level in Bangladesh. Also, there are very few studies in Bangladesh that focus on the benefits and challenges of using technology both inside and outside of the classroom. Therefore, I found it crucial to research the use of technology in English language learning at the tertiary level in Bangladesh to find out how tertiary students in Bangladesh use technology inside and outside their educational institutions, perceived benefits and challenges faced by tertiary students while using technology for learning the English language. For this study, I used a qualitative research methodology because it allows us to analyze people's experiences in detail by using a particular set of research techniques, including in-depth interviews, focus groups, observation, content analysis, visual aids, and life histories of biographies (Hennik et al., 2020). Besides, the goal of qualitative research is to comprehend the significance that participants in interviews generated from their experiences (Kathleen, 1992). Students can offer an unbiased evaluation through the use of face-to-face, open-ended interviewing in qualitative research methods (Manning, 1992). For this study data were collected from six participants from three universities located in Dhaka, Bangladesh. I chose students from ENH, CSE, BBA and the BEd department considering potential participants who are using technology in terms of learning the English language both inside and outside their educational institutions and who can give me prospective data for my research. To analyze data, I followed Miles and Huberman (1994) five-step data analysis framework. While coding the transcription of the participants I used vivo coding in two cycles techniques. From the

findings of the study, it is portrayed that tertiary-level students use technology in various ways such as TED talks, PPTs, Apps, Language Learning Websites, Online Courses, and Videos to learn English better. They are benefiting immensely by using technology in language learning. It also helps the learners while writing research papers. At the same time, they are facing various types of challenges such as a lack of high-quality resources, and software issues by using technology. Furthermore, online learning needs enough time, cautiousness, and self-discipline otherwise distraction can harm the students very much. Additionally, cheating, slow internet connection, and privacy concerns are some of the issues that can be seriously problematic for students. Accordingly, the participants also mention some of the methods such as Turnitin, plagiarism checker, and proctoring software which can help teachers to prevent plagiarism and prevent cheating in exams. It can be said that, though there are some challenges in terms of learning English through technology, the benefits can also not be unseen.

Recommendations

After analyzing the data, some suggestions can be offered based on the findings which can be beneficial to the learners.

1. High-quality, relevant online materials specifically designed for English language learners in the Bangladeshi context are often scarce. In that case, responsible authorities can create or compile a repository of free or low-cost online resources that students can access for self-study.

2. Utilize interactive platforms and tools (like Kahoot, Quizlet, or Google Classroom) to foster engagement and active participation among students.

3. Some students may be disengaged or reluctant to participate in technology-based activities, especially if they are not accustomed to interactive learning in that case teachers can motivate the students.

4. Offer workshops or online courses to enhance students' digital literacy skills, ensuring they can navigate and utilize online learning resources effectively.

5. In the classrooms reliable internet connectivity, sufficient power supply, and necessary hardware (like projectors and smartboards) can be available.

6. Teachers can encourage self-directed learning through technology by providing guidelines and suggested learning paths that help students structure their study time outside the classroom.

Limitations of the Study

The study contains some limitations. For instance, I could not observe the classes of my participants which could give me a visual representation of their learning process. Lastly, I could not get access to contact with the teachers which could make my research paper more comprehensive.

Scope for Future Research

After analyzing some of the articles it can be said that limited research has been done in the field of technology use in English language learning in and outside of educational institutions especially focusing on the tertiary level students in Bangladesh. Therefore, my study tries to fill the significant gap. Moreover, much further research can be done in the context of using technology in English language learning and teaching practices at schools, colleges, and universities. Further, researchers can also explore what types of things need to be changed by online language learning, how to improve the teaching and learning materials, and how the addressed problems and challenges can be overcome. There are scopes to take the teacher's opinion in terms of online language learning and know their challenges in this field. As my study follows a qualitative approach there are scopes for further studies to follow the quantitative and mixed method approach also.

As this study aims to take a look at exploring the problems and challenges tertiary students face while learning the English language by using technology and the things that need to be improved, my study explores the significant challenges which can be changed by the respected authority. Therefore, it can be said that the teachers' can also identify the challenges by reading my research paper and there will be further scope for the betterment of online language learning. In this way, the things and issues that came out of the research paper can be improved. Moreover, as nowadays the use of technology is so vast in terms of learning, we cannot ignore the challenges of using the technology. As we need to use it in our daily lives, we can be alert and improve ourselves by seeing addressed benefits and challenges.

To the best of my knowledge, as a few research studies have been conducted to acknowledge the necessary steps that need to be taken for the improvement of online language learning inside and outside of the classes, my paper can inspire the researchers to work on this significant field; know the benefit and challenges of online language learning and finally they have the opportunity to work on these significant challenges.

Concluding Thoughts

The study presents the perception of tertiary-level students about English language learning by using technology. The study tried to answer the formulated research questions about how the English language can be taught well by using technology and how the students are benefiting from it. Furthermore, the study reveals some of the challenges they face while using technology. So, it can be said that technology helps students to learn the English language better both inside and outside of the English classes. The videos and websites made it easier to learn English. It also helps to write research papers well. Some participants said that in terms of conducting research, technology helps to write literature reviews with the help of Google Scholar, ResearchGate, etc. Also, it helps to gather data from various sources

and it helps to survey online by various sources. However, some of my participants addressed some of the challenges that are; online quizzes are sometimes very difficult for them, and the assessment system is sometimes problematic for them. Because of the network problem, the students cannot attend the online classes and exams properly. As the internet offers many types of entertaining things it is also difficult for the students to keep their mind in a single genre. However, I believe that the findings of my study will be able to contribute to the field of trying to fill the significant gap by exploring the issue of how tertiary-level students use technology in terms of learning English and it will add an advantage to English language learning. Moreover, the study will help the authority to recognize the problems tertiary students feel in English language practice by using technology and will take necessary steps to eliminate the problems.

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Appendices

Appendix A

Notational Conventions of the Interview Transcripts

	Notion	Meaning
1	DU	Discourse Unit of the participants
2	I	Indicates the Interviewer
3	[]	For showing different kinds of action [e.g., laughs]
4	Umm	Shows hedging in speech
5	DU SAM 10	DU <space> student name's first three alphabets <space> DU number DU SAM10 refers to Samir's DU number 10.

Appendix B

Letter of Consent for Participants

Dear participants,

My name is Afsana Akter. I am a student of Applied Linguistics and ELT at BRAC University. My research title is "Use of Technology in English Language Learning: A Study of Tertiary Level Students in Bangladesh". This study will explore how tertiary-level students of Bangladesh (focusing on three universities) use technology in learning English and the benefits and challenges they face. Your interview will be recorded and only be used for this study and it will not be disclosed to anyone. Therefore, I will use pseudonyms to keep your identity confidential. I am looking forward to your participation, please go through the details given in the consent form and sign. I will highly appreciate your participation.

Thanking you,

Afsana Akter

M.A Student at BRAC University

Department of English and Humanities

Phone No.01875662347, Email address: afsana.akter1@g.bracu.ac.bd

Research Participation Consent Form:

1. I have read the following description and understood the information

2. My participation is fully voluntary and I feel free to withdraw if I want

3. I agree to be a part of the interview sessions

4. The researcher has my permission to contact me through the phone number

Name: Signature:

Appendix C

Interview Questions (Students)

1. Would you please tell me about yourself, and your educational background?

2. How often do your teachers use technology in classes, how do they use it?

3. How do you think your teachers and classmates feel about using technology in English classes?

4. Can you please tell me about your experience of using technology in terms of learning English language?

5. Do you take the help of technology while learning English outside your educational institution? (Probing question: How does technology help you to learn? Please give some examples.)

6. How do your teachers use technology in student assessment? What kind of challenges do you face while completing online assessments?

7. What are your perceptions regarding online assessment?

8. As you are studying for a graduate degree, do you think learning through technology can benefit students in learning the English language?

9. How do you incorporate technology in doing research? What are the benefits and what are some of the challenges you have experienced?

10. Can you please share some of the challenges you face while using technology in English classes or learning English outside the classes?

11. Are you familiar with the concepts of plagiarism and intellectual property rights? How do you think teachers can prevent plagiarism and cheating in online assessments?

12. What is your understanding of netiquette? Do you follow netiquettes while using technology in language learning? How can your teachers support you to improve your netiquettes?

13. Are you familiar with the concept of cyber security? What kind of cyber security measures do you follow in using technology for learning English? What kind of support do you need in this regard?

Appendix D

Sample Coded Interview Transcripts from Participants

Interview Questions	Participants Answers	Codes
How do you think teachers can prevent plagiarism and cheating in online assessments?	"Teachers can prevent online cheating if they want to. Teachers can use various online software that can easily check whether one person's writing matches another's writing or not. If the teacher wants, he can also check whether the writing or reading is online. Also, exams can be taken using fixed-screen software where no student can go out of that screen. The teacher can challenge in more different ways if he wants (SAM DU 39)".	1 "Prevent Online Cheating" 2. "Can Use Various Online Software" 3. "Easily Can Check" 4. "Can Also Check" 5. "Exams Can Be Taken Using Fixed-Screen Software" 6. "No Student Can Go Out of That Screen" 7. "Teacher Can Challenge in Different Ways"
Are you familiar with the concept of cyber security? What kind of cyber security measures do you follow in using technology for learning English?	"Yes, I'm familiar with the concept of cybersecurity. Cyber Security refers to the practice of protecting computer systems, networks, and data from theft. I use strong and unique passwords for my online learning accounts. I usually connect to secure and trusted Wi-Fi networks, and avoid public or unsecured networks when accessing educational platforms. I keep my devices and software up to date with the latest security patches and updates. I enabled two-factor authentication verification whenever possible to add an extra layer of security to my accounts. I regularly backup my important data to prevent data loss in case of a security breach (MAI DU 41).	1. "Familiar With the Concept of Cybersecurity" 2. "Strong And Unique Passwords" 3. "Secure And Trusted Wi-Fi" 4. "Unsecured Networks" 5. "Up To Date with The Latest Security" 6. "Two-Factor Authentication Verification" 7. "Regularly Backup My Important Data" 8. "In Case of a Security Breach"