

Integrating Teaching Technology In Pakistani Language Classrooms

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ABSTRACT

The educational sector is facing increasing pressure from technological advancements. Technology has become an essential tool for successful language acquisition in many parts of the world. Although Pakistani education policymakers have highlighted the potential benefits of computers and internet technology, several experts have pointed out that a teacher's attitude plays a significant role in how successfully educational Technology is used. Teachers have the last say on whether or not to use these technologies and how to use them in the teaching process. This study aimed to determine how energized and prepared English language educators in DG Khan, Pakistan, are related to integrating Innovation into their teaching techniques in auxiliary and secondary schools. Twelve current English language educators took part in this paper. Unstructured interviews were utilized to accumulate the information. Three main topics have emerged from the interviews: (a) technology comprehension, (b) variety of Technology, and (c) cultural and traditional approaches to training and education. The participants expressed dissatisfaction with the inadequate budget, limited availability of Technology in educational establishments, and insufficient training to utilize Technology effectively.

Nevertheless, all participants were willing to use Technology to teach English as a second language. In its conclusion, the report makes significant recommendations, implications, suggestions for future research, and advice for education officials. Even though the study was carried out in Pakistan, the conclusions and suggestions can be used in various educational settings within various territorial context.

KEYWORDS: Teaching language, language, classrooms, Pakistan, and Technology

INTRODUCTION

Incorporating Technology into language instruction has become widely acknowledged as essential in enhancing the efficacy of pedagogical approaches and learning methodologies. Education philosophy supports using Technology in the classroom as a necessary policy. According to scholars, the effective integration of Technology in the classroom largely depends on the teacher (Yazan, 2018). Rather than being governed by outside educational standards or objectives, the teacher has direct control over the educational activities that occur in the classroom.

According to a study, instructors' perspectives are essential for incorporating Technology into more constructivist teaching methods (Chien & Wu, 2020). Researching the correlation between educators' attitudes and behaviors may provide vital insights into how they select which technologies to use. The state of affairs in Pakistan's foreign language schools indicates that the attitudes of people in charge of implementing Technology in the classroom must be revised. The opinions of English teachers toward technology usage, particularly in Dg Khan schools, are investigated in this study. The goals are to assess how well educators use Technology in the classroom, pinpoint barriers to technology adoption, and offer trustworthy data to support policymakers in making the best decisions.

ENGLISH LANGUAGE EDUCATION IN PAKISTAN

Urdu is considered to be the most communicated language in Pakistan, as it is national language of Pakistan and it is also used as the lingua franca of the country and spoken as both first (L1) and second (L2) language by 9.14% and 90.85% of

the population, respectively (Eberhard et al., 2022), which indicating a low degree of ethnolinguistic variability. English is taught as a foreign language rather than a secondary one in Pakistan, which is mandatory for students in grades 5 through 12. Although English may not be a language that individuals frequently use daily, it is necessary for domestic and international economic endeavors. Individuals must be skilled in English due to the increasing need for language by the government, business, industry, and labor sectors. Many individuals think that being fluent in English is necessary to take advantage of social, academic, and professional possibilities and get financial resources. Teachers consider the importance of English and the growing demand for fluency in it. The grammar-translation paradigm is most commonly used for English language teaching (ELT) at all educational levels in Pakistan. However, there needs to be more clarity between the objectives of legislators and the use of this strategy, which could be more consistent among practitioners. This approach emphasizes acquiring new words, adhering to grammar standards, and modifying phrases—illogical ones. The English sessions are solely given in Urdu, with very little use of English. The secondary English textbook consisted mainly of rigid grammatical principles with few interactive tasks until recently. Most of the focus has been on grammar, emphasizing the importance of language comprehension but giving little guidance on practical application. Speaking and listening skills were not examined in the exam and were not given the same weight in the classroom as writing and grammatical knowledge, assessed through assessments. The highly centralized national evaluation system is one of the main obstacles to implementing educational reform. English teachers in Pakistan are mainly responsible for equipping their pupils with the skills and knowledge required to succeed in public examinations.

Assessments and evaluations are essential components of teaching English as a second language. Assessments like these are often seen in quizzes, midterms, and final exams. Exams are given repeatedly in the classroom to assess even little learning gains. Written exams are crucial for identifying talent and motivating students to provide their best effort. They impact learning objectives, content, pedagogy, and individual learning preferences. Given their significant influence over students' futures, educators should focus on equipping their charges with the knowledge and abilities needed to thrive in college and get good test scores on the national English language exam. The main element influencing a student's future academic prospects is their performance on these exams. Students' approaches to learning English are influenced by the qualities and requirements of the educational environment in addition to the standard testing system. Therefore, to help students prepare for English exams, teachers typically employ instructional methodologies that focus on specific topics and structural components. The community considers publicly available student test results the primary measure of a school's quality. The foundation for the rewards offered to teachers and administrators is the academic achievement of students in their schools, which is established by their test results and subsequent admission to colleges. Teachers are under much social pressure to concentrate on preparing their students for exams. Regardless of any other objectives specified in the syllabus, passing exams is unquestionably the primary purpose of education. Thus, education's main objectives are imparting knowledge and preparing students for tests.

The communicative language teaching (CLT) paradigm has lately supplanted traditional English instruction in Pakistan (Rasool & Qian, 2023).). The central theoretical tenet of CLT is communicative competence, or the capacity of language learners to use language appropriate for the situation, social context, and culture in which they communicate (Zhang & Perez-Paredes, 2021), 2023). However, most Pakistani students studying English as a second language need help to become fluent enough to have successful conversations outside of the classroom. The leading cause of this issue, according to (Hennebry-Leung & Xiao, 2023), is the need for a welcoming learning atmosphere that enables students to participate in authentic English conversations. It is crucial to support Pakistani students in their language learning endeavors and to help them become more fluent speakers outside the classroom. The Pakistani government places a strong priority on computer literacy and English language competence in order to keep up with the globalized world. Fluency in English and computer literacy are prerequisites for employment, career advancement, and higher education in Pakistani society (Shahzad et al., 2020). The integration of Technology in language education in Pakistan is transforming the structure of conventional language classrooms and the responsibilities of educators and learners concerning computer-assisted language learning (CALL). In order to assess the effectiveness of computer technologies for educational purposes in Pakistan, the appropriate integration of technology into the language curriculum must be examined.

TECHNOLOGY'S BENEFITS FOR LANGUAGE CLASSROOMS

Numerous research studies have shown how technology aids in language development in which one of them is about utilizing digital tools in English language teaching by (Hayat et al., 2024). Similarly, English for specific purpose with assistance of ChatGPT (Ahmed et al., 2023) and several technology assisted learning related articles and books.

A: ENGAGEMENT

Given that Technology provides engaging and interactive learning opportunities, some experts think integrating it into the classroom could boost student engagement (Rintaningrum, 2023). (Fathali, 2023). Fun is a crucial benefit of attending a language school (Koparan & Haldan, 2023). Furthermore, incorporating state-of-the-art Technology into the classroom or requiring students to learn how to use it effectively may boost their interest and passion for their job. Technology also enhances a person's cognitive capacity during language acquisition. CALL, or computer-assisted language learning, can do this, according to (Wijastuti & Nurhayati, 2021). This improvement is likely the result of students adopting a more confident learning style and altering how they approach learning.

B. A CHANGE IN TEACHING AND LEARNING PARADIGM

The researcher claims that using Technology in the classroom helps improve kids' focus. Halverson (2018), because it offers stimulating and interactive educational opportunities in the classroom (Torres Castro, 2024). Having fun in a language course is a big plus. Furthermore, using students' familiarity with modern Technology or introducing it into the classroom may boost their enthusiasm and involvement with assignments. Additionally, Technology enhances a person's ability to acquire language cognitively. Adel (2024) asserts that CALL, or computer-assisted language learning, can help achieve this.

C. A CHANGE IN ASSESSMENT

If Technology is used in the classroom, students may assess their work more critically, comprehend the quality of their work better, and be more responsive to criticism. It also enables individuals to participate in proactive self-monitoring, increasing the probability that activities will be accomplished. Teachers can also evaluate pupils' comprehension more accurately and impartially. According to Hamilton (2023), peer and self-assessment, as opposed to teacher-led evaluation, promote the growth of student autonomy, which is a crucial component of education in the twenty-first century.

ENHANCEMENT OF COLLABORATIVE LEARNING

Additionally, Technology makes it easier for students to work together and share information efficiently during class activities. Hess (2023) reports that students can learn from and interact with various resources, such as photos and videos. (Mesiono and Siregar, 2024) state that the Internet is a communication tool and information source. Technology allows students to interact with the outside world outside of the classroom, which gives them the confidence to produce exceptional work and know that a large audience will see it. Additionally, students can speak with peers from different educational institutions, subject matter experts, and interested parties.

LITERATURE REVIEW

According to (Kennepohl, 2023), delivering successful instruction in the classroom requires Technology. New technologies significantly impact students' learning, especially writing and reading (Ratheeswari, 2018). Academics should consider teachers' perspectives on incorporating Technology into the classroom (Xu & Zhang, 2021). Teachers' beliefs about using Technology for learning and teaching impact their attitudes toward it (Huang & Wang, 2023). According to (Peters & Steinberg, 2023), English language instructors are vital in assisting Saudi Arabia's educational system. Teachers expressed worries about the detrimental impact of Technology, especially the Internet and Western cultural influence, on Syrian culture during a study of English teachers in Syrian high schools. All participants stressed the importance of locally developing software and computer applications to facilitate English as a second language education. Governmental authorities and educational leaders generally recognize computers and internet technology as significant educational achievements (Fathali, 2023). A recent study found that how instructors feel about integrating instructional Technology into the classroom dramatically impacts how well it works (Pozas & Letzel, 2023). In the language learning field, Technology in foreign language training has gained popularity (Jimenez, 2020). The usage of computers in the classroom was significantly impacted by teachers' worries, according to research on the opinions of educators in three middle schools (Hamilton, 2023). Most foreign language instructors must learn more about effectively integrating Technology into the classroom (Filgona & Okoronka, 2020); Granić, 2022). Research the factors influencing teachers' use of Technology. According to the study, educators should familiarize themselves with various digital technologies, paying close attention to how these resources work and how they might improve teaching. Alenezi and Akour (2023) conducted a correlation analysis study to examine several factors influencing the adoption and integration of Information, Communication, and Technologies (ICT) in education. The author concludes that teachers' views, feelings, experiences, and other pertinent elements significantly impacted how they employed Technology in the classroom.

RESEARCH DESIGN

The descriptive analysis has been utilized as research framework and semi-structured interviews are being conducted to gather a data from research participants. Qualitative research is a methodical approach to comprehending the significance that people and communities attribute to social or human events. Qualitative researchers frequently carry out studies in authentic environments where challenges arise in interpreting occurrences based on the significance attributed to them by the participants. According to Schmitt and Pflüger (2024), many academics acknowledge that researchers cannot create definitive truths while examining human behaviors and actions. Qualitative research is a method of inquiry that aims to uncover concealed matters and assign significance to them. This is generally achieved by inquiring about events and comprehending them more comprehensively through the provided answers (Mahajan, 2018). For this study assignment, I utilized a descriptive analysis research approach to understand the interests and issues English instructors face comprehensively. The study was conducted in Dg Khan, Pakistan's third most densely populated city.

A. PARTICIPANTS

The researcher selected fifteen English language instructors from Pakistan to participate in the research project. Three participants chose not to participate for personal reasons. In this study, twelve instructors working in the education field took part. Each of them holds a teaching credential from a renowned university in Pakistan. They mentor students in high schools and secondary schools.

B. ANALYSIS AND COLLECTION OF DATA

Berntsen and Kjelle (2023).), assert that ethical issues should be considered when conducting educational research. The declaration clearly states the moral requirements that researchers must meet, such as reducing harm, securing informed consent, maximizing and protecting privacy and confidentiality, and guaranteeing the right of study participants to withdraw. Savin-Baden & Major (2023) found a strong correlation between ethics and interviews. Therefore, while interviewing participants, researchers should prioritize ethical considerations and ensure ethical issues are thoroughly addressed at every procedure stage. Thus, the researcher contacted each person and asked for their informed consent. The investigator gave the participants a thorough explanation of his profession as a researcher and the aim of the study. The study participants were informed that they might withdraw from the study at any point. The individuals involved had great energy and fervor when expressing their viewpoints. They have a deep comprehension of digital technologies. They also received assurances that the research project would maintain their anonymity. Semi-structured interviews were used in the data collection process. Over April 2024, in-person interviews were conducted. Every interview was taped and archived. In addition, their answers were captured on tape and duplicated in hard copy. The underlying concepts and patterns were noted once the data was converted into a codified format. The member-check approach was applied. The participants validated the reports via email within a week of receiving them, indicating how thorough the data collection procedure was.

FINDINGS AND DISCUSSION

Expert: This examination is to decide the comprehension members might interpret Innovation. Their remarks showed that all members exhibited an explicit knowledge of current Innovation. Whenever the conversation focused on Innovation, it explicitly related to advanced Innovation. Among the twelve educators, eleven thought PCs (Personal Computer Service) were urgent and indispensable in the current period of refined Innovation. They eagerly embraced the reconciliation of Innovation as an unquestionable component of educating. Innovation traverses a more extensive extent of subjects past PCs (Personal Computer Service). TV, videocassette recorder (VCR), information projector, minimal plates (CDs), and workstations are examples of Innovation. Master: Pakistan's customary study hall climate is very prohibitive and counterfeit regarding language learning and education. In a mechanically redesigned setting, students can experience a more extensive scope of genuine situations (Educator, 2024).

Excerpt: Consolidating PCs (Personal Computer Service) in the study hall is an objective and natural practice. Utilizing technological advances in the classroom gives a few advantages to the two educators and understudies (**Teacher B: 2024**). Using effective general media materials can support understudies' inspiration. The Educator is named (**Instructor F: 2024**), and using the PC at the language school offers various advantages.

USE OF TECHNOLOGY FOR LEARNING AND MOTIVATION

Excerpt: I quickly scrutinized their execution of Innovation in the instructive setting. Nine instructors recognized children's inborn motivation as an agent of PCs (Personal Computer Service) learning (**Educator D 2024**). They noticed that involving PCs (Personal Computer Service) in the classroom expanded the association with understudies and dazzled learning. Understudies have a powerful penchant to acquire skills in the English language enthusiastically. I experience

bliss when I witness my kids' lively mentality in the study hall and effectively taking part in various exercises (**Educator D: 2024**). Extract: Understudies partake in the utilization of Innovation. Rousing and cultivating understudies is very profitable (**Instructor E 2024**). Selection: My understudies frequently inquire whether I will go with them to the PC lab (Computer Laboratory) for their language class. They were excited when I informed them we would involve PCs (Personal Computer Service) for a specific class (**Educator K 2024**). Selection: Although a few children view Innovation exclusively as a type of entertainment and a method for redirecting from the regular educator-centered study hall, it is urgent to recognize that a few understudies are truly acquiring vast amounts of information through PCs (**Instructor A 2024**).

TYPE OF TECHNOLOGY

Excerpt: Another huge subject was the Innovation utilized in schools in Dg Khan. All educators concurred that using innovative assets, like Album ROMs, sound CDs, DVDs, and the Web, further develops tuning-in and understanding abilities. They contend that the simultaneous transmission of sound and visual substance over the Web can work on appreciating language input. **Excerpt:** Computer Assisted language learning (CALL) is compelling in upgrading tuning and understanding capability. Online stages give kids straightforward admittance to different tuning in and understanding other options and abundant data, materials, and exercises (**Educator C 2024**). Understudies can speak with other people who communicate in the language easily by using sound accounts, video cuts, illustrations, movements, and movies open through Disc ROMs or the Web. The contemporary youth track down the general media qualities of extraordinary interest. The Educator's name is (**Instructor G 2024**). English is considered an unknown dialect in Pakistan, limiting the accessibility of veritable instructive materials for understudies. In this way, CALL (**Computer Assisted Language Learning**) is a fantastic technique for acquiring certified tuning in and understanding materials (**Educator B 2024**).

LEARNING AND TEACHING METHODS BASED ON CULTURE AND TRADITION

Interviewees expressed concern about how the students would react to Innovation's work in the classroom. Their concern stems from the fact that Innovation is still in its early stages of development and that using it will necessitate a departure from traditional teaching methods. On the off chance of a vast and unexpected modification, and understudies adversely seeing the occasion, they might oppose these changes in shoddy scholarly execution. My children solidly accept that PCs (Personal Computer Service) are utilized for diversion instead of instructive purposes. They need to acquire information or be involved in it (**Teacher B, 2024**).

MAIN CONCERNS

Excerpt: Eight instructors perceived educators' deficient PC abilities as a substantial contributing element. They recognized that their deficient PC ability and capability demanded more significant investment to foster preparation materials and assets. My restricted PC abilities make it challenging to oversee materials and exercises to get through the Web successfully. Adjusting them to the capability level of my understudies requires a significant measure of exertion (**Teacher C 2024**). The educators' absence of confidence in PC abilities is unsettling. Deficient PC proficiency among teachers could bring about feelings of stress and anxiety while involving PCs in the classroom. The instructor is named (**Teacher G 2024**). Five teachers distinguished deficient PC framework in study halls as an additional obstruction upsetting their utilization of PCs. They voiced their discontent with the deficient organization of monetary assets. They proclaimed that their assets supported the items they brought to school for instructive reasons. The PC offices at my school should be refreshed and in a broken down condition.

Excerpt: They should be more qualified to offer any guide for video film (**Educator C 2024**). Teachers need more assets to utilize Innovation. PCs at my school are currently experiencing slow execution and need refreshes (**Instructor F 2024**). It is worthwhile for these educators to have more than adequate capability in present-day Innovation. They have mastery in computerized Innovation and effectively use it. However, the current situation underscores the urgent need for more resources and training for educators to use Technology in teaching effectively.

Undoubtedly, educators are eager to incorporate Technology in the future, a sentiment that aligns with the findings of Albanyan (2024), who states that teachers are keen to embrace Innovation. Most educators view Technology as beneficial for students, reinforcing the argument that Technology is advantageous for both educators and students. However, the educators in this study also face significant challenges. They all had one central issue: the absence of Technology. The talks before this one show that Dg Khan City's English language teachers are enthusiastic about using Technology in their classes. Unfortunately, the infrastructure and expertise needed to use these technologies properly still need improvement.

DISCUSSION OF RESULTS

The discoveries of this examination approve the indistinguishable rules laid out in different examinations. Like the educators in earlier examinations, the members utilized Innovation because of its capacity to rouse understudies and provide an elective way to deal with guidance. Notwithstanding, they confronted deterrents like the prerequisite for all the more effectively open Innovation, deficient master help, and a yearning for trust in their PCs (Personal Computer Service) capability. In any case, this concentrates uncovered strengthening attributes that might hold specific importance for second language (L2) educators, including veritable chances to use the ideal language and the degree of etymological intricacy in the materials. While working with L2 students, it is essential to consider these two elements.

Also, this examination uncovered the failure of a few educators to perceive the association between PCs (Personal Computer Service) and language preparation. This viewpoint could be more improbable in fields like science or physical science. In any case, dissimilar to past research, the Educator's instructive and proficient foundation did not significantly affect the utilization of Innovation. The factors of showing experience length, earlier innovation preparation, orientation, and age were displayed to fundamentally affect an educator's tendency to involve PCs (Personal Computer Service) in language guidance.

Additionally, this study goes beyond prior ones by looking at the perspectives of L2 instructors toward innovation and language guidance that utilizes Innovation. The educators saw Innovation as a device to improve guidance and work with advancement rather than as the ultimate objective.

Furthermore, the term 'innovation' was commonly associated with computers, which explains the previous research's focus on Technology. The educators' views on Innovation were largely shaped by their personal beliefs about its benefits for L2 guidance, a perspective that needs to be further explored. Most interviewees indicated that they use Innovation to expand their students' language growth opportunities, believing that it provides a wealth of educational resources and motivation for students.

In any case, half of the reasons given for not utilizing PCs express uncertainty about the upsides of helping learning students. Albeit the meaning of time was recognized, the accentuation was not on the length expected to obtain mechanical capacities but rather on the time expected to choose assets. Along these lines, educators would be bound to use Innovation, assuming they were persuaded of its advantages. Likewise, the impact of expert advancement open doors and heads' points of view had a negligible effect on independent direction, demonstrating that individual convictions were the fundamental variable. Chau's (2019) investigation discovered that members' degree of commitment to movies and recordings was fundamentally impacted by intrinsic variables, like character qualities or philosophical convictions, instead of outside factors, such as mechanical headways or media stages. Research on educator direction underlines the significant impact of educator convictions on their conduct in the homeroom (Chien & Wu, 2020). Eventually, the actual instructors must execute the demonstration of instructing; it involves more than securing and discussing realities. The significant effect of educator perspectives might make sense for more seasoned teachers who utilized PCs and more youthful teachers who did not, as well as the unsuitable consequences of past correlational examinations. The aftereffects of this study recommend that teachers' choices in utilizing Innovation are generally determined by their perspectives instead of by dread. The instructors who decided not to integrate PCs into their examples did not credit their choice to a fear or aversion to PCs. Although some teachers conceded to having deficient PC abilities, not even one ultimately refused to use PCs. By getting a more significant cognizance of PC usage and its consolidation into their educational methodologies, these educators would be profoundly roused to utilize them.

Similarly, the support for using PCs and different types of Innovation stressed the educators' firm feelings about the benefits of these advances for students instead of a neglectful reverence for everything current. There was an overall understanding that language preparation could be completed without utilizing Innovation, even among the people who upheld remembering Innovation for their education to match our innovation-driven society. It is anything but a relationship set apart by friendship and disdain, yet rather one inspired by logical contemplations and one's perspectives.

IMPLICATIONS OF THE STUDY

The discoveries of this study propose that just providing educators with the expected hardware is lacking; all things considered, it is essential to convince them of the benefits of integrating it into their educational methodologies. An express model is a teacher with unlimited admittance to a PC lab inside his / her specialty, even though he / she has not used it in any way. Alternately, teachers required more assistance in using Innovation. By the way, they made an honest attempt to gather information about it, recognizing its importance for their understudies. Besides, it is fundamental for the feature that preparation ought to cover the fundamental specialized perspectives and address educators' longing to grasp the appropriate

utilization of Innovation in the educational program. A productive methodology for persuading educators about the upsides of involving Innovation in language schooling is to remember them effectively for the execution cycle. On the off chance that educators cannot defeat their sensations of distance towards Innovation, they cannot recognize the advantages it accommodates language schooling. Understanding the elements affecting educators' innovation reception is fundamental not to squander restricted assets on hardware not wholly used in instructive foundations.

CONCLUSION

With the rising omnipresence of Innovation in our day-to-day routines, its effect on training will diligently develop. Given the mounting pressure, every interested individual must stop and thoroughly investigate their goals. There is a predominant ominous impression of educators who are hesitant to change; however, instructive foundations cannot be censured for their absence of want. This study shows the misrepresentation of educators' reluctance to utilize Innovation. According to the theory, teachers' decisions about using Innovation are influenced by their beliefs about how it will help their students, not by hesitation or energy. The educators' decision to refuse to use the provided gear is motivated more by a lack of confidence in its feasibility than by a fear of Innovation. This result implies that, as is typically attested, the lack of Innovation in the study hall can be attributed to the teacher's shortcomings. Moreover, the result of foundations quickly embraces the most recent specialized forward leaps without adequately tending to the necessities of the two instructors and understudies.

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