



Original Research

Students' Perception of the Effects of Integrating EdTech in Teaching English Poetry in Higher Education in Bangladesh

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Abstract: Deploying educational technology (EdTech) in higher education has become common. This investigation aims to provide practical insights into whether and how technology can enhance learning both inside and outside the classroom and its impact on improving current learning conditions. The main focus of this article is to investigate the potential results of incorporating EdTech in teaching English poetry during tertiary education to understand the level of students' study engagement. Though EdTech means the infusion of academic practices with available instructional digital tools for pedagogical development, this study only discusses handheld electronic device-supported tools and platforms. The study looks for the implication of the TPACK theory to integrate technology and the conditions of the Unified Theory of Acceptance and Use of Technology model to select learners' preferred digital tools and platforms. This study will be helpful for a large number of non-native English students who are studying English literature. By examining non-numerical primary and secondary data, this qualitative study delves into an understanding of how technology can promote study engagement and aid learners in comprehending content. The research employs a variety of data collection instruments, including interviews, personal experiences, article analyses, and book reviews. The results indicate that technological tools facilitated a more engaging learning environment for teachers and learners. Students' positive perceptions of EdTech are particularly noteworthy. The incorporation of appropriate digital tools with lesson plans has a significant impact on learning outcomes.

Keywords: Quality Education, Tertiary Education, Equitability, Engagement, Learning, Sustainability Teaching

Introduction

This article renders the scenario that arises from integrating educational technology (EdTech) into poetry teaching for study engagement. Study engagement in tertiary education is the prime concern, as it enables students to explore the subject in depth; otherwise, learning becomes an empty promise. This article examines the effects of incorporating nonhuman resources into the traditional teaching format, specifically concerning interaction among learners, facilitators, and content. The goal is to look for an engaging and dynamic learning experience that leaves a lasting impact on all involved. Incorporating technology into the best teaching practices is essential in making the learning process more engaging and effective (Herring, Koehler, and Mishra 2016). The article investigated the consequences of EdTech on

students' engagement: concentration to stay in touch in every possible way with lessons, passion for gathering online resources for acquiring knowledge, and eagerness to contribute to class discussions. EdTech is a field that facilitates human learning through the systematic identification, development, organization, and utilization of a complete range of digital learning resources (Reiser and Ely 1997). EdTech encompasses a vast array of technological tools and resources that aim to enhance the learning experience. This article, however, centers only on handheld electronic devices and the platforms they support, as favored by a group of undergraduate English literature students. It is always wise to take into account learners' individual preferences, prior experience, budgetary constraints, and unique circumstances before implementing any new technology in learning (Venkatesh et al. 2003).

This study is unique because it uses primary data gathered from students with firsthand experience integrating technology into their learning. What distinguishes this study is that it examines the applicability of EdTech specifically within the context of the National University of Bangladesh, the fourth largest university in the world with 2,257 campuses (National University Bangladesh, n.d.) and the largest higher education institution in Bangladesh (Mukherjee et al. 2014). As of 2019, 4.5 million students were enrolled in higher education in Bangladesh at both undergraduate and graduate levels while, out of these students, 2.94 million were in the NU-affiliated colleges (College Education Development Project [CEDP], n.d.).

This study is important because the findings will provide an advanced understanding of instructional practices for engagement inside and outside the classroom, and a vast number of teachers at the National University of Bangladesh can utilize the findings to develop their teaching-learning environment. Other teacher professionals can also use the findings to design their classes and create a student-centered learning environment by combining subject knowledge and instructional design with technology. This will enable them to develop effective lesson plans and foster their students' study engagement.

Insufficient engagement hinders learners' in-depth understanding of poetry, the most creative genre in literature. The lack of expected engagement among learners has made it difficult to get a comprehensive idea about poetry and appreciate the beauty and entertainment hidden in the magic spells of poets, causing the poetry genre to become burdensome and unpleasant. Taking the issues as a research problem, the study has been conducted to examine (1) How did the multi-utilities of online resources play a role in students' study engagement? (2) How and in what circumstances were EdTech platforms helpful in student's learning engagement? This case study uses qualitative observation to identify specific issues and offers solutions. To justify the effectiveness of EdTech utilized by a group of undergraduate English literature students and to add a theoretical insight to instructional practice to create an engaging learning environment, the study explores how integrating EdTech into traditional classroom settings can help foster study engagement, allowing students to understand and appreciate the art of poetry.

Overview of the Literature Review

Firstly, the study looks for the theoretical implication of the TPACK theory to integrate technology into learning poetry and the conditions of the Unified Theory of Acceptance and Use of Technology (UTAUT) technology adoption model to select users' preferred digital tools and platforms. Secondly, to understand the effectiveness of EdTech, the literature review concentrated on recurring themes that appear repeatedly from the data sources. This segment illustrated the multi-utilities of EdTech in teaching poetry and students' perception of the potency of digital learning tools and platforms for their study engagement and interpreted how all findings from relevant literature intersected to respond to the research questions by tracing a research gap.

Theoretical Framework

TPACK stands for Technological, Pedagogical, and Content Knowledge. The study combines the TPACK theory, which focuses on integrating technology, pedagogy, and content knowledge, with the UTAUT model, which selects user-friendly tools. By selecting appropriate technological tools, teachers can achieve their pedagogical goals while also considering student preferences and the availability of technology.

The TPACK theory (Figure 1) combines the three domains—technological, pedagogical, and content knowledge—to teach a specific subject area effectively, and this study focuses explicitly on technological knowledge (TK) for integrating EdTech into teaching poetry.

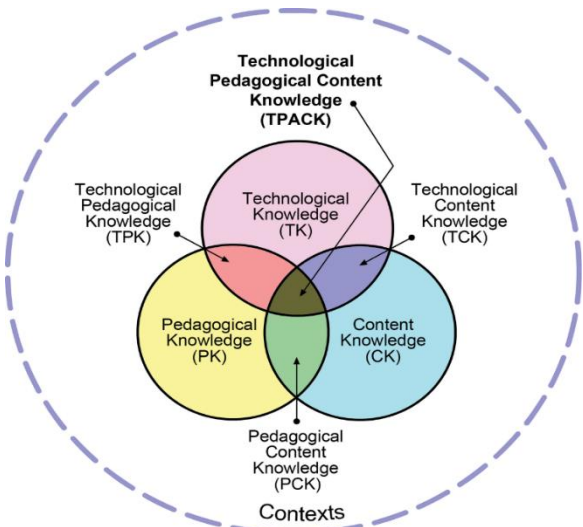


Figure 1: The TPACK Model
Source: Kendon and Anselmo, n.d.

The TPACK emphasizes integrating EdTech with effective pedagogical practices to present subject matters and facilitate learning (Herring, Koehler, and Mishra 2016). For example, when teaching poetry, a teacher must possess in-depth knowledge of the genre to capture students’ attention, which is content knowledge (CK). The teacher must also consider class activities to help students understand poetry, which is pedagogical knowledge (PK). The teacher should incorporate digital tools best suited for poetic texts, that is technological knowledge (TK).

In addition to analyzing the effectiveness of learning methods, the study also takes into account the technological availability, preferences, and accessibility of learners. To identify the most suitable technological tools, the study employs the UTAUT as a technology adoption model framework. This model (Figure 2) considers various factors such as performance expectancy, effort expectancy, social influence, and facilitating conditions to determine the user’s acceptance of a particular technology.

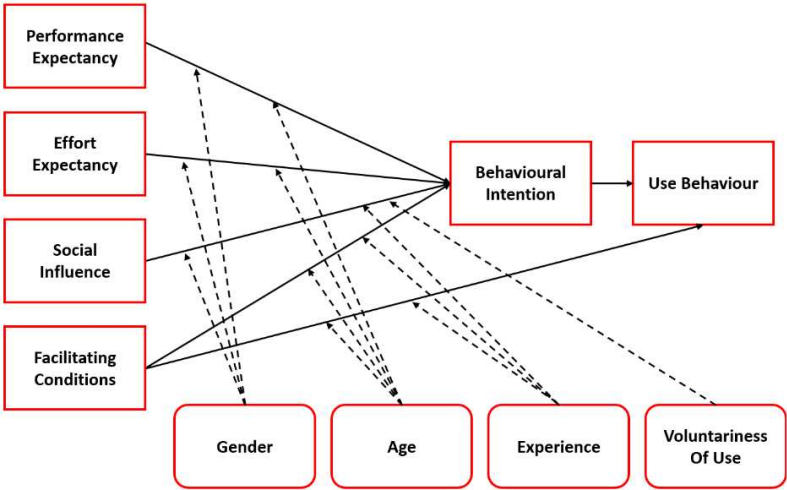


Figure 2: The Unified Theory of Acceptance and Use of Technology (UTAUT) Model
Source: Innovation Acceptance Lab, n.d.

By using this model, the study aims to select the most appropriate and effective technological appliances that can enhance the learning experience of users. The UTAUT model explores individuals’ acceptance of technology and willingness to adopt it for use determined by learners’ preferences, experience, cost-friendliness, and contexts (Venkatesh et al. 2003). Besides, most students studying higher education in Bangladesh have their own smartphones (Ahmed 2020). That is why the research highlights specific tools that can be used on smartphones.

Multi-utilities of EdTech-Resources for Students’ Study Engagement

Technology plays a significant role in encouraging a persuasive interaction between students and facilitators and students and their peers (McCall and Kim 2014). Technology, for its instructional potential, helps handle literature classes (Abbasi and Al-Sharqi 2020). Teaching poetry poses

challenges as students struggle with understanding the high-sounding diction and picturesque descriptions often found within poetic texts. EdTech can help bridge this communication gap and increase student engagement by providing multiple necessary resources (Karamane and Andreadelli 2016). Images are particularly effective in improving comprehension and facilitating a clear understanding of complex situations (Donaghy and Xerri 2017). Visual slides can be a powerful tool for helping learners grasp the intricacies of nature, as they offer a means of comparing local and universal contexts. Graphics and text represent different modes of presentation; in some instances, poems that feature nature imagery may benefit from visualization. By representing a text in a visual format, students are more likely to engage cognitively with the material (Gates 2017). Incorporating audiovisual music and digital painting into the teaching of surrealistic poetry can be highly effective (Karamane and Andreadelli 2016). This is because poetry appeals to our senses of sight and hearing through its imagery and musicality (Paudel 2022). Videos on platforms like YouTube can directly touch students' emotions, particularly when they feature lyrical and visual content (Nisa, Anwar, and Paulina 2020). Today's e-learners are not content with printed texts alone; they prefer to view and listen simultaneously, and visual recitation can positively impact their psychobiology, making poetry classes both engaging and motivating (Umar and Maria 2021). Students may find reading and comprehending verse lines easier when presented in an engaging format.

For learners, accessing website links related to their topics of interest is beneficial. As social media has grown and evolved, digital communication has become the primary means of interaction, which has resulted in a significant shift in how readers emotionally and temporally connect with printed books (Šesek and Pušnik 2014). Students can save time and money by utilizing websites offering various resources, including biographical information on poets, digital texts, audios, visuals, and hyperlinks. Social media provides a public platform to share our thoughts through posts and gain insights from comments (Abbasi and Al-Sharqi 2020). As a result, various digital resources allow learners to foster a sense of connection that can positively impact their academic performance.

EdTech promotes self-paced learning for students. Using technology, students are empowered to take charge of their learning, enabling a sense of accountability (Peart et al. 2017). This allows students to plan their lessons, resulting in improved learning outcomes. Digital learning tools shift the focus from teachers to students, emphasizing a student-centered approach (Bergmann and Sams 2012). By providing autonomy and motivation, EdTech encourages learners to take control of their education (Ahmadi 2018). Many institutions now recommend using online resources to enhance the learning experience (Strain-Moritz 2016). Thus, online resources pave the way for interactive learning.

Circumstances Where EdTech Is Helpful in Students' Learning Engagement

Different circumstantial usages of EdTech also added the value of integrating EdTech to continue the study engagement. Firstly, group discussions in the classroom are difficult due to the limited time available. With the help of EdTech, teachers can flip classes by providing pre-delivered course materials before physical classes, allowing for collaborative discussions during in-class time. "One of the greatest benefits of flipping is that overall interaction increases: teacher-to-student and student-to-student" (Bergmann and Sams 2012, 27). The flipped classroom encourages students to construct new ideas, while collaborative practices utilize in-class time for group discussions (Birundha 2020). Students with pre-existing knowledge can participate in discussions with their peers and instructors. Conversations with instructors and fellow students help to develop a student's critical thinking skills, communication skills, and practical knowledge (Al-Zahrani 2015). A literature student requires an interactive environment to develop a spirit of self-exploration and the ability to analyze the topic.

Secondly, though the first outbreak of COVID-19 was detected at the end of December 2019 in Wuhan, China, it has been a severe threat to educational institutions since March 20, 2020. A survey conducted by UNESCO (2020) showed that more than 1.3 billion students in almost 150 countries were affected by the lockdown. Though students' emotional attachment and health are noncognitive, they are important for their motivation (Bailey and Scheuer 2022). The closure of educational institutions during COVID-19 filled students with strong negative feelings that turned into positive emotions through online classes with the help of technology (Karalis and Raikou 2020). Digital teaching became an alternative to teaching and engaging students (Basilaia and Kvavadze 2020). Even during floods, handheld digital appliances, especially smartphones, make online engagement easier among students, teachers, and content. Thus, EdTech plays a role in engaging learners in different unexpected circumstances. No student can imagine a moment without a smartphone, so we should design our lessons so students can use their smartphones effectively (Donaghy and Xerri 2017). In Bangladesh, a smartphone can be purchased for approximately US\$30. For all these reasons, technological integration is helpful in teaching.

Students' Perception toward Their Preferred Communication Platform and YouTube

Accessible communication paves the way for academic interaction. Interaction between instructors and students is similar to real classrooms. However, it is made possible and accessible through virtual classrooms via their computers or mobiles that sound like face-to-face interactive classes, which is why students prefer digital platforms for communication (Alshumaimeri and Alhumud 2021). EdTech wins over the barrier of time and distance. Learning tools centered on technology are equitable as they can be conveniently used anywhere and at any time (Avineri et al. 2018). Social communication platforms, such as WhatsApp and Facebook, are not directly part of EdTech like YouTube, but are utilized like EdTech.

The researcher's institution has a department-wide WhatsApp Group and Facebook Page to distribute the learning materials to students. Students prefer an approach that offers flexible ways to get teachers' guidance and required materials to be engaged in their lessons (Ottenbreit-Leftwich and Kimmons, n.d.). In education, Facebook, WhatsApp, and YouTube have become a convenient part of EdTech and are making a significant effect. Students are enthusiastic to incorporate technology into their learning process for its beneficial impact, resulting in a positive feeling (Girgin and Cabaroğlu 2021). Facebook and WhatsApp are familiar to students as they can be operated with a smartphone. A survey conducted by the University Grants Commission (UGC) of Bangladesh found that 86.62 percent of students studying higher education in Bangladesh have their own smartphones, and the UGC is thinking of helping those without smartphones (Ahmed 2020). Facebook has become a common networking site used as an educational tool by students (Mariappan, Abu, and Omar 2017). WhatsApp attracts learners because it is a smartphone-supported app with text, image, voice, and video upload features, cheaper data charges, and a swift communication platform for joining virtual classes through links provided by course instructors anywhere in real-time (Mbukusa 2018). Accessing the desired audiovisual materials like MP4s, podcasts, and screen-cast PowerPoint video slides is easy. The number of video content is increasing daily with the explosion of YouTube (Bergmann and Sams 2012). Poets usually use rhyme, rhythm, and sound devices like alliteration, consonance, assonance, etc., to create a musical effect on their verses, resulting in students who like to hear the recitation of poems. Students can also re-watch or pause YouTube videos when they need to grasp the content (Bergmann and Sams 2012), which will make the learners self-paced. YouTube study materials are distributed on WhatsApp and Facebook, which validate them as engaging platforms.

EdTech helps study engagement by developing students' skills in many ways. For example, students' frequent texting through WhatsApp Messenger helps develop writing skills. On WhatsApp, students can view their mates' sentence structure and use of grammar since students exchange their ideas in the written form, which helps them improve grammar and overall writing practice (Ma'ruf et al. 2019). With a mobile learning scope, WhatsApp Messenger promotes students' writing skills (Fathy 2015). Students perhaps like to hear verse lines rather than read them, and the audiovisuals of a poem may serve this purpose and help develop students' listening skills. Furthermore, listening to English poems on YouTube may help students become more familiar with English-language accents. Phonetic skills can play a crucial role in enabling students improve their pronunciation skills, and having a strong foundation in phonetics can empower students to become more actively engaged in the learning process (Nisa, Anwar, and Paulina 2020).

The utilization of communication technologies has increased in tertiary education, with Facebook being one of the latest examples. Both students and teachers have adopted the Facebook platform, and it has the potential to be a useful medium for educational communication (Roblyer et al. 2010). Educators have the option to share class updates,

assignments, exams, and other relevant materials on their departmental Facebook page. Students can then ask questions in the comment section to receive the necessary information while also receiving feedback from their peers. This utilization of Facebook aligns with the true purpose of EdTech. In a study conducted by Mariappan, Abu, and Omar (2017) to gauge student sentiment toward using Facebook for educational engagement, 93.3 percent of students surveyed reported having a Facebook account and spending an average of two to three hours on the platform daily, suggesting significant potential for utilizing Facebook as a study aid. On the departmental Facebook page, students often share insights about their lessons and engage in discussions with their peers and teachers. Some students even draw inspiration from viral issues or criticisms on Facebook to further their understanding of the subject matter. Poetry is an assessment of life that extends beyond being a mere outlet for self-expression and serves as a deep analysis of human affairs (Arnold 2016). That means students need a mature sensibility to get the gist of poems to appreciate fully. By participating in discussions on Facebook, literature students can develop their explanatory skills and gain a deeper understanding of poems. This transferable skill is valuable not just in the classroom but also in the real world. A survey conducted with purposeful sampling of sixty students by Mariappan, Abu, and Omar (2017) found that 92.5 percent of students believe that Facebook fosters effective and prompt communication, which can translate to better performance in exams and beyond.

The literature discussed above sheds light on the potential of certain digital platforms and tools, such as Facebook, WhatsApp, YouTube, Google Dictionary, Google Image, and websites to serve as EdTech for instructional purposes, particularly in teaching poetry. The studies have highlighted how these tools can simplify the teaching and learning processes and enhance student engagement and interest in poetry. By aligning with the research problem and questions presented in the introduction, literature reviews aim to evaluate the diverse capabilities of EdTech and its relevance in contemporary educational practices.

Research Design and Methodology

Research Method

The methodology used by the researcher was qualitative. The qualitative method refers to a technique used to answer questions about experience, meaning, and perspective, usually from the participant's point of view (Hammarberg, Kirkman, and De Lacey 2016). Therefore, this study collected students' perceptions regarding EdTech through interviews and analyzing relevant literature such as articles and books. The objective was to identify the potential of certain EdTech that a group of students used. Research questions were addressed using various tools, such as semi-structured interviews, the researchers' experience of teaching with EdTech, and relevant literature. The data collected through these tools were analyzed critically to demonstrate robust findings. The purpose was to improve professional practice and establish an optimal learning environment for undergraduate literature students.

Research Design

The researcher devised six questions that were open-ended in nature. These questions were meant to collect opinions and viewpoints from students selected from the English Department of a college affiliated with the National University of Bangladesh. The students were chosen via a physical survey. Even though the interview questions were asked in English, the respondents were allowed to express their views in Bangla, which is their primary language. This was done to ensure that they could freely articulate their thoughts without any language barriers. For convenience, the interviewees were separated into male and female groups. The researchers then drew upon personal experiences with digital tools acquired over years of teaching and subsequently collected data from relevant literature to understand others' research observations. This study aims to neutrally document their experiences with EdTech and its impact on their lesson engagement.

Research Context and Sampling

Among a population of twenty, there were eight respondents who were English literature students in their first and second years at a Government College affiliated with the National University of Bangladesh. These students utilized EdTech in their poetry studies and were selected based on their good academic standing, with an equal representation of four males and four females. Thus, the sampling was purposeful to get the best-fit respondents. The variables' measurement levels were ordinal and nominal, as those who perform well academically provide valuable feedback, and considering gender differences helps to ensure a balanced understanding of the subject matter. The researcher conducted two courses on blended mood: *Introduction to Poetry* for first-year students and *Romantic Poetry* for second-year students, both year-long modules. So, the majority of the participants gained firsthand experience of the blended approach, especially online mood, through the courses. To ensure ethical research practices, the targeted students were given a detailed lecture on the study's purpose, benefits, and risks and were provided with informed consent forms. Participants were promised anonymity, confidentiality, and the freedom to withdraw from the interview anytime. Any students wishing to participate were given a printed consent form, and inclusion in the final selection was voluntary. The students were enthusiastic about the project involving their experiences and practices.

Data Collection

The study incorporated primary and secondary data while preliminary data comprised the respondents' viewpoints and the researcher's firsthand experience with utilizing EdTech in teaching, and secondary data was sourced from relevant articles and books. A written interview was designed to ensure the respondents' comfort instead of an oral recording, as the students preferred writing over speaking. The interview consisted of six reflective and open-ended questions without any probing questions (Table 1). The primary and secondary data were expertly blended to reinforce the research's arguments.

Table 1: The Sample of Interview Questions

No.	Interview Questions
1	Can you tell me about your use of technology in your college work?
2	How far did the online resources contribute to engaging your topic?
3	How did social media play a role in your study?
4	Why did you prefer digital learning tools in your lesson?
5	In what ways did the audiovisual presentation of a poem develop your skills?
6	What are your thoughts and feelings about the use of educational technology (EdTech) in your lessons?

Validity and Reliability

To ensure the accuracy and relevance of the interview questions, the researcher sought guidance from an expert supervisor who has already made significant contributions to the research field as a data scientist, is a professor of the Department of Education, and has the expertise and a PhD in the relevant field. The researcher conducted a focus-group interview of four participants, a combination of two males and two females. The supervisor’s input was crucial in crafting precise and pertinent questions. The piloting process with the focus group helped refine the questions to ensure clarity and appropriateness. Feedback from the supervisor and the focus-group participants was considered, and adjustments were made. As a result, the researcher was able to generate reliable and consistent data, addressing a key concern about the effectiveness of EdTech in the research process.

Research Instruments

This project gathered data from interviews and analysis of articles and books. To ensure objectivity, the researcher interviewed eight individuals using the same questions to gauge their opinions on EdTech. The researcher analyzed related literature to develop a balanced perspective. Personal experiences were considered to filter the findings, as what is appropriate in one context may not be in another. Each data source was interpreted to produce objective results, as objectivity reflects inter-subjectivity.

Data Analysis

To study students’ experiences, the researcher analyzed the interview data using recurring themes to determine the effectiveness of incorporating digital learning tools and platforms into the learning environment. The thematic approach is a key element in most qualitative data analyses, as it involves categorizing the data to identify common themes that are helpful in reaching an impartial conclusion (Archer 2018). This study evaluated the views of other researchers in relevant literature to gain a well-rounded understanding. The researcher’s teaching experience with online teaching played a significant role in analyzing the primary and secondary data. By carefully examining these multifaceted outcomes, the research aimed to identify the key findings accurately.

Pilot Study

As a part of the research process, the researcher conducted a semi-interview with the four respondents of the sample group, presenting them with printed questions to ensure their relevance, acceptability, clarity, and grammatical correctness. Following the pilot test with the focus group, minor adjustments were made before the final interview was arranged. For instance, the researcher posed inquiries regarding certain social media and digital tools. The participants proposed that they could better convey their viewpoints if they were queried on their favored social media and preferred learning tools instead. Accordingly, the questions were reformulated by omitting specific tool names and substituting more generalized terms involving social media and educational tools.

Findings and Discussion

This study evaluated the effectiveness of leveraging EdTech to improve students' interests and engagement in learning English poetry in a Bangladeshi higher educational setting. Therefore, the researchers aspired to generate pragmatic findings to respond to the research questions. Findings were determined based on recurring themes within the data, which helped identify empirical findings. To secure the validity of the findings, the study also looked for consistency by observing common answers in the feedback provided by the respondents. By doing so, the study established a strong foundation for its conclusions and recommendations. The findings address the two research questions of the article. Major themes are summarized in Table 2.

Table 2: Major Themes of the Findings

<i>Research Questions</i>	<i>Themes</i>
1. How did the multi-utilities of online resources play a role in students' study engagement?	Online resources such as Google Dictionary, Google Images, websites, and YouTube were useful in enriching students' English vocabulary, correcting pronunciation, developing writing skills, comprehending lessons, and clearly understanding the content.
2. How and under what circumstances were EdTech platforms helpful in student's learning engagement?	Facebook and WhatsApp were discovered to be swift, convenient, and accessible digital platforms, allowing learners to connect with facilitators' guidance from anywhere. EdTech could transform traditional classrooms by flipping the class to encourage learners to actively participate in class discussions, promoting engagement, self-paced learning, and motivation. EdTech can be particularly useful during times of crisis, such as pandemics like COVID-19, natural disasters like floods and storms, and political unrest like strikes or blockades that may occur in Bangladesh.

Data collected from respondents indicated that EdTech was highly effective when integrated into poetry courses, offering accessible platforms and multi-sensory resources that were widely appreciated. While WhatsApp and Facebook were the most commonly used

communication spaces, female students preferred WhatsApp due to its reliable privacy features. One of the female respondents' answers is included here:

WhatsApp and Facebook both are useful for me. Departmental Facebook pages are open. People can comfortably join the WhatsApp group because only added members can text, comment, and communicate. I utilize both, though I feel better with WhatsApp. (Translated by the Researcher)

Online resources like YouTube videos and educational websites were also helpful in facilitating self-paced learning and developing students' skills and self-accountability. The researcher's experience integrating EdTech into his teaching was found to be helpful in facilitating rather than teaching, freeing up class time for group discussions as he could deliver the materials in the WhatsApp group before the physical class. Audiovisual materials were particularly effective in teaching sensuous poems that activate all five senses, especially sight and hearing. Furthermore, during the COVID-19 pandemic and other natural calamities like floods in the rainy season and storms in the summer every year, and political issues like strikes and blockades in Bangladesh, EdTech helped minimize students' alienation from studies and allowed them to stay connected with teachers and course materials. Overall, EdTech proved valuable in promoting engagement, motivation, and active participation in lessons. One of the female respondents of second-year students said:

During political unrest, my family doesn't allow me to go to college. Teachers' updates about class and materials through WhatsApp and Facebook help to connect to the study. Now, my peer and I are not afraid of institutional closure for any unexpected reasons as we still have scope to communicate with our course teachers and engage with a study online. (Translated by the Researcher)

The study found that students utilized WhatsApp groups and Facebook to stay updated with teachers' guides and uploaded course materials. Course instructors' uploaded course materials such as YouTube videos, website links, and their own recorded lectures and handouts on WhatsApp and Facebook Groups helped keep the students in touch with the lessons and enable them to complete regular assignments. Facebook served as a common platform for interacting with teachers, peers, and others, whereas WhatsApp was frequently used for study engagement due to its private nature. Chatting on both platforms developed their writing skills regarding diction and syntax. According to the students, YouTube, for its audiovisual feature, is effective in learning poetry. Audiovisuals of poems were beneficial for them in achieving accurate pronunciation, correct spelling, and enriching vocabulary. Improved skills encouraged students to be more active and engaged. Thus, the audiovisual strategy lessened their dullness in poetry lessons. When the subject matter is effectively integrated with suitable instructional tools, it can motivate learners since there is a mutual

connection between the content and technological tools used in the teaching and learning process (Herring, Koehler, and Mishra 2016).

Students opined that, like an EdTech, Google Dictionary serves as a scaffold to help understand word meanings. Usually, verse lines are composed of high-sounding and symbolic words. Vocabulary is a prime gate to understanding poems because poets convey their thoughts, ideas, and experiences through words. So, for ensuring accurate communication with the magic spell of words, knowing word meanings from different angles is important. In this case, Google Dictionary became an advantageous source for its multi-potency. First and foremost, it provided instant access to the meaning within the shortest possible time. In the second place, it supplied different meanings and forms of a single word. Thirdly, it even showed the origin of a word, having a short explanation. After all, Google Dictionary became a vital digital learning tool when studying poetry. One of the male respondents who was a first-year student said:

I came from the Science group. I have no good command of the English language and literature. Most of the time, I was stuck on understanding word meanings. I frequently became demotivated to read verse lines. Google Dictionary helped me in finding words meaning. Gradually I became confident. (Translated by the Researcher)

Some poems in the *Introduction to Poetry* and *Romantic Poetry* course were full of picturesque narrations. Most interviewees mentioned that some poems were about country churches and their layouts. To get a proper reading of poems, knowing the setting of the poems is, to some extent, significant. Being non-Christian students, they faced a communication gap between the intended meaning of the verse lines and their thinking. Hence, they used Google Images to view different Christian countryside churches' exterior and interior designs, increasing their attention to study and engaging with topics. One of the respondents acknowledges:

My locality being a Muslim-majority country, there is no presence of the Church. Due to my unfamiliarity with the design of churches, I struggled to comprehend the poets' use of imagery and their suggestive meaning at the outset. I was able to gain a better understanding of the poems by viewing the interior and exterior designs of various churches through Google Images. This exercise helped me to grasp the overall meaning of the poems. (Translated by the Researcher)

The picturesque narrations of some poems portray images of the natural setting of England; some were unfamiliar with the local contexts of the non-Native students. They minimized such cultural gaps using Google Images. Finally, they could easily understand and rightly relate European nature with local scenarios. For example, "I Wandered Lonely as a Cloud," is included in the English Department's first-year syllabus, a poem by Wordsworth on the subject of daffodils, the National Flower of Wales, but the flower is not available in

Bangladesh. Moreover, one of the poems included in the English Department's second-year syllabus, penned by John Keats and titled "The Grecian Urn," initially proved to be a bit of a challenge for students to comprehend fully. The poem was a reaction to the artifacts of ancient Greece and what the poet had seen in the British Museum. But when the students were presented with a graphical representation of the Grecian Urn, they suddenly grasped the significance of the allusion. This helped them engage with the poetic text in a more enjoyable manner, preventing the class from becoming dull and difficult to follow.

Several websites, such as SparkNotes, CliffsNotes, and GradeSaver, offer a wide range of English literature resources. It helped students access digital texts, summaries, themes, analyses, and figures of speech of poems. For available resources on the same topics, websites became supplementary to classroom engagement. Making hand notes for the final exam and analyzing a poem supplied by websites was very helpful for students. When students read different views on a specific poem, they could make their views on the topic since existing views generate new views. Students felt strong interaction with the lessons, which was needed for a literature student, especially for poetry readers. A male respondent said:

As a student, I found it difficult to buy all the books required for my courses due to financial constraints. However, I found online resources to be immensely helpful in understanding the lessons and preparing hand notes for my final exams. Numerous websites provide information and insights on various topics, and I visited several of them during my research. One website that stood out to me was GradeSaver. I found their study guides and literary analyses to be particularly insightful and informative. Nonetheless, I continued to explore different websites through random searches to find a variety of perspectives and ideas on the same topics. (Translated by the Researcher)

While there are positive perceptions of EdTech, negative feelings from students also exist, displaying the impact of both sides of technology. This research found from participants that inaccessibility to high-speed Wi-Fi connectivity and electricity are two barriers to maximizing the effectiveness of EdTech in improving student-learner engagements in poetry classes. Due to the affordability issue in utilizing Wi-Fi internet, mobile internet is the students' alternative option in Bangladesh since it can be challenging for students from low-income families to access Wi-Fi internet and benefit from its advantage. Although the price of a Wi-Fi connection has reduced over time, it is still considered relatively costly. Female students, in particular, faced an additional challenge: when searching for study materials on YouTube, erotic content appeared on the YouTube homepage, which is shameful in a religious society where such content is considered harmful to one's personality and ethics, regardless of its prohibition. Nevertheless, EdTech has developed students' skills effectively through its multi-sensory capability. Some YouTube Vlogs focus on English Department syllabus topics, particularly to attract the National University of Bangladesh students, which enhances students' subject

knowledge. Additionally, English literature-based Facebook pages run by students from various affiliated colleges of the National University of Bangladesh provide engaging content to motivate students and encourage participation in class discussions. By all means, digital tools and platforms helped create a student-centered learning environment. Instructional scaffolding fosters effective communication between students, teachers, and lessons (Hamad and Metwally 2019). Overall, EdTech integration enhanced successful study engagement.

The study found that educators who utilized EdTech enjoyed some benefits in promoting their students' enthusiasm. Facebook and WhatsApp proved helpful in transmitting class materials and instructions to the students with multimedia, like PowerPoint slides and digital links, infographics, audiovisuals, and so on. Facilitators could send various links to materials before the start of physical classes with the assistance of digital learning tools. Pre-delivered materials helped students gain a basic understanding of the topics, which prepared them for class discussions and discourse. This interactive environment made poetry class both enjoyable and comprehensible. Additionally, the syllabus contained numerous poems that presented moral dilemmas. While literature does not establish any particular truth, it encourages reinterpretation and innovative evaluation. Online resources serve as a valuable medium for students to gather innovative arguments and engage in debates surrounding the moral dilemmas that are the core of renowned literary texts (Škobo 2020). Through social interaction, learners can challenge and construct new knowledge. EdTech can play a significant role as a more knowledgeable other for social interaction, allowing learners to reach their highest potential for learning with guidance in their zone of proximal development (Vygotsky 1986). Thus, EdTech plays an important role in keeping learners engaged and connected to knowledge and serves as a scaffold that helps learners interact with what they have already experienced. The poetry class used an instructional approach that focused on empowering students. Such empowerment enables learners to take ownership of their learning, a practice commonly known as student-centered learning (SCL), which has been shown to increase student engagement (McCabe and O'Connor 2013).

A collection of poems has been illustrated with photos, with poets from various literary movements using nature as their inspiration. Romantic Poetry, in particular, is known for its vivid portrayal of nature. There are cultural differences in the settings and subject matter of poems, and teachers have found it challenging to explain picturesque expressions through oral narration. Research has shown that using a PowerPoint presentation can help overcome this obstacle by triggering students' mental imagination through imagery. Google Images can also be a valuable resource for facilitators looking to incorporate visual aids into their lessons.

This research found that some poems evoke a sense of hearing. With the aid of YouTube, a facilitator can supply videos of such poems with background sounds that match the auditory imagery, creating an emotional connection with the material. Emotional and cognitive engagement is crucial at this stage of creativity, and video is an effective way to engage, inform, and entertain learners. Despite the overwhelming amount of video content, 300 hours uploaded

to YouTube every minute, the medium's power to connect with viewers emotionally and cognitively can make learning more memorable and durable (Donaghy and Xerri 2017).

In times of crisis, such as the COVID-19 pandemic, EdTech has been invaluable for online classes. Educational institutions in Bangladesh had to close for an extended period, and natural disasters and political conflicts further disrupted physical classes where digital tools and platforms were helpful to stay in touch with the study. The COVID-19 pandemic has presented an opportunity for leveraging online learning, and teachers and students of English literature have experienced the efficacy of EdTech in facilitating interactive learning (Alfaruque et al. 2023).

Incorporating digital learning tools both in and outside the classroom fosters an environment that supports student engagement and teacher performance. When students have convenient access to instructional resources, materials, and opportunities for interaction, they naturally become more invested in their learning. The evolution of EdTech has introduced innovative approaches to teaching and learning that inspire and empower educators and students alike.

Conclusions and Recommendations

EdTech has significantly impacted the teaching–learning process at the tertiary level, providing accessible educational resources and convenient features. Digital learning tools and platforms have influenced the academic activities of both students and teachers. Poetry is a creative genre that is not only prevalent in English literature but also in world literature. Many teachers struggle to teach poetry, and students often find it challenging to understand poems' superficial and in-depth meanings with traditional approaches (Syed and Wahas 2020). This research project has found that instructional techniques for teaching poetry can address such difficulties, and EdTech can effectively engage students in fruitful poetry lessons. In the twenty-first century, a teacher is no longer just a teacher but a facilitator of sustainable learning. This study also found that, besides subject knowledge, a facilitator must possess the necessary skills and techniques for presenting lessons to students by handling available and learner-friendly technological media and delivering suitable online materials so that students find the lessons engaging and easy to understand. The respondents' views and relevant literature indicate that the equitable nature of technological tools fosters engagement in the learning process, and the availability of nonhuman educational resources promotes a deeper understanding of lessons. Using technology to teach literature offers a significant advantage as it serves as an instructional tool, facilitating academic communication, designing teaching material and exercises, and maximizing students' learning outcomes through in-depth CK (Alfaruque et al. 2023). Finally, students can gain a comprehensive knowledge of poetry lessons, leading to pleasure and long-lasting learning.

Both teachers and students have responded positively to integrating EdTech into their learning experiences. While some minor negative views were expressed, the overall impression was favorable due to the potency and contextual necessity of EdTech. The

literature review and discussion segments have already highlighted how available and learners' preferred EdTech can enhance student engagement in various ways, and this research further supports the notion that it strengthens the learning process. Students have expressed enthusiasm for digital learning tools and platforms and recognize their potential advantages inside and outside the classroom.

Integrating EdTech helped create a SCL environment that fosters engagement and eliminates monotony in learning poetry. Online and multimedia methods employed for teaching literature can lead to enhanced student interaction and greater accessibility to sources of information, promoting a positive attitude toward learning among students (Alfaruque et al. 2023). By providing easier access to online materials and platforms, EdTech has helped ignite students' curiosity about learning and alleviate teachers' difficulties in teaching. This sustainable teaching approach ensures full study engagement and raises students' aspirations for digital learning tools and platforms.

Implications for Practice

The results of this research can be applied to develop educators' professional practice and students' study engagement. The findings all point to the importance of utilizing EdTech in teaching poetry, as digital resources and online platforms offer a wide range of materials, such as visual slides, audio recordings, video performances, and interactive texts, that can be used to engage students with poetry in various ways. Facilitators can promote active engagement and learning by including quizzes, discussion forums, and collaborative projects through advanced online educational apps like Quizlet, Duolingo, and Magic School. The continued use of handheld devices, especially smartphones, should be prioritized, as most EdTech apps are smartphone-supported, and the majority of students have smartphones. Digital platforms should be utilized throughout their studies for easy communication, and instructional action plans should be implemented to improve the learning environment. By doing so, teachers' quality practice and students' cognitive engagement can be enhanced.

Limitations of the Study

This study left unaddressed several digital tools and platforms that have yet to be explored for their potential to enhance study engagement because the learners and teachers at the National University of Bangladesh have not yet taken advantage of them. These tools can only be effective if users possess the necessary skills to use them effectively. Bangladesh has recently begun integrating technology into its teaching practices. Bangladesh's UGC has recently released and endorsed an innovative education policy emphasizing technology integration. Seven comprehensive strategies to incorporate blended learning into Bangladesh's higher education include implementing effective teaching and learning designs for content, courses, programs, students, and teachers, establishing robust technological infrastructure, and

developing appropriate assessment strategies for blended learning (UGC, n.d.). The CEDP in Bangladesh is collaborating with the teachers of the National University of Bangladesh's affiliated colleges to provide them with training and equip them with the necessary skills to effectively integrate technology into their teaching and learning methods (CEDP, n.d.). While the study did gather views from students, it would be more advantageous to conduct interviews with teachers as well. Additionally, the study focused solely on learners from a single affiliated college of the National University of Bangladesh. To obtain more comprehensive and accurate results, it would be beneficial to include not just a single college but other affiliated colleges and private and public university contexts as well.

Recommendations for Future Research

The project has indicated that it will pursue further research into other advanced digital learning tools and platforms that could enhance students' engagement during lessons. Some examples of such tools include Generative Artificial Intelligence (AI) tools like ChatGPT, Khahot, Bing Chat, Perplexity, Grammarly, Feedback AI, Question Well, Quiz AI, Magic Schools, and platforms include Blackboard, Google Classroom, Zoom, Teams, Moodle, Flipgrid, and others accessible via smartphones. Perhaps students or teachers did not utilize these tools due to their lack of familiarity with them. The reasons why advanced educational digital learning tools and platforms were not utilized are unclear and may require further investigation in the future. Lastly, in order to enhance the generalizability of the findings, future studies will consider including multiple institutions. Therefore, expanding the scope of future studies to incorporate multiple educational institutions' contexts will be a valuable and worthwhile endeavor.

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The authors declare that generative AI or AI-assisted technologies were not used in any way to prepare, write, or complete essential authoring tasks in this manuscript.

Informed Consent

The authors have obtained informed consent from all participants.

Conflict of Interest

The authors declare that there is no conflict of interest.

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