

# PROBLEMS AND PROSPECTS OF TECHNOLOGY-ASSISTED LANGUAGE LEARNING AMONG UNDERGRADUATE STUDENTS IN SELECTED BANGLADESHI UNIVERSITIES

Rakib Al Hasan<sup>1</sup>, Md. Jony Miah<sup>2</sup>

<sup>1</sup>University of Rajshahi, Rajshahi, Bangladesh,

<sup>2</sup>Noakhali Science & Technology University, Noakhali, Bangladesh

**Abstract:** *The integration of technology-assisted language learning (TALL) in English education has become a crucial topic of discussion within Bangladesh's expanding higher education sector. This paper aims to explore the multifaceted challenges, potential benefits, and promising pathways for Bangladeshi undergraduate students engaging in technology-facilitated language learning. By examining the current educational environment and infrastructure, the study highlights a comprehensive view of the interaction between English language learning and the use of technology, identifying key obstacles and potential advantages. Simultaneously, it highlights the various technologies utilized by students, the challenges they encounter, and the impact of these technologies on their language learning experience. The study utilized a mixed-method approach, integrating both qualitative and quantitative techniques. A total of 100 undergraduate students from 16 public and private universities in Bangladesh took part in a semi-structured survey. The findings reveal that students heavily depend on technology for language learning but face significant personal and institutional challenges like inadequate teachers' training and infrastructure, interrupted electricity, and internet issues. Despite limited institutional support, many students independently access advanced technologies for language learning. In addition, the study finds a strong interest in TALL among learners, addressing the need for better logistical support to maximize TALL benefits and overcome barriers.*

**Keywords:** *EFL Learning Technology; Language Learning; Language Teaching; EdTech; EFL in Bangladesh; AI in Language Learning*

**About the author:** *Rakib Al Hasan is an emerging researcher with growing contributions to the fields of English Language Teaching and applied linguistics. He has published a number of research articles in reputable international peer-reviewed journals, including Scopus-indexed venues. His research interests include sociolinguistics, psycholinguistics, EFL education, AI-enhanced learning, digital rhetoric, and rhetoric and composition. He actively participates in academic seminars and research events, reflecting a strong commitment to rigorous inquiry and continuous professional development. His dedication to advancing knowledge in his fields highlights his potential as a promising young scholar.*  
**e-mail:** [rakib.eng.pub@gmail.com](mailto:rakib.eng.pub@gmail.com) **ORCID:** <https://orcid.org/0009-0001-9193-1403>

**About the author:** *Md. Jony Miah, an erudite scholar and distinguished academic, serves as an Assistant Professor in the Department of English at Noakhali Science and Technology University, where his intellectual rigor illuminates the realms of English language and literature. Mr. Miah's scholarly repertoire encompasses postcolonial literature, African literary traditions, teaching pedagogy, EFL education, and critical literary theory. His rigorous research has yielded numerous insightful publications in national and international journals, and his research excellence has been recognized through various academic awards and invitations to contribute to peer-reviewed journals.*  
**e-mail:** [jony.eng@nstu.edu.bd](mailto:jony.eng@nstu.edu.bd) **ORCID:** <https://orcid.org/0009-0001-0891-8815>

Copyright © 2025 Rakib Al Hasan, Md. Jony Miah

**Article history:** Received: 10 March 2025; Reviewed: 10 November 2025; Revised: 25 November 2025; Accepted: .. December 2025; Published: 19 December 2025



This open access article is published and distributed under a Creative Commons Attribution 4.0 International License.

**Citation (APA):** Al Hasan, R., & Miah, M. J. (2025). Problems and prospects of technology-assisted language learning among undergraduate students in selected Bangladeshi universities. *Studies in Linguistics, Culture, and FLT*, 13(3), 88-112. <https://doi.org/10.46687/QCPI5060>.

## **Introduction**

The landscape of language learning has been profoundly reshaped by the rapid advancement of technology, which has introduced innovative approaches to language acquisition. Among these, Technology-Assisted Language Learning (TALL) stands out as a transformative paradigm, which refers to integrating digital tools and platforms into the learning process to foster more dynamic, interactive, and individualized educational experiences. In the fast-evolving landscape of education, the incorporation of technology has transformed conventional teaching methods, providing fresh pathways for effective and engaging learning experiences for the students (Buddha et al., 2024). Using technologies properly can enhance the capabilities of educators and learners, liberating them from conventional approaches to teaching and learning. In this context, TALL has the potential to bridge the gap between traditional language learning methods and the demands of modern, globalized communication.

Bull and Ma (2001) point out that TALL includes a variety of online platforms, apps, and digital tools that support language learning and accommodate different learning styles and needs, including multimedia projectors, laptops, Web 2.0, Google Meeting, Skype, Zoom, Microsoft Teams, and smartphones. Also, technology's importance as a tool to help teachers support their students' language acquisition continues to expand (Ahmadi, 2018). Furthermore, technology-assisted education is becoming increasingly necessary in Bangladesh because the country's educational infrastructure faces numerous challenges, including overcrowded classrooms, teacher shortage, and restricted access to high-quality learning materials (Haque & Akhter, 2014). Integrating technology can help bridge the urban-rural education gap by providing remote learning opportunities and access to a wealth of online educational materials (Gurgenidze, 2018). Using digital technology in language instruction fosters a student-centered learning environment and makes instructors able to present contents in diverse methods to involve students in different activities. Similarly, mobile apps, online courses, and AI-driven platforms offer cost-effective and flexible learning opportunities, catering to a diverse population (Ahmad, 2016). Additionally, TALL can support Bangladesh's economic growth by enhancing English proficiency, a valuable skill in the global job market. In light of these, government and non-governmental organizations are recognizing the importance of digital literacy and are investing in programs to enhance technological skills among students and educators (Mallick et al., 2020).

Despite the promising prospects of TALL, its implementation in the Bangladeshi higher education system remains under-explored and under-researched. While the integration of technology in education has gained momentum, its application in language learning is still in the nascent stages, with numerous challenges that inhibit its full potential. These challenges include infrastructure limitations, the

digital divide, limited access to reliable technology, disparities in digital literacy among both students and instructors, the lack of comprehensive frameworks for the effective incorporation of technological tools into the curriculum, and the need for adapting teaching methods and these can hinder the smooth adoption of TALL in language education (Mili & Ahmad, 2020). In addition to these challenges, Hossain (2021) identifies several key problems in Bangladesh, including a lack of financial and technological support, unreliable internet access, difficulties for distant learners to connect, and the elevated expenses associated with internet access and devices, especially for public university students. Furthermore, the digital divide exacerbates these issues, creating a significant disparity between students with access to necessary resources and those without (Rahman & Pandian, 2018). The lack of adequate training for educators to effectively use technological tools in their teaching methods also poses a major obstacle (Talukder & Sikder, 2024). Additionally, Suchona (2024) points out that the existing curriculum in many universities is not designed to incorporate digital tools, making it challenging to implement TALL effectively. These factors collectively create a challenging environment for the integration of TALL in Bangladeshi undergraduate education, necessitating comprehensive strategies and investments to overcome these barriers. Consequently, there is a significant gap in understanding how technology is being utilized by undergraduate students in Bangladesh for language learning, the specific problems they encounter, and the prospects for improving the efficacy of such initiatives.

This study aims to fill this gap by systematically examining the challenges and opportunities associated with TALL among undergraduate students in selected Bangladeshi universities. Through an in-depth investigation, this research seeks to identify the barriers that limit the effectiveness of technology in enhancing language learning outcomes, including infrastructure issues, pedagogical shortcomings, and student engagement. In parallel, the study will explore the untapped prospects of TALL, such as mobile learning, online language learning platforms, artificial intelligence, and digital collaborative tools, which have the potential to overcome these challenges and enrich the language learning experience.

The novelty of this research lies in its focus on the Bangladeshi context, an area that has been notably underrepresented in global TALL literature. While there has been substantial research on TALL in developed countries and some emerging economies, the specific dynamics within Bangladesh's higher education system remain largely unexplored. This study, therefore, offers unique insights into the intersection of technology and language learning within a developing nation, where educational and technological infrastructures are evolving but not yet fully realized. The findings of this research will provide a detailed understanding of the current state of TALL in Bangladeshi universities, identifying both the

immediate challenges that need to be addressed and the strategic opportunities for leveraging technology to enhance language learning.

Furthermore, understanding the role of technology in language education and its capacity to enhance student learning is not only timely but also crucial for shaping the future of higher education in Bangladesh. This paper makes a significant contribution to the field of TALL by addressing the unique challenges and prospects within a specific, yet increasingly relevant, national context. The findings will be of value to educators, policymakers, and university administrators in Bangladesh and similar contexts. It will also provide actionable insights for integrating technology more effectively into language curricula. By contributing to the global discourse on TALL, this study aims to inform future research and policy development, ensuring that technology serves as a powerful tool for enhancing language education in the 21st century.

### **Research Objectives**

This study aims to accomplish the following objectives:

- To evaluate the current status and feasibility of implementing TALL in Bangladesh within the existing educational landscape and infrastructure.
- To identify the main barriers and potential benefits for implementing TALL in Bangladesh.
- To evaluate the extent of students' access to technology, their proficiency levels, and social influences impacting their use of TALL.
- To determine the familiarity of language teachers and learners with TALL and its features.

### **Research Questions**

The study seeks to answer the following queries in order to understand the background of TALL in Bangladesh:

- What is the current status of TALL in Bangladesh, and how feasible is its implementation within the existing educational landscape and infrastructure?
- What are the main barriers and potential opportunities for implementing TALL in Bangladesh?
- To what extent do students have access to technology, and what are their proficiency levels and social influences?
- How familiar are language teachers and learners with TALL and its features?

## Literature Review

Bangladesh has been largely digitalized, and a lot of scholars highlight how important it is to integrate technology into the Bangladeshi curriculum, particularly in higher education (Mahmuda, 2016). In this era of technology, the traditional methods of teaching and learning prove to be insufficient (Mallick et al., 2020). Thus, Susikaran (2013) opines that the chalk-and-talk technique of teaching English is insufficient, so there have been fundamental changes in the classroom. Hence, “many nations have already integrated technologically-based strategies into their educational development plans or are in the process of doing so” (Kurt, 2014, p. 91). The American Council on the Teaching of Foreign Languages (ACTFL) (2013) states that it is uncommon to see a language of instruction devoid of technological integration. However, Bangladesh was unable to implement e-learning and m-learning, unlike developed nations ten years ago, due to a shortage of electricity and computers in the educational system (Begum, 2011). But currently, to align with global trends and realize the aim of a “Digital Bangladesh”, the administration of Bangladesh stimulates the integration of technology in all facets of daily life (Fatema & Sultana, 2020). Furthermore, Alam and Islam (2008) find that in Bangladesh, using SMS technology to create an interactive online learning environment is one of the most promising strategies for distance learning. So, the Government of Bangladesh has started to implement the use of technology in English language learning in an effort to improve students’ learning (Parvin & Salam, 2015). In November 2009, Bangladesh initiated BBC Janala, a multi-platform initiative funded by UKAID for second language acquisition via mobile phones, intending to educate six million individuals in Bangladesh (Begum, 2011). The initiative was titled Janala, utilizing the internet and rapidly advancing mobile technology for English instruction. Since then, technology has started to be used in second language learning in Bangladesh (Begum, 2011). The project was plausible because of the cheap call rate and SMS services.

After that, multimedia technology has been included in university teaching, and it is believed that this technology would improve Bangladesh’s traditional pedagogy (Mallick et al., 2020). In light of this, in the last few years, technology has been completely assimilated into the daily lives of individuals. Through this domain of technology, language contact and communication can easily be achieved (Derakhshan et al. 2015). Ahmadi (2018) says that “the use of technology has become an important part of the learning process in and out of the classroom. Every language class usually uses some form of technology” (p. 115). Likewise, Melkonyan and Matevosyan (2020) assert that technology significantly influences the learning process, providing multiple choices for learners. Furthermore, he says cutting-edge digital tools and platforms are improving foreign language instruction and establishing a new paradigm for language learning and teaching. Baytak et al. (2011) researched technology

in language learning, and they found that incorporating technology into the classroom has increased students' learning process, motivation, social interactions, and engagement. Consequently, the learning has also become interesting, enjoyable, and interactive (Chen & Liu, 2012).

Nowadays, new technology has significantly improved the ease and effectiveness of language learning (Parvin & Salam, 2015). It enhances language skills through interactive language learning apps, real-time translation tools, and immersive language platforms (Cano, 2014). The smart board, also known as an interactive whiteboard, promotes interaction-based learning and boosts student engagement in class (Hossain & Al Hasan, 2023). These resources provide practice, instant feedback, and exposure to diverse content, improving speaking, and writing, listening, and reading proficiency (Gurgenidze, 2018). Çakici (2016) claims that information and communication technology (ICT) is crucial for teaching English as a foreign language (EFL). Students will be able to use English in a more casual, genuine, and conversational setting if new ICT tools like interactive whiteboards are incorporated into the educational programs. As stated by Zhao (2013), similar to face-to-face conversations, computer-mediated communication is a helpful tool for language learning, and computer-based talks enable more equitable participation. In addition, using computer-assisted language learning (CALL) changes how students think about learning and boosts their confidence (Mili, 2020). Furthermore, as concluded by Chapelle (2001), teaching English as a second language with multimedia technology has proven to be very advantageous, particularly for non-native English speakers.

Thus, research conducted by Afrin (2014) shows that “the lesson is more interesting if a teacher uses electronic tools, and they prefer learning from a teacher who uses various e-tools while teaching” (p. 72). Similarly, Young and Bush (2004) claim that implementing technology in English language education is important because it enhances the quality of learning by promoting student engagement. According to Mahmuda (2016), through the internet, students have access to a multitude of online resources, such as interactive language learning websites, online dictionaries, audio and video content, and language learning programs. Bahari (2023) says that these tools allow students to learn at their own pace and give them more chances to get better at the language. Additionally, Costley (2014) asserts that ICTs offer a number of benefits, including the ability for students to participate actively, have discussions involving sufficient information, process newly given instructional materials, and enhance their language learning skills. Smartphone applications are also considered a suitable medium for contemporary English language learners (Zilber, 2013). Cano (2014) adds that smartphones and other portable digital devices possess substantial pedagogical potential. Consequently, the accessibility of these technologies for nearly all students has established their use as the prevalent instructional method for EFL learners in contemporary education.

Hossain (2018) notes that EFL learners in Bangladesh have ample access to smartphones and other advanced technologies, facilitating English language learning through various apps which have numerous opportunities. He also asserts that university-level EFL students in Bangladesh are maximizing the utilization of technological resources both within and beyond the classroom environment. He further states that studying English language using these technologies is time-efficient and allows for flexible learning positions, including standing, sitting, and lying down. Afrin (2020) says that these technological advancements brought about significant changes at the time of the Coronavirus pandemic in Bangladesh. During the worldwide COVID-19 lockdown, in Bangladesh, online education was considered to be a safe, effective, adaptable, and easily available method to improve students' English language ability (Raheem & Khan, 2020). Hossain (2021) claims that throughout the epidemic, Bangladeshi educational institutions including universities, higher secondary schools, and secondary schools gradually switched to online instruction, doing away with the requirement for substantial physical classrooms or other infrastructure. Likewise, Hossain and Haque (2022) assert that this transition to video classes conducted from anywhere saved time and provided flexibility for students, allowing them to attend classes during their free time and avoid transportation issues.

There exists a plethora of contemporary EFL video learning and gaming applications that facilitate the acquisition and enhancement of English language skills. These accessible and complimentary platforms facilitate the enhancement of visual, aural, reading, writing, and kinesthetic skills through captivating movies and interactive activities. Both educators and learners can utilize these resources for instructional and learning purposes. Altun (2015) asserts that students' motivation and linguistic awareness are increased when teachers include technology into the target language acquisition process, including computers, smart boards, smartphones, internet, video games, and music players. In Bangladesh as well as all over the world, the adoption of these technological tools in the educational sector has surged at the time of the pandemic (Raheem & Khan, 2020). In addition to that, Fatema and Sultana (2020) contend that while these online platforms are predominantly employed for amusement, they also serve educational goals and facilitate communication between students and professors beyond the classroom.

Despite significant technological advancements aimed at improving the educational system, several notable limitations and challenges remain in implementing technology in education in Bangladesh (Raheem & Khan, 2020). For example, excessive reliance on technology-driven language acquisition may foster a disconnection between educators and students, so undermining their connections and societal cohesion (Chen & Liu, 2012). Also, developing nations like Bangladesh are still far away from fully implementing TALL (Melkonyan & Matevosyan, 2020). There are lots of factors to be taken into consideration in order to avail from

its full benefits. A significant portion of the population in Bangladesh lacks essential technological resources like computers and internet access, hindering their ability to learn and utilize technology effectively (Haque & Akhter, 2014). The country faces challenges in terms of digital literacy and awareness, with a substantial number of people not comprehending how to use technology securely and efficiently (Fatema & Sultana, 2020; Gençter, 2015). This hinders their capacity to participate in and glean insights from technological progress. Furthermore, Hossain (2021) examined the impact of COVID-19 on higher education and, in line with Afrin (2020), reported that many universities in Bangladesh lack online learning platforms and consistent high-speed internet access.

According to Fatema and Sultana (2020), although Bangladesh's ratio of technology users is still relatively low, it is rising steadily. However, there is an imbalance between Bangladesh's usage of technology and its technology-based infrastructure, products, and curricula. Parvin and Salam (2015) highlight that most schools lack the essential infrastructure for successful implementation of the innovation for language learning. Though the 2010 National Education Policy of Bangladesh strongly advocates for teachers to incorporate audiovisual tools into English classroom instruction. Therefore, a successful online lesson relies on the teachers' ability, however, it is sometimes seen that the teachers use the content as a tool with insufficient planning (Hossain & Al Hasan, 2023). Concurrently, in Bangladesh, researchers suggest that English language teachers require adequate training in digital media and educational technology to enhance their technical proficiency for effective English language class instruction using technological tools (Afrin, 2014). Parvin and Salam (2015) observe that educators who excel in teacher training tend to exhibit higher levels of effectiveness in classroom facilitation. Nevertheless, Khan (2014) contends that the teacher training programs in Bangladesh faced criticism for being inadequately designed, as they neglected to address the genuine needs of teachers, specifically their challenges in incorporating ICT effectively into the teaching-learning process.

In addition to these, using technology in the classroom can present obstacles for educators, such as connecting and integrating the technology with the curriculum and course syllabus (Çakici, 2016). Despite living in an era characterized by advanced technology, a significant number of teachers remain reluctant to incorporate technological tools into their regular pedagogical practices (Hossain & Al Hasan, 2023). So, regarding English language instruction in Bangladesh, there is a distance between the available technologies and their efficient integration. Ahmadi (2018) argues that technology is essential for language acquisition, yet relying solely on digital resources does not guarantee effective teaching by educators or successful learning by students. Besides, people must grasp the effective and safe use of technology, overcoming potential learning barriers and hesitations through proper guidance. This research aims to uncover

the real-life dynamics of technology utilization in language learning among undergraduate students and teachers in Bangladesh. It will also assess the extent to which they leverage technology's benefits and the challenges they encounter in integrating it into their language learning experiences.

## **Methodology**

### ***Research Design & Instruments***

This study employed mixed methodologies, combining both qualitative and quantitative approaches, to validate and deepen the findings as well as to provide a more thorough understanding of the research subject. Also, the study simultaneously collected qualitative and quantitative data and analyzed them separately for interpretation. These methods helped the researchers calculate findings, strengthen validity, and produce a comprehensive understanding of the facts the researchers will be concentrating on, including their current state. The qualitative method, which gives participants' perspectives priority, allows for a more profound understanding of the subject being studied; the quantitative method, which values participant opinions, enables a researcher to extrapolate the findings to a wider population (Dawadi et al., 2021).

In this study, a semi-structured online questionnaire was used to gather information from respondents, consisting of ten questions, five open-ended and five closed-ended. There were 5-point liker scale (1-5 scale) items (strongly disagree to strongly agree), yes/no, rating measuring user satisfaction, aspects of functionality, learning outcomes, and student engagement using the technologies. Moreover, the questionnaire was validated by two ELT experts and pilot-tested on a small group (10 students) for reliability. Consequently, the experts recommended enhancements to improve the clarity and quality of the instrument.

### ***Setting & Population Sampling***

Considering the heterogeneity of higher education environment of Bangladesh, the current research utilizes a stratified sampling technique across 16 prominent public and private universities to strike the right balance of student profiles and ensure that the respondents represent the national population of undergraduate EFL learners. Universities in Bangladesh, whether public or private, show wide discrepancies in their teaching resources, technology facilities, decentralization in institutional governance, geographical location, and socio-economic characteristics of their students. Therefore, we recruited 100 undergraduate EFL learners from these varied settings, which could shed light on the generalizability of the findings. This stratification makes the data more resilient, because it prevents an institution or a region from dominating the data. The

approach and selected demographic help in revealing the true perspectives of the nation's public and private universities. Moreover, the study delves into both challenges and potential advantages and also provides comprehensive insights into the TALL landscape among Bangladeshi undergraduate students.

This table displays the allocation of 100 participants from various Bangladeshi universities:

**Table 1.** *Percentage of Student Participation by University*

Name of the University	Type	Percentage of Participation
Begum Rokeya University	Public	7%
Daffodil International University	Private	6.6%
Hajee Mohammad Danesh Science & Technology University	Public	5.4%
Islamic University, Bangladesh	Public	4.4%
Jagannath University	Public	5.2%
Jahangirnagar University	Public	4.2%
Jashore University of Science & Technology	Public	6.4%
Jatiya Kabi Kazi Nazrul Islam University	Public	5.6%
Noakhali Science & Technology University	Public	4.2%
Pabna University of Science & Technology	Public	4.4%
Pundra University of Science & Technology	Private	12.2%
University of Chittagong	Public	5.2%
University of Dhaka	Public	10.9%
University of Liberal Arts Bangladesh	Private	8.5%
University of Rajshahi	Public	5.2%
Varendra University	Private	4.4%
<b>Total</b>		<b>100%</b>

### Data Collection & Analysis Procedure

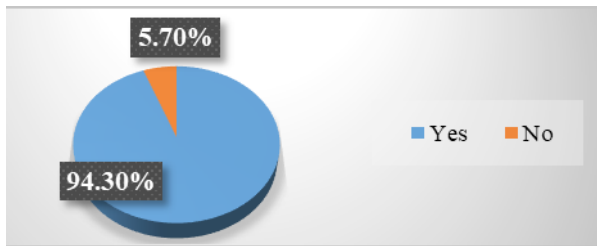
In order to gather both qualitative and quantitative data, the researchers used Google Forms to distribute survey questionnaires between November 17, 2023, and December 14, 2023. The information was gathered throughout the same period. The majority of the surveys were distributed via Facebook Messenger, WhatsApp, and other social sites. In certain cases, the researchers were required to be convinced and given their consent to participate in the study over the phone. Despite their agreement to participate at their convenience, a few targeted individuals declined to engage in the survey. In order to attain the desired number of students, the researchers then needed to get in contact with additional students. To better illustrate the objectives of the research, the majority of the students were selected from the English discipline, with a smaller number coming from other disciplines.

To produce more accurate and dependable results, a mixed-method approach is used to assess the gathered replies, integrating qualitative and quantitative analysis techniques. The responses from the close-ended questions are examined quantitatively, with the findings converted into numerical values and percentages, which are then illustrated using pie charts, infographics, tables, and similar visual aids through tools like Microsoft Excel, Napkin AI, and Live Gap Charts, which are great visual interpreters of turn out into the data.

## Findings & Analysis

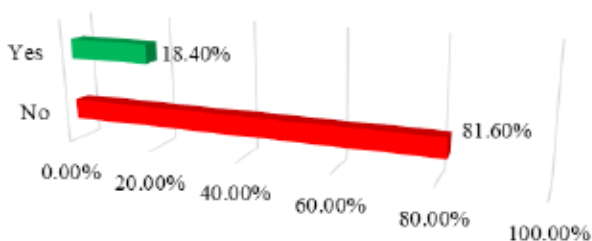
To comprehensively present the results aligning with the research questions, this section outlines the findings obtained from both the quantitative and qualitative analyses of the collected responses:

### 1. Current Status and Feasibility of TALL in Bangladesh



**Figure 1.** *Impact of Technological Assistance on Language Learning*

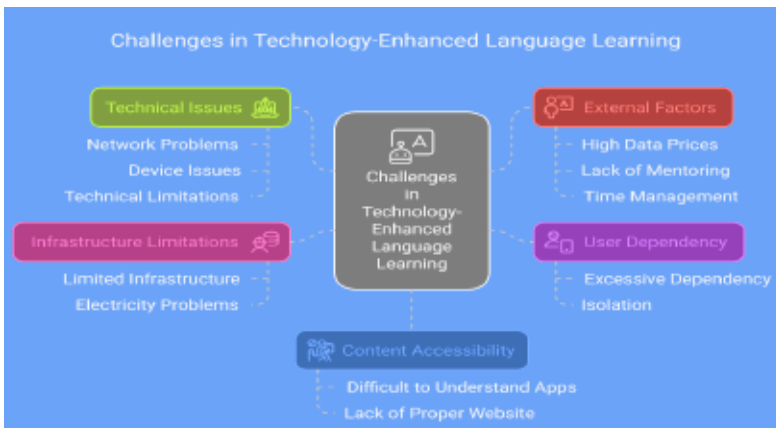
The majority of participants in the study, comprising 94.30%, affirmed that students benefit from technological assistance in language learning. Nevertheless, the presence of 5.70% of participants who disagreed suggests that a small portion of learners do not find technological assistance beneficial. This indicates that TALL is generally well supported among learners. These findings emphasize the widespread recognition of technology's positive impact on language learning, emphasizing its role as a valuable tool in facilitating student learning experiences. This indicates that TALL is at large a good initiative in Bangladesh although the pattern might be different for different settings.



**Figure 2.** *Availability of adequate infrastructure for utilizing TALL in institutions*

In response to the question about having enough infrastructure for using TALL in the institution, 81.6% of participants said “no,” indicating a significant majority lacking sufficient resources. Conversely, 18.4% answered “yes.” This highlights a prevailing challenge in ensuring adequate technological support for TALL within the institution, potentially affecting the implementation and effectiveness of technology-enhanced language learning. It suggests the presence of large-scale infrastructure challenges, which may render TALL impossible to integrate into the landscape of education.

## 2. Barriers and Potential Opportunities for Implementing TALL



**Figure 3.** Challenges of Students in Technology-Enhanced Language Learning

Participants identified several challenges to using technology for language learning. Common issues include network problems, excessive dependency on technology, and difficulties in understanding app features, limited infrastructure, limited resources, and the intrusion of advertisements. Students also face challenges related to technical issues, high data prices, and device problems. The struggle to comprehend native accents, electricity problems, time management issues, and technical limitations contribute to the hurdles. The overarching theme is that these challenges may create a sense of isolation for learners, impacting the effectiveness of technology in language education.

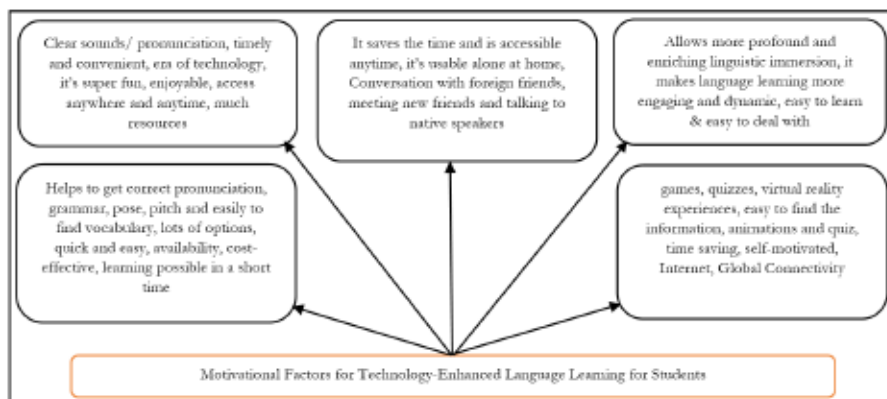
The survey findings also uncover the myriad opportunities and benefits derived from technology-assisted language learning. Respondents expressed the advantage of swift learning within a short time, emphasizing the time-saving aspect. Also, the use of standardized tools provides a platform for self-correction, minimizing the discomfort of making mistakes in public. Additionally, learners appreciate the flexibility to progress at their own pace, engaging in enjoyable activities like games. The accessibility of online platforms facilitates practice anytime, anywhere, even with native speakers, thereby enhancing language skills. One of the respondents opine regarding these issues:

Most of the time we cannot find a partner for practice speaking; in this situation we can get help from technology to continue this, and technology can perform with us as if it were a human (Student-77).

The abundance of resources, including apps, videos, and online courses, contributes to a more enjoyable and effective learning experience. A respondent shares his experience as follows:

Some particular apps help me to correct pronunciation, grammar, pose, pitch, and easily find vocabulary, etc. For example, some of the apps I use include Duolingo, Elsa Speak Up, and U Dictionary (Student-22).

Moreover, improved communication and collaboration, coupled with enhanced flexibility and convenience, emerged as key benefits. Furthermore, real-time feedback and interactive exercises were highlighted for their role in sharpening language skills. Respondents acknowledged the cost-effectiveness and ease of understanding associated with digital resources, emphasizing the positive impact on vocabulary and grammar acquisition. Not only that, but many credit technologies with fostering fluency in speaking and improving overall communication skills.

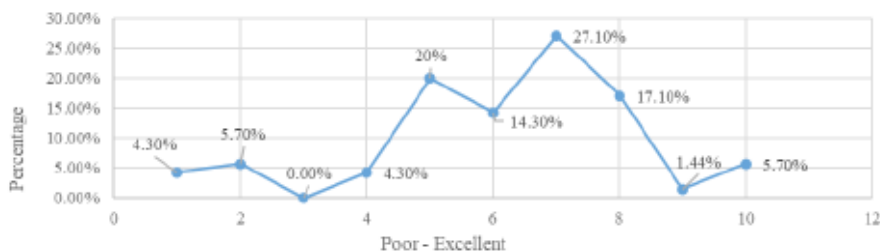


**Figure 4.** *Motivational Factors for Technology-Enhanced Language Learning*

Participants express strong motivation to use technology in language learning due to various reasons. They find it enjoyable, convenient, and accessible anytime, enabling learning at one's own pace. The appeal lies in clear pronunciation, engaging resources like games and quizzes, and the opportunity to connect with native speakers, fostering linguistic immersion. Learners appreciate the time-saving aspect, cost-effectiveness, and dynamic nature of technology-enhanced learning, which includes virtual reality experiences, animations, and quizzes. The ease of finding information, global connectivity, and the self-motivated

nature of technology contribute to its popularity, making language learning more accessible, engaging, and efficient in the modern era.

### 3. Access to Technology, Proficiency Levels, and Social Influences



**Figure 5.** Student Proficiency Levels in Technology-Assisted Language Learning

The presented data delineates the proficiency levels of students in utilizing technology for language learning, with each numerical category representing a distinct competency range. The ordinal scale assigns smaller values (1, 2, and 3) to denote a lower proficiency level, indicative of a poor or insufficient ability to incorporate technology in language learning. Conversely, intermediate values (5, 6, and 7) signify average proficiency, suggesting a moderate level of competence in leveraging technological tools for language acquisition. Notably, higher values (8, 9, 10) are indicative of superior proficiency, reflecting an excellent or expert command of technology in the context of language learning.

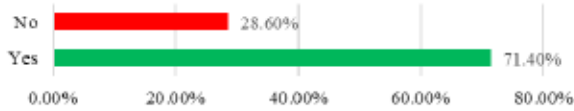
The tabulated percentages associated with each proficiency level provide a quantitative perspective on the distribution of technological proficiency among the student population. For instance, the prevalence of students with a proficiency level of 7 is notably high at 27.10%, signifying a substantial proportion of individuals who exhibit an advanced aptitude for utilizing technology in language learning. On the contrary, proficiency levels 3 and 9 are observed to be relatively low at 0.00% and 1.44%, respectively, suggesting a minimal presence of students displaying poor or inadequate and highly expert proficiency in technology-assisted language learning.



**Figure 6.** Perceptions of Social and Cultural Influences on Technology Use in Language Learning

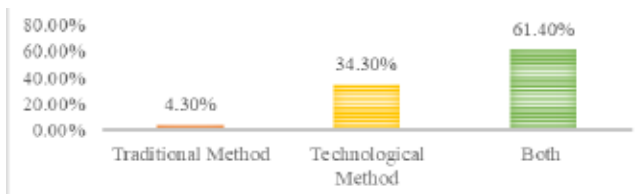
In the survey, almost 82% of participants said social and cultural factors do not influence their use of technology for language learning, while 18.40% acknowledged such influences. This suggests a prevailing perception among learners that social and cultural aspects play a minimal role in shaping their technological language learning experiences.

#### 4. Familiarity of Language Teachers and Learners with TALL Tools



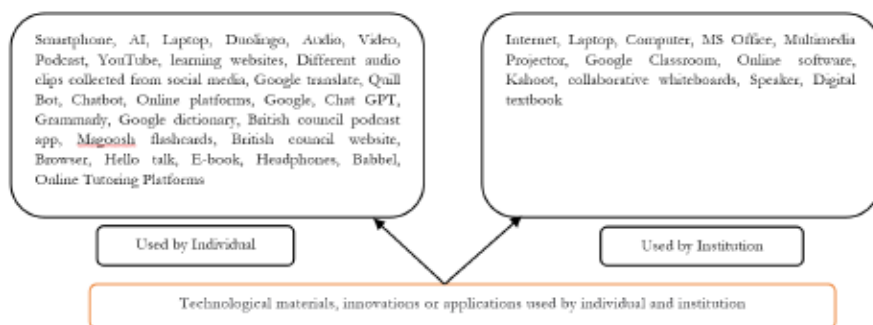
*Figure 7. University Teachers' Perceived Capability in Utilizing TALL*

The figure shows that most university teachers (71.40%) report being capable of utilizing TALL, indicating they believe they have the proper knowledge to run technological tools associated with language learning. However, 28.60% of students feel that their teachers do not have adequate knowledge of these tools and their features. Students cite a number of reasons for this perception. They believe their teachers might struggle with TALL due to insufficient technological resources in their institutions, a lack of proper usage, inadequate training, or insufficient institutional support. Additionally, some students suggest that their teachers may not regularly practice using these tools or show a lack of interest, potentially due to a lack of arrangements in their institutions. These insights are based on self-reported data and reflect the perceptions of the participants, rather than definitive evidence.



*Figure 8. Student Preferences for English Language Learning Methods*

The survey reveals diverse preferences among students for English language learning methods. A mere 4.30% favor the traditional approach, emphasizing face-to-face interactions. In contrast, 34.30% express a preference for using technological methods, highlighting the significance of digital tools in language learning. Notably, a substantial 61.40% advocate for a blended approach, endorsing both traditional and technological methods. This nuanced perspective highlights the importance of incorporating a hybrid model to cater to students' varied learning preferences in the context of English language education.



**Figure 9.** *Technological Tools and Innovations in Contemporary Language Learning Environments*

This comprehensive figure delineates the diverse array of technological materials, innovations, and applications utilized by individuals and institutions in the area of learning languages. Individuals harness the power of smartphones, AI, laptops, and an array of language-specific tools like Duolingo, Google Translate, and ChatGPT. They also leverage multimedia resources such as audio, video, podcasts, and various websites. In contrast, institutions rely on foundational technologies like the internet, laptops, and computers, with additional tools like MS Office, multimedia projectors, and collaborative platforms such as Google Classroom. Engaging tools like Kahoot and digital textbooks contribute to interactive learning, while online tutoring platforms and language-specific apps like Magoosh and Babbel enhance the institutional language education landscape. This dynamic interplay of individual and institutional technology underscores the multifaceted nature of contemporary language learning environments.

## Discussion

The incorporation of technology in language learning has become increasingly prevalent worldwide, and Bangladesh is no exception. This study highlights the significant impact of technological tools on English language acquisition among university students in Bangladesh, highlighting the advantages and disadvantages of this contemporary strategy.

The findings of this research align with previous studies indicating the growing reliance on technology in education (Young & Bush, 2004). The survey results show that a substantial majority of students (94.30%) utilize technology for language learning, underscoring the widespread acceptance and integration of technological resources in educational settings (Figure 1). This is consistent with the global trend where technology is seen as a critical component in modern language instruction (Blake, 2011). However, the preference for a hybrid learning model combining both traditional and technological methods, as indicated

by almost 62% of the students (Figure 8), suggests that while technology is beneficial, traditional methods still hold value. This is in line with research by Levy and Stockwell (2006), which highlights the complementary nature of traditional and technological approaches to language learning. The need for a hybrid model to accommodate diverse learning preferences is further supported by studies that emphasize the effectiveness of blended learning environments (Graham, 2006). Furthermore, participants highlighted the motivational aspects of using technology, citing clear pronunciation, convenience, and extensive resources as key benefits (Figure 4). These findings are supported by Stockwell (2012), who argues that technology can enhance language learning by providing diverse and immersive experiences. In contrast, a study conducted by Kurt and Bensen (2017) found that students' replies indicated that they are frustrated with utilizing the mobile application to complete activities since the assignments are labor-intensive and complex. Therefore, teachers need to have an idea of the technologies, what they are capable of, and what task they are giving to the students. The affordability and accessibility of smartphones in Bangladesh have democratized access to these technological tools, making language learning more inclusive (Power & Shrestha, 2010). However, Tafazoli et al. (2018) think that the teachers also must consider the limitations of the portable devices as some students face difficulties using them due to technological issues.

Despite the benefits, the study reveals significant challenges related to infrastructural and logistical support. A staggering 81.60% of participants reported insufficient infrastructure for language learning technology (Figure 2). This echoes findings by Hossain and Al Hasan (2023), who identified inadequate infrastructure, unstable internet connections, and unreliable electricity as major obstacles. The absence of the newest technology and inexperienced IT support further exacerbates these issues, highlighting the need for comprehensive infrastructural development and training programs to support the effective implementation of technology in language learning. Additionally, the challenges faced by students, such as network problems, technical issues with apps and devices, and high data costs (Figure 8), are consistent with the barriers identified in previous research (Zhao, 2013; Hossain & Al Hasan, 2023). Moreover, using technology for extended periods of time can create dangerous circumstances for students, leading to health issues like headaches, boredom, and fatigue. These obstacles hinder the seamless integration of technology in language learning and suggest a need for targeted interventions to improve technical support and reduce data costs. Besides, the varying levels of proficiency in using technology for language learning among students (Figure 5) suggest that while some students are adept at utilizing these tools, others require additional training and support. They have trouble using language learning tools and apps efficiently, accessing online platforms, and basic computer skills. This result is in line with Hubbard's

(2013) research, which emphasizes the value of acquiring digital literacy skills in order to optimize the advantages of technology for language learning.

The minimal influence of cultural and social aspects on the use of technology for language learning (Figure 6) suggests that technological adoption in this context is primarily driven by practical considerations rather than socio-cultural dynamics. This is somewhat contrary to findings by Azam et al. (2003), who emphasized the role of cultural factors in technology adoption, indicating a unique aspect of the Bangladeshi context that warrants further investigation. Finally, the disparity in teachers' proficiency with technology for language learning (Figure 9) indicates a need for professional development and support. While a majority of teachers are proficient, a significant proportion (28.60%) lack the necessary skills, which can impede the successful use of technology in the classroom. This finding suggests the call for enhanced teacher training programs in Bangladeshi universities.

Lastly, we must address significant challenges related to infrastructure, technical support, and teacher training, even though technology-assisted language learning presents numerous opportunities for enhancing language acquisition among Bangladeshi undergraduate university students. This study adds to the expanding corpus of research on the use of technology in language instruction and emphasizes the necessity of a comprehensive strategy to maximize the advantages of technological resources in this setting.

## **Conclusion**

To sum up, this study clarifies the present situation of TALL in Bangladesh, investigating its feasibility, barriers, opportunities, and levels of familiarity among the students. While the majority of students embrace technology for language learning, the research highlights significant challenges in infrastructure, connectivity, availability of the new EdTech, and teacher preparedness. We found that students use some modern technologies to learn language at their own pace. Although some universities offer modern EdTech, a great number of their faculty members are incapable of running the equipment properly, especially in the public universities. Moreover, it shows that many students are lagging behind due to the internet service, particularly in the rural areas. The findings emphasize the urgent need for government intervention to provide logistic supports, improve internet access and power supply, and establish policies supporting TALL in educational institutions. Additionally, enhancing digital literacy and providing adequate training for teachers are crucial steps towards realizing the full potential of TALL in the Bangladeshi education system, especially as universities continue to integrate EdTech into their pedagogy. Also, this study suggests a blended model, where traditional in-person learning methods are complemented with remote or digital learning,

is likely to be the most effective strategy to reach the greatest number and diversity of students. Despite its evident benefits, addressing limitations and implementing the recommended measures will be essential for the effective integration of TALL and fostering a technologically-enabled language learning landscape in Bangladesh.

### **Limitations**

This study has some limitations to consider. Firstly, the study could not survey all the universities in Bangladesh; it used Google Forms to collect data from 100 students across 16 private and public universities nationwide. This sample size is small, making it challenging to generalize findings for the entire country. Importantly, the study did not include teachers in the survey, which would have provided valuable insights, such as their problems on implementing TALL in the classroom. The survey also did not record names or genders, and it did not observe students or their institutions in person. Additionally, time constraints limited participant response time, impacting the reliability and depth of their answers. The lack of longitudinal data also means that the study could not track changes over time, which is crucial for understanding long-term impacts. Moreover, potential biases in self-reported data could affect the accuracy of the findings. Hence, a direct survey could have added a solid overview to the research findings and enhanced both the validity and reliability.

### **Recommendations**

This study offers several notable recommendations. Improving internet access and guaranteeing a steady power supply must be top priorities for the government and stakeholders in order to increase TALL in Bangladeshi universities. Important actions include building infrastructure, increasing bandwidth, and utilizing cutting-edge technologies like satellite internet. Hossain and Haque (2022) recommend that “the universities should provide sufficient logistical support to both the teachers and the students in terms of essential technological devices and speedy internet facilities” (p. 293). Additionally, government policies supporting TALL should address infrastructure, curriculum adaptation, expert teacher training, content localization, and affordable access to devices. Ensuring language teachers receive adequate training and resources is vital. Furthermore, establishing partnerships with tech companies could provide additional resources and expertise, fostering a more robust learning environment. The integration of mobile learning apps and platforms, as well as continuous monitoring and evaluation of TALL initiatives, would also contribute to their success (Rahman & Pandian, 2018; Khan, 2014).

## Future Research Directions

Based on the limitations of this study, there are some suggestions for future research. Future research should expand the sample size of the populations and number of the universities to get more generalized findings. Since this study has been conducted only among students, involving teachers in future studies can provide an in-depth understanding of the pedagogical challenges, technological barriers, and classroom realities while implementing TALL. Demographic variables can also be gathered to understand whether the TALL experiences vary based on the gender, institution or even academic discipline. Furthermore, methodological changes may be considered for including interviews, observations, and focus group discussions to get more in-depth results, which are not covered in this study. Future research may address potential biases in self-reported data by combining survey results with performance tests or teacher evaluations.

## References

- Afrin, M. (2020). Virtual EFL classes during COVID-19 in Bangladesh: Pros and cons with possible solutions at tertiary level. *International Journal of English Language & Translation Studies*, 8(2), 77-86.
- Afrin, N. (2014). Integrating computer-assisted instruction in the EFL classroom of Bangladesh. *IOSR Journal of Humanities and Social Science*, 19(4), 69-75. <https://doi.org/10.9790/0837-191146975>
- Ahmad, J. (2016). Technology assisted language learning is a silver bullet for enhancing language competence and performance: A case study. *International Journal of Applied Linguistics and English Literature*, 5(7), 118-131. <https://doi.org/10.7575/aiac.ijalel.v.5n.7p.118>
- Ahmadi, M. R., (2018). The use of Technology in English language learning: A literature review *International Journal of Research in English Education*, 3(2), 115-125. <http://dx.doi.org/10.29252/ijree.3.2.115>
- Alam, M. S., & Islam, Y. M. (2008). Virtual interactive classroom (VIC) using mobile technology at the Bangladesh Open University (BOU). Retrieved from <http://hdl.handle.net/11599/4668>
- Altun, M. (2015). The integration of technology into foreign language teaching. *International Journal on New Trends in Education and Their Implications*. 6(1). 22-27.
- American Council on the Teaching of Foreign Languages. (2013). *Program standards for the preparation of foreign language teachers*. ACTFL
- Azam, M. S., Morsalin, Md., Rakib, Md. R. H. K., & Pramanik, S. A. K. (2023). Adoption of electronic commerce by individuals in Bangladesh. *Information Development*, 39(4), 764-786. <https://doi.org/10.1177/02666669211052523>

- Bahari, A. (2023). Affordances and challenges of technology-assisted language learning for motivation: A systematic review. *Interactive Learning Environments, 31*(9), 5853-5873. <https://doi.org/10.1080/10494820.2021.2021246>
- Begum, R. (2011). Prospects for cell phones as instructional tools in the EFL classroom: A case study of Jahangirnagar University, Bangladesh. *The Canadian Center of Science and Education, 4*(1), 105-115. <https://eric.ed.gov/?id=EJ1080334> <https://doi.org/10.5539/elt.v4n1p105>
- Baytak, A., Tarman, B., & Ayas, C. (2011). Experiencing technology integration in education: Children's perceptions. *International Electronic Journal of Elementary Education, 3*(2), 139-151.
- Blake, R. J. (2011). Current trends in online language learning. *Annual review of applied linguistics, 31*, 19-35. <https://doi.org/10.1017/S026719051100002X>
- Buddha, H., Shuib, L., Idris, L., & Eke, C. I. (2024). Technology-Assisted Language Learning Systems: A Systematic Literature Review. *IEEE Access, 12*, 33449-33472. <https://doi.org/10.1109/ACCESS.2024.3366663>
- Bull, S., & Ma, Y. (2001). Raising learner awareness of language learning strategies in situations of limited recourses. *Interactive Learning Environments, 9*(2), 171-200. <https://doi.org/10.1076/ilee.9.2.171.7439>
- Çakici, D. (2016). The use of ICT in teaching English as a foreign language. *Participatory Educational Research, 4*(2), 73-77. <https://dergipark.org.tr/en/pub/per/issue/47596/601260>
- Cano, V. E. (2014). Mobile distance learning with smartphones and apps in higher education. *Educational Sciences: Theory & Practice, 14*(4), 1505- 1520. <https://doi.org/10.12738/estp.2014.4.2012>
- Chapelle, C. A. (2001). *Computer applications in second language acquisition*. Cambridge University Press, Cambridge, UK. <https://doi.org/10.1017/CBO9781139524681>
- Chen, E. C., & Liu, J. (2012). Applying multimedia technology to the teaching and learning of college English in China: Problems and solutions. *Journal of Information Technology and Application in Education, 1*(3), 108-111.
- Costley, K. C. (2014). *The positive effects of technology on teaching and student learning*. Arkansas Tech University.
- Dawadi, S., Shrestha, S., & Giri, R. A. (2021). Mixed-methods research: A discussion on its types, challenges, and criticisms. *Journal of Practical Studies in Education, 2*(2), 25-36. <https://doi.org/10.46809/jpse.v2i2.20>
- Derakhshan, A., Salehi, D., & Rahimzadeh, M. (2015). Computer-assisted language learning (CALL): Pedagogical pros and cons. *International Journal of English Language and Literature Studies, 4*(3), 111-120. <https://doi.org/10.18488/journal.23/2015.4.3/23.3.111.120>

- Fatema, K., & Sultana, N. (2020). A survey on technology used in higher secondary EFL class in Bangladesh. *Middle Eastern Journal of Research in Education and Social Sciences*, 1(2), 52-66. <https://doi.org/10.47631/mejress.v1i2.54>
- Gençlter, B. (2015). How does technology affect language learning process at an early age? *Procedia Social and Behavioral Sciences*, 199, 311-316. <https://doi.org/10.1016/j.sbspro.2015.07.552>.
- Graham, C. R. (2006). Blended learning systems. *The handbook of blended learning: Global perspectives, local designs*, 1, 3-21.
- Gurgenidze, M. (2018). Technology assisted English language learning and its possible benefits in Georgia. *International Journal of Technology in Education and Science (IJTES)*, 2(1), 31-34.
- Haque, M. S., & Akhter, M. (2014). Challenges and possibilities of computer assisted language teaching in higher education: Bangladesh in focus. *Harvest: Jahangirnagar University Studies in Language and Literature*, 5, 73-91.
- Hasan, M. K., Fakhri, A. H., & Seraj, P. M. I. (2022). The effect of technology-assisted language programme on vocabulary learning among EFL students at the tertiary level. *Heliyon*, 8(8), 1-6. <https://doi.org/10.1016/j.heliyon.2022.e10313>
- Hossain, M. (2018). Exploiting smartphones and apps for language learning: A case study with the EFL learners in a Bangladeshi university. *Review of Public Administration and Management*, 6(1), 2-5. <https://doi.org/10.4172/2315-7844.1000241>
- Hossain, M. M. (2021). English language teaching through virtual classroom during COVID-19 lockdown in Bangladesh: Challenges and propositions. *Journal of English Education and Teaching*, 5(1), 41-60. <https://doi.org/10.33369/jcet.5.1.41-60>
- Hossain, M. M., & Haque, M. N. (2022). Virtual assessment in English language teaching during Covid 19 Pandemic: Challenges and considerations in Bangladesh perspectives. *Script Journal: Journal of Linguistics and English Teaching*, 7(2), 273-298. <https://doi.org/10.24903/sj.v7i2.1008>
- Hossain, M., & Al Hasan, R. (2023). Educational technology (EdTech) in English as a foreign language (EFL) in Bangladesh: Necessities, innovations, and implications. *Studies in Linguistics, Culture, and FLT*, 11(3), 102-129. <https://doi.org/10.46687/NREO6623>
- Hubbard, P. (2013). Making a Case for Learner Training in Technology Enhanced Language Learning Environments. *CALICO Journal*, 30(2), 163-178. <https://doi.org/10.11139/cj.30.2.163-178>
- Khan, R. U. A. (2014). *The Influence of educational technology on affective education in Maritime Education and Training* [Master's thesis, World Maritime University Dissertations]. World Maritime University. [https://commons.wmu.se/all\\_dissertations/456/](https://commons.wmu.se/all_dissertations/456/)

- Kurt, S. (2014). Creating technology-enriched classrooms: implementation challenges in Turkish education. *Learning, Media and Technology*, 39(1), 89-106. <https://doi.org/10.1080/17439884.2013.776077>
- Kurt, M., & Bensen, H. (2017). Six seconds to visualize the word: improving EFL learners' vocabulary through VVVs. *Journal of Computer Assisted Learning*, 33(4), 334-346. <https://doi.org/10.1111/jcal.12182>
- Levy, M., & Stockwell, M. (2006). Effective use of CALL technologies: Finding the right balance. *Changing language education through CALL*, 1(18), 301-320.
- Mahmuda, M. (2016). Teaching and learning through technology in Bangladeshi higher education. *International Journal of Scientific & Engineering Research*, 7(4), 257-262.
- Mallick, P., Maniruzzaman, M., & Das, S. (2020). Addressing impact of technology in English language teaching at secondary level education in Bangladesh. *International Journal of English Literature and Social Sciences*, 5(3), 665-671. <https://doi.org/10.22161/ijels.53.16>
- Melkonyan, A., & Matevosyan, A. (2020). Technology-assisted foreign language learning (TALL) in the digital age. *LLT Forum*, 88, 1-7. <https://doi.org/10.1051/shsconf/20208802005>
- Mili, A., & Ahmad, M. S. (2020). Computer Assisted Language Learning (CALL) in EFL Classroom in Bangladesh. <https://doi.org/10.31235/osf.io/c6kd2>
- Parvin, R. H., & Salam, S. F. (2015). The effectiveness of using technology in English language classrooms in government primary schools in Bangladesh. *Forum for International Research in Education*, 2(1), 47-59. <http://doi.org/10.18275/fire201502011049>
- Power, T., & Shrestha, P. (2010). Mobile technologies for (English) language learning: An exploration in the context of Bangladesh. In: *IADIS International Conference: Mobile Learning 2010*, 19-21 Mar 2010, Porto, Portugal. <http://www.mlearning-conf.org>
- Raheem, B. R., & Khan, A. (2020). The role of e-learning in COVID-19 crisis. *International Journal on Creative Research Thoughts*, 8(3), 3135-3138.
- Rahman, M. M., & Pandian, A. (2018). A Critical Investigation of English Language Teaching in Bangladesh: Unfulfilled expectations after two decades of Communicative Language Teaching. *English Today*, 34(3), 43-49. <http://doi.org/10.1017/S026607841700061X>
- Stockwell, G. (Ed.). (2012). *Computer-assisted language learning: Diversity in research and practice*. Cambridge University Press. <https://doi.org/10.1017/CBO9781139060981>

- Suchona, I. J. (2024). Using Technology in English Language Classrooms in Bangladesh: Private University Teachers' Perspectives. *Bodhi International Journal of Research in Humanities, Arts and Science*, 8(2), 100-105.
- Susikaran, R. S. A. (2013). The use of multimedia in English language teaching. *Journal of Technology for ELT*, 3(2). <https://tinyurl.com/mwvnm4h>
- Tafazoli, D., Gómez Parra, M. E., & Huertas-Abril, C. A. (2018). *Cross-cultural perspectives on technology-enhanced language learning*. IGI Global. <https://doi.org/10.4018/978-1-5225-5463-9>
- Talukder, M. J., & Sikder, L. B. (2024). Problems, Challenges and Prospects in Integrating ICT in English Language Teaching: Bangladesh Perspective. *Jurnal Yudistira: Publikasi Riset Ilmu Pendidikan dan Bahasa*, 2(2), 336-350. <https://doi.org/10.61132/yudistira.v2i2.706>
- Young, C. A., & Bush, J. (2004). Teaching the English language arts with technology: A critical approach and pedagogical framework. *Contemporary Issues in Technology and Teacher Education*, 4(1), 1-22. <http://www.citejournal.org/vol4/iss1/languagearts/article1.cfm>
- Zhao, Y. (2013). Recent developments in technology and language learning: Literature review and meta-analysis. *CALICO Journal*, 21(1), 7-27. <https://doi.org/10.1558/cj.v21i1.7-27>
- Zilber, J. (2013). Smartphone apps for ESL: Finding the wheat amidst the chaff. CONTACT Magazine, TESOL Ontario. 15-21.

## Appendix

### *Questionnaire:*

1. Did you ever get any help from technology in language learning?
2. Which method do you prefer for English language learning?
3. What technological materials, innovations or applications do **you** and **your institution** use for language learning? Write down separately (**you** and **your institution**).
4. Are your language teachers fully capable of **applying** technology-assisted language learning (প্রযুক্তি-সহায়ক ভাষা শিক্ষা) and **its features**? If “no”, then why?
5. What particular factors motivate/inspire you to use technological innovations in language learning?
6. What specific problems and challenges do you face while using technology in language learning?

7. Does your institution have adequate infrastructure for utilizing technology-assisted language learning?
8. What are the social and cultural influences on you when accessing technology for language learning?
9. What benefits and opportunities do you get from technology-assisted language learning?
10. Rate your proficiency level in using technological innovations, materials or applications.