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Use of Technology in Practising Speaking and Pronunciation in EAP Courses at the University of Dhaka

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Abstract: In the English for Academic Purposes (EAP) courses at the University of Dhaka, teachers often find it difficult to focus on improving students' speaking proficiency and pronunciation, although these skills are essential for students' future careers. Practising spoken English and teaching pronunciation at the tertiary level is both difficult and highly challenging for teachers. Within the socio-cultural context of Bangladesh, large class sizes and a lack of logistical support place an additional burden on instructors. Moreover, a range of factors obstruct the natural process of practising speaking skills and correcting pronunciation. Much of the existing research on the development of speaking skills and pronunciation difficulties nowadays advocates the use of technology. This exploratory study seeks to examine the extent to which technology is currently used to support the teaching of speaking and pronunciation in English. It presents the actual classroom situation and explores future possibilities for integrating technology into the teaching of speaking and pronunciation. The author argues that the findings of this study will help teachers integrate technology into their lessons, overcome existing obstacles, and adopt more effective approaches to practising speaking skills and teaching pronunciation to tertiary-level students across the country.

Keywords: Speaking, pronunciation, EAP, Technology in English, Technology in speaking, ICT, CALL, CLT.

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1. Introduction

Various types of technological tools are a part and parcel of language teaching in different parts of the world now-a-days. There is a rapid change in the teaching strategies due to the availability of different language teaching websites. Today, it is also generally acknowledged by language teachers and researchers that the use of different technological tools in language teaching can enhance proficiency of the students substantially.

Speaking is a unique skill among the four. It is a productive oral skill and at the same time a very complex skill to acquire in a foreign language. Pronunciation is a very important component of this skill. Attaining international intelligibility in pronunciation is also very difficult for the learners of a second language (Levis, 2018). Technology can actually help us a lot in these areas.

Language teachers are incorporating Information and Communication Technology (ICT) in language teaching in diverse ways due to the availability of computers and multimedia projectors. Computer Assisted Language Teaching (CALL) are assisting the students inside and outside the classroom. Teachers can use power point to present visual materials, videos as audio-visual aids, audio clips from language learning sights to improve cooperative tasks. Use of authentic materials like pictures and songs are regularly used in designing activities. Downloading and using pronunciation practice audio clips is becoming more common than ever before. Besides helping in attaining accuracy and fluency, these can help in reducing anxiety and increase motivation of the students. The research aims to explore whether these technological tools are currently present in our English classes and the extent to which they are used in practicing Speaking and pronunciation by the teachers at a public University in Bangladesh.

1.2 Background of the study

The research is conducted on the English language courses at the University of Dhaka. With 13 Faculties and 13 Institutes, it is considered as the largest and the most prestigious University of Bangladesh. The 'Foundation Course in English' was introduced here in 1998 to raise the standard of English proficiency of the students. Which sprang from the observation that the students were having problems in finding suitable employment due to their lack of English skills (Khan, 2000).

The English Language course is now generally known as English for Academic Purpose (EAP). The duration of this language course is six months to one academic year. This course is a part of BA (Hons.) programmes in the University. Here, most of the teachers are employed on a part time basis. It is a general language course which concentrates on the four skills according to Communicative Language Teaching (CLT).

CLT provides the teachers with opportunities to use new and more effective activities in the classroom which aims to be closer to real life situations. The use of technological tools has enhanced this focus on authenticity of materials and activities in the CLT classrooms throughout the world. The study focuses on speaking skill and the use of technology in practicing speaking and pronunciation in our English classrooms at the University of Dhaka.

1.3 Rationale

In the last ten years, a number of articles have been published at home and abroad attesting that the use of technology makes Communicative Language Teaching easier and more enjoyable for both the teachers and the students. As an example, in Bangladesh, we can name the study of Ara (2009), Rahman, Babu and Shahrear (2012), Haque (2013), Uddin (2015) etc. in this field. They discussed

how different types of technology-based activities could be implemented in the English language classes. Though they lacked classroom contexts, these writings were motivating to the language teachers. The article by Rahman and Mamun (2015) provided us with class observation of a private university where language teaching was assisted by technological support. Though his findings were positive, it lacked triangulation as the results were neither supported by the findings from the learners nor the teachers. After a decade, at a first glance, it can be assumed that, by now, technological support is provided by the institutions and the teachers are using them regularly in practicing speaking and pronunciation.

In reality, however, we can see that the use of technology in the teaching-learning context at the University of Dhaka is far from ideal. The density of population in Bangladesh is one of the largest among the different countries in the world. However, the resources are limited. At a glimpse, we find that the English classes at the University of Dhaka are large and overcrowded which makes language learning difficult (Chowdhury, 2013). Due to the limitation of resources, there is also a lack of logistic support. So, it is difficult for the University authority to provide technological support in our English classes. As a result, integrating technology in practicing speaking and pronunciation in the English classes has become a challenging task for the teachers at the University. The study is an attempt to seek out the difficulties, to give us an insight into the real situation and to find probable solutions for them.

1.4 Objective

The study concentrates on the English classes at the University of Dhaka. The objective of the study is to find out:

- To what extent is technological support available in the classroom?

- How far are the teachers able to use them to practise speaking and pronunciation in our English language classes?

The study attempts to provide a picture of the classrooms and its existing teaching-learning situation. Also, the aim of this research is to focus on the problems faced daily by the teachers and to share their successes.

2. Literature Review

Day by day, language teachers all over the globe are increasingly incorporating technology assisted activities in their lessons. Sokolik (2017) observed that, digital technology can provide instructors and students alike with a new battery of tools with which language can be learned effectively.

Harmer (2007) considers technological devices as tools to help us in whatever approaches and techniques we have chosen to use. These devices can boost up the learning process if they are used judiciously by the language teacher. Activities supported by technology is a general demand by the students at this age of World Wide Web in the University of Dhaka (Chowdhury, 2019).

So, there is no doubt that technology can enhance language learning and ease the burden of teaching for the teachers. A number of research have been conducted in recent years on the use of technology in speaking home and abroad.

Sosas (2021) studied the effectiveness of using technology in teaching speaking at tertiary level on a group of students in Philippines. The findings revealed that technologies in teaching speaking build rapport and increase fluency and accuracy. Sosas also found that the technology used in teaching speaking can be aligned with the communicative way of teaching which allows students to convey themselves in a skillful and competent way of communication. Serajuddin(2023) worked on government and

private institutes at tertiary level. He found that use of technological tools makes learning more engaging and interactive. Bipasha (2024) worked on private Universities and found that technology helps students to see, hear and participate in class. However, she found that technology is used mostly is listening, reading and writing.

Thur (2020) presents how English situation comedies (sitcom) could be implemented by multimedia. This tool was used to positively influence the speaking proficiency of tertiary level students in Vietnam. The study shows positive improvement of the students' speaking proficiency after learning in this way. The teachers reported that sitcom brought a completely new and positive experience in teaching-learning situation. It also acts as a great source of motivation in practicing speaking for the learners. Yen (2021) also conducted a small-scale study at tertiary level in Vietnam. She showed that dubbing extracts from a movie can increase speaking speed and improve pronunciation in English. She argued that this type of tasks brings real world into the classroom and helps students speak English more naturally. Masruddin (2018) conducted an action research on the Indonesian students studying in eleventh grade. He found that using short video clips through group work is an effective way of teaching speaking. He has also conducted tests before and after implementing video incorporated lessons. The results of the test shows that fluency and accuracy of the students increased considerably after implementing short video clips in their speaking tasks.

Use of technical tools in language teaching can ease anxiety and apprehension. This type of tasks also build confidence among students, as observed by Sosas (2021). The success of the use of technology-based activities in decreasing anxiety was also observed with our students here at the University of Dhaka (Chowdhury, 2020).

Mobbs and Cuyul (2018) incorporated audio equipments in a secondary level classroom and discussed on the effectiveness of using songs in listening and speaking classes. According to them, music can be used as a motivator and it encourages learners to express themselves. The article includes three sample music based activities which incorporate a good practise in listening and speaking. All the activities give learners scope to compare between the song's and their own cultural background. It gives the learners an opportunity to express their opinion about them. Dupont, Held and Hossain (2020) showed example activities using audio equipments in secondary level for classroom task. They argued that speaking can be integrated with the help of technology in a task even when the goal is practicing any other skill like writing. He also found blended learning motivating. However, the level of the students are not mentioned here.

Livingston and Priyadarshini (2018) reported on the attitude towards the use of technology from India, the neighbouring country of Bangladesh. They found that in addition to the problems that stem from lack of logistic support, hindrances came from an unpredictable area. They explained that, there are some teachers who oppose the use of technology in support of the traditional way of teaching and learning, where students are encouraged to sit back and take part in passive learning. On the contrary, Mumen (2019) conducted a research in Higher Secondary level and reported about the attitude towards using technology in speaking English. He explained that most of the teachers and students agreed to use technology for learning spoken English if they are provided with proper logistic support. The study shows that the attitude in Bangladesh towards using technology in learning is different and more positive than India.

Talukder and Sikder (2024) found that infrastructural constraints, limited access to technology and inadequate digital literacy are the main barriers to successful integration of technology in our country. However, he gives us a holistic view of the whole educational system of the country. Lack of logistic support is a prevailing situation in our country. Lack of technological support can hamper the motivation of teaching, like absence of a CD player, as pointed out by a teacher in my earlier study on motivation in teaching speaking (Chowdhury, 2022).

Chiverton (2017) from Bahrain argued that cell phones can be used for low-resource environments. He explained that teachers can use cell phones as they use other supplementary materials like books and pictures. This article also provides several cell phone activities for teachers. Mumen (2019) also points out, BBC Janala (2017) in Bangladesh as the most successful project with cell phones implemented in the less developed areas in the world. This turned cell phone into a cost-effective tool for language education. Through cell phones, the learners received hundreds of SMS quizzes, audio scripts, and supplementary material in local Bangla newspaper, which enabled them to study and learn English as a tool to improve their livelihood.

Most of the research discussed above concerns themselves with the effectiveness of using technology in teaching speaking. Some of them gives us example activities to try out in our classes but fail to report on the result. Some other lack focus in the chosen skill as they deal with all the four skills together. On the other hand, some of these studies point out the effectiveness of a single type of technology-based activity like the use of songs or use of sitcom. Again, most of these are experimental studies, limited to a single classroom. They lack a wider perspective of what is happening in general in practicing speaking and pronunciation in our language

classrooms. That is why this study was taken up to find out in what way and to what extent, technology is used in the English language classrooms at the University of Dhaka.

Considering the above articles, we can differentiate different types of technology based speaking activities. Activities based on audio-visual equipment, activities based on visual equipment, audio-based activities etc. Harmer (2007) has also provided us with examples of different types of technological tools and resources. These may include:

- Activities based on audio-visual equipment (like computer based presentation, video clips, movie dubbing, sitcoms etc.
- Activities based on visual equipment (use of the overhead projector showing pictures, charts etc.)
- Audio based activities (Audio clips from Course book, audio clips downloaded from language learning websites etc.)
- Activities to enhance pronunciation (Audio and video clips for drills, use of online dictionary etc.)

The extent of the use of these above mentioned technological tools and the activities supported by the abovementioned technological devices and software is the focus of this study. In addition, the problems of using these in the classrooms of the University of Dhaka as a whole will be discussed here.

3. Methodology

This study is a mixed methods research with both quantitative and qualitative part. It is a classroom based research with an exploratory approach. Nunan (1992) expressed his view that, as language classrooms are specially constituted to bring about learning, it is not unreasonable to collect data about what goes on there as a means of adding to our knowledge of language learning and use. Based on the author's experience of teaching the course in three different faculties and institutes at the University of Dhaka, the mixed

methods approach seemed to be the best one in this area. The quantitative data would give us a holistic view. At the same time, the qualitative data would give us a glimpse of the teaching – learning situation. The qualitative data got priority over quantitative data due to the complexity of class dynamics.

The **target population** was the first year students of 8 departments from the faculties of Arts and Humanities, Science, Business Studies and Institutes. They are, Department of Chemistry, the Department of World Religion and Culture, Department of Geology, Department of Peace and Conflict, Department of Psychology, Department of Anthropology, the Institute of Modern Languages and the Institute of Social Welfare and Research.

The sampling procedure which was chosen among all the procedures is known as stratified random sampling. Nunan (1992) pointed out that in those situations in which it is not feasible to collect data from the entire population, the researcher must resort to sampling. A questionnaire survey was conducted among 32 students, four students each from the eight departments. Nunan (1992) pointed out that one of the strengths of questionnaires is that it enables the researcher to collect data in field settings.. Focus group discussions were conducted on 20 students by taking five students each from four departments using qualitative questions. The answers were analysed thematically. Four teachers were interviewed with at least five years of teaching experience for the purpose of the study. Semi-structured interviews were conducted considering its advantages in exploratory research. Dörnyei (2016) pointed out that in applied linguistic research; most interviews conducted belong to the semi-structured interview type. He also added that it offers a compromise between the two extremes; structured and unstructured ones. Lastly, three classes were observed to validate the data gathered from the students and the

teachers. An observation checklist was formulated specially for the purpose of this study.

The strength and validity of this research lies in the use of triangulation in data collection procedure. Erzberger and Kelle (as cited in Dörnyei, 2016, p. 43) proposed triangulation as a strategy to ensure research validity. They explained that if a finding survives a series of tests with different methods, it can be regarded as more valid than a hypothesis tested only with the help of a single method. Questionnaire survey along with focus group discussions among the students ensured the best way of collecting their opinions. Secondly, the teachers could explain some points that stemmed from the students' discussions. Lastly, class observation ensured authenticity of the data gathered.

A vast amount of data were gathered by the use of questionnaire survey, focus group discussion, interview and class observation. Some data were quantified. It introduced us to the prevailing situation. On the other hand, the qualitative data helped in the understanding understanding related to the implementation of different technological devices and software.

Thus, mixed method research gave us a comprehensive approach in exploring this complex field. The findings from the students, the teachers and the class observation together provided us with a focal point with insights coming from three different directions.

4. Findings

The findings of this study can be divided under three headings:

- Findings from the students,
- Findings from the teachers and
- Findings from class observations

4.1 Findings from the Questionnaire Survey and Focus Group Discussion of the Students: The students complained that there is a lack of technological support when they are practicing speaking and pronunciation. Not all the classes have audio visual support. Only two classes out of eight had computer installed. Those were used for power point presentations by both the teachers and the students for all the courses. There is only a microphone and sound system in some large classes. Again, there is no internet facility in 90% of the classes. Let us look at the accumulated findings below;

Technological tools	Availability of Technological Tools	Frequency of Use
Computer with audio and visual aid	78%	50% of the classes
Audio aid: CD player and sound system	19 %	90% of the classes
Mobile Phone as an audio aid in low resource classrooms	3%	25% of the classes
Pronunciation drills using audio texts	20%	40% of the classes

Table: Technological support in language classrooms

About 78% of the classes are well equipped having audio visual support. Video texts are frequently used by some teachers. However, most of the teachers use them sometimes (in about 50% of the classes). It is rarely used in one class. Not all the classes have computer installed in the classroom. Some teachers used their own laptop computers for audio and video clips. However, not on a regular basis. The students found them useful and asked for video

clips that are used in class as an example. They wanted to watch videos of;

"... more exemplary speaking exercises" (Group 5)

In the focus group discussion, they explained that watching videos of conversation helps them to understand what is expected of them during group discussions.

Use of audio is more common in our classrooms and portable audio aids are used in 19% of the classrooms. The students demanded;

"(we want) more Groupwork, providing CDs (containing audio clips from textbooks), using all kind of modern technology related to learning and so on." (Group 3)

Audio clips are played in 90% of the classes, mostly from global textbooks. Students explained that that they feel motivated to speak after they see or hear a conversation. They also feel less anxiety and apprehension as they can use words from the text they have just listened to.

Around 3% of the classes had large number of students. The classrooms were provided only with a microphone and soundboxes. Students reported that the teacher used his smartphone, in lieu of technological tools, in 20% of the classes. The audio scripts are used to introduce audio clips for speaking tasks and pronunciation drills.

Pronunciation audio clips were used regularly in only 20% of the classes. In other classes, the teachers used them sometimes (about 50% of the time), if they could manage time. Some teachers used them quite rarely (less than 25%). Students demanded for more pronunciation practise in the class. They explained that they used dictionary downloaded in their cellphone to correct their

pronunciation both inside and outside classrooms. We can understand that students have a positive view about integration of technology in their language learning.

4.2 Interview of the Teachers:

The teachers find it helpful to use technological support in class. They all reported that activities following audio or video conversation clips are more accurate. Students also appreciate this effort by the teacher.

It is also observed by the teachers that when students are asked to have a conversation after watching or hearing a conversation, they feel at ease because they know what to say.

However, two out of four teachers expressed their frustration about the lack of technological support in their English classes. The department is reluctant to provide audio players and global textbooks with CD (audio and video clips) for the classes. Teachers cannot play video clips in those classes which are not equipped with projectors. As most of the teachers are part time lecturers appointed by the concerned department, their demands are not often fulfilled. One of the teachers stated the fact clearly,

> "…if you think that you will be using
> multimedia, you know Power Point,
> but if you go to class, you will not
> have these facilities." (Teacher 1)

The teachers explained that they cannot use audio clips to help introduce a topic for speaking, or pronunciation practice clips, regularly, because they have to buy the internet package themselves. One of the teachers (Teacher 2) explained that, to find a suitable audio clip of three minutes from a language teaching site takes about an hour to choose from different clips. The mixed proficiency level of the students makes it hard for the teacher to

find an audio clip which is suitable for all the students. That is why it becomes extremely difficult in cases where the concerned department does not help the teacher with the logistic support needed. The departments also do not show concern in dividing the large number of students into different sections according to their proficiency level (Chowdhury, 2019).

Teachers stressed that there should be a suitable place for the them to work with computer and internet connection. As part time teachers, they are not provided with these opportunities at the moment. Even when there are Wi-Fi connections to be found in the teacher's lounge in rare occasions, the place is too crowded for the teacher to work. This kills the motivation of the teachers to use technological tools to support them in their classrooms. It should be stressed here that the teachers need sufficient amount of time to choose audio clips from language learning websites. Because, they need to find extracts that suit their teaching objectives and design activities for these. They cannot use material simply because it is available. It has to serve their purposes (Davies and Pearse, 2009).

All the teachers said that they advised their students to use dictionary in their mobile phone to correct their pronunciation. One of the teachers (Teacher 4) shared his view that the role of the students has changed from passive learners to active participants in the process of language learning. Availability of cell phones has helped them with the technology needed in this area. Students can now listen to British and American pronunciation from the news, they can register and follow different language learning websites, they can hear the correct pronunciation of new words from online dictionaries etc. Thus. language learning, with guidance from the teacher and support from technology, is becoming more interesting, involving and autonomous on the part of the students.

4.3 Class Observation: The teachers were found to be at ease with technology in most of the classes. One of the teachers used video clip in class. The class was equipped with a computer and audio-visual aid. He reported that he used the Projector sometimes to present a photo and news clips from the local newspaper. The video clip contained a conversation among friends.

In one class the teacher played an audio clip where a boy asks his friends to accompany him to the movie theatre and watch a movie. The students, as a cooperative group work, discussed about going to the stadium to watch a cricket match. They made plan for transportation, food etc.

In a low resource class, in absence of audio or video player, the teacher played an audio clip about the report of an incident from his mobile phone. The students, after listening to the text, discussed about the probable cause, aftermath and ways of preventing the incident in small groups.

In all of these situations, the students seemed quite motivated to take part in the conversation following the video and audio clips.

One of the teachers used audio clips for pronunciation drills. The students seemed very much interested to take part in the drill to correct their pronunciation. The students were found to listen to the pronunciation in their dictionaries, installed in their smartphones, in all the classes.

4.4 Findings on the use of technological support in various types of activities done in class

Let us look at the table below on the current use of technology in different types of tasks. The checklist was provided by Harmer (2007)

Activities	Departments	Frequency	Comment
Activities based on audio-visual equipment (like computer based presentation, video clips, movie dubbing, sitcoms etc.)	Two	Used sometimes to rarely by different teachers	The teacher rarely uses video clips. Does not have internet provided by the department. Also, finds it difficult because some of them lacks training in using computer assisted software.
Activities based on visual equipment (use of the overhead projector for showing pictures, charts etc.)	Three	sometimes	Showing pictures and newsclips are more common. The teachers mostly use Overhead Projector to present news from newspaper for discussion.
Audio based activities (Audio clips from course book, audio clips downloaded from language learning websites etc.)	All	Regularly by the teachers	Course books with accompanying CDs and CD players are often provided by the department. The teachers use audio clips from websites

			using their own mobile phones.
Activities to enhance pronunciation (Audio and video clips for drills, use of online dictionary etc.)	All	Not very Frequently	The teachers and students use online dictionary to correct pronunciation variation of the students. However, use of audio clips for pronunciation drills are rare.

Table: Findings on the use of technological support.

All the classrooms are not equipped with the same logistic support. That is why the use of projector is quite limited in our English classes. On the other hand, audio based activities are more common and quite regular in our classes. In a few low resource classrooms, the audio based activities cannot be done regularly due to lack of logistic support. All the teachers use audio clips to practise pronunciation. However, pronunciation drills are not done very often.

5. Analysis

Findings from the students show that the students are very much interested and demanded the use of technological support in practising the speaking skill. Most of the teachers are also proficient in using the technological support provided in their classroom. The students and teachers find the use of technology based activies helpful in increasing the fluency and accuracy of the students. The class observation also revealed that students easily understood what they were supposed do following audio or video clips, which

increased accuracy and fluency. The findings are at a per with the findings of Sosas (2021), Serajuddin (2023) and Bipasha (2024).

Both students and the teachers found audio and video clips motivating in speaking practise. Class observation also reveals that these activities ease the boredom of having to listen to the teacher for a long time. This type of activities also decreased anxiety of the students as they knew what they were supposed to say in conversations following audio or video clips. We observe similar findings from Sosas (2021) and Chowdhury (2020).

Attitude towards using technological tools were found to be quite positive. The teachers found them helpful in designing tasks and motivating the students. Similarly, the students found these tasks motivating. They also felt less apprehension and anxiety when tasks incorporated technological support. It was also observed that they were a relief to the students after a long difficult task of reading or writing.

However, there are some teachers who, due to lack of logistic support, can provide technology assisted tasks few and far between in language classes. It is not the case that senior teachers have any negative attitude towards the use of technological tools in the classes, as found in India by Livingston and Priyadarshini (2018). All the classes in the departments do not have logistic support. They give priority to the classes of third of fourth year rather than a language class in first year.

The senior teachers of the department, not being used to technological innovations, are unwilling to spend resources to provide technological support for a specific class (English Language).

Some teachers are not aware of the importance of international intelligibility in pronunciation. They do not see the need to work on pronunciation more than occasional correction from the teacher

(Chowdhury, 2019). That is why they are reluctant to put an extra effort for pronunciation drills with the help of standard pronunciation extracts. Teachers who didn't study ELT (English Language Teaching) need to be made aware of the importance. On the contrary, some teachers are observed to motivate the students to learn new vocabulary and correct their pronunciation by using online dictionary. One of the teachers made a habit of pointing out common mistakes made by Bangladeshi students like, in the word 'mind', the vowel sound is a diphthong /aɪ/, whereas it is a short vowel /ɪ/ in the word 'determind'. The students were observed to listen to the pronunciation of common words in online dictionary in their mobile phones. This type of self-correction method gave them confidence. Similarly, when given as a homework, the activity increased student autonomy.

Some of the teachers expressed that they are not used to working with technological tools. They conveyed that there is no effort on the part of the department either to provide technological support, or to help them learn to use the tools. Even if they are provided with technological support, they will need proper training to use activities involving sitcoms or dubbing as suggested by Thur (2020) and Yen (2021). That is why there is a presence of inhibition and anxiety in using technology among the teachers. This anxiety, as the teachers explained, will not go away until proper steps are taken to train the teachers.

The findings on the current use of Technological tools according to the checklist provided by Harmer (2007) shows that the use of technology is classrooms are not as much as we would like them to be. The frequency varies from teacher to teacher. The technological support should be the same. Also, most importantly, the frequency of use has to be similar. It can only be done when teacher get equal

technological support, are at ease to use these tools and are equally motivated to use them.

6. Suggestion and Future Directions

The existing situation cannot be changed overnight. However, some long and short term steps can be taken to enhance the use of technology in teaching and learning of Speaking and Pronunciation. These are;

- The University authority should come forward to provide audio-visual support for English Language classes. There should be some rooms with audio-visual support under each faculty specified for English classes.

- There should be training for the English teachers to use different technological support in their classes. For example, teachers can learn about useful websites for pronunciation drills as well as audio/video clips to help in speaking tasks.

- The training should also include, the ways of integrating technological tools in the lesson plans successfully. A word of caution from Scrivener (2011) is that sometimes the teacher's energy goes in the challenge of learning a new piece of equipment and they may not have sufficient time for thinking about how to use it. That is why training of the teachers is crucial.

- The teachers should be appointed as fulltime lecturers by different faculties so that they have enough time to plan lessons using technological support.

- There should be a special interest group for the English teachers to share their problems as well as successes.

- Computers, Internet connection and quiet rooms should be provided to help the language teachers.

- The teachers should also come forward in using the technological support provided to find out which devices and activities works best for their unique teaching-learning situation.

7. Conclusion

It is time for the language teachers at the University of Dhaka to embrace the positive sides of technology and make language learning more fruitful. Technology gives language teachers more options to choose from than ever before. It should be noted here that,

> It is the appropriate application of the technology rather than the technology itself, which today can make a significant contribution to effective English teaching. (Ur, 2024)

We have observed that technology assisted activities have brought positive changes in practicing speaking and pronunciation in some English classes at the University. These successes need to be shared among the teachers. At the same time the attitude towards the use of technology in language learning needs a positive change. There is a need for support from the department as well as from the authority. It is only when all the stakeholders come together can we expect a positive change in the situation. Only then, in teaching such a complex skill like speaking, technological support will help reduce monotony of the teachers, anxiety of the students and ultimately make teaching and learning of English language, a little bit easier for all.

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