Research Article

The Impact of Including EdTech in the Teaching of English Language Poetry: Students' Perspectives at Northern University Bangladesh

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Abstract

Language differentiates humans from other creatures. It involves the development, acquisition, and use of complex communication systems. For Bangladeshi students, language acquisition is affected not only by individual factors, like motivation, ability, and past knowledge, but also by their social and linguistic environment. Technology has significantly influenced communication habits among students in Bangladesh in recent years. Digital tools, online platforms, and mobile applications have transformed how students develop English language skills. Listening tools help learners understand spoken language effectively, whereas speaking skills applications assist in expressing ideas clearly. Writing and reading platforms enhance academic and social communication. Technological communication is becoming increasingly important for Bangladeshi students' educational and personal development with the rise of digital literacy. This study utilised qualitative research techniques on 35 students at the department of English of Northern Universty Bangladesh. The data were collected through telephonic interviews and a semi-structured questionnaire sent using Google Forms through social media like WhatsApp and Facebook. The findings indicate that while nearly all participants are familiar with education technology (EdTech), they need sufficient support and an appropriate environment to utilise these technologies successfully. The institution provide formal EdTech support by offering access to the latest EdTech tools and innovations. However, learners encounter several significant challenges when utilising EdTech resources, requiring immediate attention. The findings indicate that students are enthusiastic about incorporating EdTech into their English language education, provided they receive proper logistical and institutional support.

1. Introduction

Language not only facilitates communication (Vishnu et al. 2025) but also forms a crucial link between individuals and their cultural heritage. A child's first language, also known as their home language, acts as a medium for the development of fundamental interpersonal and critical thinking skills. Encouraging multilingual practices and leveraging technology to support home languages in schools can enrich students' communication skills, digital competence, and sense of identity (Singh & Imtiaz, 2022). In today's digital world and social media, the nature of communication has evolved significantly, moving beyond traditional modes of speaking and writing to

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incorporate a rich array of visual cues and symbols (Rashid, 2025). Technology use in English language classrooms increases students' motivation and involvement (Serajuddin, 2023). Computers (Becker, 2000) are considered an important teaching tool in language classrooms, to which teachers have convenient access, and an appropriate use of technology materials can benefit students (Clements & Sarama, 2003). The Government of Bangladesh started providing multimedia projectors and laptops in every government high school to fulfil the "Digital Bangladesh" motto while facilitating quality education (Mallick et al., 2020).

Technology has become a crucial component of the educational process both inside and outside the classroom. Every language classroom often uses some types of technology in order to facilitate and improve language learning as well as language acquisition. Technology has become a significant component of language instruction and acquisition. Language is one of the important elements that affect international communication activities. Students use different parts of the English language skills, such as listening, speaking, reading, and writing, to improve their proficiency and communication skills (Grabe & Stoller, 2019). In traditional language courses, instructors prioritise the instruction and acquisition of English with few or no instructional materials (V, 2010). They use widely used materials such as printed textbooks and workout books. However, advanced technology has significantly transformed teaching and learning methods in recent years.

Language learning in the twenty-first century places a high value on innovative learning environments, which calls for a strong technical infrastructure and widespread technology usage. Additionally, the current population of young people, often called the "next generation," has grown up with digital technology which has played a dominant role. Therefore, kids are becoming progressively skilled and proficient in using technological tools and devices (Tapscott, 1998). Technology inspires students to learn the language and provides them with access to a variety of real resources. Technology has always played a crucial role in the field of education. Educators may use a fundamental aspect of the teaching profession to enhance student learning. The word "integration" is used to describe the role that technology plays in the process of teaching and learning. It is time to reconsider integrating technology into the curriculum and instead concentrate on incorporating technology into teaching to improve the learning process by making teaching more engaging and effective. This is because technology is becoming an integral part of our everyday lives. Clements & Sarama (2003) believe that using appropriate technology materials can benefit students. The evidence indicates that technology is becoming an integral part of the educational experience and a significant issue for teachers, from preparing educational experiences to the teaching and learning process (Eady & Lockyer, 2013). According to Shyamlee & Phil (2012) and Gilakjan (2017), the implementation of language teaching has changed because of technology.

The Government of Bangladesh started providing multimedia projects and laptops in every government educational institution to fulfil the "Digital Bangladesh" motto while facilitating quality education (Mallick et al., 2020). In teaching English as a second language, using a multimedia projector allows students to acquire stimuli that enhance their comprehension of the subject matter. This conceptual paper aims to show how educational technology can improve ESL students' oral communication abilities. This conceptual paper aims to investigate how education technology can help students enhance their English communication abilities through several language functions, including self-introduction to others, asking and answering, discussing, and so on. Furthermore, this study aims to investigate the difficulties that English as a Second Language (ESL) students face when using educational technology as a means of communication.

2. Related Literature and Conceptual Framework

2.1 English as a global synonym of communication as a skill

English has become the most widely used language for communication in the modern world. Therefore, the world has become smaller, accessible, shareable, and comfortable for everyone (Rao, 2019). He also believes that English is used as a lingua franca to maintain international contacts between two nations and to facilitate the global advancement of research, education, business, trade, and commerce. "English as an International Language" was initially used by Widdowson (1997), Modiano (1999), and Jenkins (2000). In non-English-speaking countries, acquiring proficiency in English is essential because it is the only tool through which communication is possible in the modern developed world (Begum, 2011).

Communication is a reciprocal process of transmitting intended concepts from one medium or group to another entity using mutually understood symbols and signals effectively and efficiently. People engaged in a communication process not only share information, ideas, expressions, and feelings but can also create and share the content's meaning. Communication serves as the connective tool linking people in any location. The communication process occurs when there is motivation or rationale. A message can be used to construct the development of commutative reasoning. The message must be encoded, and the sender chooses a medium to

convey it to the receiver. Human communication is exceptional for its extensive use of abstract language. The evolution of communication processes closely links civilisation and advancement in every field. The term 'communication' is deriven from the Latin word 'communis' which means 'to share.' The most common way of communication is through language. Communication occurs not just among humans but also among non-human entities. In communication, individuals convey their ideas, opinions, expressions, sentiments, perspectives, wants, and emotions to others. It serves as a medium for conveying meaning between individuals.

The primary life skill is the ability to communicate effectively. Communication skills can be manifested through verbal expression; written communication through printed or digital media such as books, magazines, websites, or emails; visual representation through logos, maps, charts, or graphs; and nonverbal signals, including body language, gestures, and vocal pitch and tone. These communication abilities facilitate the effective transmission and reception of information.

2.2 Contexts Wherein EdTech Enhances Student Engagement in learning

The varied contextual applications of EdTech have enhanced its relevance in sustaining study engagement. Group conversations in the classroom are challenging due to the constrained time provided. Utilising EdTech, educators can invert traditional classroom dynamics by supplying pre-delivered course materials prior to in-person sessions, hence facilitating collaborative conversations during class time. "A significant advantage of flipping is the enhancement of overall interaction: between teacher and student, as well as among students". The flipped classroom promotes the generation of new ideas by students, whereas collaborative practices allocate in-class time for group discussions. Students possessing prior knowledge may engage in discussions with their peers and lecturers. Discussions with educators and peers enhance a student's critical thinking abilities, communication proficiency, and practical knowledge. A literary student necessitates an engaging environment to cultivate self-exploration and analytical skills regarding the subject matter. Secondly, although the initial COVID-19 outbreak was identified in Wuhan, China, at the end of December 2019, it has posed a significant threat to educational institutions since March 20, 2020. Although students' emotional attachment and health are noncognitive factors, they are crucial for their motivation. The shutdown of educational facilities during COVID-19 initially created profound negative emotions in students, which subsequently transformed into good sentiments through online lessons facilitated by technology. Digital instruction emerged as an option for educating and engaging students. Even during floods, portable digital devices, particularly smartphones, facilitate online interaction among students, educators, and content. Consequently, EdTech facilitates student engagement in various unforeseen situations. No student can conceive of a moment devoid of a smartphone; therefore, we must structure our lectures to enable effective smartphone utilisation.

2.3 Students' Chosen Communication Platforms and YouTube as a Learning Resource

Accessible communication enhances academic engagement. The interaction between teachers and students resembles that of traditional classrooms. Nonetheless, it is rendered feasible and accessible through virtual classrooms via computers or mobile devices that simulate face-to-face interaction. Students favour digital tools for communication due to the participatory nature of classes. EdTech transcends the constraints of time and distance. Technology-centered learning tools are equitable as they may be utilised effortlessly at any location and time. Social communication platforms, such as WhatsApp and Facebook, are not inherently components of EdTech like YouTube; nonetheless, they are employed in a manner akin to EdTech. The researcher's institution maintains a department-wide WhatsApp group and Facebook page for disseminating learning resources to students. Students like a method that provides adaptable means for obtaining teachers' direction and necessary materials to participate in their lessons. In education, Facebook, WhatsApp, and YouTube have emerged as integral components of EdTech, exerting a substantial impact. Students are eager to integrate technology into their study due to its advantageous effects, leading to a favourable sentiment. Students are acquainted with Facebook and WhatsApp, as these may be accessed via a smartphone. A survey by the University Grants Commission (UGC) of Bangladesh revealed that 86.62 percent of higher education students possess smartphones, prompting the UGC to consider assistance for those lacking such devices. Facebook has emerged as a prevalent networking platform utilised by students as an educational resource. WhatsApp appeals to learners due to its compatibility with smartphones, offering facilities for text, image, audio, and video uploads, lower data costs, and a rapid communication platform for accessing virtual classrooms via links provided by instructors in real-time. Accessing the preferred audiovisual files such as MP4s, podcasts, and screen-cast PowerPoint presentations is straightforward. The volume of video footage is rising daily due to the proliferation of YouTube. Poets typically

employ rhyme, rhythm, and auditory devices such as alliteration, consonance, and assonance to produce a musical quality in their lines, leading to students' enjoyment of poetry recitations. Students can re-watch or pause YouTube videos as needed to comprehend the material, hence facilitating self-paced learning. YouTube learning materials are disseminated via WhatsApp and Facebook, so affirming their status as engaging platforms. EdTech enhances study engagement by cultivating students' talents through various methods. For instance, pupils' regular communication via WhatsApp Messenger enhances their writing abilities. On WhatsApp, students can observe their peers' sentence structure and grammatical usage, as they communicate their ideas in written form, so enhancing their grammar and general writing proficiency. WhatsApp Messenger enhances students' writing skills within a mobile learning framework. Students may prefer to listen to verse lines rather than read them, and audiovisual presentations of a poem might facilitate this preference while enhancing their listening abilities. Additionally, listening to English poetry on YouTube may enhance pupils' familiarity with English-language accents. Phonetic skills are essential for enhancing students' pronunciation abilities, and a solid grounding in phonetics can facilitate more student engagement in the learning process. The adoption of communication technology in higher education has risen, with Facebook serving as a recent example. Students and teachers have embraced the Facebook platform, which has the potential to serve as an effective medium for educational communication. Educators may disseminate class announcements, assignments, examinations, and other pertinent materials on their departmental Facebook page.

Students may pose enquiries in the comment section to obtain requisite information while concurrently receiving comments from their classmates. This application of Facebook corresponds with the fundamental objective of EdTech. Utilising Facebook for educational purposes, reveals that 93.3 percent of respondents possessed a Facebook account and typically spent two to three hours daily on the platform, indicating considerable potential for employing Facebook as an academic resource. Students frequently share thoughts regarding their classes and engage in discussions with peers and instructors on the departmental Facebook site. Certain students derive inspiration from viral controversies or critiques on Facebook to enhance their comprehension of the subject topic. Poetry constitutes an evaluation of existence that transcends mere self-expression, functioning as a profound examination of human experiences. Students require a developed sensibility to comprehend the essence of poems for complete appreciation. Engaging in debates on Facebook enables literature students to enhance their analytical skills and attain a more profound comprehension of poetry. This transferable skill is beneficial not only in academic settings but also in practical applications. The aforementioned literature elucidates the potential of specific digital platforms and technologies, like Facebook, WhatsApp, YouTube, Google Dictionary, Google Images, and various websites, to function as EdTech for instructional purposes, notably in the teaching of poetry. The research have demonstrated how these technologies can streamline the teaching and learning procedures while augmenting student involvement and interest in poetry. Literature reviews seek to assess the many functionalities of EdTech and its significance in modern educational practices by connecting with the study topic and questions outlined in the introduction.

3. Research Design and Methodology

The researcher employed a qualitative methodology. The qualitative method denotes a strategy employed to address enquiries regarding experience, meaning, and perspective, typically from the participant's viewpoint. Consequently, this study gathered students' impressions of EdTech through interviews and an analysis of pertinent literature, including articles and books. The aim was to assess the possibilities of certain EdTech utilised by a cohort of students. Research questions were examined utilising diverse methodologies, including semi-structured interviews, the researchers' pedagogical experience with EdTech, and pertinent literature. The data gathered from these tools were critically analysed to reveal substantial conclusions. The objective was to enhance professional practice and provide an ideal learning environment for undergraduate literature students.

Six open-ended queries were developed by the researcher. The purpose of these enquiries was to solicit the opinions and perspectives of students who were randomly selected from the English Department at Northern University of Bangladesh. The candidates were selected through a physical survey. Despite the fact that the interview questions were posed in English, the respondents were permitted to articulate their opinions in Bangla, their native language... This was done to guarantee that they could openly express their thoughts without any language barriers. The interviewees were divided into masculine and female groups for the sake of convenience. Subsequently, the researchers utilised their personal experiences with digital tools that they had acquired during their years of teaching to compile data from pertinent literature in order to comprehend the research observations

of others. This investigation endeavours to impartially record their experiences with educational technology (EdTech) and its influence on their engagement with their lessons.

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?

The study integrated primary and secondary data. Primary data consisted of the respondents' perspectives and the researcher's personal experience with the integration of EdTech in the classroom, while secondary data was obtained from pertinent articles and books. In order to guarantee the respondents' comfort, a written interview was implemented in lieu of an auditory recording, as the students expressed a preference for writing over speaking. The interview was comprised of six reflective and open-ended enquiries, without any probing questions (see Table 1). The research's arguments were deftly reinforced by the expert integration of primary and secondary data.

4. Research Instruments and Data Analysis

Data was collected through interviews and the examination of articles and books for the project. The researcher conducted interviews with eight individuals, employing identical queries to ascertain their perspectives on EdTech, in order to guarantee objectivity. A balanced perspective was developed by the researcher through the analysis of pertinent literature. To filter the findings, personal experiences were taken into account, as what is appropriate in one context may not be in another. This was accomplished by interpreting each data source in order to generate objective results, as objectivity is indicative of intersubjectivity.

The researcher analysed the interview data using recurring themes to determine the effectiveness of incorporating digital learning tools and platforms into the learning environment in order to investigate students' experiences. The thematic approach is a critical component of the majority of qualitative data analyses, as it entails the categorisation of data to identify common themes that are beneficial in the development of an impartial conclusion. In order to acquire a comprehensive comprehension, this investigation assessed the perspectives of other researchers in pertinent literature. The researcher's experience in online instruction was a significant factor in the analysis of the primary and secondary data. The research endeavoured to accurately identify the main findings by meticulously analysing these multifaceted outcomes.

5. Findings and Discussion

The efficacy of utilising EdTech to enhance students' engagement and interest in the study of English poetry in a higher education setting in Bangladesh was assessed in this study. As a result, the researchers sought to produce pragmatic findings that would address the research concerns. Recurring themes in the data were used to identify empirical findings. To ensure the validity of the findings, the study also examined the feedback provided by the respondents for consistency by identifying common responses. In this manner, the investigation established a robust basis for its conclusions and recommended actions. The two research queries of the article are addressed by the findings. Major themes are summarised in Table 2.

Table 2: Major Themes of the Findings

Research Questions	Themes
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.

According to the data collected from respondents, the integration of EdTech into poetry courses was highly effective, as it provided accessible platforms and multi-sensory resources that were widely appreciated. Female students favoured WhatsApp due to its dependable privacy features, despite the fact that Facebook and WhatsApp were the most frequently utilised communication platforms. This section contains the responses of one of the female respondents:

> For me, both WhatsApp and Facebook are beneficial. Pages associated with departments are accessible via Facebook. It is effortless for individuals to enrol in the WhatsApp group, as only those who have been added are permitted to communicate, remark, and text. Despite the fact that I prefer WhatsApp, I employ both. (Translated by the Researcher)

Additionally, online resources such as educational websites and YouTube videos were beneficial in promoting self-paced learning and fostering students' self-accountability and skills. The researcher's experience incorporating EdTech into his teaching was found to be beneficial in that it facilitated rather than taught, thereby freeing up class time for group discussions. This was achieved by delivering the materials in the WhatsApp group prior to the physical class. Audiovisual materials were particularly effective in the instruction of evocative poems that stimulate all five senses, with a particular emphasis on sight and hearing. Additionally, EdTech provided students with the opportunity to maintain a connection with their teachers and course materials, thereby reducing their alienation from their studies during the COVID-19 pandemic and other natural disasters such as floods during the rainy season and storms in the summer, as well as political issues such as strikes and blockades in Bangladesh. In general, EdTech was beneficial in fostering active participation, motivation, and engagement in teachings. One of the female respondents who were second-year pupils stated:

> I am prohibited from attending college by my family during periods of political unrest. Through WhatsApp and Facebook, educators provide students with information regarding their classes and materials, which facilitates their engagement with the studies. Currently, my colleague and I are not concerned about the possibility of institutional closure due to unforeseen circumstances, as we retain the ability to communicate with our instructors and participate in online research. Researcher's translation. (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.

Students believed that Google Dictionary functions as a scaffolder to assist in comprehending the meanings of words, similar to an EdTech. Verse lines are typically composed of words that are both symbolic and high-sounding. Poets communicate their thoughts, ideas, and experiences through language, which is why vocabulary is a critical component of comprehension. So, it is crucial to possess a comprehensive understanding of the meanings of words from various perspectives in order to ensure precise communication through the enchantment of words. In this instance, Google Dictionary proved to be a beneficial source due to its versatility. Initially, it enabled immediate access to the intended meaning in the shortest possible time. Secondly, it provided a variety of meanings and forms for a single term. Thirdly, it provided a brief explanation of the origin of a word. Ultimately, Google Dictionary emerged as an indispensable digital learning instrument for the study of poetry. One of the male respondents, who was a first-year student, stated:

> *I came from the Science group. I am not proficient in the English language or literature. In the majority of cases, I encountered difficulty in comprehending the meanings of words. I frequently found myself lacking in motivation to read verse lines. I was able to determine the meaning of words with the assistance of Google Dictionary. I gradually developed a sense of assurance. (Translated by the Researcher)*

Some of the poems in the Introduction to Poetry and Romantic Poetry course were replete with picturesque narratives. The majority of interviewees indicated that certain poems were about the layouts of rural churches. It is somewhat significant to be aware of the setting of poems in order to achieve a correct reading. They encountered a communication divide between the intended meaning of the verse lines and their thinking as non-Christian students. Consequently, they utilised Google Images to observe the exterior and interior designs of various Christian pastoral churches, thereby enhancing their engagement with the subject matter and their level of study. One of the respondents acknowledges:

> *As my location is a Muslim-majority region, there is an absence of the Church. My lack of knowledge with church architecture hindered my understanding of the poets' imagery and its implied significance initially. I enhanced my comprehension of the poetry by examining the interior and exterior designs of several churches via Google Images. This practice enabled me to comprehend the overarching significance of the poetry. (Translated by the Researcher)*

The vivid descriptions in certain poems depict the natural landscape of England; some non-native students were unfamiliar with the local surroundings. They mitigated such cultural disparities by utilising Google Images. Ultimately, they could readily comprehend and accurately associate European nature with local contexts. The poem "I Wandered Lonely as a Cloud," by Wordsworth, is part of the English Department's first-year syllabus. It addresses daffodils, the National Flower of Wales, which are not found in Bangladesh. Furthermore, one poem in the English Department's second-year syllabus, authored by John Keats and entitled "The Grecian Urn," initially presented a barrier for pupils to completely comprehend. The poem was a response to the artefacts of ancient Greece and the poet's observations at the British Museum. However, when the pupils were shown a graphical depiction of the Grecian Urn, they promptly comprehended the importance of the reference. This facilitated their engagement with the lyrical material in a more pleasurable approach, averting the lecture from getting tedious and challenging to comprehend.

Numerous websites, like SparkNotes, CliffsNotes, and GradeSaver, provide an extensive array of English literature resources. It facilitated students' access to digital texts, summaries, topics, analyses, and rhetorical devices of poems. Websites served as supplementary resources for classroom interaction on the same issues. Creating handwritten notes for the final examination and examining a poem provided by websites proved to be really beneficial for students. When students examine various interpretations of a particular poetry, they might formulate their own perspectives, as current interpretations inspire new insights. Students experienced significant engagement with the lessons, which was essential for literature students, particularly for those studying poetry. A male participant stated:

> *As a student, I encountered challenges in acquiring all the necessary textbooks for my classes due to financial limitations. Nonetheless, I discovered online tools to be exceedingly beneficial in comprehending the classes and creating handwritten notes for my final examinations. Many websites offer information and ideas on diverse subjects, and I explored several during my investigation. A notable*

website I encountered was Grade Saver. I found their study guides and literary analysis to be exceptionally perceptive and enlightening. Nevertheless, I persisted in examining several websites using arbitrary searches to uncover diverse opinions and concepts on identical subjects. (Translated by the Researcher)

Although EdTech is seen positively, students also have unfavourable sentiments, reflecting the dual influence of technology. This research identified that the lack of high-speed Wi-Fi connectivity and energy are two obstacles hindering the usefulness of EdTech in enhancing student participation in poetry lessons. In Bangladesh, mobile internet serves as an alternative for students facing economic challenges with Wi-Fi, as access to Wi-Fi can be difficult for those from low-income backgrounds. Despite a decrease in the price of Wi-Fi connections over time, they remain somewhat expensive. Female students encountered a distinct obstacle: while seeking study materials on YouTube, erotic content surfaced on the homepage, which is deemed disgraceful in a religious society that regards such material as detrimental to one's character and ethics, irrespective of its prohibition. Nonetheless, EdTech has proficiently enhanced students' talents with its multi-sensory capabilities. Certain YouTube vlogs concentrate on issues from the English Department syllabus, specifically to engage students from the National University of Bangladesh, thereby augmenting their subject knowledge. Moreover, Facebook sites focused on English literature, managed by students from several colleges associated with the National University of Bangladesh, offer stimulating information to inspire students and promote engagement in class discussions. Digital technologies and platforms have significantly contributed to the establishment of a student-centered learning environment. Instructional scaffolding enhances communication among students, educators, and instructional content. In summary, the integration of EdTech improved effective study engagement.

The research indicated that educators employing EdTech saw advantages in fostering student interest. Facebook and WhatsApp facilitated the dissemination of lesson materials and instructions to students through multimedia, including PowerPoint presentations, digital links, infographics, and audiovisual content. Facilitators may distribute diverse links to resources prior to the commencement of in-person classes utilising digital learning tools. Pre-delivered materials increased students' foundational comprehension of the subjects, so equipping them for class debates and discourse. This interactive setting rendered the poetry lecture both pleasurable and intelligible. The syllabus included several poetry that illustrated moral dilemmas. Although literature does not ascertain any definitive fact, it promotes reconsideration and creative assessment. Digital resources provide an essential platform for students to acquire novel arguments and participate in discussions on the ethical quandaries central to esteemed literary works. Through social engagement, learners can interrogate and formulate new information. EdTech can serve as a competent facilitator for social interaction, enabling learners to achieve their maximum learning potential with guidance within their zone of proximal development. Consequently, EdTech is crucial in maintaining student engagement and facilitating knowledge connectivity, acting as a framework that enables learners to interact with their prior experiences. The poetry class employed a pedagogical method centred on student empowerment. This empowerment allows learners to assume responsibility for their education, a method referred to as student-centered learning (SCL), which has been demonstrated to enhance student engagement.

A compilation of poems has been visually enhanced with photographs, featuring poets from several literary movements who draw inspiration from nature. Romantic poetry is renowned for its vivid depiction of nature. Cultural disparities exist in the themes and contexts of poetry, and educators have encountered difficulties in elucidating vivid expressions through verbal narration. Research indicates that utilising a PowerPoint presentation helps mitigate this challenge by stimulating students' cognitive imagination through visual imagery. Google Images serves as a helpful resource for facilitators seeking to integrate visual aids into their lectures.

This this study discovered that certain poems elicit auditory sensations. A facilitator can utilise YouTube to provide videos of poems accompanied by background sounds that align with the auditory images, fostering an emotional connection to the content. Emotional and cognitive engagement is essential at this phase of creativity, and video serves as an effective medium to engage, inform, and entertain learners. Despite the vast volume of video content, with 300 hours added to YouTube every minute, the medium's capacity to engage viewers emotionally and cognitively can enhance the memorability and durability of learning.

During crises, such as the COVID-19 pandemic, EdTech has proven indispensable for online education. Educational institutions in Bangladesh had prolonged closures, exacerbated by natural catastrophes and political strife, which hindered in-person lessons; digital tools and platforms proved beneficial for maintaining academic engagement. The COVID-19 pandemic has provided an opportunity to utilise online learning, allowing English

literature educators and students to recognise the effectiveness of EdTech in promoting interactive learning. Integrating digital learning tools both within and beyond the classroom cultivates an atmosphere that enhances student engagement and instructor efficacy. When students have easy access to instructional resources, activities, and opportunities for engagement, they inherently become more committed to their study. The advancement of EdTech has provided novel methodologies for teaching and learning that motivate and enable both instructors and students.

6. Conclusion and Recommendations

EdTech has profoundly influenced the tertiary education process by offering accessible instructional resources and handy functionalities. Digital learning tools and platforms have impacted the educational endeavours of both students and educators. Poetry is a creative form that is prominent in both English literature and global literature. Numerous educators encounter difficulties in instructing poetry, while pupils frequently struggle to comprehend both the surface and profound meanings of poems through conventional methods. This study effort has determined that instructional methods for teaching poetry can mitigate these challenges, and educational technology can effectively engage students in productive poetry classes. In the twenty-first century, a teacher has evolved into a facilitator of sustainable learning. This study revealed that, in addition to subject expertise, a facilitator must possess the requisite skills and techniques for delivering lessons effectively, utilising accessible and student-friendly technological media, and providing appropriate online materials to ensure that students find the lessons engaging and comprehensible. The perspectives of respondents and pertinent literature suggest that the equitable characteristics of technology tools enhance engagement in the learning process, while the accessibility of nonhuman educational resources facilitates a more profound comprehension of courses. Employing technology in literary instruction provides a considerable benefit by acting as an educational instrument, enhancing academic discourse, creating instructional materials and activities, and optimising students' learning results through comprehensive content knowledge. Ultimately, pupils can acquire an extensive understanding of poetry teachings, resulting in enjoyment and enduring education. Educators and learners have reacted favourably to the incorporation of educational technology into their learning experiences. Despite some small negative opinions, the overall perception was positive owing to the efficacy and contextual relevance of EdTech. The literature review and discussion sections have demonstrated how accessible and preferred EdTech can augment student participation in multiple ways, and this research further substantiates the idea that it enhances the learning process. Students have demonstrated enthusiasm for digital learning tools and platforms, acknowledging their potential benefits both within and beyond the classroom.

The incorporation of EdTech facilitated the establishment of a student-centered learning environment that enhances participation and eradicates monotony in the study of poetry. Utilising online and multimedia techniques in literary education can foster increased student engagement and improved access to information, hence cultivating a favourable disposition towards learning among students. EdTech has facilitated more access to online resources and platforms, hence stimulating students' curiosity for learning and alleviating teachers' challenges in instruction. This sustainable pedagogical method guarantees complete student engagement and elevates aspirations for digital learning tools and platforms.

According to the project, it will look into further cutting-edge digital learning resources and platforms that can improve students' participation in class. Examples of these include platforms like Blackboard, Google Classroom, Zoom, Teams, Moodle, Flipgrid, and others that are accessible through smartphones, as well as generative artificial intelligence (AI) tools like ChatGPT, Khahot, Bing Chat, Perplexity, Grammarly, Feedback AI, Question Well, Quiz AI, and Magic Schools. It's possible that teachers or students did not use these resources because they were unfamiliar with them. It is unknown why sophisticated digital learning tools and platforms for education were not used, and future research may be necessary to determine the exact causes. Finally, future research will think about using more than one institution to improve the findings' generalisability. Thus, it will be beneficial and profitable to broaden the scope of future research to include the contexts of several educational institutions.

Declaration of Conflicting Interests

The author declares no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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