

USE OF TECHNOLOGY IN EFL CLASSES AT COLLEGE LEVEL: TEACHERS' PERCEPTIONS

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Abstract

Integration of technological tools is no longer a garden-fresh application in EFL classes. Nor, the textbooks are the manual of sages to take a sigh of professional ascendancy and accuracy. Technology integration has become a boon under the emerging patterns of EFL classes at intermediate level. The teachers in the technology integrated classes are progressively more cognizant of the prevalence of internet than the handful of parroting the orientation for making the teaching as an efficacious objective. This pursuit of accomplishment in teaching EFL classes at intermediate level is uneven and sporadic. Teachers are jammed to encounter the variety of learners who are possessed of incompatibly matchless educational backgrounds during the pre-collegiate period of study at schools. In this aspect, the teachers tried to tackle the issues in technology integrated classes at colleges because this was an innovative aspect for the most of the learners at college to learn EFL in technology integrated classroom. This empirical study reveals the perceptions of six lecturers. They possess BS to MS distinctions in English Literature and Linguistics. They are employed at Government Sachal Sarmast Post-Graduate Commerce College Hirabad, Hyderabad, Sindh, Pakistan. The college management made an assessment to arrange the separate EFL classes at college first time with technology as an additional incentive to the students of Commerce. This study result revealed positivity of the teachers regarding the use of technology in EFL classes. An essential purport of the assignment was to support through the application of technological tools the communicative competence of the students. This study explored the perceptions of teachers about the technology use in EFL classes. This was a qualitative type of study. The purposive sampling was followed to take the data through semi structured interviews at college from the six lecturers. The analysis of data through the thematic analysis of Braun and Clarke (2006) revealed the positive attitude of teachers regarding the use of technology as to be conducive for learning in their EFL classrooms. However, certain challenges were acknowledged which can be addressed by the appropriate drills

Keywords: Teacher perceptions, technology integrated teaching, EFL

1. Introduction

English obviously relishes the eminence of being the second official language whereas Urdu retains the prestige of the first official language in Pakistan. Relatively, both languages have less number of speakers than other native languages in the country. These two languages are rather

followed as medium of instructions in educational institutions across the country. According to the Ministry of Education and Training and Standards in Higher Education (2014), the two forms of schools and institutes are operative across the country: private and public. Students advance to higher education from these two types of schools. The families of low income mostly based in rural areas and city slums accommodate their kids, juveniles and adolescents in the public schools where Urdu predominantly pervades as instructive medium. On the contrary, elite class and upper middle class families lodge their neonates, nippers and teens in the private schools where English is all pervasive as instructive medium. Private schools have well qualified and well trained teachers, imported educational material. They are facilitated with high standard digital tools such as multi-media LCDs and computers supported with easy access to the digital libraries (Siddiqui & Gorard, 2017). These facilities at English medium schools influence the digital practices and skills effectively. On the contrary, the students of Urdu medium schools, according to Salam, Jianqiu, Pathan & Lei (2017), depend on individual way to these facilities at home.

United Nations Government Knowledge Database (2017) indicates that only ten percent of the population utilizes the internet service in Pakistan. Majority of this figure is the youngsters of twenty to twenty-four years old. In public colleges, the students of public schools continue their education that possessed insufficient association with the digital learning. Keeping in view this pre-collegiate digital learning insufficiency of students admitted to college, the students are preferred at college levels to be exposed to learning through digital means.

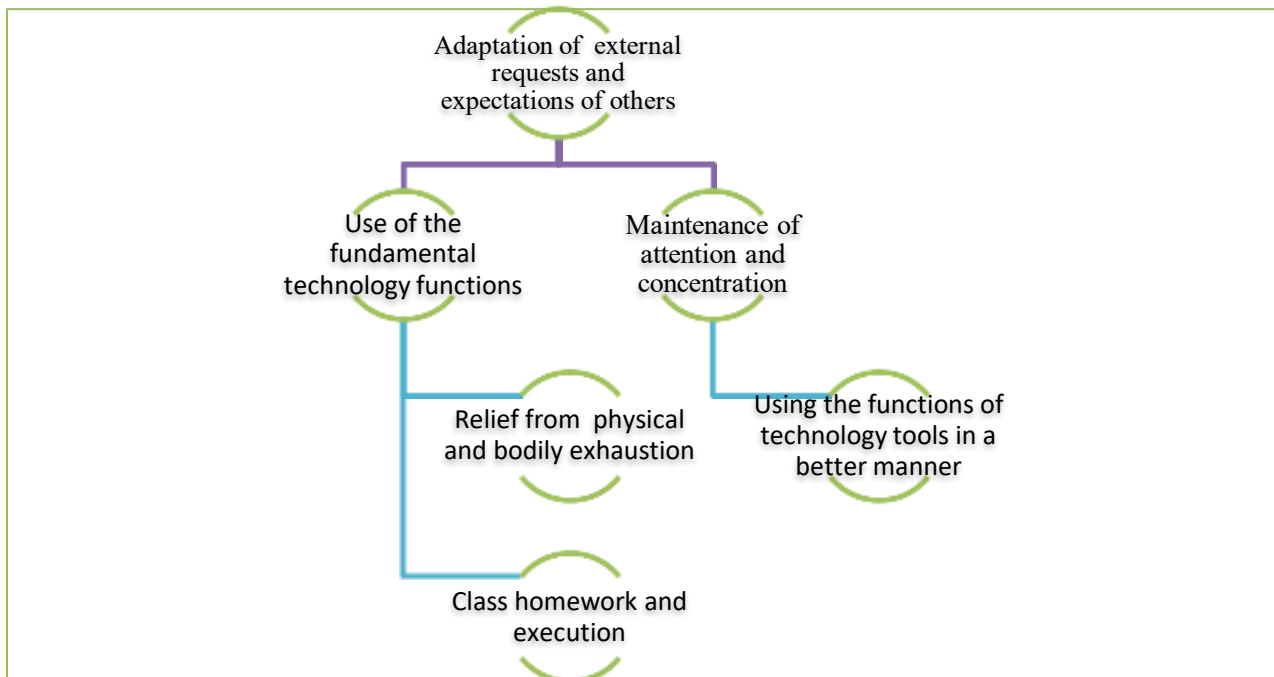
The College Education Department (CED), Government of Sindh (GoS) has pursued the advancement in all forms of governing domains to ensure the quality educations. The installation of interconnected devices called biometric is one of its advancements. They are assistive in ensuring the punctuality not only of teachers and heads but also of students. The parents are enabled digitally to keep a vigilant eye on the attendance and class performances of their children. These measures have proved to be effective to an extent to renovate the academically faded condition of intermediate level of study at colleges. English as a compulsory subject is instructed both years of intermediate but additional classes for learning EFL are added to the already English enclosed timetable at the most of the colleges. This is a productively instrumental item to elevate the scope of students for understanding the new trends of technology. This will also broaden the ability of the teachers to let the learners learn with innovative means. It will bring the teachers out of the old age traditional trap of teaching through the delivery of oral lectures without the enticement and fondness on the part of the students. Today's generation cannot remain distanced from the swift evolution of technology in communication. It continues to make revolutionary variations in education and societies. Lam & Lawrence (2002) revealed that technology not only provides the students an easy access to limitless stock of information but also gives them the chance to govern the personal learning process. Even, the teacher is powerless to govern it before this amount of information.

Atkins and Vasu (2000) held the meaningful view that the concerns and attitude of teachers have substantial impressions on the application of technology in the EFL classroom. Additionally, Lam (2000) also emphasized on the personal and individual beliefs of the teachers about the apparent benefits of technology integrated language classes. And, language teaching process itself influences the decision of teachers about the integration of technology in EFL classes. Kim (2002) also points out similarly that the main issues that decide positive incorporation of technology into the classroom are individually and personally related to the way of the attitude and perception of teachers. Kim (2002) further adds that the attitude and perceptions of teachers

about teaching and technology can be viewed as an assisting or hindering factor. They provide them the clear distinguishing markers of more confidence or apparent barrier to the application of technology in classrooms. According to Redmond, Albion and Maroulis (2005), the personal backgrounds of teachers such as personal interest and willingness to implement technology in class are important factors that might ensure the promotion of technology integration in the EFL classroom. In this regard Egbert, Paulus and Nakamichi (2002) noticeably state that only a sole positivity in the attitude and temperament of teachers for technology may not exhibit the assurance and authenticity of the capability of the teacher for technology use in the classroom. Gimbert & Cristol (2004) relatively assert that use of technology in EFL classes has wider influence on the lesson planning and the perceptions of teachers. Baek et al. (2008) observed six leading factors. These enable teachers instrumentally and productively to integrate technology in their EFL classes:

- 1) Adaptation of external requests and expectations of others
- 2) Maintenance of attention and concentration
- 3) Use of the fundamental technology functions
- 4) Relief from physical and bodily exhaustion
- 5) Class homework and execution
- 6) Using the functions of technology tools in a better manner. (p.244).

Figure:1 Baek (2008) Six Factors



Baek et al. (2008) claimed that technology integration can be a means for the enhancement of the instruction through scaffolding the concrete learning of students : Smeets and Mooij (2001); Jonassen (1999) and Baek, Jung & Kim (2006) assert similarly that the technology in classes aids active learning, higher-order thinking and cooperative learning. It encourages reflection about the efficacy of content. It gives individually tailored outcome and feedback. It plays a significant role for curriculum differentiation. It gives opportunities in large number to adapt the learning content. It provides tasks and drills to the needs and competences of each individual learner in EFL classes. The mention of review of relative studies and theoretical underpinning

may enhance the understanding about the standing of the teachers in the integration of technology in EFL classes.

2. Literature Review

The studies on practices and perceptions in EFL classes through technology are mostly conducted in developed countries. In developed countries, according to the International Telecommunications Union ITU (2017), ninety four percent of the population of young people moves from 15 to 24 who use the internet. This ratio is sixty seven percent in developing countries and thirty percent in the least developed countries. Hence, the results revealed in the context of the developed countries can never be generalized for all. Pakistan is a developing country with 142th position in ICT global index of 166 countries (Baloch, 2014).

Subsequently, the research into the academic technology utilization is one of the most neglected areas in Pakistan. Some notable studies in this essential area carried out in Pakistan only aimed to explore and discover the use of social networking sites in educational contexts (Rai, Hussain & Zaheer, 2016; Javed & Bhatti, 2015; Arif & Kanwal, 2016).

Additionally, the research into the perceptions of teachers in teaching contexts recognized a sequence of systematic associations. This associated the perceptions and approaches of teachers with the perceptions of students to establish learning approaches and outcomes (Prosser & Trigwell, 1999). The association of both key players is significant to realize the importance of teaching and learning English with technologies.

Particularly, the studies in the area of using technology in EFL classes propose that teachers possessed of basic computer of technological competencies are more confident in teaching effectively English language. They find digital devices helpful to manage the classes finely for acquiring the satisfying outcomes. According to Atkins and Vasu (2000), teachers often influence technology use and their concerns play a significant role of the incorporation of technology into EFL classrooms.

Many researchers in their specific context pronounced that they were highly interested and motivated to teach in technology integrated classes. They experienced convenience. They felt that the problems of unavailability of some technological resources were some rudimentary elements to the implementations of teaching through technology. Once they were resolved, the convenience in teaching was more than the small minor problems of hardware installations (Brown, 1991).

The study of Moradi (2025) concludes that while EFL teachers in China exhibit a willingness to integrate ICT into their teaching, significant barriers remain. The findings emphasize the need for comprehensive professional development programs that focus on both technical skills and pedagogical strategies. Institutional support is crucial in facilitating this integration, suggesting that educational policies should prioritize training, resource allocation, and flexible curriculum designs to enhance ICT adoption in EFL contexts

According to the review of the successive 35 studies from 2018 to 2022 conducted by Wong & Yunus (2023) on the incorporation of the technology in EFL and ESL demonstrated the positivity of the teachers in the implementation of Social Service System (SNS) in English language classrooms. The teachers researched in these studies indicated that the technology integrated language classes provide more profits than perils. They are notably more enabled to enhance the proficiency of pupils of different levels.

Tariq, Khaliq and Rashid (2023) conducted a similar study in Azad Jammu and Kashmir (AJK) exploring teachers' perceptions of technology use in English language classrooms. This study in the particular context found that the teachers were optimistically aware of the

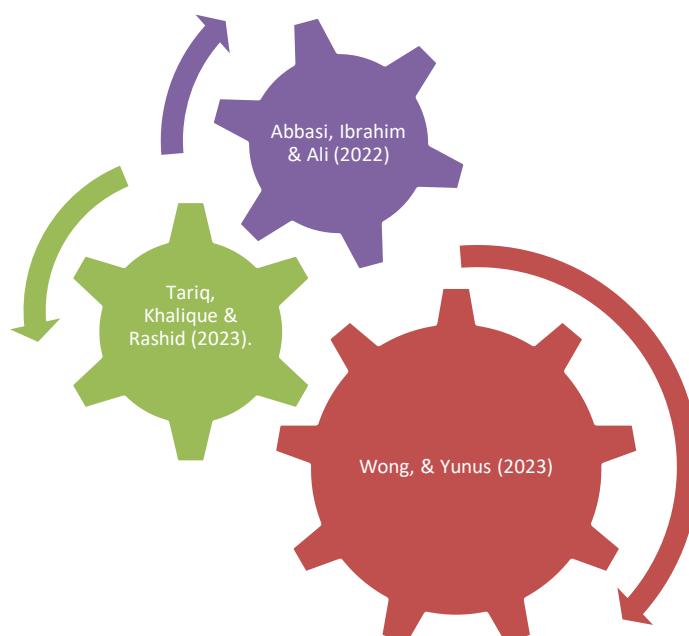
significance of the technology integration in EFL classes. The teachers in this study context identified some elements of obstruction such as budget insufficiency, unavailability of technological tools and the proper pedagogical guidance to the teachers form the effective integration of technology in EFL classes.

Abbasi, Ibrahim & Ali (2022) carried out the study in Abbottabad, Pakistan. It was a mixed-method study in the particular context. Survey questionnaire and interviews taken from EFL teachers was analyzed respectively through SPSS 22 thematic analysis. It revealed the positive attitudes of teachers towards the use of technology. It found no important change among teachers about the use of technology on the basis of gender or academic qualification inequality. However, this difference among teachers about technology use in EFL classes can be ascribable to their individual competence. The use of technology in EFL classes is beneficial but its' integration is not primly compulsory in EFL environment in Pak

According to a comprehensive study conducted in Indonesia by Lita, Puspitaloa and Ambarwati (2023), there is a persistent demand among EFL teachers to align language teaching practices with the TPACK framework. The thematic analysis of this study showed a positive perception about TPACK integration by the secondary EFL teachers. They thought to be capable of becoming skilled at technology. Although, they were constrained in having some items of infrastructure, they are successful to make the TRACK trend as a part of the education of Indonesia.

In the context of Chile, Cancino and Ibarra (2023) conducted the mixed method study to explore the perceptions of 30 EFL teachers about the Online Student Response Systems (OSRS). This system is used in emergency distant teaching settings. The study revealed that OSRS apparatuses were quite helpful for EFL teachers to engage the learners effectively. This mechanism is easy in integration and increase the engagement of the students to get immediate feedback and engaging. Some obstacles were identified at the same time such as the issues of internet connectivity and the lack of training about the use of OSRS. Consequently, EFL teachers were suggested for more pedagogical training about the use of OSRS to reap the benefits for supportive learning.

Figure-1 (Display of Three Major Related Studies)



Wang (2023) conducted the case study in the context of China to explore the perceptions of seven in-service EFL teachers about the application of Teo's drawn-out Technology Acceptance Model (TAM). This study indicated that the application used to teach English was additionally helpful to be integrated easily. It was found to be facilitating in the conditions within the native Chinese norms and cultural values.

The comprehensive research study conducted in the context of Saudi Arabia by Alnofaie (2023) explored additionally the viewpoints of 41 EFL teachers about the implications of E-learning in Saudi EFL Higher Education classrooms. The study revealed that e-EFL teachers are inept to understand the integration of ICT technologies. They are less acknowledged of the pedagogical approach. They adapt to impact student learning. Their capacity to work appears to be in a self-centered way. Broadly, this empirical basis guide the policymakers to initiate educational reforms associated with the success of the Saudi's 2030 Vision. It aims to prepare a self-directed workforce. It can effectively participate in socio-economic development by training in technology; pedagogy and content knowledge for teachers to promote the e-learning.

Raygan, & Moradkhani, (2022) conducted the study in the Iranian context. The data was taken from 209 Iranian EFL teachers about the efficacy of Technological Pedagogical Content Knowledge (TPACK) in EFL classes. The study revealed that TPACK and attitude meaningfully predict the integration of technology. It also indicated the validation that school environment facilitated by the attitudes of teachers predicts the integration of technology.

In the Iranian context Mollaei and Riasati (2013) conducted the study to explore the perceptions of EFL teachers about the technology integrated classes. The study revealed that that technology aids a lot in learning and teaching English language. It increases the participation of and provides them with visual support. They described the usefulness of technology integration. They agreed on the idea that a learner-centered setting could be enhanced through technology such as computers. The computer-oriented technology is an active way of teaching a foreign language like English. It motivated students to be lively and energetic in their learning. A teacher is a foundation of knowledge in a traditional teacher-centered lesson. Thus, the lesson is probably to be boring and monotonous because the students in this way just listen to teachers. Conversely, the role of teacher is quite diverse in a computer-oriented learning setting. They preferred in EFL classes computer-assisted language learning.

Açıkalın (2009) surveyed the viewpoints of thirty seven school teachers on the use of technological tools as internet in the Turkish context. The study concluded that thirty percent of the participants responded positively about the use of technological tools as internets and others in social study class. He mentioned that the technology produces more benefits such as quick access to huge quantity of visuals and information. It was also stated in the study that students solely relied on the available resources of technological tools devoid of its dependability. This consequently barred the learning experiences of the students. Aydın (2007) also researched in Turkish context on the perceptions of 115 pre-service EFL teachers about the use of technology in EFL classes to develop the language skills. The study indicated that majority of the teachers held the views of positivity and effectiveness to gain easy entry into the information and its deliverance. The study also pointed out some shortcoming in its context.

Odabasi (2000) also conducted a quantitative research in the Turkish context. He researched on the perceptions of 144 academicians about the use of technology in classes. The results of the study indicated that the most of academicians were acknowledged. They even applied modern technological tools in an old-fashioned style. They stated that the benefits of technological use

were easy to take more information to enhance the learning of the students with interest. According to the results of some notable studies conducted by Egbert, Paulus and Nakamichi (2002), teachers who are apt at technology use are likely to integrate technology based practices in the EFL classes. The colleagues and peers are the common source to find out about new technology based performances and practices. Their study subsequently indicated that teachers are probable to learn the more effective means of technology integration by observing the fellow teachers and teaching approaches used in actual classrooms. They try out new techniques. They get feedback. Their association with colleagues and fellow teachers enhance their ability to perform effectively in technology integrated classrooms. For the establishment of comprehensive technology implementation program in the educational institutes, the training program for teachers should be introduced, where less skillful teachers in technology use in classes should be helped by the skillful colleagues (Jung, 2001)

Bancheri (2006) declared that the role of the teacher in the new technological era is not confined to convey new knowledge. He is entitled to give students tools to obtain knowledge. He needs to recognize the value of the knowledge in books. He needs to assess the efficacy of software. Additionally, Jeong (2006) emphasized that the teachers' role in EFL classes is crucial because teachers are capable to motivate students. They try to make language learning environments. They attempt to develop language skills meaningfully. They are affectively supportive and sympathetic by using in classes Web technology. They are likely to be more skillful in integrating technology in EFL classes such as Computer-Assisted Language Learning (CALL), if they have a variety of teaching experiences in using computer technology. Hence, teacher development programs, according to Jung (2001); Lee & Son (2006) should be provided as the mandatory guidelines session for language teachers so that they can easily deal with issues and concerns of using computers. They can gain competent skills. They can be adept in managing computer-based activities and tasks in classroom (Johnson, 2002).

The study conducted by Bax (2003) interestingly indicates that many people in language learning have extreme beliefs on computer technology. They tend to think that CALL should do everything. In other words, they tend to substitute teaching tools such as dictionaries and in classes even the teachers. This leads them to a misguided assumption. They think that the mere presence of computer technology is the important factor in classes to get positive application of CALL. They neglect all other crucial factors such as pedagogical support, teacher training and comprehensive ways of CALL integration in EFL classes. The barriers to the way of the implementation of CALL integration into classes should be removed and resolved. In the integration of CALL, the teacher should be made cognizant of several technology use perspectives to obtain the successful outcome of the integration of CALL into English classes

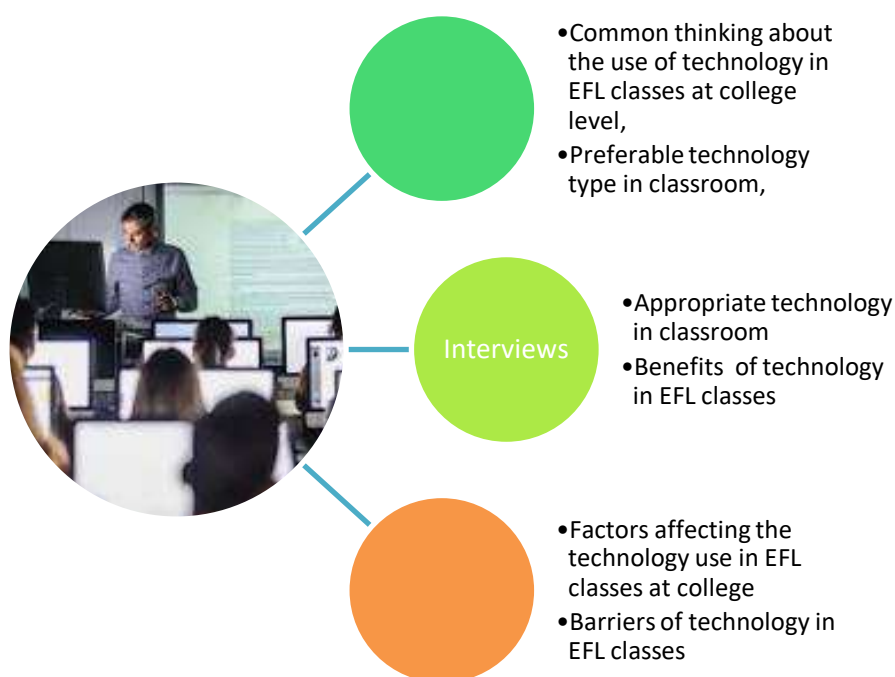
3. Methodology

This simple empirical study attempted to explore the stances and perceptions of the teachers at the collegiate level about the integration of technology to improve the language skills. The qualitative approach in this regard appeared to be feasible for the perceptions of the teachers. This study is restricted to the one college. The purposive sampling rightly served the aim to acquire the viewpoints of the posted English faculty at GSSCCH Hyderabad. Consequently, the semi structured interviews were conducted during the separately arranged and scheduled English language classes from the Six teachers. They were scheduled to take classes separately about different language skills through the use of technology in the classes comprised of the students from the intermediate part one to ADC commerce. Creswell (2014) declares that the qualitative approach comprehensively assists to get the proper descriptions of the participants in the

genuinely unaffected setting. The experience of the teachers in English classes at college was totally a novel one. They were previously less acclimatized in teaching English in the technology integrated classes. This process was a formal assignment to conduct the English classes through technology so as to improve the language skills of the college students. Some specific areas for the semi-structured were notified and prepared by the researcher by the comprehensive review of the relative studies that developed subsequently a pace in carrying out the in-depth interviews. As a common practice the researchers tried to base the interviews on these reviewed areas but many new themes were also emerged in the particular context of the college teachers. They all responded positively in English language nicely as they were all in hand the credentials of bachelor and masters in English language and literature. They possess the regular positions of lecturer and assistant professor in English through the Public Service Commission in the provincial government of Sindh. They appeared to be nicely aware of the levels of teaching English language at college level with modern methods but the application of technology in classes to teach was full of challenges for them. The researcher did not spare the additional time to translate the conducted interviews. They were completely recorded and transcribed into English. The interviews prevailed through these areas:

- a) Common thinking about the use of technology in EFL classes at college level,
- b) Preferable technology type in classroom,
- c) Appropriate technology in classroom
- d) Benefits and barriers of technology in EFL classes
- e) Factors affecting the technology use in EFL classes at college

Figure-2 (Interview Areas)



The key areas for the semi structured interviews were initially restrictive of these fields but the teachers of English were quite chatty and loquacious.

3.1.Population

This simple and comprehensive study explored the perceptions and point of views of the English teachers for the application and utilization of technological tools for teaching and improving the skills of English language at GSSCC Hyderabad. Notably, this college holds the high historic prestige in the commerce in the region. It succeeds in achieving every year various positions in the examinations respectively conducted by the Board of Intermediate & Secondary Education BISE Hyderabad and the University of Sindh UoS Jamshoro. In the recognition of this academic distinction, the CED, GoS consented in 2022 formally to initiate the admissions to the intermediate pre-engineering classes. The proposal of the commencement of the BS program in Commerce is, too, in the process at the UoS Jamshoro. The majority of the students at college hail from the humble backgrounds that prefer this college of the public sector to the private colleges and institutions in Hyderabad. They have their early educations in the government sector schools where the technology integration and English improvement EFL classes are nowhere to be found. The culture of technology integrated classes for EFL in the government schools appears to be a far cry. The traditional methodology of preferring the reading text and memorization of grammatical rules are considered to be the effective way of dealing the learners in English classes. There stood to be a great challenge for the teachers at the college to establish the commonly understood and followed method of teaching through technology integrated classes. Moreover, the majority of students in commerce get admitted to the college not by the choice but by the chance. Their admission and entrance to the commerce college is subject to the failure to get admission to the pre-medical and pre-engineering colleges in the particular context of Hyderabad. The matriculation and intermediate grades of such students are low. This displays the low competence even in minor subjects. They struggle to write correctly in mother tongues. This condition poses a great challenge for the English teachers to develop the confidence of such type of students before competence during their stay at the college. Therefore, the college administration planned to schedule the EFL classes through technology so that they can be motivated and encouraged to learn different dimensions of communication skills in English.

3.2.Sampling

The purposive sampling in collection of the data was followed through semi-structured interviews to find out the perceptions of the teachers about the use of technology in EFL classes at college level. The six teachers in English employed at GSSCC Hyderabad were consulted for their availability for the interviews who have been conducting the EFL classes at the college since the month of August 2023. The duration of interview varied on the basis of their response about the technology use in EFL classes. Different codes were accorded to the teachers as T1, T2. The description of the teachers is given in the table below. The collected data was subsequently transcribed and analyzed thematically in accordance with Braun and Clarke (2006). Table for the description of English teachers at GSSCC Hyderabad:

4. Findings of the Study

4.1.Use of Technology in EFL Classes at College Level

The teacher responded positively about the use of technology in EFL classes. They believed that technology integration into the classes sustained the interest and urge of the students learn

English with the pictorial and visualized lessons. The students were eager to copy out the native speakers' pronunciations displayed on the board through the multimedia. They feel active during the classes assisted with screens operated by computer. They declared that the use of technology into EFL classes was a new experience for the students that not only assisted them to end the traditional blackboard use monotony and but also easily furthered the presentation step by step.

T6, Technology helps a lot to carry out our teaching more easily than other common practices we follow in teaching English

T4 ...you at least become successful in keeping the interest of the students till the end.....

T1. The speech of Sashi Tharor, the British famous political figure of Indian origin, I showed on the multimedia to the students in English classes gave them a good hearing for learning the art of accurate speech in English.

T5, they don't feel bore to learn; different figures provide a good sense for students.

4.2.Preferable Technology Type in EFL classroom

Majority of teachers were accustomed to modern technological tools to be integrated into EFL classes. They found the use of multimedia more effective for the productive presentations than other autonomous software appliance in the cellphones .Power point slides declared to be helpful to garner the full attention of the students.

T3, I know how to use different English teaching apps but for college students multimedia is helpful a lot...

T4. Lectures on multimedia do not leave anything incomplete, students preserve interest to see what the next slide about the topic is.

He further says: *if the students are forwarded any topic to WhatsApp to do, they don't focus on the content and fiddle with their phone devices to kill the time.*

T1, college students cannot learn of their own anything, they are not experienced enough, teachers need to be watchful and enforce them to learn.

4.3.Benefits and Barriers of Technology in EFL Classes

The teachers declared that the manipulation of different language content maintain the curiosity among the students for learning. The lesson management through technology saved time and energy and ensures the accomplishment of the lesson goal within the stipulated time period. Nothing is forgotten to attain the complete delivery of the presentation which is rare on the traditional method to draw everything on the blackboard.

About the barriers to use technology in EFL classes, the teachers have the parallel stance. The unavailability of electrical paraphernalia and electricity itself was the commonly declared issues at the college during the class hours. The issue of connectivity was also a part of the major type of perceptions held among the English teachers.

T5 it was making me certain to cover everything in class thoroughly

T1, technology use in English classes is both energy saving and time saving...

T2, teacher does not bother to write everything on board.....

T3, the problems are many in using technology to teach English, it becomes difficult to keep small connecting wires and holders safely. Fluctuation of electricity disturbs a lot and breaks the momentum in the frustrating way.

T4. there was a scheduled class for me. I prepared for it, I brought my laptop and sheets and other relative means. All of sudden I came to find out that the college principal was on leave that day and he had the key to the cupboard with him where the multimedia and other necessary electric apparatus were lying locked up. It made me feel embarrassed before the students in class.

4.4. Affecting Factors for the Use of Technology in EFL Classes at College

One of the distressing factors for the use of technology in EFL classes is the least awareness of the college students to employ this in learning. They seem to be possessed of android devices but their use in learning was rarely recognizable. Nor, the policymaking authority has any place of the inclusion of technology in academia. There is a dire requirement for English to get pedagogical guidance so as to implement the integration of technology into teaching EFL classes.

T2our students are not fully aware of technology use in learning English language, the parents buy them expensive cellphones and don't ask them to get positive help as learning with internet

T9 use of technology is done voluntarily as an additional practice. The education department should make it necessary through the training of teachers in this field.

5. Discussion on the Study

5.1. Use of Technology in EFL Classes at College Level

The empirical study findings in the particular context of the college clearly exhibit the positivity in the inclusive response about the application of the technological tools in EFL classes. The commonality of the same substance as the positive attitude of teachers about the technology in EFL classes is prevalent as one of the main findings of the studies. This is in line with Tariq., Khalique & Rashid (2023) who carried out the parallel study in Azad Jammu & Kashmir and Abbasi, Ibrahim & Ali (2022) carried out the study in Abbottabad, Pakistan. These studies revealed that technology integration into the classes persists the concentration of the students to learn English with the pictographically illustrative presentations through technology. This escalates the eagerness of the students to go beyond the old age method in the Pakistani local classes under the cover of the public sector particularly. English language learning becomes the area of fun and frolic breaking the monotonous moods during the learning into being the active and alert learner. Moreover, Atkins and Vasu (2000) find digital devices instrumentally helpful in managing the classes finely for acquiring the satisfying outcomes. According to them the teachers' technology plays a substantial role into EFL classrooms.

5.2. Preferable Technology Type in EFL Classes

The teachers were comfortable with technological tools to be integrated into EFL classes. They found in the context of particular college the use of multimedia more productive in implementation in classes than other computer assisted means. The use of power point slides declared to be helpful to garner the full attention of the students. This is in consonance with the findings of the review of the sequential 35 studies from 2018 to 2022 conducted by Wong, S., & Yunus (2023) on the integration of the technology in EFL classes. This review demonstrated the positivity of the teachers in the implementation of Social Service System (SNS) in English

language classrooms. The teachers researched in these studies indicated that any of the technology integrated language tools provides more profits than perils. They are notably more enabled to enhance the proficiency of pupils of different levels.

5.3. Benefits and Barriers of Technology in EFL Classes

The teachers acknowledged that the employment of diverse language content upholds the curiosity among the students in EFL classes through the technology. It results in saving the time and insuring the completeness the prescribed based on different drills. The common barriers to the integration of technology are less varying across the developing countries. But, there is a vast possibility of the way out of these barriers. Profits are more plenty than perils in the technology integration into EFL classes. This declared acknowledgment of the teachers in the context of the college stands positively parallel to Brown (1991) as saying that the teachers highly interested and motivated to teach in technology integrated classes. They experienced convenience. They felt that the problems of unavailability of some technological resources were some rudimentary elements to the implementations of teaching through technology. Once they were resolved, the convenience in teaching was more than the small minor problems of hardware installations.

5.4. Affecting Factors for the Use of Technology in EFL Classes at College

One of the pivotal factors is the least awareness of the college students to employ properly technological tools the EFL learning. They are influenced by the digital devices but their use in learning was uncommon. The policymaking authority has no place of the inclusion of technology in academia. There is a dire requirement for English to get pedagogical guidance so as to implement the integration of technology into teaching EFL classes. The unavailability of the needed paraphernalia was the commonly found issues at the college. The issue of connectivity was also a part of the major type of perceptions held among the English teachers. This view is also in the vicinity of the standing of Tariq, Khalique, & Rashid (2023). They carried out the study in Azad Jammu & Kashmir (AJK) on the perceptions of the teachers about the use of technology in EFL classes. The study found that the teachers were optimistically aware of the significance of the technology integration in EFL classes. The teachers in this study context identified some elements of obstruction such as budget insufficiency, unavailability of technological tools and the proper pedagogical guidance to the teachers form the effective integration of technology in EFL classes.

6. Conclusion

Use of technology in EFL classes is more known than applied factor in the context. It is becoming to be a pivotal part of the modern world, It is also an acknowledged method of the improvement the learning in EFL Generally, the technology use advances results in language classrooms. But, the teachers revealed that using technology in the classroom is one of the productive instruments to ensure the quality of teaching in EFL. The teachers think that their incessant endeavor with positive attitude to familiarize the learners with new technologies and teaching materials in EFL classes ensure effective language teaching. This stance approves that the teachers' role is dire in constructing the learning process. This organizes activities. It evaluates materials in the EFL classroom. An enhanced understanding of the incorporation technology into the EFL teaching will assist not only teachers but also the students.

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