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RESEARCH PAPER

Technology Integration into ESL Classrooms at University Level

Asia Khan*1   Sadia Jabeen2   Tanveer Kouser3

1. Former Lecturer, Department of English, The University of Lahore, Lahore, Punjab, Pakistan
2. Lecturer, Department of Education, The University of Lahore, Lahore, Punjab, Pakistan
3. Assistant Professor, Department of Education, The University of Lahore, Lahore, Punjab, Pakistan

| *Corresponding Author | Tanveer.Iqbal@ed.uol.edu.pk |

ABSTRACT

Objective of present study was to investigate technology integration into ESL classrooms at university level. Convenient sampling technique was employed to select teachers from the whole population. Population of the study was consisted of all the university teachers in district Lahore. Sample of the study was comprised of 50 male and 125 female teachers from public and private sector. Research instrument was developed after reviewing the literature. Reliability of the instrument was 0.844. Data were collected personally by the researcher from the teachers. Descriptive and inferential statistics were used to analyze the data. It is obvious from the findings that majority of the teachers perceived that the use of technology in ESL classrooms enhances teachers and learners' classroom performance significantly. Findings further concluded that male and female teachers have no differences of opinion about the integration of technology in ESL classrooms. However, university teachers have significant differences of perceptions about integration of technology based on their qualification, experience and age.

| KEYWORDS | ESL, Technology Integration, University Teachers |

Introduction

Postcolonial Technology functions most effectively when it put to use in the service of resolving existing issues. For instance, participating in activities entirely in English is the most effective approach to acquire a second language quickly. This makes in-person immersion a valuable method for achieving this goal. The vast majority of individuals, however, will never have the opportunity to pack up and move to a country where they can communicate in the language of their choice. Students can still reap the benefits of immersion with the help of technology. Students who are located in remote areas are now able to communicate with native speakers of the languages they are learning and receive authentic language practice in traditional classroom settings. This is made possible by next-generation messaging and social networking technologies. Students are able to participate in classes when it is convenient for them, a sense of unity may be fostered, and interesting learning experiences can be had thanks to dynamic resources, which also do away with boundaries related to space and time. In general, learning settings that are facilitated by technology encourage more consistent student interaction and allow students access to peers and teachers located all over the world. According to the findings of the study, using such technology helps students become more engaged and focused on their studies. This is because the technology enables students to speak with one another throughout the authentic processes of language learning. It is related with the developing productivity of the teacher role that the

utilization of multimedia technology in classrooms and its beneficial effect on the learning process is associated with (Shyamlee, 2012, p. 155). Students now have access to even hundreds of real-time resources because to technological advancements. Students who are learning a new language have access to resources such as simplified dictionaries, the ability to create flashcards, and the internet. You are able to discover coworkers, conversation partners, and tutors through the use of the internet. Not only will they find static examples of the languages they learn in traditional textbooks, but they will also find dynamic examples of those languages. Technology has the potential to improve the standard of language acquisition that occurs in more conventional settings. For example, students could film themselves speaking the foreign language they are studying and bring their recordings, as well as any feedback and assessments they have received, into the classroom. Learners can take advantage of technology during class to communicate with one another using text chat rather than speaking to each other Turker and Genc (2018). This allows learners more time to concentrate on their work and assess how well they are doing. Teachers are able to assess their students' overall performance by providing helpful information regarding the types of skills that need to be practiced by pupils. In order to make the entire process significantly more productive and successful, educators should modify their pedagogical strategies and practices in order to better meet the requirements of their students. For instance, a teacher who is aware that all of her or his pupils have difficulty reading passages that contain examples of the future tense ought to study such passages in the classroom rather than wasting time with other examples that do not cater to the requirements of the class as a whole. When technology is utilized to creatively solve obstacles and/or improve language learning processes, it has the potential to become a valuable component of an overall strategy to learning a language (Hazarika, 2017).

Literature Review

Importance of Technology

Technology can be defined as a technique, method, or body of knowledge that is utilised to complete a task. In the context of this study, we consider technology to be a learning activity or instructional objective that makes use of technical processes, methods, or information. According to this definition, technology is defined as: For example, a learner can finish a speech task by describing the qualities of an object in the target language and then recording their speech with a digital voice recorder so that they can play it back for their instructor at a later time (Merriam-Webster Dictionary, 2019). Students who study English benefit from using technology in the classroom because it pushes them to work on improving their English skills. In addition to the conventional approaches, there are several educational opportunities presented by technological advancements. Therefore, teachers have access to a wide variety of tools and materials for their classes. Cutter also provides an explanation for the rise in participation in technological activities. When compared to working with textbooks, students report higher levels of motivation when given the opportunity to use current technology, such as laptops and other electronic devices (Cutter, 2015). They are typically less distracted, and the teacher is able to choose individual lessons for each student based on the needs of the class as a whole. In addition, students can supplement their learning by using the electronics and gadgets in their own homes. Technology has consistently been one of the most important aspects of the classroom setting. It is an essential component of the teaching profession and one that may be utilised to make the learning process simpler for students. When we discuss the employment of technology in educational settings, the term "integration" is frequently employed. It is time to revisit the idea of incorporating technology into your curriculum and to incorporate technology into

teaching in order to help the learning process. Considering that technology is a part of our everyday lives, it is also time to integrate technology into teaching. Because of this, it is clear that technology helps teachers improve their skills and gives them access to a wider variety of opportunities when it comes to teaching students the English language. For instance, if the teacher shows students videos or songs in English that are related to the topic that they are learning about, the students will be able to comprehend the material more quickly and will have a more positive attitude toward the topic. Students are provided with a natural context for learner autonomy, a context for the identity of the learner, new ways of using language, and motivation for students to create new opportunities for collaborative and interactive learning between teachers and students through the use of new-generation technology (Murray, 2005). Technology has a significant influence on pedagogical practices and plays an important part in the promotion of activities for students to engage in. Teachers are unable to keep up with the advancements in technology if they do not use technology in their classrooms. As a result, educators need to have a comprehensive understanding of how to instruct language skills using these tools (Gilakjani, 2017). Nomass also provides potential technical approaches that could play a key role in teaching, particularly in the areas of speaking and listening. He stated that those who wish to learn English can do so through various means, such as the utilisation of computer-assisted language learning programmes, web-based language learning programmes, innovative presentation software, dictionaries, chat functions and email, and innovative presentation software. The research was conducted in the style of a case study, and its primary focus was on the ways in which a number of students made use of technology at their school in order to improve their English language skills. In his suggestions for the direction of future study, Nomass brings attention to the technological challenges that are currently being faced in schools and suggests ways in which these problems can be addressed. One of the challenges is the separation that often exists between theory and practice in contemporary classrooms. He advocated for the incorporation of technology into the method of language instruction used at these schools and argued that teachers have to take into account the various sorts of innovations already available (Nomass, 2013).

Integrating Technology in the Classroom

Students who use the Internet regularly report higher levels of motivation. Students are better able to comprehend complex concepts and cultivate a passion for learning when they are given the opportunity to see films in the classroom. Students can improve the efficiency of their learning by incorporating technology into their studies, such as through the use of computers and the internet. When pupils are engaged in educational activities that make use of technology, it facilitates the growth of higher-level thinking skills in them. In conclusion, it is of the utmost significance to call the attention of students to the English language, which represents the ideal synthesis of various forms of media and various pedagogical approaches (Gunuc, 2017). Two distinct points of view on the manner in which technology can be incorporated into a classroom setting were discussed. To begin, students have the opportunity to make the most of their language exposure and to construct their own individual knowledge in a context that is meaningful when they are taught using the cognitive approach. Software that reconstructs text and software that simulates multimedia are two examples of the types of technologies that fall under this category. Learners are able to enter computerised micro-worlds in a relevant audio-visual environment by using simulation software that focuses on language and culture and allows them to interact with virtual characters. The most effective of these programmes give students a great deal of control over their linguistic input and encourage them to interact with one another, which makes it easier for them to manipulate that input. Secondly, the social approach emphasises the social

aspect of language learning, in which language learning is viewed as a form of socialisation. Students need to have the opportunity to practice skills that they will need in real life through authentic social interactions. This can be accomplished through genuine activities and initiatives carried out in conjunction with the pupils (Warschauer, 2000). Learning proper pronunciation is an essential component of language acquisition. However, it might be challenging to provide feedback that is beneficial. In more traditional forms of training, a teacher who may or may not be skilled at initially evaluating a student's statement may commonly make comments and modelling. The typical kind of feedback requires the learner to either repeat the pronunciation or describe in abstract terms how the sound should be generated. As voice recognition technology improves, the learner will be able to receive feedback in ways that are both more efficient and more efficient (Zhoa, 2013). The teaching of English as a foreign language in classrooms where technology is used can give students with an approach to linguistic study that is both significant and appealing. It encourages the pupils, which in turn makes it simpler for them to communicate, read, listen, and write (Ilter, 2009). However, technology alone is not sufficient to teach English Language Learners (ELLs). It requires a teacher who has well-defined goals, is familiar with the school's curriculum and proven teaching methods, and is able to provide students with meaningful educational experiences that build on and integrate with their existing knowledge (Schwartz & Pollishuke, 2013). A study has shown that using Wiki technology can help pupils enhance their writing skills. The students were given the opportunity to contribute to a Wiki page by writing sentences, which they could later read and discuss with their classmates. Learners believe that utilising this kind of technology would be beneficial since it would improve the rapid feedback that they received. Reading the work of their peers helped pupils improve their vocabulary, spelling, and sentence structure, which led to another interesting discovery (Lin and Yang, 2011). According to the findings of a study, the use of technology can help learners enhance their reading and writing skills. The findings of this research indicated that the user-friendliness of the tools utilised in the field of technology contributes to an increase in the learner's capacity for reading and writing. The other finding of this research was that learners acquire knowledge more quickly when they make use of technological tools rather than the conventional instructional approaches. This was due to the fact that the Internet created an environment that was conducive to learning for learners, as well as a new platform where students could access educational materials in a manner that was convenient for them (Peregoy& Boyle, 2012). Students and teachers both benefit from the ease of access that technology provides to course materials. When it comes to training students for what they will need to know in order to make their way into the global workforce in any topic, technological advancements have a crucial role to play.

Learners benefit greatly from the use of technology as a learning tool since it makes learning more accessible (Rodinadze & Zarbazoia, 2012). The purpose of this research was to give schools with information on iPads and applications that can be used in the classroom; to identify critical uses of teaching and learning table technology; and to identify relevant opportunities for teacher learning. During the second semester of 2011, 75 iPads were purchased for the purpose of this research and donated to three primary schools, where they were shared among a total of more than 90 students and five teachers. The findings of this study gave vital new insights into the use of iPads and apps in primary schools, as well as the influence those technologies have on teaching and learning. The iPad required additional time from teachers because it took a long time to evaluate educational apps and their relevance to the curriculum and install them on individual student appliances. However, researchers found that there was some alignment between the curriculum and apps that could be found in the iTunes App

Store. This was true despite the fact that the iPad required additional time from teachers. In all honesty, 43 percent of the apps may be considered informative. Teachers in the Sydney Region of Australia stated that they made the best use of the iPads by using applications for content creation because this gave pupils a higher level of learning as well as increased opportunities for creative expression (NSW Curriculum and Learning Innovation Centre, 2012). Another benefit that was observed by the lecturers was an increase in the amount of collaboration between the students (Goodwin, 2012). The use of computers and other technical devices should be promoted since it has the potential to boost the motivation of students enrolled in English classes and can lead to the achievement of more effective and fruitful objectives. However, he emphasises that the educator must not believe that technology can be utilised as the only source of motivation, and that all courses are founded on the judicious use of technology in conjunction with solid educational concerns (Ilter, 2009). Students' levels of motivation have been observed to significantly improve when concepts are taught with the assistance of various technological tools, as has been discovered. Before schools began providing students with access to the internet, the only resources available to them for social studies were the textbooks and books that could be found in the school library. Access to unrestricted Internet provides students with the resources necessary for conducting research and going into further depth in their studies (Gustad, 2014).

Technology has Significantly Made Learning English Easier

The incorporation of technology into English language instruction has resulted in a dramatic shift in pedagogical practises (Altun, 2015). It provides a wealth of opportunities for the growth of education to be carried out in an engaging and fruitful manner (Patel, 2013). Learners are better able to understand the grammar and vocabulary of a language when the teacher makes use of multimedia texts in the classroom. Through the utilization of printed texts, motion pictures, and the Internet, learners' linguistic understanding can be improved through the usage of multimedia. Students are given the opportunity to collect information through the use of print, video, and the Internet. These mediums offer a variety of materials for language analysis and interpretation, as well as situations (Arifah, 2014). Learners' levels of motivation are increased when they make use of the internet. When used in the classroom, film provides students with an opportunity to better comprehend material and enhance their knowledge with passion. Learners are able to engage in meaningful learning when technology, such as computers and the internet, is included into the educational process. When pupils are taught technology, it is beneficial to the development of their higher-quality thinking skills. In conclusion, it is of the utmost importance for students to prioritise the acquisition of English through the genuine integration of various teaching approaches and forms of multimedia (Arifah, 2014). Students are engaged in meaningful work thanks to the utilisation of computer technology, which transforms language instruction into an engaging environment (Dawson, Cavanaugh, &Ritzhaupt, 2008). According to the findings of this research project, the fact that technological instruments are straightforward to operate makes them ideal for teaching reading and writing to students of all ages. The other finding that came out of this research was that students were able to acquire knowledge more efficiently by making use of technological resources rather than the conventional instructional approaches since the Internet offered a conducive learning environment for students (Peregoy, B Traditional modes of instruction make it exceptionally challenging to achieve the primary objective of communication, which is to build relationships. Learners have a tough time learning the structure of a language, as well as its meaning and how to apply it functionally when traditional teaching methods are used (Shyamlee & Phil, 2012). Improved interactive learning environments are a result of incorporating technology into the teaching of

foreign languages; as a result, students are able to communicate in the target language that they have acquired (Aslan, 2017). To phrase it another way, the act of learning a language shifts its focus to the student. Additionally, there is an upsurge in students' interest in learning international languages (Ahmadi, 2018). Because of this, the incorporation of technology makes it simpler to acquire a second language (Aydin, 2018). There are many different technological instruments that might be used to accomplish the goal of integrating technology, which would make it easier to learn English. Examples of this include online English learning websites, electronic dictionaries, computer aided language learning applications, a variety of chat systems, virtual conferences, and mobile assisted language learning (Hazarika, 2017). The proper instruction of the English language is essential in the modern world and cannot proceed without the incorporation of appropriate technological practices. According to Valeev, Latypova, and Latypov (2016), teaching a foreign language shouldn't be based on traditional approaches, in which students are expected to take in information without actively participating in the process. According to Türker and Genc (2018), attempting to teach digital natives a foreign language using traditional teaching methods is an impossible task. Traditional approaches to teaching English do not allow for classrooms to be adapted to meet the unique requirements of individual students or their preferred modes of education. The employment of traditional teaching methods can also cause students to get disinterested in the process of language acquisition and cause them to lose their drive (Hazarika, 2017). Traditional modes of instruction make it exceptionally challenging to achieve the primary objective of communication, which is to build relationships. Learners have a tough time learning the structure of a language, as well as its meaning and how to apply it functionally when traditional teaching methods are used (Shyamlee & Phil, 2012). Improved interactive learning environments are a result of incorporating technology into the teaching of foreign languages; as a result, students are able to communicate in the target language that they have acquired (Aslan, 2017). To phrase it another way, the act of learning a language shifts its focus to the student. Additionally, there is an upsurge in students' interest in learning international languages (Ahmadi, 2018). Because of this, the incorporation of technology makes it simpler to acquire a second language (Aydin, 2018). There are many different technological instruments that might be used to accomplish the goal of integrating technology, which would make it easier to learn English. Examples of this include online English learning websites, electronic dictionaries, computer aided language learning applications, a variety of chat systems, virtual conferences, and mobile assisted language learning (Hazarika, 2017) & (oyle, 2012).

Material and Methods

Present study was aimed to investigate the technology Integration into ESL Classrooms at university level. The study was descriptive in nature. Convenient sampling technique was employed to select teachers from the whole sample. Population of the study was consisted of all the university teachers in Lahore. Sample of the study was comprised of 50 male and 125 female teachers from English departments of public and private universities of district Lahore. Instrument was developed after reviewing the literature. Reliability of the instrument was 0.844. Data were collected personally by the researcher from the teachers. Descriptive and inferential statistics were used to analyse the data.

Results and Discussion

Table 1
Descriptive Scores of Teachers' Perceptions about Benefits of Technology Integration for the Learning of Students

Statements	SA	A	N	DA	SDA	M	SD
You think technology must integrate into teaching	48.7	36.7	6.0	8.0	.7	4.25	.93
You think use of multimedia creates a vivid environment for English language learning	47.3	44.0	2.0	4.7	2.0	4.30	.88
You think integration of technology fosters learner's independence	40.0	44.0	6.0	8.0	2.0	4.12	.97
You think the use of technology results into higher level of motivation among ESL students	44.7	38.0	5.3	7.3	4.7	4.11	1.10
You think technology helps to improve proper pronunciation in acquiring second language	42.7	38.0	4.7	12.7	2.0	4.07	1.07
You think technology helps students to better comprehend the material	40.0	42.0	7.3	6.7	4.0	4.07	1.05
You think technology helps to increase higher quality thinking skills of students	32.7	44.7	6.7	12.7	3.3	3.91	1.09

Descriptive scores of teachers' perceptions about benefits of technology integration for the learning of students were anlysed by using descriptive statistics. It is obvious from the findings that majority of the teachers 85.4% think that technology must integrate into teaching, 91.3% teachers think that use of multimedia creates a vivid environment for English language learning, furthermore, 84.0% teachers think that integration of technology fosters learner's independence. Findings further revealed that 82.7% teachers think that the use of technology results into higher level of motivation among ESL students, moreover 80.7% teachers think that technology helps to improve proper pronunciation in acquiring second language. It is further concluded that 82.0% teachers think that technology helps students to better comprehend the material, moreover, 77.4% teachers think that technology helps to increase higher quality thinking skills of students.

Table 2
Descriptive Scores of Teachers' Perceptions about Benefits of Technology Integration for the Teaching of the Teachers

Statements	SA	A	N	DA	SDA	M	SD
You think technology complement teacher content knowledge	42.0	42.7	8.0	5.3	2.0	4.17	.93
You think technology helps to create virtual communities of practice for teachers	36.7	39.3	14.7	7.3	2.0	4.01	.99
You think technology allows ESL teachers to accommodate every learning style	25.3	48.0	14.7	9.3	2.7	3.84	.99
You think technology can allow teachers to share their ideas with other teachers	22.0	44.7	17.3	12.0	4.0	3.69	1.06
You think technology helps ESL teachers to access all types of educational resources	32.7	42.0	13.3	6.0	6.0	3.89	1.11

You think teacher's technical abilities enhances due to the use of technology in the classrooms	34.7	30.7	10.7	18.7	5.3	3.71	1.26
You think technology integration enhances the professional development of teachers	30.0	32.0	20.0	14.0	4.0	3.70	1.15

Descriptive scores of teachers' perceptions about benefits of technology integration for the teaching of the teachers were anlysed by using descriptive statistics. It is obvious from the findings that majority of the teachers 84.7% think that technology complement teacher content knowledge, 76.0% teachers think that technology helps to create virtual communities of practice for teachers, furthermore, 73.3% teachers think that technology allows ESL teachers to accommodate every learning style. Findings further revealed that 66.7% teachers think that technology can allow teachers to share their ideas with other teachers, moreover 74.7% teachers think that technology helps ESL teachers to access all types of educational resources. It is further concluded that 65.4% teachers think that teacher's technical abilities enhances due to the use of technology in the classrooms, moreover, 62.0% teachers think that technology integration enhances the professional development of teachers.

Table 3
Descriptive Scores of Teachers' Perceptions about Challenges faced by Teachers due to Technology Integration in the Classrooms

Statements	SA	A	N	DA	SDA	M	SD
You think constant technology use effects classroom planning of teachers	43.3	27.3	22.0	6.0	13.0	4.05	1.00
You think many teachers possess insufficient technology skills	41.3	20.7	12.0	19.3	6.7	3.71	1.35
You think technology makes teachers feel like to work against the clock	43.3	27.3	6.0	19.3	4.0	3.87	1.27

Descriptive scores of teachers' perceptions about Challenges faced by teachers due to technology integration in the classrooms were anlysed by using descriptive statistics. It is obvious from the findings that majority of the teachers 70.6% think that constant technology use effects classroom planning of teachers, 62.0% teachers think that many teachers possess insufficient technology skills, furthermore, 70.6% teachers think that technology makes teachers feel like to work against the clock.

Table 4
Descriptive Scores of Teachers' Perceptions about Challenges faced by Learner's due to Technology Integration in the Classrooms

Statements	SA	A	N	DA	SDA	M	SD
You think technology lessen face to face communication among learners	46.0	40.0	6.7	4.7	2.7	4.22	.95
You think use of technology results into poor communication among learners	29.3	32.7	12.0	17.3	8.7	3.57	1.30
You think constant relay on technology takes control of learner's autonomous learning	24.7	40.0	12.0	17.3	6.0	3.60	1.20

Descriptive scores of teachers' perceptions about challenges faced by learners due to technology integration in the classrooms were anlysed by using descriptive statistics. It is obvious from the findings that majority of the teachers 86.0% think that

technology lessen face to face communication among learners, 62.0% teachers think that use of technology results into poor communication among learners, furthermore, 64.7% teachers think that constant relay on technology takes control of learner's autonomous learning.

Table 5
Differences of Male and Female Teachers' Perceptions about Integration of Technology in ESL Classrooms

Variables	Gender	N	M	SD	df	t-value	Sig.
Benefits of Technology Integration for the Learning of Students	Male	50	27.32	5.20	139.256	-3.946	.038
	Female	125	30.32	4.03			
Benefits of Technology Integration for the Teaching of the Teachers	Male	50	26.60	4.34	148	-1.186	.760
	Female	125	27.42	4.19			
Challenges faced by Teachers due to Technology Integration in the Classrooms	Male	50	10.32	2.92	148	-5.815	.314
	Female	125	12.39	2.56			
Challenges faced by Learners due to Technology Integration in the Classrooms	Male	50	10.50	2.16	148	-4.637	.251
	Female	125	12.26	2.47			

Differences of male and female teachers' perceptions about integration of technology in ESL classrooms were calculated by using independent samples t-test. It is obvious from the findings that there was significant mean difference existed between male and female teachers' perceptions regarding (benefits of technology integration for the learning of students) sub-scale as compared to the other sub-scales of technology integration (benefits of technology integration for the teaching of the teachers, challenges faced by teachers due to technology integration in the classrooms, challenges faced by learners due to technology integration in the classrooms) at p≤.05 level of significance.

Table 6
Qualification wise Differences of University Teachers' Perceptions about Integration of Technology in ESL Classrooms

Variables	Sum of Squares	df	Mean Square	F	Sig.
Benefits of Technology Integration for the Learning of Students	157.334	2	78.667	3.412	.036
	3388.806	147	23.053		
	3546.140	149			
Benefits of Technology Integration for the Teaching of the Teachers	206.697	2	103.348	6.035	.003
	2517.277	147	17.124		
	2723.973	149			
Challenges faced by Teachers due to Technology Integration in the Classrooms	106.105	2	53.053	6.136	.003
	1270.988	147	8.646		
	1377.093	149			
Challenges faced by Learners due to Technology Integration in the Classrooms	79.423	2	39.712	6.982	.001
	836.150	147	5.688		
	915.573	149			

Differences of opinions among university teachers about integration of technology in ESL classrooms were calculated based on their qualification. It is obvious from the findings that there was significant mean difference existed among university

teachers' teachers' perceptions about integration of technology in ESL classroom at p≤.05 level of significance.

Table 7
Experience wise Differences of University Teachers' Perceptions about Integration of Technology in ESL Classrooms

Variables	Sum of Squares	df	Mean Square	F	Sig.
Benefits of Technology Integration for the Learning of Students	334.014	5	66.803	2.995	.013
	3212.126	144	22.306		
	3546.140	149			
Benefits of Technology Integration for the Teaching of the Teachers	147.226	5	29.445	1.646	.152
	2576.747	144	17.894		
	2723.973	149			
Challenges faced by Teachers due to Technology Integration in the Classrooms	118.603	5	23.721	2.714	.022
	1258.490	144	8.740		
	1377.093	149			
Challenges faced by Learners due to Technology Integration in the Classrooms	85.693	5	17.139	2.974	.014
	829.880	144	5.763		
	915.573	149			

Differences of opinions among university teachers' about integration of technology in ESL classrooms were calculated based on their experience. It is obvious from the findings that there was significant mean difference existed among university teachers' teachers' perceptions about integration of technology in ESL classroom at p≤.05 level of significance.

Table 8
Age wise Differences of University Teachers' Perceptions about Integration of Technology in ESL Classrooms

Variables	Sum of Squares	df	Mean Square	F	Sig.
Benefits of Technology Integration for the Learning of Students	675.735	5	135.147	6.780	.000
	2870.405	144	19.933		
	3546.140	149			
Benefits of Technology Integration for the Teaching of the Teachers	165.822	5	33.164	1.867	.104
	2558.151	144	17.765		
	2723.973	149			
Challenges faced by Teachers due to Technology Integration in the Classrooms	157.587	5	31.517	3.722	.003
	1219.507	144	8.469		
	1377.093	149			
Challenges faced by Learners due to Technology Integration in the Classrooms	103.252	5	20.650	3.661	.004
	812.321	144	5.641		
	915.573	149			

Differences of opinions among university teachers' about integration of technology in ESL classrooms were calculated based on their age. It is obvious from the findings that there was significant mean difference existed among university teachers' teachers' perceptions about integration of technology in ESL classroom at p≤.05 level of significance.

Conclusion

Present study was aimed to investigate the technology Integration into ESL Classrooms at university level. Findings of the study revealed that technology integration significantly beneficial for the teachers and learners in ESL classrooms. It is obvious from the findings that majority of the teachers were agreed with the use of technology in ESL classrooms enhance teachers and learners' classroom performance significantly because the use of technology in class fosters learners' independence, motivation, pronunciation, understanding material, and high quality thinking skills. On the other side for teachers' technology complement teacher content knowledge, create virtual communities for practice teachers, accommodate every learning style, sharing ideas, enhance technical abilities, and professional development skills. It is of the utmost significance to call the attention of students to the English language, which represents the ideal synthesis of various forms of media and various pedagogical approaches (Gunuc, 2017). Students need to have the opportunity to practice skills that they will need in real life through authentic social interactions. This can be accomplished through genuine activities and initiatives carried out in conjunction with the pupils (Warschauer, 2000). The typical kind of feedback requires the learner to either repeat the pronunciation or describe in abstract terms how the sound should be generated. As voice recognition technology improves, the learner will be able to receive feedback in ways that are both more efficient and more efficient (Zhoa, 2013). However, technology alone is not sufficient to teach English Language Learners (ELLs). It requires a teacher who has well-defined goals, is familiar with the school's curriculum and proven teaching methods, and is able to provide students with meaningful educational experiences that build on and integrate with their existing knowledge (Schwartz & Pollishuke, 2013). Findings further concluded that male and female teachers have no differences of opinions about the integration of technology in ESL classrooms. However, university teachers have significant differences of perceptions about integration of technology based on their qualification, experience and age.

Recommendations

Following were the recommendations of the study.

1. The use of technology results into higher level of motivation among ESL students therefore it is recommended to use technology in ESL classrooms to enhance students' performance in English.
2. Students' pronunciation might be improved with the usage of technology in ESL classrooms; therefore, it is recommended to use technology to improve students' pronunciation.
3. It is recommended to conduct seminars, workshops and conferences for the use of technology in ESL classrooms to train teachers and students at university level.
4. The study was conducted on university teachers with small sample, therefore it is recommended to conduct a study at college with large sample for more significant results.

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