

Teachers' Perceptions of Technology Integration in English Classrooms in Azad Kashmir: A Descriptive Study

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Abstract

This study aims to investigate English teachers' attitudes and perceptions about integration of technology in English classrooms of district Muzaffarabad, Azad Jammu and Kashmir (henceforth AJK). It also highlights the factors that obstruct the integration of technology in English classrooms in AJK. The sample for current study consisted of 30 English language teachers that were selected through purposive convenient sampling technique from six secondary schools of district Muzaffarabad. The data was collected under two stages, starting with quantitative data collection with the help of questionnaires, followed by qualitative data collection through interviews. The collected data has been analyzed statistically through percentages. It has been found that English teachers in AJK are well cognizant about the importance of integration of technology. Also, they showed an optimistic response towards integration of technology, but they have failed to integrate technology in their classrooms due to some obstructing factors and challenges. The study identified that lack of information about how to use technological equipment and programs, lack of budget, unavailability of technology, Lack of training courses and lack of appropriate resources are the challenges that discourage the English teachers from integrating technology into their English classes. It was also found that the school views about technology do not affect the use of technology in English classrooms. The finding of this study may assist the policy makers to understand the factors that hinder the integration of technology in English classes in AJK. Finally, this study gives some recommendations such as providing enough funds for technological instruments and training courses for teachers that are needed to ensure technology integration in English classes.

Keywords: *perceptions, challenges, integration, technology, english classroom*

Introduction

There has been a rapid development in the field of educational technology during the past decade and this development has increased the role of technology in every s life. These developments in technology have also affected the Education (Zengin & Aksu, 2017).

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In present days, utilization of technology in English language classrooms can play an important role to implement this new educational module (Purnell 2002). There are a number of difficulties to overcome before technology can be integrated into education system successfully. To integrate technology in classrooms properly, teachers need to learn a new era of study and develop compatibility with it. If we can use technologies in the English classroom effectively, success is possible, and the results can be beneficial to both teachers and students. The use of technology in English classrooms has turned really significant constituent of modern English classrooms as a successful teaching and learning tool. Some teachers believe that technology incorporated into their curriculum as a matter of importance for better learning and understanding. Similarly, Almekhlafi and Almeqdadi (2010) state that some English teachers choose technology as an important and integral part of classroom as it quickens the learning procedures as well as teaching methodologies while some teachers contemplate that there is no such need of amalgamation of technology in English classrooms.

The landscape of society is undoubtedly heavily influenced by technology, and many people believe that technology ought to be a major component of the educational system. According to Jonassen (2000), the use of technology in educational settings has helped organizations reach their measured learning goals. Because educational technology improves learning, he argues that it is crucial because teachers are eager to support their students in achieving greater levels and worthy goals within the constraints of available time and resources. Bingaman (2009) also supports this idea and says that technology is an improved field for future endeavors of teaching as it aids classroom with versatile gadgets and instruments. He claims that the new teachers are highly enthusiastic for learning this style of teaching but they encounter many hindrances and barriers while applying technology in their classrooms.

There is a need to identify and evaluate the pedagogical benefits that result from systematic use of technology in English classrooms. This need implies looking at technology, not just as a regular and trendy tool to use, but to explore its hindrances that counter its effective integration in language learning. This study aims to highlight the challenges which hinder the integration of technology in English language classroom and teachers' perception towards it in English language classroom

Research Objectives

Following are research objectives:

1. To investigate English teachers' perceptions regarding the integration of technology in English classrooms in AJK

2. To highlight the challenges that hinder the incorporation of technology in English classroom in AJK

Research Questions

Following research questions were designed to find answers regarding the experiences, teachers in integration of technology in English classrooms:

1. What are the perceptions of English teachers towards integration of technology in English classrooms in AJK?
2. How the integration of technology is challenging for English teachers in English classrooms in AJK?

Significance of Study

This research is an important attempt to highlight teachers' perceptions and challenges in integration of technology in English classrooms. There hasn't been any research done yet on ICT integration in the teaching and study of foreign languages in AJK. The pedagogical benefits of the use of technology in AJK's English classes need to be identified and assessed. ICT must be considered as more than just a typical and fashionable instrument in order to satisfy this desire; rather, it must be investigated for its capacity to enhance language learning. Establishing a link between what teachers think should be done with technology-based activities and how they actually use them in their classes is essential for improving teacher education programmes. These factors make this study a good place to start when describing the presumptions instructors have about

Delimitation

The study is delimited to the views of 30 English teachers of six urban High Secondary schools in Muzaffarabad AJK. Due to shortage of time and COVID outbreak the researcher has interviewed 15 willingly available teachers from different schools in this regard.

Literature Review

Rapid development in information and communication technologies in recent years has resulted in significant changes and gives a new direction to teaching. Certainly, there comes challenges and barriers while integration of technology. Numerous researches have focused on how technology is used to teach and learn languages. According to Neufeld (1984), technology and English language education are intertwined, and computer assisted language learning (CALL) is a helpful resource that facilitates the teaching of English in the contemporary day. According to Godwin-Jones (2009), CALL has been used to help students practice and acquire grammatical constructs

since its inception (CALL). CALL started to place more of an emphasis on the new potential of computer-mediated communication as the Internet era progressed. According to Jamieson, Chapelle, and Preiss (2004), CALL evaluation could benefit from using concepts from the study of second language learning. In their study, Longman English online courses and evaluations for English as a second or foreign language (ESL/EFL) were evaluated using a specific set of criteria. Most of the criteria were met, according to the results of the critical analysis, however some were better than others.

Studies on the attitudes and opinions of teachers and students towards the use of technology in English lessons have recently been conducted in a wide range of settings. As stated by Jewell (2006), using technology to further language learning "allows for increased learner autonomy and control, providing a more student-centered pedagogy" with students at the center of the learning process and more actively involved in learning than in traditional and antiquated educational methodologies.

Wang (2008) provides a thorough analysis of the integration of modern technology in English schools. He asserts that integrating modern technologies into English-language instructional materials is a difficulty that every English teacher must overcome when training their students. The integration of technology-assisted learning into classroom instruction has emerged as a global trend in advanced and developed nations. He contends that the government should support the use of information and communication technologies in educational policies. Nevertheless, more crucially, the relevant governmental and educational authorities should emphasise the use of ICT in schools, promoting the cooperation of resources and regulations. He asserts that it is challenging to handle large class sizes, time management, and to cope with technological integration in English classrooms.

Whenever integration of technology comes in question it is merely dependent on teachers' attitudes and perceptions to perform certain functions and processes during class. Teachers' perceptions and interest are directly proportional to students' outcome. As Tanti & Moran (2009) believe that the knowledge of teachers regarding the application and operation of technology in classrooms on its own is not enough and effective for integration of technology in classrooms. They further claim that it is not even possible for teachers to fully operate the technology without having up to certain mark knowledge. They report that teachers require complete grip and sheer knowledge about the integration of technology as well as usage of technology equipped appliances and equipment to utilize in his/her subject area.

Evan (2009) is of the view that technology-mediated language teaching and learning can be advantageous at all levels. In the first half of his book, he provides a highly valuable and advantageous study of writing that incorporates a method for using technology in language instruction and positive effects on schools. He also relates this to linguistic research on how e-learning affects language learners. He studies in the United States and UK. He argues that technology should not be the main focus of attention. Technology is a tool that has been handed to the instructor; the instructor uses it to increase the scope and quality of the learner's experience, not the instructor themselves. boosts the improvement as a result.

Technology has improved the field for future educational attempts, claims Bingimlas (2009). He asserts that although new instructors are very eager to master this method of instruction, they face numerous obstacles and challenges when integrating technology into their classrooms. According to Hennessy, et al. (2010), teachers require assistance, instruction, direction from their school administrators, and sufficient time for their own professional growth. In other words, school administrators should accompany teachers and provide them with opportunities to learn technology, provide them access to the locations of the school's technological resources, and permit them to regularly engage in technology agendas and visit workplaces linked to technology.

According to Rifkind (2011), the lack of formal application and hardware training for teachers and students hinders the process of integrating technology into classroom pedagogical practice. According to him, professional development must be tailored to each teacher's needs in accordance with the subject matter and readily available resources. Rifkind (2011) identifies four themes as barriers to technology integration in the classroom: support, training, Internet/Web efforts, Smartboard use, and student involvement.

Aydin et al. (2012) claim that there are many challenges faced by teachers while integration of technology which may hasten and put many difficulties in the use of technology and also, they fail to offer integrating technology to students. They also use technology in ways which are not related to academics. Certainly, without a pertinent knowledge and skills requirement no one can administrate the best use of incorporation of technology.

In addition, Young (2012) performs qualitative research in a suburban school in state of New Jersey. He explores elementary school teachers' perceived barriers to technology integration related 21st century goals. The major discouraging factor that hinders the integration of technology in those areas was lack of resources. Other barriers were networks' service that obstructs access of internet

services, lack of accessibility, operational technology resources and lack of professional approach towards technology related information.

Salehi, & Salehi (2012) state that integration of information and communication technology in teaching and learning is considered as a source in which tons of variety of methodologies and pedagogical attitudes may be implemented. They claim that teachers require specific skills and capabilities to make use of technology in classrooms. They recorded some barriers that are hindrances while making technology work in classrooms. They also recorded that technology requires a lot of skills, amendments and knowledge to install technology in classrooms while discouraging factors include shortage of class time and there is a lot of time required to make it happen.

Similarly, Ciampa & Gallagher (2013) report that integration of technology can be helpful as if teachers' competencies are polished and opportunities are given to flourish professional growth, preparation workshops can help them to get to know about the technicalities of technology era and mentoring seminars can help them to get the idea of this challenging era of integration of technology.

Boatwright (2016) carries out a qualitative study in South Carolina to look at the potential and difficulties that educators have when utilizing technology in the classroom. Time management, school administrative support, and teacher beliefs are the three main themes he notices. He defines time management as the amount of time needed for teachers to master the full functionality of hardware and software, create engaging lesson plans, and instruct students on how to use certain features and applications.

In Malaysia, Khodabandelou et.al. (2016) investigate the four main hindrances to technology integration in classrooms of English. He claims that technology can facilitate teaching procedures and government should pay attention to promote integration of technology in education system and specifically to English classes. He claims that teachers' positive attitude towards adaptation of technology is necessary. He reports that only integration of technology is not enough but proper guidance and training of teachers is required for effective implementation.

Budget restrictions are cited by Saxena (2017) as the main obstacle to classroom technology inclusion in Canada. Budgeting problems arise when the amount of money required and the equipment's pricing do not match. Further challenges, according to Saxena (2017), include teachers' attitudes and levels of comfort with technology and its integration. Additionally, he claims that there is no appropriate professional guidance that makes it simple for instructors to understand. The use of equipment, which addresses important issues

including access, training, and teacher support, is another major barrier that has been addressed.

Özdemir (2017) claims the biggest problem in integration of technology is inadequacy of teachers, no guiding course outline and course work for technology integration and use of internet at schools for teachers, which in reverse lemmatizes the ability to access quality resources for pupils' understanding. He also states that old fashioned and orthodox curricula related to language courses also fasten a barrier in front of use of technology in classrooms. According to him, out dated curriculum does not provide any directions for the use of technology. Özdemir (2017) reports that teachers felt that curriculum did not provide any technology related information, tips and direction for them. Most of the teachers do not know how to integrate technology on their own.

Chambers (2019) states that there are varieties of factors exist that contribute to the problems and reasons why technology is still not effectively integrated into secondary classrooms. He claims that there is a dire need of attention needed towards the system ranging from administrators to teachers' leaders have to take personal responsibilities to enhance and to understand the mechanism applied in classrooms. He reports that there is a need of understanding that only relying on technology support staff is not enough to integrate technology but administration department and teachers have to tech implementation, up gradation and integration in their buildings and classrooms.

The existing research discussed above demonstrates that while technology is a tool that improves teaching methods and student learning, it also comes with difficulties and difficulties that teachers must cope with when teaching their subjects. The use of technology in the teaching and learning of the English language is still a topic that has not been thoroughly investigated in relation to AJK. The goal of the current study was to close this gap by investigating the difficulties faced by English language instructors while integrating technology into their classrooms in Muzaffarabad's secondary schools.

Methodology

This study is descriptive in nature. Descriptive studies examine natural phenomena in the light of the facts under investigation (Zainal, 2007). A qualitative descriptive study seeks to describe participants' experiences (Lambert and Lambert, 2012). The Qualitative descriptive design was appropriate for this study since the researchers wanted to get a detailed account of teachers, perception about the use of technology in English classes. The data for this study was collected from 15 male and 15 female teachers teaching at

secondary level in Muzaffarabad. One specific district of the province AJK was selected purposively. In order to know teachers' perceived challenges in implementing this approach in AJK, two research tools were used to collect data: (a) Questionnaire and (b) interview of teachers.

Questionnaire

A structured questionnaire was designed consisting of two sections. Section contained the questions about teachers' Perspectives towards the integration of technology in English classes. The questions in section two of the questionnaire were constructed to know about the hurdles and hindrances faced by English teachers in the implementation of Technology in their English classes. Complete formation of questionnaire was on a Likert Like scale and each item had five options, i.e. Agree (A), Strongly Agree (SA), Neutral (N), Disagree (D), and Strongly Disagree (SD). The researcher personally distributed the questionnaires and the participants were given two weeks' time to complete and return them to researcher.

Interview

This study was conducted in 2021 during the outbreak of COVID. Due to hectic schedule, and risk of COVID, some participants refused to participate in interview. Therefore, interviews were organized with just 15 participants. In order to gain in-depth responses, the interviewees were given open chance to either respond in English or Urdu. Each interview took approximately 20 to 25 minutes. Keeping in view the research ethics, all participants' name was kept anonymous. Hence the fifteen participants' identifiers were pseudonyms such as P1, P2, and P3 and so on.

Data Analysis and Results

Analysis of the survey results involved determining a percentage for each item. Prior to identification and categorization, the information gathered from the interview was recorded and transcribed. The recorded data was first transcribed, and then it was gathered into groups that were created in accordance with the research questions. The data gathered during the interview was thematically presented with that of the survey results because the interview was a continuation of the survey. The following themes were covered in this study:

- (i) Teachers' perception and understanding of technology in English classrooms.
- (ii) The barriers and challenges for the English teachers in adopting technology in English classrooms of Muzaffarabad.

4.1 Teachers' Perceptions toward the Use of Technology in English Classrooms

To study the EFL teachers' perceptions about using technology in classroom, the questionnaire was distributed to 30 teachers who responded to the questionnaire. Table 2 contains the percentage of the results and explains the EFL participants' perception about using technology in their classrooms.

Table 1

Teachers' Perceptions towards the Use of Technology in English Classrooms

#	Statement	SD	D	N	SA	A
1.	Using technology in the classroom has many benefits for teachers and students alike.	4%	0%	2%	44%	50%
2.	Educational technology makes teachers feel comfortable.	5%	2%	1%	50%	42%
3.	Use of educational technology saves effort.	0%	3%	7%	50%	40%
4.	Use of educational technology saves time.	0%	3%	3%	54%	40%
5.	Teaching English language by using educational technology is more effective than traditional teaching.	3%	3%	0%	40%	54%
6.	Use of technology motivates students to learn language in a better way.	3%	0%	0%	50%	47%
7.	Use of technology provides non-native speakers of English rich learning environment.	3%	4%	2%	70%	21%
8.	Technology helps in integrating different language activities.	3%	0%	6%	68%	23%
9.	Technology plays a great role in learning the different language skills.	3%	0%	0%	40%	57%
10.	Technology provides students with tools for using electronic pronunciation dictionaries.	3%	0%	0%	44%	53%

It can be seen in the above-mentioned data that majority of teachers know about technology and its significance in teaching. In response to the first statement, just 4% of English teachers negated the fact that technology in the classroom has many benefits for teachers and students alike while 2% of English teachers did not share their responses. While 44% of English teachers strongly agreed and 50% of English teachers agreed with the fact that technology is beneficial for them as well for their students in a class room with basic aim of learning. The respondent no. 2 also supported this statement in the interview that the use of technology in classroom is beneficial not only for teachers but also for students.

Respondent 2: *Technology is a gift of this era. It helps in contacting us with the world that is something totally related to what is the requirement. Importance of technology can be easily seen with the progress of nations and how they are processing more in less time with the help of technology. We have seen that whenever we take our students towards any aspect that relates to technology, students show very impressive response towards it and participate more actively.*

English teachers think that educational technology makes environment comfortable. 50% of English teachers strongly agreed and 42% of English teachers agreed upon the fact that educational technology makes a difference. It makes the environment of classroom more productive and enthusiastic to learn. They believe that educational technology makes classrooms' environment healthy and full of learning which also makes students eager and enthusiastic to learn. 7% of English teachers did not feel comfortable while using educational technology in their classrooms and this may be due to the fact that teachers do not have enough practice and knowledge about technology and use of technology in English classrooms. The left count of 1% of English teachers stayed neutral.

Another statement was designed to get the idea about the perception of technology as how many English teachers think technology as time and effort savior. The data reveals really informative numbers regarding the perception that technology saves time. A high number of English teachers believed that integration of technology saves time and that time can be easily utilized in further more positive classroom activities. 40% of English teachers strongly agreed and 50% English teachers agreed with the statement that technology saves effort as well as it also saves time that can be manifested into certain other productive skill building activities. According to the statistical numbers it can be seen that a high number of teachers are highly motivated to learn and use this advancement in their classrooms for development of skill sets that are required for upgraded world. In response to the same question in the interview one of the respondents said.

Respondent 08: *Technology engages majority of effortless techniques through which teacher can spare time and invest that time into other requirements of students. Most of work load can be transferred from traditional ways to technological ones. The time that is being served in erasing the chalkboard, checking similar note books and similar day to day class course can be turned into thought-provoking one.*

Whereas, 3% of English teachers totally disagreed with the idea of using technology for time saving tool. Only 3% of English teachers remained neutral.

Apart from the fact that schools did not have all the required facilities for them to utilize, teachers know it's the need of time. Statistical data shows that 50% English teachers strongly agreed and 47% agreed that that teaching English by using educational technology is more effective than traditional teachings. 3% of English teachers responded against the statement that technology serves as a better medium than that of traditional ones. Teachers with this response might feel a difference and difficulty in optimizing the recent technology due to their own lack of practice.

The perception related to the use of technology that how many teachers think that students learn in a better way when connected to technology and develop better comprehension while learning through advanced gears. 40% of English teachers strongly agreed and 54% of English teachers agreed and admitted the fact that traditional style of teaching is outdated and modern materials should be added in classroom to make class in developing communication skills with direct exposure to native world and when student interact in such manner with a class having technology, they also take part in interactions. A similar response was recorded during the interviews.

Respondent 01: *I have seen in my classroom whenever there is PowerPoint presentation day or any video, audio clip day comes students' performance became beyond exception as they take great interest in class, class participation and memorizing things. Due to less resources or we can say short resources in school we cannot use projectors in our classrooms on daily basis but responses that we get in those days are great in number in comparison to traditional lecture days.*

Other than that, 3% of English teachers disagreed with the fact that educational technology is an enhanced medium to use to get better responses from students. Rest of 3% of English teachers did not respond and opted to stay neutral.

In next statement, researcher wanted to observe the number of teachers who realize the use of technology to be a more accurate medium to nonnative speakers of English to learn from rich learning environment. A very interesting figure can be seen from above mentioned numerical representation. 21% of English teachers strongly agreed and 70% of English teachers agreed with the fact that technology can provide a medium, a direct experience with native speakers and is a cheapest way to get through with native like environment to learn a foreign language. 3% of English teachers showed disagreement in response towards technology use as it maybe time consuming to them to learn all of it and then apply in classrooms and with their students due to lack of their own proficiencies. 2% of the respondents did not respond at this statement.

Teachers believed that technology helps in integrating different language activities to which 23% strongly agreed and 68% of English teachers agreed and accepted the fact with positivity that technology helps in emerging situations of time and students require to be educated from upgraded set of techniques. Teachers believed that through these tools' students get help in understanding language activities more easily. 3% of the English teachers retorted on the fact that technology can enhance the building capability of language through activities. Rest of the 6% of English teachers stayed neutral.

In next statement, the researcher wanted to get the idea that to what level technology can take part in learning other language skills. It can be seen that a great number of teachers believe that technology plays a great role in learning language. 57% of English teachers strongly agreed and 40% of English teachers agreed and highlighted the fact with a positive response that through connection build-up with technology students can adapt all required set of practices easily and programs that can help them in development of any rules and regulation related to this language. Teachers believed the idea that technology plays a great role in learning different language skills. Furthermore, the responses showed a great importance towards the integration of technology. A very low percentile of 3% of English teachers disagreed with the fact that technology can pave ways in building set of skills while learning a foreign language.

The statement, 'technology provides students with tools for using electronic pronunciation dictionaries' was asked to know that to what extent teachers feel that technology diversification provides students with its tools such as pronunciation dictionaries and help in building better communication skills. In response to this, 53% of English teachers strongly agreed and 44% of the English teachers agreed with the fact that pronunciation dictionaries and online libraries help students in a broad spectrum of ways which provides a better approach towards native speakers and a very improved easy way to learn in precision. Apart from these only 3% of English teachers disagreed with the statement.

4.2 Barriers in Integration of Technology in English Classrooms in AJK

This section discusses the hurdles that discourage English teachers to use technology in their classrooms. Obtained results are shown in the form of percentages.

Table 2
Barriers in Integration of Technology in English Classrooms

#	Statement	SD	D	N	SA	A
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Teachers' Perceptions of Technology Integration		Avesha, Shahida, Haroon				
1	The unavailability of technology (computer, overhead projectors, video projectors, and SMART board) in my school hinders me to use it in classroom.	12%	15%	3%	30%	40%
2.	I do not have enough information about how to use technological instruments.	8%	10%	6%	33%	43%
3.	Less ICT technical support at school discourage me to use ICT in classroom	0%	8%	12%	45%	35%
4.	No specified budget is allocated to purchase latest technology in my school.	5%	4%	2%	30%	59%
5.	Neither my university nor any other institution and organization have given me training courses related to the use of technology.	1%	8%	0%	57%	34%
6.	I need training in order to use technology for teaching English.	10%	11%	0%	35%	44%
7.	Shortage of class time hinders me to use ICT.	6%	10%	0%	20%	64%
8.	Time needed to learn using ICT prevents me to use ICT.	8%	15%	3 %	27%	47%
9.	The views of the society about ICT hinder me to use ICT.	33%	44%	0%	3%	20%
10.	Colleagues 'negative views about ICT hinder me to use ICT in the class.	40%	44%	0%	2%	13%
11.	School views about ICT discourage me to use ICT	16%	72%	0%	6%	6%
12.	Requirements of qualifications discourage me to use ICT	23%	40%	3%	10%	24%

In first statement the teachers were also asked about the access to technology in their respective universities. In response to the statement, 30% of teachers strongly agree and 40% of the teachers agreed that they don't have enough technological gadgets to use in their classrooms while teaching English at different levels of classes even if technology is required for basic learning. 15% of English teachers strongly disagreed and 12% of teachers disagreed that their schools do not have facilities of the technologies in the course of teaching English in their classrooms. Only 3% of participants remained neutral in this question and did not share their views about this statement.

The second statement was asked to know the use of basic software applications such as word processing to give homework, to which, 33% of English teachers strongly agreed and 43% of English teachers agreed and said that they have no prior experience or information about the use technology in their academic and professional career. Similar responses were recorded in interview.

Respondent 11 *“Using Microsoft and some other software require proper training sessions. We lack in this fact of getting sessions and training seminars in any commodities. To steadfast ourselves with the*

passage of time is really difficult without getting all the latest technology information and training seminars."

Just 8% of English teachers strongly disagreed and 10% of English teachers disagreed that they don't have enough information about the use of all kinds of technologies in their classes. Apart from these, only 6% of English teachers remained neutral. From the data mentioned in above table it can be easily concluded that a large number of teachers are not using technology-based artifacts during their lectures and assessments.

In response to the statement whether it was the less technical support from the school that was preventing the teachers to use it, 45% teachers showed strong agreement to this statement. 35 % of English teachers believe that another challenge in the use of technology in classroom is less support from the school. Yet, 8% of English teachers disagreed with the statement that inadequate access to technology was the concern. 12% of English teachers chose to stay neutral about whether it was the little access of technology.

Respondent 15: *The intricacy of technical support from school makes me unable to use different educational technology in my class. This makes me disappoint to use certain software and applications to support learning English.*

Statement 4th seeks the data about another challenge that is shortage of budget. 5% of English teachers strongly disagreed with this statement and 4% disagreed that budget is an issue for their schools. It can be easily seen that 59% of teachers agreed with this statement that there is no specified budget available to purchase latest technology for each class. 30% of English teachers strongly agreed with this statement that there is a challenge with respect to costing that hinders integration of technology. Remaining 2% stayed neutral. Similar views can be seen in the response of an interviewee that considers the insufficient budget as a hindrance in the way of integration of technology in English classes.

Respondent 05: *School budgets are really low with this regard and certain more. It is really difficult to take our class every day to computer labs and execute our lectures.*

33% of English teachers strongly agreed that they are not much capable of using modern tools and instruments as they do not get the proper training from the school that is required to use upgraded version of technology. While 44% of English teachers agreed with the statement, they are not provided required training courses related to technology by their schools in the interview one of the respondents claimed the similar challenge. When asked in a question respondent shared his views parallel to the context.

Respondent 12: *The lack of sessions, seminars and training related to integration of technology on how to use different applications that support classroom learning make me feel that I am still deficient in using these technological devices during class time.*

The complexity of technological instruments and lack of training make the teachers unable to integrate technology in classes. Teachers were also of the view that they need training related to the use of new technology in classes and also for their own professional development. 35% of English teachers strongly agreed 44% of English teachers agreed and spoke out the concern that did receive training related to the use of technology in their schools or the institutions.

Statement no seven the teachers were asked about the time management during the class while using technology. 64 % of English teachers reported positively towards the statement that shortage of class time makes it difficult to use technology in their classrooms. 3% of English teachers strongly agreed that the class time is so limited that they cannot use technology throughout their lectures in regular classes. In total, 67% of English teachers showed a positive response towards this statement and agreed it to be a genuine problem that makes use of technology less. The same response was recorded in interview for the issue.

Respondent 10: *The shortage of time is an ignored problem that occurs in school that really encumbers the use of technology in classrooms. We would really like to implement technological use in our daily class rooms but due to the burden of course completion and time shortage, it is almost impossible.*

Statement number eight dealt with the scarcity of time for learning the use of technology as a hurdle in integrating technology in English classes. Time is considered as a valuable resource in a school session, so data describes how English teachers deem time as an entity which does or does not limit them in the use of technology. 20% of English teachers disagreed with time spent in learning technology being the obstacle in using it. Whereas, 3% of English teachers strongly disagreed. 47% of English teachers agreed that limited time during a sessional year does play a significant role in the use of technology. English teachers would rather complete course on time after that the hardly find time to learn the use of technology. In addition to it, 30% of English teachers strongly agreed with the statement in question. It shows how time constraints make use of technology difficult. Similar views were revealed by an interviewee

Respondent 3: *An English teacher has too much on his plate. We need to focus on literature with all of its prose and poetry as well as the grammar portion. If we put too much time into learning new*

technology which we then implement in the class, it would really be a challenge to attain the sessional goals.

Responses to the statement nine put light on some other discouraging factors that make integration of technology difficult. The data shows the hurdles that society presents in the use of technology. 44% of English teachers disagreed with the statement and believe that society has any role to play in this regard. In addition to them, 33% strongly disagreed with the societal factor having much impact on the use of technology in English class. This significant deviation proposes that teachers are not under any limitation by the society when it comes to the use of technology in classrooms. Hitherto, 3% of English teachers strongly agree and 20% do agree that societal dynamics affect their ability to make technology work inside a classroom.

The statement number ten implicates the data gathered around the unwelcoming views of colleagues that puts hurdles in the use of technology in English classrooms. 2% of teachers strongly agreed with the statement that their colleagues affect the use of technology in classrooms. On the other hand, 13% of English teachers agreed that they do face backlash from their own colleagues when the technological use comes in play. 40% of English teachers strongly disagreed and 44% disagreed with colleagues being an obstacle in the way of practicing technological use inside the classroom.

Respondent 14: *Every teacher in the school is at liberty to take class in his own way, keeping the scarce resources of schools in check. Colleagues are mostly supportive. If use of technology is better for the students, they support it.*

The purpose of statement eleventh was to know about another discouraging factor that might be another challenge to integrate technology in English classrooms. Numbers show a really thought-provoking aberration. Just 6% of English teachers agreed with the statement that their schools prefer traditional methods of teachings instead of use of technological devices. 6% of English teachers strongly agreed with this statement. 16% of English teachers strongly disagreed with the statement that their school's view discourages them to use technology. In total 75% of English teachers disagreed with this statement. They believed that their school views about technology did not discourage them to use it in their classrooms. Similar response can be seen in a reply to interview question.

Respondent 13: *Technology use itself is taken as a prestigious turn in educational field. Our school encourages teachers who had some skills related to technology and appreciate them as well.*

Statement no twelfth required the data regarding teachers' qualification. As how less qualification level related to technology discourages use of technology. By analyzing the data an interesting

thing was revealed that teachers did not feel any challenging situation due to their qualification. From the above-mentioned figure, a huge deviation can be seen that 40% of English teacher disagreed with the idea that their qualification requirements were low that made them unable to use technology. 24% of English teachers agreed with the fact that their education background was not enough to grasp the modern technology as to learn these technologies they required a better understanding to technical information. 10% of teachers strongly agreed with the statement as well. Rest of the 23% teachers did not share their views regarding this.

Discussion

At present, teachers know about the advantages and significance of technology in the process of learning. Most of the teachers perceived technology as a versatile medium to help out through their lectures. Apart from the direct exposure towards the real world, they also agreed upon its educational purposes. Addition to it, they also agreed upon the factor that technology saves time and effort. For developing keen interest in subject and getting the accurate approach towards the first-hand knowledge of English language, technology has made learning a joyous act to do. Little bit of technological varieties altered classroom premises. Technology also helps to develop a direct relation towards the basic communicational skills to students while learning English language.

English teachers have enough information on some basic computer programs. English teachers strongly agreed with the fact that they know the basic programming and use of computers. They think it as an easy way to process through computer instead of accumulating efforts through the traditional manual method of teaching.

It has been recorded that although English teachers consider the use of technology beneficial both for teachers and students but they do not make the significant use of technology in their classes. They encounter different types of challenges and hindrances while integration of technology in English classrooms. Problems recorded are not unique and found in majority in number.

English teachers found that lack of training is a big hurdle in the implementation of technology in their classes. They do not have enough information to use different technical devices and tools in their teaching process. This means that majority of English teachers agreed that one of the major reasons of not using technology in classrooms is lack of required and demanded competencies to use advanced technology in classroom. It has been recorded in interviews also that due to lack of competence and easy accessibility of technology makes

them uncomfortable and shy to use technology in front of students. English teachers emphasized that their institutions, organizations and universities must have resources to install and communicate technological aided trainings and courses.

Another factor that is considered the hurdle in integration of technology is the time required by English teachers to learn that how technological tools can be helpful in teaching and also practicing in teaching processes. A great number of English teachers admitted the fact that shortage of class time hindered them to use technology. Most of Secondary schools in AJK focus on the completion of course within the given time and teachers have to ample the course within the given time period. **So**, they focus on the course covering through traditional methodology of teaching. Also, traditional way of teaching consumes less practice and is not very challenging for them to observe in English classrooms. There is a minimum time limit for a class in a day. It is also observed during interview that the participants put stress on limited time span of a class and they face difficulty in using technology on daily basis.

Other than that, access to technology was another significant factor that deteriorated the use of technology in classrooms. According to English teachers they have little to no access to technology in their classrooms. Lack of appropriate technological gadgets in schools and classrooms discouraged English teachers to use technical methodology of teaching English. English teachers emphasize that the requirement to teach English through technology demands technical tools mounting in English classrooms.

According to the teacher's insufficient budgets in schools also challenges the integration of technology in English classes in AJK. It is really important for a school to be financially strong enough to install advanced technology in each classroom or do some arrangements. Majority of defendants in this research claimed "shortage of budget" a genuine encounter to deal while not using technology and is a big hindrance in implementing and practicing technology in English classrooms. Majority of English teachers found that budget required to install advance practices of technology is high but schools do not have resources to afford such advance levels of technology. For teachers it is really hard to bring technological help in classrooms that can make a difference in traditional way of teaching.

Conclusion

English teachers highlighted that technology integration does not place in school-based environment in AJK even though majority of them were aware of its optimistic impacts and outcomes that technology can bring about English language teaching. In the process

of investigating hindrances, it has been found that English teachers were affected by number of issues regarding integration of technology in schools in wide-ranging. Teachers in schools lack the proper necessary set of skills and knowledge to use technology during their lecture in English classes. Complexity of technical instrument requires proper operational knowledge and training. It was found that the teachers' limited knowledge towards technology and no training for upgraded instruments made them incompetent to use versatile technological props in classrooms. In addition to the factor related to competencies, lack of use of technology in teachers' academic background caused effect in using technology. It has been observed that school budgets are really low and expenses are high with respect to integration of technology it is really difficult to equip every classroom with computers and technological devices. Furthermore, another challenge that has been observed related to the resources is availability of technology in schools. With the context related to appropriate resources, time management is another big issue to integrate technology in classrooms. Lack of time in individual course work is another well-known challenge. Teachers want to implement technology in daily lectures they consider that limited class time makes the use of technology in classrooms difficult. An inordinate number of English teachers agreed with the fact that little access to technology prevents them to use technology. This study yields useful results for teachers, government organizations and policy makers. One of the problems that arise from the findings is the need of technology-related training for teachers. Teachers must be provided in-service training and workshops to improve their technology-adapted teaching. EFL teachers must be supported in terms of integrating technology into EFL classrooms by providing them the educational technology to be used in their classrooms.

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