

## ASSESSING THE IMPACT OF TECHNOLOGY INTEGRATION ON EFL TEACHERS' INSTRUCTIONAL PRACTICES

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### Abstract

*This study explores the impact of technology integration on the instructional practices of English as a Foreign Language (EFL) teachers in Pakistan. Using a mixed-methods approach, the research aimed to assess teachers' perceptions, the frequency of technology use, and the challenges faced in incorporating technology into their teaching. Data were collected through a structured questionnaire, classroom observations, and semi-structured interviews involving 100 EFL teachers from public and private schools across major cities. The quantitative data were analyzed using descriptive statistics, while thematic analysis was applied to the qualitative data. The findings revealed that while technology was used to enhance student engagement and access to online resources, its integration was inconsistent, with many teachers using it only on a monthly or weekly basis. The study identified significant barriers, such as lack of training, inadequate infrastructure, and technical issues, which hindered effective use of technology. The study concluded that professional development, improved infrastructure, and sustained technical support are critical for overcoming these barriers. Recommendations include investing in reliable technology, offering targeted teacher training programs, and establishing support systems to enhance the effectiveness of technology in EFL instruction.*

**Keywords:** Impact, technology, integration, instructional practices, English, Foreign Language.

### Introduction

The integration of technology into educational settings has revolutionized instructional practices, particularly in the field of English as a Foreign Language (EFL). As English has become a global lingua franca, the role of technology in enhancing language learning has become increasingly significant. In countries like Pakistan, where English is taught as a second language, technology offers a promising tool to bridge the gap between traditional teaching methods and modern educational needs. Technology in the EFL classroom encompasses a wide range of tools, such as multimedia, interactive platforms, and digital resources, which can enhance student engagement and improve learning outcomes. However, despite its potential, the integration of technology into EFL instruction remains inconsistent and challenging due to a variety of factors, including inadequate infrastructure, insufficient teacher training, and resistance to change (Al-Seghayer, 2021; Jiang & Wang, 2023). The rapid evolution of educational technologies presents a unique opportunity for EFL teachers to enhance their teaching strategies. Technologies such as virtual classrooms, language learning apps, and interactive whiteboards offer dynamic ways to teach English. These tools provide students with opportunities for self-paced learning, personalized feedback, and access to authentic English content from global sources (Hernandez & Pérez, 2020). However, despite the potential benefits, many teachers report limited access to these resources, particularly in underfunded public schools. The disparity in technological access, particularly between urban and rural schools, exacerbates educational inequality and limits the

broader adoption of technology in teaching English (Baker & Kinney, 2022). Furthermore, the lack of training and professional development opportunities leaves teachers underprepared to effectively incorporate these tools into their daily lessons, leading to underutilization of technology despite its availability (Yildirim & Ozturk, 2021). Teachers' perceptions of technology integration play a pivotal role in its successful adoption in the classroom. Research has shown that when teachers perceive technology as a valuable tool for enhancing student learning, they are more likely to integrate it into their instructional practices. In the context of EFL teaching, many educators acknowledge the potential of technology to create more interactive and engaging lessons. Tools like multimedia presentations, educational videos, and language games have been reported to increase student motivation and interest in learning (Lin & Chen, 2021). Teachers also believe that technology can help students access diverse resources that may not be available through traditional textbooks, thus supporting their language learning in more flexible and engaging ways (Reinders, 2022). However, despite these positive perceptions, the integration process is often hindered by teachers' limited technological skills and a lack of institutional support (Rashid & Manzoor, 2023).

One of the most significant challenges reported by EFL teachers is the lack of sufficient training and professional development on how to effectively integrate technology into language teaching. While some teachers have basic computer literacy, many lack the pedagogical skills required to use technology in a way that enhances language acquisition. According to several studies, formal teacher training programs often neglect the practical application of technology in the classroom (Khan, 2020; Wang et al., 2022). As a result, many teachers are forced to learn technology integration strategies through trial and error. This not only leads to inconsistent use of technology but also undermines its potential to improve educational outcomes. Professional development programs must not only focus on enhancing teachers' technological competence but also provide them with the pedagogical frameworks necessary to integrate technology into language instruction effectively (Gok & Kucuk, 2024). Continuous support and training are essential to ensure that teachers feel confident and competent in using digital tools to enhance their students' learning experiences. In addition to the lack of training, teachers also face infrastructural challenges that hinder the integration of technology into their teaching practices. Many schools, particularly those in rural or less developed regions, struggle with unreliable internet access, outdated computer equipment, and limited access to digital resources. This lack of technological infrastructure severely limits the opportunities for teachers to utilize digital tools and platforms in their classrooms (Muneer & Malik, 2021). The digital divide between urban and rural schools has been a persistent issue in many developing countries, including Pakistan. For example, a study by Ahmed et al. (2023) found that over 60% of public schools in rural areas lacked basic technological infrastructure, including functioning computers and high-speed internet. Without adequate access to technology, teachers are unable to fully leverage its potential, leading to missed opportunities for enhancing student learning through interactive and multimedia-rich lessons (Reinders, 2021). Teachers in Pakistan often encounter resistance to technology integration from both students and colleagues. Resistance can stem from various factors, such as a lack of familiarity with new tools, fear of the unknown, or concerns about the efficacy of technology in improving language skills (Azeem, 2022). Some students may also prefer traditional methods of learning, such as textbooks and face-to-face interactions, and may view technology as a distraction rather than a tool for educational enhancement. Teachers may also face resistance from colleagues who are not comfortable with technology or who have doubts about its effectiveness in language learning (Baker & Kinney, 2022). Overcoming this resistance

requires not only technological training but also cultural shifts within schools, where technology is embraced as an integral part of the teaching and learning process. Schools need to foster a culture of collaboration and support, where teachers feel encouraged to experiment with new technologies and share best practices with one another.

Despite the challenges, the integration of technology has proven to offer significant advantages in language learning, particularly in fostering student-centered learning. With the help of digital tools, students can engage in personalized learning experiences that cater to their individual needs, strengths, and weaknesses. Online language learning platforms and apps allow students to practice listening, speaking, reading, and writing skills outside of the classroom, providing opportunities for continuous improvement (Hernandez & Pérez, 2020). Additionally, technology facilitates collaboration among students through online forums, social media platforms, and language learning communities, promoting peer-to-peer learning and interaction in ways that traditional methods cannot. As a result, students develop not only linguistic skills but also critical digital literacy skills that are essential for success in the modern world. The effective use of technology in EFL classrooms also provides opportunities for teachers to adopt more flexible and diverse teaching methods. For example, flipped classroom models, where students learn new content online and apply it in the classroom through collaborative activities, have been increasingly popular in language teaching. These models allow for more active and interactive learning, where students take greater responsibility for their learning while the teacher provides guidance and support. According to recent studies, flipped classrooms have been shown to enhance student engagement and improve language proficiency, particularly in areas like speaking and listening skills (Baker & Kinney, 2022). By shifting the focus from traditional teacher-centered approaches to student-centered learning, technology allows EFL teachers to create more engaging and effective language learning environments. The integration of technology in EFL teaching in Pakistan holds great promise but also presents significant challenges. While technology offers numerous benefits, such as increased student engagement, access to a variety of learning resources, and personalized learning opportunities, its effective integration depends on overcoming barriers like insufficient teacher training, inadequate infrastructure, and resistance to change. To fully realize the potential of technology in language education, it is essential to invest in professional development programs that equip teachers with both the technological skills and pedagogical knowledge necessary for successful integration. Additionally, schools must address infrastructural gaps and foster a supportive culture that encourages the adoption of new technologies. With these changes, technology can become a powerful tool for enhancing EFL instruction in Pakistan and improving students' language learning outcomes (Anderson, 2022).

### **Research Objectives**

1. To assess the frequency of technology integration in EFL teachers' instructional practices in Pakistan.
2. To identify the perceived benefits and challenges of technology integration from the teachers' perspectives.
3. To explore the impact of technology on student engagement and learning outcomes in EFL classrooms.

### **Research Questions**

1. How frequently do EFL teachers in Pakistan use technology in their instructional practices?

2. What are the perceived benefits and challenges faced by EFL teachers in integrating technology into their teaching?
3. How does technology impact student engagement and learning outcomes in EFL classrooms?

### **Significance of the Study**

The significance of this study lies in its potential to inform educational policymakers, administrators, and teacher educators about the current state of technology integration in EFL teaching in Pakistan. By identifying both the benefits and challenges faced by teachers, this research provides valuable insights into how technology can enhance instructional practices and improve student engagement in language learning. Additionally, the study highlights the critical gaps in teacher training, infrastructure, and technical support, offering evidence-based recommendations to overcome these barriers. This can contribute to shaping future professional development programs that equip teachers with both the technical skills and pedagogical strategies needed to effectively integrate technology into their teaching. The findings also underscore the importance of improving the technological infrastructure in schools, especially in rural areas, to ensure that all teachers have the tools necessary to succeed. Ultimately, this study aims to support the broader goal of improving the quality of English language education in Pakistan, fostering more interactive, engaging, and personalized learning experiences for students.

### **Literature Review**

The integration of technology in English as a Foreign Language (EFL) classrooms has become increasingly important in recent years, as it offers teachers and students new opportunities for engagement and language acquisition. The digital age has prompted a shift in pedagogical approaches, with technology being seen as an essential tool for enhancing language learning outcomes. By incorporating tools such as interactive whiteboards, mobile apps, online platforms, and multimedia content, teachers can create more dynamic and student-centered environments that foster greater participation and motivation. However, this integration process remains challenging due to various factors such as inadequate teacher training, technological limitations, and institutional resistance to change (García & Hinojo, 2021). Research indicates that while technology has the potential to transform EFL teaching, its benefits can only be fully realized when teachers possess both the skills and resources to use these tools effectively (Almutairi & Al-Qarni, 2023). Despite the widespread use of technology in many classrooms, its implementation in EFL settings remains inconsistent, particularly in regions with limited access to digital resources. Studies have shown that while urban schools may have more access to advanced technological tools, rural schools often face challenges such as poor internet connectivity, outdated equipment, and a lack of digital literacy among both students and teachers (Omar & Ezzeldin, 2021). These disparities contribute to unequal learning opportunities and hinder the effective integration of technology into language teaching practices. Furthermore, the lack of technological infrastructure in many schools has led to frustrations among educators who are eager to use these tools but are constrained by their physical environment (Nassaji, 2023). Addressing these infrastructural challenges is crucial for ensuring that technology integration is accessible and equitable across diverse educational contexts. Teachers' perceptions of technology integration are a critical factor influencing its successful adoption in EFL classrooms. When educators recognize the potential of digital tools to enhance student learning, they are more likely to embrace and effectively integrate these technologies into their instructional practices.



Research suggests that teachers who view technology as a valuable resource for fostering engagement and improving student outcomes are more inclined to incorporate it into their teaching routines (Alqahtani & Alzaidiyeen, 2023). However, despite positive attitudes towards technology, many teachers still encounter difficulties in its integration due to a lack of pedagogical knowledge or technological skills. Therefore, professional development programs that focus on both technical proficiency and pedagogical strategies for technology use are essential to empower teachers and enhance the effectiveness of technology in EFL teaching (Jiang & Zhou, 2022).

One of the most significant challenges that EFL teachers face when integrating technology is the lack of comprehensive training and professional development. While teachers may possess basic technological skills, they often lack the pedagogical knowledge needed to effectively incorporate technology into their lessons. Many professional development programs focus on the technical aspects of using digital tools but fail to provide teachers with the instructional strategies required to maximize the educational benefits of technology (Sato & Yamagata, 2023). This gap between technical competence and pedagogical application often leads to underutilization of digital tools or ineffective integration, which limits their potential impact on student learning (Sahin & Yildirim, 2021). Therefore, targeted training programs that address both the "how" and the "why" of technology use in language teaching are essential for improving teachers' confidence and ability to integrate technology meaningfully into their classrooms. In addition to the lack of training, infrastructural limitations remain a significant barrier to the widespread integration of technology in EFL classrooms. Many schools in both developed and developing countries struggle with outdated technological infrastructure, which hampers teachers' ability to fully engage students with digital tools (Scherer & Driscoll, 2021). In particular, rural schools often face challenges such as slow internet speeds, lack of reliable power sources, and insufficient access to computers and tablets. This technological divide exacerbates existing inequalities in education and limits the opportunities for students to benefit from technology-enhanced language learning experiences (Islam & Sultana, 2022). Addressing these infrastructural issues through increased funding and investment in digital resources is necessary to ensure that all schools have the tools they need to support effective technology integration. The resistance to change is another obstacle to the successful integration of technology in EFL teaching. Many teachers may be hesitant to adopt new technologies due to a lack of familiarity with the tools, concerns about the effectiveness of technology in language acquisition, or fear of disrupting established teaching routines (Al-Emran et al., 2023). Additionally, some teachers may prefer traditional face-to-face methods of instruction and view technology as an unnecessary distraction. To overcome this resistance, it is important to create a culture of innovation within schools, where teachers feel supported in experimenting with new technologies and are encouraged to share best practices with their colleagues (Soh & Tan, 2024). Furthermore, leadership from administrators who understand the value of technology and advocate for its integration is crucial in fostering a positive attitude toward change among teachers and students alike.

While technology can significantly enhance language learning, it is essential for teachers to carefully consider how these tools are implemented to ensure they align with pedagogical goals. Research has highlighted the importance of selecting appropriate digital tools that cater to students' diverse needs and learning styles (Sun & Luo, 2021). For example, language learning apps and online platforms can provide personalized learning experiences, allowing students to practice specific language skills at their own pace. Additionally, technologies such as virtual classrooms and collaborative platforms can foster communication and collaboration among

students, enabling them to practice language skills in authentic, real-world contexts (Bakar, 2022). By selecting the right technologies and integrating them thoughtfully into the curriculum, teachers can create engaging and meaningful learning experiences that enhance students' language proficiency. The concept of blended learning, which combines traditional classroom instruction with online learning components, has gained popularity in EFL education. Blended learning models allow students to engage with content outside the classroom, freeing up in-class time for interactive activities, discussions, and collaborative projects. This shift toward student-centered learning, facilitated by technology, has been shown to improve student engagement and language proficiency, particularly in areas such as speaking and listening. In particular, flipped classrooms, where students access instructional content online before class and use classroom time for active learning, have been found to enhance student autonomy and foster deeper understanding of language concepts (Singh & Wainwright, 2024). By embracing these innovative teaching models, EFL teachers can promote more interactive and effective learning experiences for their students. The integration of technology in language education also encourages the development of critical digital literacy skills, which are essential for students' success in the modern world. In today's globalized society, being digitally literate is no longer optional but a necessary skill for academic, professional, and personal growth. By engaging with digital tools and resources, EFL students not only improve their language skills but also become more adept at navigating and utilizing technology in various contexts (Kang & Lee, 2023). Digital literacy, therefore, plays a crucial role in equipping students with the skills they need to succeed in both their academic and professional lives. As a result, integrating technology into language learning not only enhances linguistic proficiency but also prepares students for the demands of the 21st century.

Teacher collaboration is another important factor that can facilitate the successful integration of technology into EFL classrooms. Collaborative teaching, where teachers share resources, strategies, and experiences, can lead to more effective use of technology and better learning outcomes for students. By working together, teachers can overcome common challenges such as a lack of resources or resistance to technology and build a supportive network that fosters innovation and professional growth (Aldosari et al., 2021). This collaborative approach can also help teachers stay up to date with emerging technologies and best practices, ensuring that their teaching remains relevant and effective in the digital age. Creating opportunities for teachers to collaborate and exchange ideas is therefore a key strategy for enhancing technology integration in language education. The potential for technology to transform EFL instruction is undeniable, but it requires careful planning, sufficient support, and ongoing professional development. Teachers need to be equipped with the tools and knowledge to use technology effectively, and schools must invest in infrastructure and resources that enable teachers to integrate technology into their lessons. Furthermore, overcoming resistance to technology, both from teachers and students, is essential for ensuring its successful adoption. By addressing these challenges and fostering a culture of innovation, technology can become a powerful tool for enhancing language learning and improving educational outcomes for students around the world (Al-Harbi, 2023). While the integration of technology into EFL classrooms offers significant potential for improving student learning outcomes, it requires overcoming several barriers, including inadequate training, infrastructural challenges, and resistance to change. Research indicates that when teachers are provided with the right tools, resources, and support, technology can enhance language acquisition and foster a more engaging, student-centered learning environment. To fully realize the benefits of technology in EFL education, it is essential to invest in teacher training,

improve infrastructure, and create a supportive culture that embraces technological innovation. Only then can the true potential of technology in language teaching be unlocked (Tynjälä, 2022).

### Research Methodology

The study aimed to assess the impact of technology integration on English as a Foreign Language (EFL) teachers' instructional practices in Pakistan. A mixed-methods approach was adopted to collect both quantitative and qualitative data. The population of the study comprised EFL teachers working in public and private schools across major cities of Pakistan. A purposive sampling technique was used to select 100 teachers who had incorporated technology in their teaching practices. Data were gathered through three main tools: a structured questionnaire, classroom observations, and semi-structured interviews. The questionnaire included closed and Likert-scale questions designed to measure teachers' perceptions, frequency of technology use, and the perceived challenges in integrating technology. Classroom observations were conducted to analyze how technology was being applied in real teaching situations, focusing on the types of tools used and their impact on students' engagement and learning outcomes. Additionally, semi-structured interviews were conducted with 20 teachers to explore their personal experiences, beliefs, and challenges related to technology integration. The collected data were analyzed using both descriptive statistics for the quantitative data and thematic analysis for the qualitative data. This comprehensive methodology enabled a deeper understanding of the factors influencing technology use in EFL instruction in Pakistan.

### Data Analysis

This chapter presents the analysis of the data collected in the study on the impact of technology integration on English as a Foreign Language (EFL) teachers' instructional practices in Pakistan. Both quantitative and qualitative data were collected using three main research tools: a structured questionnaire, classroom observations, and semi-structured interviews. This chapter includes a detailed statistical analysis of the questionnaire responses and a thematic analysis of the interview data, followed by an interpretation of the findings.

### Quantitative Data Analysis

The quantitative data were collected through the structured questionnaire, which consisted of both closed-ended questions and Likert-scale items designed to measure EFL teachers' perceptions of technology integration, the frequency of technology use in the classroom, and the challenges they faced in using technology. The data from the questionnaire were coded and analyzed using descriptive statistics. In this section, the findings are presented using tables to illustrate the responses to each key question.

#### Table 1: Demographic Information of Participants

This table shows the demographic details of the 100 EFL teachers who participated in the study, including their gender, years of teaching experience, and the type of institution they work at.

Category	Frequency (n = 100)	Percentage (%)
<b>Gender</b>		
Male	40	40%
Female	60	60%
<b>Years of Teaching Experience</b>		
1-5 years	25	25%
6-10 years	40	40%

11+ years	35	35%
<b>Type of School</b>		
Public	60	60%
Private	40	40%

**Description:**

Table 1 summarizes the demographic profile of the participants in terms of gender, years of teaching experience, and the type of school. A majority of the participants were female (60%), and most had between 6 to 10 years of teaching experience (40%). The majority of participants taught in public schools (60%).

**Table 2: Frequency of Technology Use in Teaching**

This table presents the responses to the question regarding the frequency with which teachers integrate technology into their teaching practices.

Frequency of Use	Frequency (n = 100)	Percentage (%)
Daily	10	10%
Weekly	30	30%
Monthly	40	40%
Yearly	15	15%
Never	5	5%

**Description:**

Table 2 shows that the majority of teachers (40%) used technology on a monthly basis, followed by those who used it weekly (30%). Only 10% of teachers used technology daily in their classrooms, indicating a less frequent integration of technology across the sample. The data suggest that while technology is used by most teachers, its usage is not as consistent as might be expected.

**Table 3: Perceived Benefits of Technology Integration**

This table summarizes teachers' perceptions of the benefits of integrating technology into their teaching practices, based on a Likert-scale (1 = Strongly Disagree, 5 = Strongly Agree).

Statement	Mean Score	Standard Deviation
Technology enhances student engagement in the classroom.	4.2	0.85
Technology helps in providing personalized learning experiences.	4.0	0.90
Technology improves students' language skills.	3.8	0.95
Technology makes teaching more interactive and fun.	4.1	0.80
Technology facilitates access to online resources and materials.	4.3	0.75

**Description:**

Table 3 presents the teachers' perceived benefits of technology integration. The mean scores show that the teachers generally agreed that technology enhanced student engagement (mean score = 4.2) and made teaching more interactive (mean score = 4.1). The lowest perceived benefit was the improvement of students' language skills (mean score = 3.8). The standard



deviations indicate relatively consistent responses among the participants, especially regarding access to online resources (standard deviation = 0.75).

**Table 4: Challenges Faced by Teachers in Integrating Technology**

This table shows the responses regarding the challenges teachers face when integrating technology into their instructional practices.

Challenge	Frequency (n = 100)	Percentage (%)
Lack of training or professional development	55	55%
Limited access to technological tools and resources	50	50%
Internet connectivity issues	45	45%
Resistance from students or colleagues	30	30%
Lack of time for lesson preparation	25	25%

**Description:**

Table 4 highlights the main challenges faced by teachers in integrating technology. The most commonly cited challenges were the lack of training (55%) and limited access to technological tools (50%). These results point to significant infrastructural and professional development gaps in schools. Internet connectivity issues (45%) were also a major barrier, especially in rural or underdeveloped areas, where access to reliable internet may be limited. The challenge of resistance from students and colleagues was mentioned by 30% of teachers, indicating a need for cultural change in some schools.

**Qualitative Data Analysis**

The qualitative data collected through semi-structured interviews provided rich insights into the teachers' personal experiences, beliefs, and challenges regarding the integration of technology into their English as a Foreign Language (EFL) teaching practices in Pakistan. A thematic analysis approach was employed to systematically identify and interpret key themes that emerged from the interviews. This process revealed a range of perceptions and experiences regarding the impact of technology on teaching practices, the challenges faced by teachers, and their views on the effectiveness of technology integration in enhancing student learning. The following four major themes were identified:

1. **Perceived Effectiveness of Technology in Enhancing Student Engagement**
2. **Barriers to Effective Technology Integration**
3. **Impact on Teacher-Centered vs. Student-Centered Learning**
4. **Teacher Training and Professional Development Needs**

Each theme is explored in greater detail below, with supporting quotations from the interviews to illustrate the points raised by the teachers.

**1. Perceived Effectiveness of Technology in Enhancing Student Engagement**

A significant number of teachers reported that technology integration had a positive impact on student engagement. Teachers indicated that technology created a dynamic and interactive learning environment, which helped to increase students' interest and motivation in learning English. Many teachers acknowledged that traditional teaching methods, such as lecture-based instruction, often failed to maintain students' attention, especially in a language classroom where student interaction and participation are key to success.

Several teachers mentioned specific technological tools they used in their classrooms, including multimedia presentations, educational games, and online quizzes. These tools were seen as

particularly effective in capturing students' attention and making lessons more engaging. For instance, one teacher explained:

***When I use PowerPoint presentations with images, videos, and animations, I notice that my students are more focused and eager to participate. They are especially interested when I use games and quizzes, as they feel like they are learning while having fun."***

Another teacher remarked on the use of interactive educational apps:

***I use language learning apps that allow students to practice grammar, vocabulary, and pronunciation in a more enjoyable way. These apps are particularly popular with students, and I can see their improvement when they practice outside of class time."***

In addition to improving student engagement, teachers also observed that technology allowed for more personalized learning experiences. One teacher shared how students could use online resources to work at their own pace:

***Some students struggle with certain language skills, while others progress faster. With technology, I can assign differentiated tasks, allowing students to focus on areas they need help with. For example, those who need more practice with speaking skills can use voice-recording software, while others work on writing tasks using online feedback tools."***

These statements highlight the positive correlation between technology use and increased student participation, suggesting that technology can be a powerful tool in enhancing the interactive and engaging nature of the language learning experience.

## **2. Barriers to Effective Technology Integration**

Despite the recognized benefits of technology, the teachers also highlighted several barriers that hindered effective integration. The most frequently mentioned challenges included insufficient training, lack of technical support, and inadequate infrastructure.

### **Insufficient Training**

Many teachers reported feeling unprepared to effectively incorporate technology into their teaching practices due to a lack of proper training. While some teachers had basic knowledge of technology tools, they felt that they needed more specialized training to use these tools effectively in the classroom. One teacher shared:

***I have used computers and the internet for personal purposes, but using them in teaching requires a different skill set. I didn't receive formal training on how to use digital resources for language instruction, so I often feel unsure about how to implement technology properly."***

Another teacher echoed this sentiment:

***We were given some training during our initial teacher education program, but it was mostly focused on theory. I had no idea how to use technology in a practical classroom setting until I started experimenting on my own. Even then, I am not always confident in my use of technology."***

The lack of formal training led to teachers relying on trial and error when using technological tools, which resulted in inconsistent and often ineffective use of technology.

### **Lack of Technical Support**

Teachers also highlighted the absence of technical support as a major barrier to technology integration. Several teachers expressed frustration with the lack of immediate help when technical problems arose, such as issues with internet connectivity, software malfunctions, or equipment failure. One teacher explained:

***Sometimes, when I try to use a projector or an online platform, the equipment doesn't work. There's no one to help immediately, so I have to cancel the activity or revert to traditional***

*methods. This makes me feel frustrated because I know technology can make lessons better, but I can't always rely on it."*

This lack of technical support also extended to the maintenance of digital tools and resources. Teachers noted that when devices such as laptops, projectors, or classroom computers broke down, there was little support to repair or replace them.

### **Inadequate Infrastructure**

In many schools, particularly those in rural or less-developed areas, the infrastructure required for effective technology integration was often inadequate. Teachers reported that poor internet connectivity, outdated computers, and limited access to digital devices created significant obstacles to using technology regularly in the classroom. One teacher noted:

*"In rural areas, the internet connection is unstable, and sometimes I cannot even access the resources I need for a lesson. Even when the internet is working, the speed is so slow that it disrupts the flow of the lesson. This is a huge challenge."*

Another teacher from a public school added:

*"We have very few computers in the school, and students often have to share devices. It is difficult to give each student individual attention with such limited resources."*

These infrastructural limitations contributed to the irregular use of technology in many classrooms, as teachers often had to adapt their lessons to the available resources.

### **3. Impact on Teacher-Centered vs. Student-Centered Learning**

While many teachers expressed a desire to shift towards more student-centered learning, the integration of technology did not always lead to this change. Several teachers reported that they still found themselves relying on traditional, teacher-centered methods due to time constraints, lack of resources, or unfamiliarity with more student-centered approaches.

One teacher explained:

*"I would love to create a classroom where students lead their own learning with technology, but in reality, I often find myself lecturing because of the time pressure. I simply do not have enough time to guide each student individually while also managing the technology in the classroom."*

Despite these challenges, some teachers noted that technology did facilitate a shift towards more student-centered learning in specific areas. For example, the use of interactive platforms allowed students to collaborate with each other and explore language learning in a more independent manner. One teacher described:

*"When we use online language games, students can work in pairs or groups, which allows them to practice language skills together. It's a kind of collaborative learning that wasn't possible with just textbooks."*

However, even in these cases, the teachers often remained at the center of the process, providing guidance and structuring the learning activities. This balance between teacher-centered and student-centered practices reflected the tension many teachers experienced as they tried to incorporate technology while balancing other teaching responsibilities.

### **4. Teacher Training and Professional Development Needs**

A recurring theme across interviews was the need for continuous professional development and training programs tailored to enhancing teachers' technological skills. Teachers emphasized that ongoing support was essential to help them keep up with technological advancements and develop more effective teaching strategies using digital tools.

One teacher stated:

***We need more workshops and in-service training on how to integrate technology into our teaching. The world of technology is changing rapidly, and without training, it is difficult for us to keep up."***

Teachers also suggested that professional development programs should focus not only on technical skills but also on pedagogical strategies for effectively incorporating technology into language instruction. One teacher highlighted:

***It is not enough to just know how to use an app or a digital tool. We need to understand how to align technology with pedagogical goals to enhance student learning outcomes. Workshops should focus on both aspects."***

Teachers also mentioned the importance of having access to communities of practice, where they could share experiences, resources, and best practices with other educators. Creating a supportive professional network for technology integration was seen as crucial to sustaining long-term improvements in teaching practices.

This chapter has presented an analysis of the data collected through the structured questionnaire, classroom observations, and semi-structured interviews. The quantitative findings indicated a moderate level of technology use among EFL teachers, with notable benefits in student engagement and interactive learning. However, the qualitative findings emphasized the barriers to effective technology integration, including the lack of training, limited resources, and technical difficulties. The next chapter will discuss the implications of these findings and offer recommendations for improving technology integration in EFL instruction in Pakistan.

## **Conclusion**

The findings of this study highlighted both the positive impact and the challenges faced by EFL teachers in Pakistan when integrating technology into their teaching practices. From the quantitative data, it was evident that while the majority of teachers used technology occasionally, its usage was far from consistent. The data indicated that most teachers used technology monthly or weekly, with a smaller percentage incorporating it daily into their teaching. This moderate use of technology was linked to several perceived benefits, including increased student engagement, enhanced interaction in lessons, and greater access to online resources. Teachers generally agreed that technology made learning more dynamic and facilitated personalized learning experiences, particularly through tools like multimedia presentations and language learning apps. However, the qualitative data revealed significant barriers to effective technology integration. The most prominent challenges included insufficient teacher training, inadequate infrastructure, and limited access to technical support. Many teachers expressed frustration over the lack of formal training on how to incorporate technology effectively into their lessons. Additionally, issues such as unreliable internet connectivity and outdated hardware in schools were common obstacles, especially in rural areas. Teachers often had to rely on trial and error to navigate these challenges, leading to inconsistent and sometimes ineffective use of technology. Despite these challenges, teachers acknowledged the potential for technology to foster more student-centered learning. Some teachers successfully used interactive tools, such as language games and online quizzes, to promote collaboration and independent learning among students. However, time constraints and the traditional demands of the classroom often forced teachers to revert to more teacher-centered methods, limiting the full impact of technology.

The study also highlighted the critical need for ongoing professional development and technical support. Teachers emphasized the importance of workshops and training programs that focused not only on technical skills but also on pedagogical strategies for integrating technology into

language instruction. While technology integration holds significant promise for enhancing EFL instruction in Pakistan, its full potential can only be realized through overcoming the barriers identified in this study. Addressing the infrastructural gaps, providing more targeted training, and offering continuous support for teachers will be crucial steps in improving the effectiveness of technology in the classroom.

### Recommendations

The findings of this study suggest several recommendations to improve the integration of technology in EFL instruction in Pakistan. First, schools should invest in robust infrastructure, including reliable internet connectivity and updated hardware, especially in rural areas. Second, professional development programs must be tailored to address the specific needs of teachers, providing them with both technical skills and pedagogical strategies for effective technology integration. Third, schools should establish support systems for teachers, including access to technical assistance and a network for sharing best practices. Finally, policymakers should prioritize the inclusion of technology-related training in teacher education programs to ensure that new teachers are better prepared for the digital demands of modern classrooms.

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