

Technology Integration in the EFL Classrooms of Rural Bangladesh: A Wind of Change

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ABSTRACT

The study is to find out the potential opportunity to offer and possible challenges to face in implementing technology in the EFL classrooms in low-tech community such as rural Bangladesh. The data was collected from seven EFL teachers of rural middle schools of rural Bangladesh through semi-structured interviews. A purposive sampling was done to select the interviewees. The semi-structured interview information was explained for an interpretive qualitative study which used thematic analysis technique to identify the opportunities and challenges that technology can offer in the development of EFL teaching and learning in rural Bangladesh. The study is significant because technology integration comes with the promises of a better learning opportunity in a low-tech, low-resourced community, and problems to use right kind of technology in right way. Teachers' opinions in this regard are instrumental because they the frontliners in the way of bringing a change in EFL learning through technology integration. Knowing the challenges and their proposed solutions from the perspectives of the teachers is the other side of the coin equally important to be considered. The Study finds that technology integration in EFL learning bears the potential to offer a better teaching learning environment despite some of the challenges in rural EFL classrooms in Bangladesh.

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1. Introduction

Bangladesh is one of the low-tech low-resourced countries in the world ranked only 147th among 176 countries in the ICT development index according to the recent assessment of ITU. The urban-rural disparity in technology uses is much wider, indicating a situation worse in rural areas. Depending on the socio-economic positionings of the students of Bangladesh, three different types of education such as, the madrassa education, the education board based general education and English medium education, are offered, which goes against the equitability and unity of a nation. Integrating technology can be a promise in this situation to bring change in the deterministic route of life that a learner has to take due to one's socio-economic positioning, though there are challenges also in the way of using technology in schooling system. Integrating technology in English language learning seems to be instrumental because of the communicative aspects of the recently developed modern technologies. However, integrating technology in EFL classes demands teachers' proficiency and familiarity with educational technology and educational objectives (DeCoito & Richardson, 2018; Al-Obaydi et al., 2022; Rahman, 2017). Rather than putting an eye on the amount of technology to be employed in EFL education, the attention should be on the effective ways of using technology to provide more feasible educational engagement that suits students' expectations through the right kind of technology use. Using technology in the posthuman educational era requires new insights on the role and nature of interaction among the students and teachers, and its impact in educational setting (Said et al., 2021; Yaumi et al., 2024; Youngsun et al., 2024). In this respect, using technology in EFL learning in rural Bangladesh may bring new light of hope even in the low-tech community and school setting.

EFL teachers in rural Bangladesh are not habituated to use technology despite the promises and hopes it brings even to the low-tech rural community. We must admit that the more low-tech communities, the more promises the use of technology can bring to it (Yaumi et al., 2023; Sukmawaty et al., 2022; Weda et al., 2022). But we must not forget the challenges it brings with it. EFL teachers in rural Bangladesh are not at all equipped with skills and knowledge of using technology in the classes. EFL teachers in the rural schools are likely to use traditional obsolete ways and equipment of teaching, though the world is ahead with technology integrated teaching and learning applications and easy access to

online resources. May sound interesting and contradictory but it's true that technology has the capacity to minimize the need of classroom tools such as computers, projectors, OHP, etc. A simple smart phone operated by Learning Management system (LMS) apps can help assist teaching and learning even in rural areas in Bangladesh.

The paper will make attempt to address the promises and problems, and their proposed solutions related to technology integration in EFL learning in the rural middle school of Bangladesh. Determining the promises and challenges of using technology in EFL learning can help us gaining insight on preparing our curriculum, method, assessment, teachers and students for a better teaching learning environment. However, as EFL achievement is one of the predictors of students' exam success and future employability, developing it with technology will help rural students for a better socioeconomic mobilization. Technology in EFL learning may help us even in the low- tech rural communities to bring positive change in education.

Through technology integration the digital gap can be addressed with a hope to resolve the challenges of teaching and learning EFL in a low-tech low-resource rural community like Bangladesh. Modern communicative technology can even replace the need of many technological tools. Moreover, technology can help to mobilize educational resources by creating innovative opportunity of sharing and networking. Technology can also make a space for collaboration among institutions, teachers and students to resolve their respective challenges and find out new avenue for a better learning environment, and this can call for an equitable access to the educational resources and collaboration.

The study purpose is to determine the promises that technology can bring in EFL learning in the rural classroom of Bangladesh, and the challenges it poses. To be specific, the study will examine the challenges of technology integration in rural middle schools of Bangladesh as perceived by teachers, promises of technology integration in rural middle schools of Bangladesh as recognized by teachers, and proposed solutions of the challenges of technology integration in rural middle schools of Bangladesh as perceived by teachers.

This paper problematizes teachers views on using technology, and challenges of integrating it in the middle schools of rural Bangladesh. The study aims to address the following research questions: a) What challenges of technology integration in rural middle schools of Bangladesh are recognized by the teachers?, b) What promises of technology integration in rural middle schools of Bangladesh are recognized by the teachers?, c) What solutions for the challenges of technology integration in rural middle schools of Bangladesh are recognized by the teachers?. Addressing these questions may shed light on the possible challenges, their solutions and the promise of technology integration that can be used to resolve the EFL teaching and learning related problems in rural Bangladesh which is predominantly low-tech and low-resourced.

1.2 Theoretical Framework

To Heidegger (1977,12), Technology is neither a means to an end nor a human activity rather technology is a way of revealing. Revealing is to discover, to uncover the covered. The reality itself is inaccessible for human being because reality exists only in relations. Therefore, technology is a specific way of revealing the reality, and this revealing makes human powerful enough to control and to make the reality anthropocentric. Technology reveals the world as raw materials to make it available for production and manipulation. Refusing technology is not a way rather realizing the danger of technology is necessary.

In posthuman era, attempt is made to change from the existing anthropocentric view where technology and human make an interaction in different dimensions. Technology exceeds human in a number of ways. A deanthropocentricization of human society is seen. The posthuman era raises other issues, such as, using the promises of technology to reduce socio-economic inequality, to make an inclusive society, to provide equal opportunity to all, not a selected few, and making a relevant use of technology. Moreover, posthumanism make attempts to find the ways people see technology, and the meaning of life that changes with technology (Kroker 1996, 79).

In posthumanism pedagogy, we seek the socio-material relations developed from an event or tool. However, the ontology of education is questioned because of the rising trends of technology integration in human activities. Posthumanism reevaluate the relations between the human and nonhuman such as animals and machines (Snaza & Weaver, 2015). Relationships between learners and the learnable are being questioned in posthumanism. The communicative technology helps a learner to learn better than a human can. In posthumanism, a learner is also a knowledge producer, not only a knowledge consumer (Murriss, 2017). Thus, it offers an "interconnectedness of the possible entities in learning (Yan et al., 2020)" not confined only in student-centred pedagogy (Chiew, 2018). Past/present, material/virtual, human/nonhuman, presence/absence lines of division are faded away because of the virtual learning

environment and mobile devices. Technology becomes a significant nonhuman actor in learning (Storm et al.). Because technology makes structures and limits or extends interactions, and thus shows that technology is an agency. Therefore, “technology is a reciprocal agency in collaborative work (Yan et al.).”

However, technological determinism and posthuman idea are applied in this paper as a theory of human-technology interaction. Technological determinism believes that development of society happens because of technology. The change of social structure and cultural values is determined by technology. Technology is the primary causal factor of change, and technology progresses on its own. In this study, technology is seen as a way of revealing, production, manipulation (Heidegger.), agency, change, limiting and expanding structures and interaction. Using mobile devices can even change the idea of reality by changing the perceptions of the past/present, material/virtual, human/nonhuman, presence/absence, real/unreal. Technology has the capacity to reduce inequality by providing opportunities to all not for the selective few.

1.3 Review of Related Literature

Integrating technology is not always easy to turn into a reality, though it possesses a lot of good impact. We need to see teachers' prior knowledge, readiness and interest to make technology integration a success. We need to consider a lot of factors such as, technology acceptance model, influences and success of technology integration in EFL classes, using technology in EFL classes, the relations between technology and EFL learning, Challenges faced by the teachers in integrating technology in EFL classes, etc.

1.4 Technology Acceptance Model

To predict technology acceptance model, we use TAM which has two constructs to predict individual's behaviour and intention to implement technology integration which are connected to actual use. This model helps us to understand if teachers and students are ready to use and practice technology in reality. We need this idea because access cannot ensure utilisation (Murphy, 2019). TAM helps us to see teachers' views on the promises and problems of integrating technology in rural middle schools of Bangladesh, and the usefulness and effectiveness of using technology to create wider in EFL learning opportunity. Therefore, the study aims at finding out teachers' views on the challenges and promises felt by rural middle school EFL teachers in Bangladesh. Teachers' views on the promises of technology integration, challenges of technology integration and proposed solutions are the three variables connected to TAM to see how successfully opportunity created by technology integration can be used.

1.5 Influences and Success of Technology Integration in EFL Classes

As teachers are the first-hand contact with students as the front liners in implementing educational policies, their roles and opinions and views are instrumental in technology integrated pedagogy development and curriculum management (Jerry and Yunus, 2021). However, blended learning requires an awareness to change the pedagogy, and that is the crucial first step of bringing a change (Bruggemen et al., 2020). Moreover, the success of blended learning is directly linked to teachers' views and perceptions (Sorbie, 2015). However, blended learning or technology integrated learning can be cost-effective (Xu et al., 2020), time-saving (Oweis, 2018), accessible from anywhere and at any time (Hamouda, 2018), a help to the students to become autonomous learners (Padmadewi, Artini & Agustini, 2020), and a way of quality education (Jachin Usagawa, 2017). All the four language skills can be developed with technology integration or blended learning (Said et al.). Blended learning requires technology integration. Technology integration can also improve students' innovation, participation and engagement (Mustapha et al., 2010). It can also develop rapport between students and teachers (Krishnan & Yunus, 2019). It can encourage scaffold learning where constant communication and feedback exchanges can be possible by the communicative technology integration in EFL classes.

1.6 Using Technology in EFL Classes

Technology integration is a paradigm shift (Masruddin, 2014), change outdated educational system and better educate learners (Katemba, 2020), teaching can happen anywhere anytime (Tsakeni, 2022), access to variety of educational resources by the teachers and students (Maja, 2023). Modern technology motivates learners with modern audiovisual effect, real-life related content. However, 59.4% EFL teachers are positive on technology integration because it improved their teaching quality without changing their role as teachers (Ventouris et al., 2021). Technology integration can also change the learners' attitude toward learning (Chabinga, 2021). Even a positive attitude on students were found whenever online resources are shared on social media (Chisango et al., 2020).

1.7 The Relations between Technology and EFL Learning

Teacher realizes that learners now have the opportunity to learn in their own time, space and interests (Mollaei & Riasati, 2013), and learners can now even learn from inside and outside of the classroom (Solano et al., 2017). Technology can develop teacher effectiveness and teacher-student interaction (Maja, 2023) and raises engagement, motivation, autonomy and exposure to native culture (Hazarika, 2017).

1.8 Challenges Faced by the Teachers in Integrating Technology in EFL Classes

The infrastructure, electricity supply, internet connectivity, teachers ICT skills and attitude are the challenges in integrating technology in the rural secondary schools in the Eastern Cape of South Africa, study found. Venturis et al., (2021) in a study in the UK, found that teaching in low-income communities are of the opinion that 40% of the learners use internet through their parents' smartphones. There is a possibility of widening the learning gap among the learners as technology integration helps to learn better to only a section of learners (Maja, 2023). We also need to remember that teacher's excessive reliance on different technological mediums may also be a challenge of technology integration (Hazarika, 2017). Van Den Beemt et al., (2020) conducted a study in the Netherlands and found that teachers were unwilling to use social media in their lesson plan because students might get easily distracted. However, teachers often are not interested in technology integration in EFL classes because it might hamper their goal of curriculum coverage and assessment, and handle large class size (Maja, 2023).

Therefore, studies still show conflicting results and findings on teachers views on the promises and problems of technology integration. That's why, the present study is still required to find teachers views on technology integration. However, no research has been conducted so far on teachers' perceptions on the promises and problems of technology integration in rural middle schools of Bangladesh. This study can also contribution to the existing dialogue and negotiation on teachers' perception on the promises and problems of technology integration in low-income, low-tech, low-resourced rural middle schools in Bangladesh. Therefore, the study wishes to cover the study gap and extends the body of knowledge in relevant field. Settings in rural Schools will give the study another importance because it is on the less advantaged people and most of the people in Bangladesh are still residing in rural areas.

In a systematic literature review of 36 papers on integrating technology in the rural schools, Mustafa, et al (2024) found some challenges and solutions of integrating technology in the education of rural schools. The study showed that the challenges are related to macro, meso and micro levels which are described in the following tables in further details.

Table 1. Challenges and proposed solutions for integrating technology at the macro level

No Challenges	Study	Proposed solution	Study
1 Lack of funding	Arreerard (2022); Barbour et al. (2016); Luo et al. (2022); Rahim et al. (2020); Jerry and Yunus (2021)	1. Financial support from government 2. Non-government sponsorship	1. Que (2021); Tsimba et al. (2020) 2. Mihai and Nieuwenhuis (2015); Que (2021); Tsimba et al.(2020)
2 Lack of qualified teachers	Arreerard (2022); Luo et al. (2022)	1. Professional development 2. Teacher collaboration	1. Arreerard (2022) 2. Luo et al. (2022)
3 No internet connection at school	Arreerard (2022)	1. Intervention from the government to provide technological infrastructure. 2. Using a non-internet sharing service such as Wi-Fi or Bluetooth.	1. Arreerard (2022) 2. Tsimba et al. (2020)
4 Slow or unstable internet connection	Fikuree et al. (2021); Kusuma (2022);	Teachers to use applications requiring low	Kusuma (2022)

	Martin (2021); Mihai (2017); Mudra (2018); Singh et al. (2021)	internet bandwidth such as WhatsApp	
5 Lack of collaboration with other schools	Barbour et al. (2016); Kerimbayev et al. (2016)		
6 Frequent blackouts	Singh et al. (2021)		

Table 2. Challenges and proposed solutions for integrating technology at the meso level

No Challenges	Study	Proposed solution	Study
1 Ill-prepared school principals	Owen et al. (2020); Rahim et al. (2020); Wang et al. (2022)	1. Training for school principals on technology integration and policy development 2. Previous experience in technology integration.	1. Owen et al. (2020); Rahim et al. (2020); Wang et al. (2022) 2. Slaughter et al. (2019)
2 Lack of technology devices in schools	Arreerard (2022); Barbour et al. (2016); Tsimba et al. (2020), Kerimbayev et al. (2016);	Intervention from the government to provide technological infrastructure.	Barbour et al. (2016); Jerry and Yunus (2021); Fan et al. (2020); Jerry and Yunus (2021); Tsimba et al. (2020); Rahim et al. (2020);
3 Lack of technical support staff in schools	Jerry and Yunus (2021); Rahim et al. (2020);	Provision of trained IT staff by government.	Rahim et al. (2020); Rundel and Salemink (2021)
4 Lack of educational technology IT support for teachers	Jerry and Yunus (2021); Rundel and Salemink (2021)	1. ICT technical staff 2. Educational technology staff.	1. Barbour (2022); Martin (2021); Wang et al. (2021) 2 Rana et al. (2022); Slaughter et al. (2019)
5 Lack of technical support for students at home	Fikuree et al. (2021)	Advanced ICT training be given to all school staff.	Rundel and Salemink (2021)
6 Lack of maintenance of technology devices	Arreerard (2022); Luo et al. (2022)		
7 Lack of physical			

Table 3. Student-related challenges and possible solutions at the micro level

No Challenges	Study	Proposed solution	Study
1 Lack of compatible devices for students	Fikuree et al. (2021); Kusuma (2022);	1. Teachers to use alternative platforms that can be accessed via any type of internet-access device.	1. Srinivasan et al. (2021); Singh et al. (2021); Wang et al. (2021). 2. Srinivasan et al. (2021)

		2. Sharing devices with other students. 3. Using smartphones to replace computers.	3. Ogegbo and Ramnarain (2022); Owen et al. (2020); Tsimba et al. (2020)
2 Data plan unaffordable for students	Rundel and Saleminik (2021); Singh et al. (2021)	Teachers to use applications using low bandwidth such as WhatsApp.	Kusuma (2022)
3 Students' limited technology literacy	Srinivasan et al. (2021)	1. Training on ICT and digital learning. 2. Using ICT tools which students are already familiar with.	1. Fikuree et al. (2021); Meyer et al. (2017) 2. Muzurura et al. (2021)
4 Lack of study space for students	Srinivasan et al. (2021)	Providing a library and learning centre in every village.	Srinivasan et al. (2021)
5 Student difficulty in interaction	Srinivasan et al. (2021)	TPACK training for teachers.	Li et al. (2019)

2. Methodology

The study was carried out in five government middle schools residing in rural areas adjacent to Dhaka. These kinds of schools are recognized as poor because of the socioeconomic conditions of the people of adjacent areas, and the infrastructure of the schools. The school is a typical example of low-tech low-resourced overcrowded schools of Bangladesh. The qualitative interpretivist approach was employed to diagnose teachers' views on the challenges and their solutions and promises of integrating technology in low-tech, low-resourced rural schools of Bangladesh. Individuals' daily activities and their significance are identified and described in qualitative interpretivist investigation (Denzin & Lincoln, 2018). Moreover, a case study is particularly fit in a situation where a distinctive singular set of outcomes are absent in a phenomenon (Yin, 2003). A purposeful sampling was employed in six middle schools' seven EFL teachers' selection process for in-depth interview. Purposeful sampling helps to stay focused in a particular target group's characteristic. The data were gathered from in-depth face-to-face interviews. The participants biographical details are listed in table 01 given below:

Table 4. The biographical information of the participants

School	Participant	Gender	Age	Class size	Teaching experience
A	T1	M	34	88	6
B	T2	F	33	73	5
C	T3	M	51	79	22
D	T4	F	49	82	20
E	T5	M	41	86	11
F	T6	F	40	85	10
G	T7	F	32	81	4

Detailed face-to-face interviews allow the researcher to get an idea on different aspects of the views of the participants. As the research objective was to find a detailed views of the participants, each of the interview was lasted for approximately 30 minutes. This provides the opportunity to ask for different views, opinions and ideas on the areas related to research questions. To attain validity and trustworthiness of the research, all the interviews' procedures were

documented and recorded. All fieldwork related procedures and activities along with personal observations are documented in a reflective notebook.

2.1 Research Ethics

Schools and teachers' identities were kept under cover because of the confidentiality on ethical grounds. Moreover, the government middle schools are controlled by government education offices and ministries, so there is a limitation for them in making comments on many areas. Therefore, a written assurance of anonymity and confidentiality were made by the researcher to the interviewees.

2.2 Data Analysis

The data were analysed thematically in six different stages (Braun and Clarke, 2006). Developing familiarity with the information, creating preliminary codes, searching for themes, reviewing those themes, explaining and labelling those themes and report writing are the staged to follow to develop conclusions depending on the interview information. Hereafter, all the interviews were transcribed and read several times to gain familiarity, insight, connection and theme. In this process, a code is assigned against each sentence, and similar and related ideas are highlighted to indicate symmetry. Thereafter, several themes were generated by organizing and categorizing numerous codes. Then a through reevaluation by grouping together of overlapping data were adjusted to the prospective themes. The themes were reevaluated and readjusted by carefully noticing the raw data again and again. The participants prominent comments relevant to the research questions are categorized, recognized and named as the key themes of the research outcomes for further analysis and discussion. Thus, on the basis of the findings brought out from the key themes analysis and discussion, a written narrative research report was produced.

3. Result and Discussions

Moreover, pedagogical technology requires teachers' professional training. Low level and inappropriate digital classroom technology integration can happen because of insufficient digital classroom technologies, poor internet connectivity, inadequate relevant teacher training and absence of e-education policy. The findings also revealed that rural middle schools do not have modern educational technology and infrastructure in rural Bangladesh.

The study objectives are to find out the promises, challenges and the solutions of the challenges of integrating technology in the rural middle schools in the EFL classes of Bangladesh. Purposive sampling-based interview data analysis generates nine major themes- three on the promises, three on the challenges and three on the possible solutions of the challenges.

The three themes on promises of technology integration are-

01. Technology can bring a wind of change because it can enhance collaboration among institutions, teachers and students to resolve their problems.

02. Technology can make educational resources available,

03. Technology can resolve many of EFL teaching learning related challenges.

Most of the teachers, 5 among 7, reported in their respective interviews that technology contains the potential to resolve some of their problems related to EFL teaching and learning by developing collaboration. All the teachers interviewed reported that technology came with a promise of increased connectivity among institutions, teachers and students, and that bears the potential to resolve the problems that intuitions, teachers and students face in their daily teaching and learning activities by enhanced dialogue, negotiation and sharing. Technology, thus, opens up the window of change. Technology is a window of change which comes with a promise of changing relationship among the institutions, teachers and students. The change towards a better collaboration to face the challenges together. Technology gives opportunity to make a wider connectivity between teacher and student, which can move beyond the limited class time. Students can share ideas and problems whenever they appear in their mind. Teachers can help one another to resolve the problems they face by opening up dialogue in a wider range of professional areas. Thus, technology integration in EFL education can transform views and relations to deal with the challenges of daily teaching and learning related issues. EFL teachers conveyed that they might get ideas to resolve the problems related to listening and understanding, speaking and presenting, reading and viewing, writing and augmenting, language structures and functions from a better connectivity with the schools and other institutions.

T4 resolved in this regard

Data 01: Technology integration comes with the potential to bring a change in a way teachers teach and learn in a greater communicative environment. The common space for dialogue and negotiation can spot out many of the challenges the teachers and learners face and make attempt to resolve the problems through brain storming, idea sharing and resolving problems. Even in the limited space and time of overcrowded classes, the teachers and students can share their problems and ideas in a wider common virtual space of dialogue and negotiation.

T2 reported

Data 02: Technology integration in EFL classrooms is a wind of change that can set up a newer form of relationships of cooperation and enterprise among teachers and students. They can see one another as means of support and motivation to attain their personal and professional goals. Teaching and learning happen to be made anywhere anytime beyond the four walls of the classrooms.

This new form of relations can make a free flow of information through teachers and students aiming at a change in our insight, attitude and behaviour.

However, T5 said,

Data 03: Technology integration can significantly reduce workload, saves our time and shorten distance. Digital learning activities, e-feedback, e-assessment can significantly reduce teachers' and students' workload in a number of different ways. File sharing system can enable us to reach with many in moments. Digital discussion space can be used to raise any issue related to teaching and learning anytime anywhere.

The above remarks made in the interview sessions give an idea that technology integration can motivates learners to actively take part in activities with engagement and involvement.

The goal is to make learning all the four language skills easier and simpler to all. There are certain challenges in this regard, which can be identified in the interview in the following ways:

01. Learners may not have even the simpler smart phones,
02. Teachers and learners may find it difficult to use technology, and
03. School infrastructure may not support technology integration.

The challenges are related to micro, meso and macro levels. Teachers' detailed interviews showed that some challenges are to be handled by the school and the state but the teachers needed to show their agency in creating opinions and making a call for reform. As a microagency teachers can make effort to the change policy in bottom up process.

In this line T7 commented:

Data 04: Many of the learners are so poor that they cant buy simpler smart phone to continue their digital learning activities. This is a major issue related to the socioeconomic situation of the students.

Insufficient internet structures, qualified trained teachers and having educational technology are the challenges in the way of technology integration in EFL teaching in rural Bangladesh. The micro level challenges are teachers and students inadequate skills on the pedagogical use of technology, lack of simpler smart phone devices for teachers and learners. Moreover, students and teachers difficulty in interaction also are the challenges identified.

T3, in this regard, said,

Data 05: Many of the students do not know how to use technology for learning EFL, neither the teachers are trained in pedagogical use of technology in EFL teaching. Many of the teachers even do not have smart phone, those who have even do not know how to use them for teaching EFL learners.

In the line of above remark, T3 said,

Data 06: Schools do not have infrastructure to support pedagogical use of technology. Necessary electrical works and internet connection are completely absent in the rural schools.

But these challenges can be addressed from different levels, interview data shows. These proposed solutions are:

01. Training on the pedagogical applications of technology in EFL teaching and learning to the students and teachers,

02. Intervention by government and other non-government agencies to provide necessary school infrastructure and training, and

03. Establishing digital library and learning centre in every village and every middle school. Giving interest-free loan to be paid in small instalment to the students and teachers to buy educationally appropriate technological devices.

T5 remarked,

Data 07: Loan without interest to be paid in small instalment can help the rural EFL middle school teachers equally to equip with adequate educational technological devices. Government can also support to make internet supported necessary infrastructure for the rural middle schools of Bangladesh and building learning centre in each school.

The problems are around micro, meso and macro levels. And the identified problems are resolvable but efforts should also make from micro, meso and macro levels. These levels are interconnected and change in one level can initiate change in another level. Teachers and students as micro agency can initiate changes with developing awareness and opinion in favour of integrating technology in rural EFL middle school classroom in Bangladesh. The bottom-up approach also be effective to bring a change in the EFL pedagogy. The study shows that technology integration is a complex and interconnected issue related to socioeconomic and political decision-making process, and the act of teachers' agentive capacity can be instrumental in implementing technology in EFL teaching in rural Bangladesh. The study also shows that despite some challenges the teachers are of the good opinions and voices regarding integrating technology in the EFL classes in rural middle schools in Bangladesh.

4. Conclusion

The study results reach us to the decision that despite some limitations, technology integration helps to create a better EFL teaching learning environment according to the perception of the rural middle school teachers in Bangladesh. The teachers also came up some proposed solution to tackle the challenges of technology integration in the rural middle school of Bangladesh. However, the purposive sampling hinders to reach to generalizability of the study findings to some extent. For a more generalized conclusion more comprehensive sampling are to be taken as study sample in the future. Still the study gives us valid and reliable idea regarding teachers' perception on the promises, problems, and possible solutions of technology integration in the EFL classes in rural middle school of Bangladesh.

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