









Research article

The Use of Technology in Developing HSC Level Students' English Language Proficiency: A Perception Study

Marium Jamila¹  , Md. Munibur Rahman^{2*}   & Zahid Hasan³  

^{1,2,3}Department of English, Jashore University of Science and Technology, Bangladesh.

Abstract

In today's competitive world, the use of technology across diverse sectors is on the rise, and language learning is no exception. As higher secondary level (HSC) students badly need to be proficient in English to pursue higher education and build up their future careers, young learners profusely use various technologies as learning tools to make the process of language learning easy and affordable. So, this study investigated the varied impacts and implications of using technology on the development of the HSC level students' English language proficiency in Bangladesh. To explore the students' perceptions of technology usage in developing their English language proficiency, this research collected data from 235 learners from two districts in Bangladesh, employing a questionnaire consisting of both closed-ended and open-ended items. The findings revealed that most students use different technological tools for learning English. They have very positive perceptions of the utility and effectiveness of technologies in language learning, though difficulties like the high cost of tools, unavailability of free programs and software, over-reliance on technology tools, etc., were also reported. To overcome the obstacles associated with this issue, necessary support and measures were also suggested. The findings are expected to provide valuable insights into adopting policies and using technology to develop student's English language proficiency.

Keywords: English Language Classrooms, HSC Level, Language Learning, Language Proficiency, Technology.

Conflicts of Interest: The authors declared no conflicts of interest.

Funding: No funding was received for this research.

Article History: Received: 27 August 2024. Revised: 25 October 2024. Accepted: 27 October 2024. First published: 28 October 2024.

Copyright: © 2024 by the author/s.

License: License Aesthetix Media Services, India. Distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>).

Published by: [Aesthetix Media Services, India](https://www.aesthetixmedia.com/) ↗

Citation: Jamila, M., Rahman, M.M. & Hasan, Z. (2024). The Use of Technology in Developing HSC Level Students' English Language Proficiency: A Perception Study. *Rupkatha Journal* 16:3. <https://doi.org/10.21659/rupkatha.v16n3.04g>



1. Introduction

English, as a lingua franca, enables individuals to interact with people of diverse cultures and languages in many international settings and purposes (Jenkins, 2015). For this reason, an individual proficient in English gets many other benefits in academic, professional, cultural, corporate, and social life as well. In an academic context, English proficiency opens many doors to opportunities for the students for higher education. By having a good command of English, the students can have access to a wide range of branches of knowledge and information, participate effectively in discussions, and interact with people from different places who speak different languages (Dahal & Gyawali, 2022), read and produce high-quality written works. Besides, a high level of proficiency in English helps the students get scholarships to study in developed countries where the medium of instruction is English. Moreover, this proficiency paves the way for the global job markets as most multinational companies, organizations and institutes use English as the base language for documentation and communication (Akther, 2022).

In keeping with the growing use of technology in almost every sector, the reliance on digital devices for educational purposes is also increasing day by day (Metruk, 2022). By offering interactive platforms, realistic application of language, and providing diverse language learning tools for learners, technology contributes a lot to learning the English language. Many online (Wahyuni & Hakiki, 2023) and offline platforms (Irma et al., 2022) provide effective ways and methods to achieve substantial success in language learning. Technology-based tools and materials, such as computers, mobile phones, tablets, virtual classrooms, interactive videos, online teaching-learning platforms, and learning applications facilitate language learning faster and more effectively. Technology has changed the traditional language learning platforms by initiating online language learning platforms that offer many learning materials and resources, such as multimedia content, interactive lessons, and real-time feedback. Learners can easily access these resources even while living at a far distance in today's world, facilitating a flexible and personalized learning experience (Wang et al., 2019). Different language learning apps, such as BBC Learning English, Memrise, FluentU, etc., provide interactive exercises, quizzes, and bite-sized lessons. Rosetta Stone, Babbel, and Duolingo, for example, are some famous apps that employ artificial intelligence and gamification in language acquisition. All these platforms offer language learning through interaction, pleasure, and spontaneity that make learning the lessons more attractive, customizable, attentive, and concerted (Fan et al., 2023).

Considering the practical necessity of using technology in language learning, it has been included in the language learning curriculums of different educational institutions across the world today. To be proficient in English at the HSC is crucial for every student as this period is the time for preparation for tertiary-level education (Rahman et al., 2024) where English plays a vital role as a medium of instruction and mode of communication. It is now documented in many research works that the use of modern technology expedites the process of learning a second or foreign language (Zhang & Zou, 2022). Therefore, if the students fall behind in utilizing technology in developing their language skills, they may lag in developing their English language skills which may result in their poor performance in higher education, and subsequently in their career.

Given the reality and demand discussed above, the understanding of the current situation of students' use of technology in developing language learning is very important for teachers and

policymakers to ensure meaningful outcomes in HSC-level education by incorporating technology-assisted learning in the curriculum. In keeping with this view, this research aims to investigate HSC-level students' perceptions of technology usage in developing their English language proficiency. More specifically, the objectives of this research are to analyze the benefits of and barriers to using technology as well as to suggest feasible solutions. To meet the objectives, this study addressed four specific research questions (RQ) that include: i. What is the current state of technology usage among HSC-level learners in Bangladesh? ii. How does technology help develop their English proficiency? iii. Which obstacles do the learners face in using technology to develop their English skills? iv. What are the feasible solutions to these barriers?

2. Literature Review

Research on the use and effectiveness of technology in educational settings has gained substantial importance from researchers all over the world. In the case of the English language teaching-learning process, whatever the context is, native or second/foreign, technology usage has become a major concern and a center of focus for educators and researchers. Consequently, a myriad of studies focusing on the use of technology in developing learners' English language proficiency (Fan et al., 2023; Selvaraj & Ravindran, 2023; Serajuddin, 2023; Solikhah, 2023; Erlangga & Ayu, 2022; Hakim & Agustina (2022); Pham, 2022; Luthfiyyah et al., 2021; Van et al., 2021; Carhill-Poza & Chen, 2020; Zhao et al., 2019; Gürleyik and Akdemir (2018); Zakarneh, 2018; Cakrawati, 2017; AbuSa'aleek, 2015; Arifah, 2014; Clark, 2013; Kim et al., 2013, etc.) have been carried out in the native and second or foreign language contexts.

Serajuddin (2023), for example, conducted a study in Bangladesh to analyze the current status of using technology in EFL classrooms. Exploiting survey questionnaires (consisting of both closed-ended and open-ended) this study collected data from 300 teachers and their corresponding learners from 80 educational institutions (both Government and private). The analysis of the data revealed that the use of technology tools like Whiteboard, YouTube, podcasts, social media, etc. had significant positive impacts on English language learners in terms of increasing their engagement and motivation for the learning process. This study also reported several issues like inadequate infrastructure, lack of well-designed materials and teachers' training, etc. as potential barriers that need to be solved through the practices of professional development programs, suitable pedagogical strategies, context-specific well-designed materials, collaboration between educators and policymakers, etc.

Erlangga and Ayu (2022) studied students' perceptions of learning English through watching movies. This study aimed to discover the potential benefits and challenges of using movies as a tool for English language learning. This study used a qualitative research method and employed questionnaires and interviews to collect information from 34 students of a senior high school in Bandar Lampung, Indonesia. The findings stated that English movies helped students improve their English pronunciation by listening to English words extensively used in the dialogues of the movies. The use of English movies also increased students' proficiency in grammar, vocabulary, idioms, and phrases, and enhanced their ability to use and understand essential expressions and conversations in daily life. However, students faced several obstacles in learning English through movies *e.g.*, understanding the fast-paced dialogues of the native speakers in the movie was very

difficult for the non-native learners, and uncommon sentences and words put complications in the understanding of the context of the dialogues. Students' lack of a strong vocabulary also created problems in deciphering the meaning of the text as well.

In Indonesia, another research was conducted by Hakim and Agustina (2022) to analyze high school-level students' perceptions of the use of technology tools in English language classrooms during the COVID-19 pandemic employing interviews as a data collection tool. A total of 9 students participated in the interviews. The analysis of the data of this qualitative research reported that the majority of the students (six out of nine) had very positive opinions about the use of technology as a source of fun-based learning, and they found it very effective for learning English. Moreover, technology-enhanced teaching-learning processes allowed the learners more time for free thinking and independent learning, provided spaces for exchanging their ideas with other students, etc. Besides mentioning the utilities of technology tools, this study also suggested that teachers should use meaningful and uncomplicated materials, give detailed explanations of the materials, use interactive lessons, take initiative for the students to improve their technological knowledge, etc.

Similarly, Carhill-Poza and Chen (2020) also focused on technology-enhanced classrooms in their study conducted in the USA. The main objective of this study was to identify how technology at the secondary level affects language learning. About 110 students from a city-based secondary school were chosen for this study. The findings, based on the quantitative classroom observation and survey data, revealed that the use of technology that emphasized student-centered approaches was supportive of language development. The study also pointed out the importance of student-specific variables like after-school employment, academic engagement, over-age, and the use of language with friends that affected their reactions to technology-enhanced teaching-learning processes. This study suggested that teachers should pay careful attention to technology-based language testing and consider learners' experiences outside the classrooms that "contribute to their engagement in technology-enhanced classrooms" (Carhill-Poza & Chen, p. 64).

The study of Rahim et al. (2023) also analyzed students' perception of technology in learning the English language focusing on a specific area *i.e.*, the use of artificial intelligence, ChatGPT. A total of 181 undergraduate students at Universiti Teknologi MARA (UiTM) participated in that study. A survey questionnaire (using Google form) was administered among the students to collect the data. The descriptive analysis of the data pointed out that the use of ChatGPT, an artificial intelligence-based language model developed by OpenAI, helped the learners develop their writing skills which are considered essential for both academic and professional lives. Moreover, learning through this tool was felt interesting by the students. This study also proposed some issues to be addressed to overcome some shortcomings of using ChatGPT. These included: adopting strategies that ensure maximum benefits, offering more congenial and effective learning environments, providing necessary guidance and assistance, setting the dynamic platforms for practicing the self-learning process, etc.

Though there are several studies on the use of technology for English language learning, there is still a lack of research, especially in the context of Bangladesh, focusing on the HSC-level learners' perceptions in this regard. The contemporary Bangladeshi context demands further focus on this

issue because of the massive revolution of technology in educational sectors. More specifically, further research on the HSC-level students' perceptions of using technology in developing their English proficiency needs to be carried out to help policymakers and teachers understand the real scenario and take the right initiatives for developing English proficiency more pragmatically. To meet this purpose, this study has been initiated.

3. Methodology

3.1 Research Approach

This research used a mixed-method approach to explore the students' perceptions of using technology in developing their English language proficiency. A combination of both qualitative and quantitative research approaches was used in this study to analyze the multifaceted and nuanced views of the student's experiences.

3.2 Research Tool

A survey questionnaire was developed to collect information from the participants. Both close-ended and open-ended questions were included in the questionnaire. Part I (general information) and Part II (main questionnaire with 12 items) of the questionnaire consisted of close-ended items dedicated to collecting quantitative data. Part II was designed based on a five-point Likert scale with the options "Strongly Disagree (SD)", "Disagree (D)", "Undecided (U)", "Agree (A)" and "Strongly Agree (SA)", which helped maintain differentiations in the responses.

On the other hand, Part III of the questionnaire included open-ended items, contributing to solicit qualitative insights. This portion of the questionnaire encouraged the participants to share personal experiences of the benefits and challenges associated with technology-assisted language learning.

3.3 Setting and Participants

The survey was conducted among the students of two districts in Bangladesh namely Dhaka and Jashore. A total of ten colleges were selected (five from each district) and a purposive sampling method was followed. Though the data were collected from 250 students randomly, the actual number of respondents counted was 235 because 15 participants' responses were incomplete and thus their information was not taken into account in the data analysis process. The participants were identified as S1, S2, S3, ... and S235.

3.4 Data Analysis

For analyzing the data, the research adopted a dual-pronged approach. The Statistical Package for the Social Sciences (SPSS) was used to analyze the quantitative data from the close-ended section of the questionnaire. The quantitative data were analyzed in terms of frequency and percentage. A qualitative content analysis was used for the open-ended responses or qualitative data. This included systematic interpretation and categorizing textual data. Different tables and figures were used to present the data.

3.5 Trustworthiness

To enhance the aspects of validity and reliability, this study followed some acknowledged steps. The use of a mixed-method approach in this study offered a more comprehensive and in-depth understanding of HSC-level students' perceptions of using technology to develop their English language proficiency. The student questionnaire was designed and rechecked with the help of a field expert. Consents were taken from the class teachers and students before conducting the survey, and personal information like names or identity numbers of the students was not collected (only gender and age information were collected) to ensure the anonymity, spontaneity, and confidentiality of the data. The willing participation was ensured to make the data more reliable and trustworthy. Moreover, the Cronbach alpha of the questionnaire data was 0.825 indicating the internal consistency of the questionnaire and the reliability of the data. All these issues helped to maintain the aspects of reliability and validity of the study.

4. Findings

This section provides a detailed analysis of the findings of the survey questionnaire. Firstly, the close-ended part of the survey questionnaire is analyzed, followed by an analysis of the open-ended part.

4.1 Findings of the Quantitative Data

4.1.1 Part I: General Information

The findings of the data revealed that 58.3% (137 in total) of the participants were female and 41.7% (98 in total) of participants were male. The majority of the respondents (47.66%) fall below the 18 age range (112 in total), followed by 44.68% in the 18-20 age group (105 in total). A smaller percentage (7.66%) comprises participants aged above 20 (18 in total).

4.1.2 Part II: Participant's Views on the Use of Technology for Learning English

The descriptive analysis of findings of items 1 to 4 of the questionnaire on the use of technology tools for learning English is presented in Table 1. The data presented in Table 1 show that most of the students used different technology tools as a means of facilitating the process of developing their English language skills.

Table 1. Use of Technology Tools

SN	Items	Mean	STD	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	I use technology to learn English.	4.05	1.030	36.2%	47.2%	14.6.0%	6.4%	4.3%
2	I use a laptop or desktop to learn English.	3.60	1.199	26.8%	34.9%	14.0%	20.0%	4.3%
3	I use a tab or smartphone to learn English.	3.91	1.072	33.2%	42.6%	8.5%	13.6%	2.1%
<i>N= 235</i>		3.85	1.100					

The findings revealed that almost 83.4% (36.2% strongly agreed and 47.2% agreed) of the participants used different technology tools. About 10.7% (4.3% strongly disagreed and 6.4% disagreed) participants did not use any of those devices.

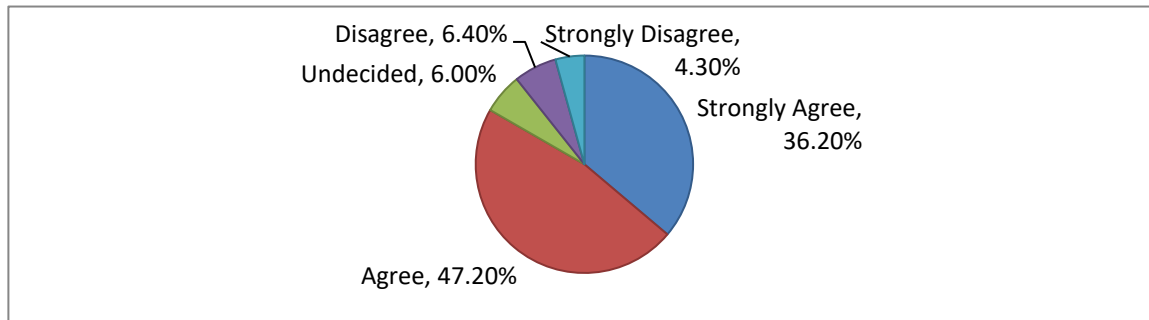


Figure 1. I Use Technology to Learn English.

Among the total participants, approximately 61.7% (26.8% strongly agreed and 34.9% agreed) of the participants used laptops or desktops and about 75.8% (33.2% strongly agreed and 42.6% agreed) of the participants used tablets or smartphones to learn English.

The data presented in Table 2 show students' predominantly positive perceptions of the use of technology tools in developing their English language skills. A high mean value of 4.052 indicates a positive perception while the standard deviation of 0.940 conforms to the reliability of the data.

Table 2. Technology in Developing English Language Proficiency

S N	Items	Mean	STD	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	I use technology daily to improve my English language proficiency.	3.69	1.166	27.2%	39.6%	12.8%	15.7%	4.7%
2	Technology is essential for learning English.	4.39	.852	55.3%	35.3%	3.8%	4.3%	1.3%
3	Technology motivates language learning.	4.15	.881	37.4%	47.7%	9.4%	3.4%	2.1%
4	Technology helps me improve my listening skills.	4.30	.799	44.7%	46.4%	4.7%	3.0%	0.9%
5	Technology helps me improve my speaking skills.	4.18	.875	40.4%	45.1%	7.7%	6.0%	0.9%
6	Technology helps me improve my reading skills.	4.24	.839	43.4%	42.6%	9.4%	3.8%	0.9%
7	Technology helps me improve my writing skills.	3.98	.961	33.6%	41.3%	16.2%	7.7%	1.3%
8	I am satisfied with technology-assisted language learning in the classroom.	3.82	1.031	29.4%	36.6%	23.8%	7.2%	3.0%
9	I think technology-assisted language learning is more effective than traditional classroom learning.	3.72	1.061	24.3%	42.1%	17.9%	12.8%	3.0%
<i>N= 235</i>		4.05	0.940					

It was found that 66.8% (27.2% strongly agreed and 39.6% agreed) of the participants positively responded to the statement that the daily use of technology improved their English language proficiency. It was also revealed that 90.6% (55.3% strongly agreed and 33.5% agreed) of participants recognized the importance of technology in acquiring English language skills.

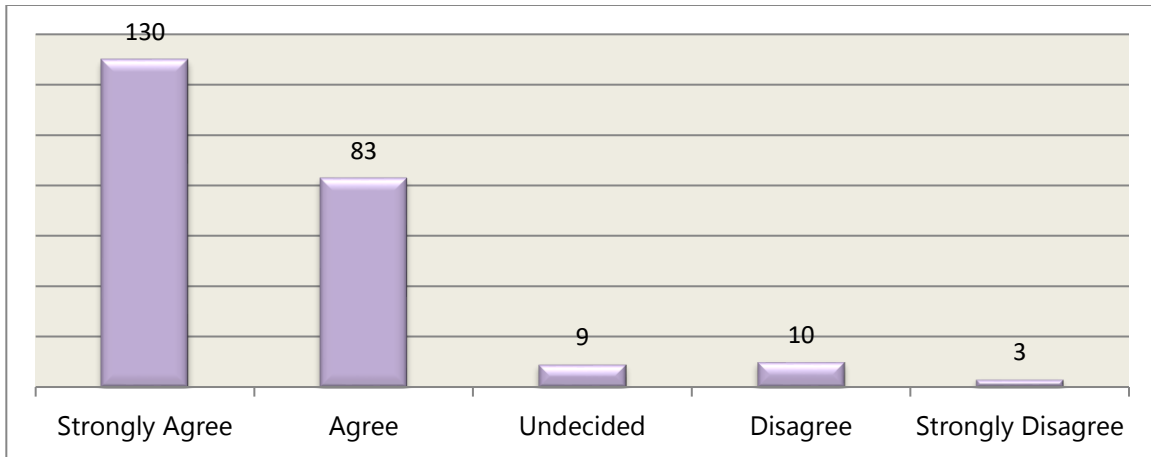


Figure 2. Technology is Essential for Learning English.

At the same time, it was found that 85.1% (37.4% strongly agreed and 47.7% agreed) of the respondents thought that technology motivated them to learn English. Moreover, a higher percentage of 91.1% (44.7% strongly agreed and 46.4% agreed) of the total participants acknowledged that technology helped them improve their listening skills, and about 85.5% (40.4% strongly agreed and 45.1% agreed) of the total participants believed that the use of technology considerably improved their speaking skills. Regarding improving reading and writing skills, the positive percentage rates were 86.00 % (43.4% strongly agreed and 42.6% agreed) and 74.9% (33.6% strongly agreed and 41.3% agreed) respectively. At the same time, 66.0% (29.4% strongly agreed and 36.6% agreed) of the participants stated they were satisfied with technology-assisted language learning in the classroom. Moreover, approximately 66.4% (24.3% strongly agreed and 42.1% agreed) of participants opined that technology-assisted language learning was more effective than traditional classroom learning.

4.2 Findings of the Qualitative Data

4.2.1 Part III: Benefits and Barriers

This section of the questionnaire used for this study provides an analysis of the qualitative data from the open-ended responses.

4.2.1.1 Benefits of Using Technology

Students' data recorded significant benefits of using technology tools for developing English language proficiency. Students believed that technology helped them to stay connected with the modern world.

"This helps to connect to the world." (S2)

"... helps us to be connected with the modern world." (S145)

The participants stated that technology accelerated their learning of English by increasing the affordability of learning tools and the ability to read, listen, and learn new words. Moreover, technology could save both money and time.

"We can now learn, read, and listen to new words at ease just by using technology." (S37)

"We can get information fastly [fast] and learn quickly whenever we need it." (S62)

Technology efficiently reduced the extensive use of physical materials in learning by making digital resources more affordable and easily accessible. At the same time, the participants also acknowledged that the use of technology for learning English enhanced their language and cognitive skills.

"It creates many chances to improve skills in English." (S94)

"Technology helps improve [improving] our listening skills and also speaking, [and] reading skills." (S193)

"Technology increases our thinking ability." (S92)

4.2.1.2 Barriers to Using Technology

From the participants' responses, several barriers were also reported. For example, there were difficulties with the availability and supervision of technology for language learning as the technology tools were not always equally available to all. Some of the technology tools were very costly and there was an unavailability of cost-free learning programs.

"... not available, can be expensive." (S2)

"high internet cost, expensive devices" (S145)

"... insufficient resources as there are not many free programs." (S213)

Apart from these, the misuse of technology was reported by the students and many of them did not have the proper knowledge about how to use technology tools safely and efficiently.

"Understanding technology can be hard." (S9)

At the same time, it was also revealed that there was a lack of well-designed apps that could be supportive of disabled pupils.

"There is [are] limited features available for disabled people." (S37)

Some participants stated that students wasted their time on online games and social media which were harmful to their mental and physical health.

"Many people become addicted to games." (S113)

"It is harmful to health." (S120)

5. Discussion

This study was initiated to determine the HSC-level students' perceptions of the use of technology for developing their English language proficiency in Bangladesh. The findings of the quantitative data revealed that most of the participants (83.4%) use technology (laptop, tab, smartphone, desktop, etc.) in one way or another to learn English, which acknowledges students' familiarity with different technology tools and devices. The preference for laptops and desktops was evident among 61.7% of the participants, and 75.8% of the participants used tablets and smartphones. These higher percentages of usage of laptops, tabs, smartphones, and desktops represent the

changing trends in education, where the importance of mobility and accessibility is growing. These findings altogether provided an answer to RQ 1, which reported that HSC-level learners frequently use technology. The widespread influence of technology on contemporary language learning revealed in this study is in line with the observation of Sari and Abrar (2024).

For developing language skills, a large number of students (about 66.8%) used digital tools which have a significant positive effect on all the language skills, namely listening (91.1%), speaking (85.5%), reading (86.00 %) and writing (74.9%) skills. This finding matches the observations of Blake's (2016) and Green's (2005) who also discussed the benefits of using technology for enhancing language skills. The findings of the qualitative data also revealed that technology quickly connects learners to the practical world providing them with a platform to showcase and improve their life skills. This process helps them become more knowledgeable and updated about education by learning new ideas through a language used worldwide for multifarious purposes. Technology is a wonderful resource for obtaining accurate and instant responses to diverse issues that help broaden one's knowledge and perspectives. Hakim and Agustina (2022) also believe that technology serves as a worldwide link through which individuals can maintain connectivity with the global community, participate in intercultural dialogues, and get a wide range of viewpoints on subject area matters. The positive impacts of technology on developing learners' basic language skills and cognitive abilities reported in this study are in line with the findings of Poudel (2022) and Algouzi et al. (2023) respectively. So, to answer RQ 2, these findings point out several benefits of technology for English learning contexts.

From the participants' responses to the qualitative part, several barriers have also been found. For example, all of the students at the HSC level do not have equal and easy access to good technology devices. Some of the participants reported that they do not have any devices conducive to using technology due to their high costs. At the same time, the costly devices and the internet badly impact the effective use of technology for learning purposes. Peralta and Lambencio (2022) also addressed this issue in their research. Moreover, the misuse of technology is a crucial problem as many participants were found to be unaware of the proper understanding and safe use of technology. This finding matches the findings of Hani (2024). Most of the language learning websites or apps are anime-based which creates trouble for the learners with disability (e.g., hearing or visual impairment) to properly understand learning topics. Above all, some participants stated that many students are addicted to online games and sports, which are responsible for making them physically and psychologically unfit and unhealthy. This issue has also been reported by Gafar and Cahya (2023). These findings altogether answer to RQ 3.

To address the challenges, based on research findings and a review of the literature, this study proposes some potential suggestions for solving the barriers (in response to RQ 4) that could apply to both Bangladeshi and other similar English language learning contexts. These include:

- I. Training and workshops both for the teachers and students should frequently be arranged to make them skilled in operating technologies and maximizing their utilities for language learning.
- II. The Government should provide financial support to students to buy digital devices.

- III. Teachers should create technology-assisted learning environments and develop materials accordingly.
- IV. Campaigns for the proper use of technology should be arranged in educational institutions.
- V. Regular monitoring of students' technology usage can be one of the effective ways of reducing the misuse of technology.
- VI. The learning websites and apps should have more personalized learning features to help students self-learn.
- VII. Technological tools should be designed with special attention to the students with disability, and separate training sessions are necessary for these students.

6. Limitations and Future Research

Despite delving into some vital findings regarding the use of technology in developing English language proficiency, this study also has some limitations. This study, for example, could incorporate the teachers' perceptions in this regard. Moreover, the inclusion of more students from other districts in Bangladesh could enrich and diversify the data. Resource and time constraints hindered these processes from being initiated. Hopefully, future researchers will be able to address all these issues more carefully and broadly.

7. Conclusion

Technology has brought many advantages to language learning, making it one of the most essential elements in this contemporary world. In line with this view, the researchers (based on the objectives of this study) tried to understand students' perceptions of the effectiveness of using technology in language learning. The findings revealed the HSC-level students' positive attitudes toward using technology to develop English language proficiency. This study also revealed some significant barriers faced by the learners in using technology for the development of their English efficiency. Some of the barriers are the high cost of devices, unstable internet connection, lack of monitoring and supervision, unavailability of free programs and apps, misuse of technology, over-reliance on technology, etc. Issues like arranging training sessions and workshops for teachers and learners, providing financial assistance, ensuring technology-assisted learning environments, proper use of technology, and well-designed learning apps have also been suggested to ensure the maximum benefits of technology tools in HSC-level English language classrooms.

As the current era of the digital revolution entails the use of technologies in every sector, students need to be proficient in English using technology to be successful in their academic and professional careers. Technology accelerates the processes and purposes of language learning. Given the practical necessity of technology, it is time to bring out the best of it. To ensure this, the obstacles need to be addressed with utmost sincerity and priority by the concerned authorities, *i.e.* teachers to policymakers.

References

- AbuSa'aleek, A. O. (2015). Students' Perceptions of English Language Learning in the Facebook Context. *Teaching English with Technology, 15*(4), 60-75. <http://www.tewtjournal.org>
- Akther, F. (2022). English for personal and career development and its importance for better employment opportunities. *Journal of Languages, Linguistics and Literary Studies, 2*(3), 95-100. <https://doi.org/10.57040/jlls.v2i3.258>
- Algouzi, S., Alzubi, A. A. F., & Nazim, M. (2023). Enhancing EFL students' critical thinking skills using a technology-mediated self-study approach: EFL graduates and labor market in perspective. *Plos one, 18*(10), e0293273. <https://doi.org/10.1371/journal.pone.0293273>
- Arifah, A. (2014). *Study on the use of technology in ELT classroom: Teachers' perspective*. [MA Thesis, BRAC University], Dhaka, Bangladesh.
- Blake, R. (2016). Technology and the four skills. *Language Learning & Technology, 20*(2), 129- 142. <https://www.lltjournal.org/item/2951>
- Cakrawati, L. M. (2017). Students' perceptions on the use of online learning platforms in EFL classroom. *English Language Teaching and Technology Journal, 1*(1), 22-30. <http://ejournal.upi.edu/index.php/ELTTech/article/view/9428>
- Carhill-Poza, A., & Chen, J. (2020). Adolescent English learners' language development in technology-enhanced classrooms. *Language Learning & Technology, 24* (3), 52-69. <http://hdl.handle.net/10125/44738>
- Clark, M. (2013). *The use of technology to support vocabulary development of English Language Learners*. [M.S. Literacy Education Thesis, St. John Fisher College]. New York. https://fisherpub.sjf.edu/cgi/viewcontent.cgi?article=1239&context=education_ETD_masters
- Dahal, B. K., & Gyawali, Y. P. (2022). Using English as a Medium of Instruction in EFL context in higher education. *Marsyangdi Journal, 3*(1), 72-81.
- Erlangga, D. T., & Ayu, M. (2022). Exploring Secondary Students' Perceptions towards Learning English through Movies. *The Journal of English Literacy Education: The Teaching and Learning of English as a Foreign Language, 9*(2), 216-228. <https://doi.org/10.36706/jele.v9i2.19141>
- Fan, X., Liu, K., Wang, X., & Yu, J. (2023). Exploring mobile apps in English learning. *Journal of Education, Humanities and Social Sciences, 8*, 2367-2374. <https://doi.org/10.54097/ehss.v8i.4996>
- Gafar, Z., & Cahya, M. N. (2023). Effects Of Technology On Foreign Language Learning And Its Negative Impacts: An Overview. *Jurnal Ekonomi Teknologi dan Bisnis (JETBIS), 2*(5), 425-433. <https://doi.org/10.57185/jetbis.v2i5>
- Green, T. (2005). Using technology to help English language students develop language skills: A home and school connection. *Multicultural Education, 13*(2), 56-59. <https://files.eric.ed.gov/fulltext/EJ759624.pdf>
- Gürleyik, S., & Akdemir, E. (2018). Guiding Curriculum Development: Student Perceptions for the Second Language Learning in Technology-Enhanced Learning Environments. *Journal of Education and Training Studies, 6*(4), 131-138. <https://doi.org/10.11114/jets.v6i4.2994>
- Hani, N. A. B. (2014). Benefits and barriers of computer-assisted language learning and teaching in the Arab world: Jordan as a model. *Theory and Practice in Language Studies, 4*(8), 1609. <https://doi.org/10.4304/tpls.4.8.1609-1615>

- Hakim, N. N., & Agustina, D. (2022). Students' Perceptions of Technological Tools Used by Teachers in Teaching English during Pandemic Time. *Proceedings of English Linguistics and Literature*, 3, 121-127. <https://proceeding.unnes.ac.id/ELLit/article/view/1644>
- Irma, I., Rafiqah, R., & Danial, M. (2022). Online and Offline English Learning Systems: Perceptual from Teachers and Students. <https://doi.org/10.46870/lets.v4i1.346>
- Jenkins, J. (2015). Repositioning English and multilingualism in English as a Lingua Franca. *Englishes in Practice*, 2(3), 49-85. <https://doi.org/10.1515/eip-2015-0003>
- Kim, D., Rueckert, D., Kim, D.-J., & Seo, D. (2023). Students' perceptions and experiences of mobile learning. *Language Learning & Technology*, 17(3), 52-73. <https://llt.msu.edu/issues/october2013/kimetal.pdf>
- Luthfiyyah, R., Hafifah, G. N., Ivone, F. M., & Tresnadewi, S. (2021). Technology use in secondary level of English language teaching: A Literature Review. *JEES (Journal of English Educators Society)*, 6(1), 79-89. <https://doi.org/10.21070/jees.v6i1.792>
- Metruk, R. (2022). Smartphone English language learning challenges: a systematic literature review. *Sage Open*, 12(1), <https://doi.org/10.1177/21582440221079627>
- Mofareh, A. A. (2019). Difficulties Facing Students in English Language Conversation. *International Research in Higher Education*, 4(3), 51. <https://doi.org/10.22158/fet.v2n3p168>
- Peralta, J. B., & Lambenicio, G. I. (2022). Students' Perception and Challenges on Technology Use in Language Distance Learning. *Psychology and Education: A Multidisciplinary Journal*, 2-8. <https://doi.org/10.5281/zenodo.7031026>
- Pham, T. C. (2022). Effects of Using Technology to Engage Students in Learning English at a Secondary school. *International Journal of Language Instruction*, 1(1), 86-98. <https://doi.org/10.54855/ijli.22118>
- Poudel, A. P. (2022). Information and Communication Technology in English Language Teaching: Some Opportunities and Challenges. *Journal of Comparative and International Higher Education*, 14(4), 103-116. <https://doi.org/10.32674/jcihe.v14i4.3874>
- Rahim, E. M. A., Rahim, M. E. A., Razawi, N. A., & Mohamed, N. A. (2023). Students' perception of the use of ChatGPT as a language learning tool. *Ideology Journal*, 8(2), 70-78. <https://doi.org/10.24191/idealogy.v8i2.456>
- Rahman, M. M., Jamila, M. & Yeasmin, F. (2024). Exploring English Teaching Materials and Methods at the HSC Level: An Empirical Study. *Rupkatha Journal* 16(2). <https://doi.org/10.21659/rupkatha.v16n2.10g>
- Sari, N. M., & Abrar, M. (2024). Use of Technology in English Language Learning: Challenges and Benefits. *Linguistic, English Education and Art (LEEA) Journal*, 7(2), 365-375. <https://doi.org/10.31539/leea.v7i2.10034>
- Selvaraj, T., & Ravindran, L. (2023). The Implementation of Digital Tools for the English Language Reading and Writing Skills in Malaysian Private University during the Endemic Phase. *International Dialogues on Education Journal*, 10(1), 69-100. <https://doi.org/10.6007/IJARBSS/v14-i6/21762>
- Serajuddin, M. (2023). Impact of Using Technology on English Language Teaching on Students' Motivation and Engagement in Classrooms of Bangladesh. *Journal of Emerging Technologies and Innovative Research*, 10(8). <https://doi.org/10.13140/RG.2.2.15743.18089>

Solikhah, N. A. (2023). The Impact of Technology in Teaching and Learning English as Foreign Language: TESOL Context. *Journal Corner of Education, Linguistics, and Literature*, 3(1), 83-91. <https://doi.org/10.54012/jcell.v3i1.194>

Van, L. K., Dang, T. A., Pham, D. B. T., Vo, T. T. N., & Pham, V. P. H. (2021). The Effectiveness of Using Technology in Learning English. *AsiaCALL Online Journal*, 12(2), 24-40. <https://asiacall.info/acoj/index.php/journal/article/view/26>

Wang, X., Dostál, J., & Aziz, A. K. (2019, November). Using modern technology to improve English teaching and learning. In *Conference Proceedings. Innovation in Language Learning 2019*.

Wahyuni, S., & Hakiki, E. B. (2023). Students' Perception on the Use of Web-Based Technology for Learning English Skills at University. *ELITE JOURNAL*, 5(1), 183-194. <https://elitejournal.org/index.php/ELITE/article/view/114>

Zakarnah, B. M. (2018). Effectiveness of e-learning mode for teaching English language in Arab universities. *International Journal of Applied Linguistics and English Literature*, 7(7), 171-181. <https://doi.org/10.7575/aiac.ijalel.v.7n.7p.171>

Zhang, R., & Zou, D. (2022). Types, purposes, and effectiveness of state-of-the-art technologies for second and foreign language learning. *Computer Assisted Language Learning*, 35(4), 696-742. <https://doi.org/10.1080/09588221.2020.1744666>

Zhao, Y., Sánchez-Gómez, M. C., & Pinto-Llorente, A. M. (2019). Assessing the effectiveness of technological tools in teaching and learning English as a second language. In *Proceedings of the educational and new development international conference*.(Porto, Portugal, 22-24 June). <https://doi.org/10.36315/2019v2end007>

Appendix

Student Questionnaire

Part I: General Information

Please put a tick in the box that best expresses your situation.

1. Gender	Male	Female	Other
2. Age (years)	Below 18	18-20	Above 20

Part II: Participants' Views on the Use of Technology to Develop English Language Proficiency

Please read each item carefully and then put a tick in the box that best expresses your opinion.

SN	Items	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)
1	I use technology to learn English.	5	4	3	2	1

2	I use a laptop or desktop to learn English.	5	4	3	2	1
3	I use a tab or smartphone to learn English.	5	4	3	2	1
4	I use technology daily to improve my English language proficiency.	5	4	3	2	1
5	Technology is essential for learning English.	5	4	3	2	1
6	Technology motivates language learning.	5	4	3	2	1
7	Technology helps me improve my listening skills.	5	4	3	2	1
8	Technology helps me improve my speaking skills.	5	4	3	2	1
9	Technology helps me improve my reading skills.	5	4	3	2	1
10	Technology helps me improve my writing skills.	5	4	3	2	1
11	I am satisfied with technology-assisted language learning in the classroom.	5	4	3	2	1
12	I think technology-assisted language learning is more effective than traditional classroom learning.	5	4	3	2	1

Part III: Benefits and Barriers

(Please add some more information that is not mentioned in the questionnaire part.)

Issue	Benefits	Barriers
Using technology to develop English language proficiency		

Dr. Marium Jamila is an Associate Professor of English at Jashore University of Science and Technology, Bangladesh. She completed her BA (Hons.) in English and MA in Applied Linguistics and ELT from the University of Dhaka and PhD from Islamic University, Kushtia, Bangladesh. Her research interests include Technology and Critical Thinking in Education, Educational Leadership, Materials Designing and Adaptation, etc. Email: jamila@just.edu.bd, ORCID: <https://orcid.org/0009-0008-4330-1619>

Dr. Md. Munibur Rahman (Corresponding Author) is an Associate Professor of English at Jashore University of Science and Technology, Bangladesh. He has been teaching both English language and literature for fifteen years. His areas of interest are Language Acquisition, ELT, South Asian Literature, Postcolonial Literature, etc. Email: munibur@just.edu.bd, ORCID: <https://orcid.org/0000-0002-9788-1304>

Zahid Hasan is an MA student at Jashore University of Science and Technology, Bangladesh. His research interests include Educational technology and employability skills. Email: hasanzahid.just@gmail.com, ORCID: <https://orcid.org/0009-0003-4057-3209>