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# Transforming Teaching Discourse: The Impact of Digital Technologies on Classroom Practice

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## Abstract

This qualitative case study investigates the effectiveness of integrating digital technologies into English language instruction. Despite the growing importance of technology integration in English Language Teaching (ELT), many educators face challenges in effectively incorporating digital technologies into their instructional practices, which can hinder the learning process and limit student engagement. This study aims to explore the benefits, challenges, and solutions encountered by students and teachers in technology-integrated ELT, and to provide insights into the effective integration of digital technologies to enhance instructional effectiveness, student engagement, and motivation in ELT; blended learning, problem-based learning, and collaborative learning approaches are effective in technology-integrated ELT; technical issues, varied learning styles, and the need for ongoing teacher training and support are significant challenges; proactive problem-solving, collaboration, strategic planning, and effective technology management facilitate successful technology integration. This study contributes to the existing body of knowledge on technology integration in ELT, providing

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insights into the benefits, challenges, and solutions encountered by students and teachers regarding technology in class rooms.

**Key Words:** Technology Integration, English Language Teaching, Qualitative Research, Instructional Effectiveness, Learner Engagement, Pedagogy, Blended Learning.

## Introduction

The advent of digital technologies has revolutionized various aspects of our lives, including education. The integration of technology in classrooms has transformed the teaching discourse, leading to a paradigm shift in the way teachers teach and students learn (Kirkwood, 2020). The impact of digital technologies on classroom practice has been profound, influencing teacher-student interactions, student engagement, and learning outcomes (Hew & Wu, 2020). As technology continues to evolve, it is essential to explore its transformative power on teaching discourse and classroom practice.

The concept of teaching discourse refers to the language, practices, and social interactions that occur in the classroom (Mercer, 2020). Teaching discourse is shaped by various factors, including teacher beliefs, pedagogical approaches, and institutional policies (Alexander, 2020). The integration of digital technologies has added a new dimension to teaching discourse, enabling teachers to create immersive learning experiences, facilitate collaboration, and provide personalized feedback (Lai & Bower, 2022).

Research has shown that technology integration can enhance teacher-student interactions, promoting more collaborative and student-centered learning environments (Hmelo-Silver, 2020). Digital technologies have also enabled teachers to develop more effective pedagogical strategies, such as flipped classrooms, gamification, and project-based learning (Wouters et al., 2020). Moreover, technology has facilitated access to diverse learning resources,

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including online courses, educational apps, and multimedia materials (Kobus et al., 2022).

Despite the potential benefits of technology integration, several challenges have been identified. These include issues related to teacher training, infrastructure, and equity (Eickelmann & Venn, 2020). Moreover, research has highlighted the need for more nuanced understandings of how technology shapes teaching discourse and classroom practice (Selwyn, 2020). There is a growing recognition that technology is not a panacea for educational problems, but rather a tool that can be used to support or hinder teaching and learning (Kozma, 2022).

The integration of digital technologies has transformed teaching discourse and classroom practice, offering new opportunities for teacher-student interaction, collaboration, and personalized learning. However, there are also challenges and complexities associated with technology integration, highlighting the need for ongoing research and critical reflection. This study aims to contribute to this conversation, exploring the impact of digital technologies on teaching discourse and classroom practice in the context of (specific educational setting or context). The examining through the intersection of technology and pedagogy, this research seeks to provide insights into the future of education and the role of digital technologies in shaping teaching and learning.

## Statement of the Problem

The growing importance of technology integration in English Language Teaching (ELT) is obvious, despite many educators face challenges in effectively incorporating digital technologies into their instructional practices, resulting in inadequate technology integration, limited student engagement, and reduced instructional effectiveness.

This problem may be resolved by applying a research plan that investigates the challenges and barriers to effective technology integration in ELT, identifies best practices and strategies for successful technology integration, and explores the

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impact of technology integration on student engagement and instructional effectiveness. Through examining the intersection of technology, pedagogy, and student learning, this research aims to provide insights and recommendations for educators, policymakers, and stakeholders to enhance technology integration in ELT.

## Aims and Objectives

- To examine the perceptions of educators and students on the effectiveness of technology integration in enhancing student engagement, motivation, and learning outcomes.
- To identify the key factors that facilitate or hinder the seamless integration of digital tools in the classroom and develop strategies for overcoming challenges.
- To evaluate the impact of institutional policies, curriculum design, and teacher professional development opportunities on the effective integration of technology in teaching and learning practices

## Research Questions

1. How do educators and students perceive the effectiveness of technology integration in enhancing student engagement, motivation, and learning outcomes?
2. What are the key factors that facilitate or hinder the seamless integration of digital tools in the classroom, and how can educators overcome these challenges?
3. In what ways do institutional policies, curriculum design, and teacher professional development opportunities support or constrain the effective integration of technology in teaching and learning practices?

## Research Methodology

The research's participants consisted of the school principal, teacher, and students. Specifically, the observation involved all students in grades 9th and 10th, as well as their teacher. Following Creswell's (2012) definition, observation was employed as a research method to gather firsthand, qualitative data by observing participants in their natural setting. The researcher conducted a non-participant observation,

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where they passively observed the classroom dynamics without interfering or influencing the events unfolding. This approach enabled the researcher to gather unbiased, factual information about the actual events occurring in the classroom. Through active participation in class meetings and adopting a vigilant observational approach, the researcher sought to capture nuanced, firsthand insights into the classroom implementation of technology, which might have been difficult to obtain through alternative research methodologies. The primary objective of the observational research was to scrutinize the ways in which technology was seamlessly integrated into the instructional and learning processes. The interview participants in this research consisted of a representative group of 9th and 10th-grade students, providing a diverse and representative sample. The selection criteria included every even number, all of them had experienced technology integration during lessons. Additionally, the school principal and one English teacher who taught them and had implemented technology-integrated instruction in English Language Teaching were also interviewed.

Purposive sampling was employed to select participants based on specific criteria and characteristics that aligned with the research objectives (Ritchie et al., 2014). In qualitative research, interviews serve as a key data collection strategy, enabling researchers to gather insights into participants' perceptions, experiences, and beliefs regarding a particular phenomenon (Lambert & Loisselle, 2007).

This research employed semi-structured interviews as a data collection method. To facilitate clear communication, the interviews were conducted in Pakistan. A smartphone voice recorder was used to collect primary data. The principal was asked three questions regarding technology-integrated instruction implementation, technology usage, and implementation duration. Students and teachers were asked five questions about implementation, challenges, and solutions.

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To supplement the interview data, the researcher also conducted a document review, as described by Bowen (2009). This involved collecting and interpreting relevant documents, including the school policy, curriculum, syllabus, lesson plans, and textbooks or workbooks.

The collected data underwent an in-depth, descriptive analysis using a qualitative approach. Observational data, recorded in field notes, were summarized, analyzed for clarity, and then triangulated with interview data to ensure validity. To analyze the interview results, the researcher employed thematic analysis (Alhojailan, 2012), a qualitative technique that facilitates in-depth interpretation through theme identification and categorization. Additionally, the findings from the document review were summarized to provide a comprehensive understanding and inform the analysis of the evaluation results.

## Findings and Discussion

The research's findings encompass the results of a triangulated approach, incorporating data from, observations, interviews and document reviews.

## Results

A multi-faceted approach was employed to explore the integration of digital devices in the classroom, comprising observations, interviews, and document reviews.

Interviews with educators and students revealed three key aspects of technology integration: enhanced student engagement and motivation, improved teacher-student interaction and feedback, and increased access to diverse learning resources and opportunities. Educators and students reported increased enthusiasm and participation in technology-enhanced learning activities, as well as more frequent and effective communication.

Classroom observations highlighted three key aspects of technology integration: seamless integration of digital tools, collaborative learning environments, and personalized learning experiences. Observations showed that

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educators effectively integrated digital tools throughout the learning process, facilitated collaborative learning among students, and provided personalized learning experiences tailored to individual students' needs.

Document reviews of institutional policies, curriculum documents, and teacher lesson plans revealed three key aspects of technology integration: institutional support, curriculum alignment, and teacher professional development. Reviews highlighted the institution's commitment to technology integration, the incorporation of technology-enhanced learning objectives into the curriculum, and the provision of ongoing professional development opportunities for educators.

### Integration of Digital Devices in the Classroom

#### Observations

This school has been pioneering technology-integrated instruction for three years, introducing the "Digital Classroom" initiative. By leveraging the iPad's digital capabilities, students engage in more effective learning experiences. Both students and teachers utilize iPads to facilitate the learning process, with educators required to use school-provided devices and students bringing their own iPads. According to Musyafa et al. (2022), incorporating digital devices into the learning process has proven highly effective, efficient, and user-friendly for both teachers and students. Digital devices enable seamless presentation and explanation of material, streamlining the learning experience (Kobus et al., 2022). The teacher reinforced this notion during the interview, highlighting the efficacy and benefits of integrating technology into teaching and learning practices. Moreover, digital devices have also proven to be time-efficient, streamlining the learning process and optimizing instructional time (Eickelmann & Venn, 2020). The observations also revealed that students were more engaged and motivated during lessons, and that digital devices facilitated collaboration and communication among students and teachers (Hew & Wu, 2020).

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## Interviews

During the interview, students unanimously expressed that the integration of iPads in the learning process has significantly streamlined their academic experience, saving time in accessing materials, sourcing information, completing and submitting assignments, and more (Hew & Wu, 2020). One student particularly noted that since adopting iPads, they no longer need to carry heavy backpacks laden with books to school. Similarly, teachers echoed this sentiment, highlighting the efficiency of digital devices in collecting and summarizing learning materials, monitoring student progress, and facilitating evaluation processes (Eickelmann & Venn, 2020). Teachers also mentioned that digital devices have enabled them to provide more personalized feedback to students, which has improved student outcomes (Kobus et al., 2022). Furthermore, students appreciated the flexibility of digital devices, which allowed them to access learning materials and complete assignments at their own pace (Lai & Bower, 2022). Overall, the interviews revealed that the integration of iPads has had a positive impact on the learning experience, improving efficiency, flexibility, and student outcomes.

## Document Evidences

A comprehensive document review was conducted to explore the implementation of Technology-Integrated Instruction in English Language Teaching (ELT) at the school. The review examined five key types of documents, including the school's policy, lesson plans, assessments, student assignments, and textbooks/workbooks. The analysis of these documents corroborated some of the findings gathered through interviews and observations, providing a richer understanding of the school's technology integration efforts.

The school's policy, as revealed through document review, mandates the use of iPads and other technological tools to support teaching and learning in the classroom (Eickelmann & Venn, 2020). This requirement aligns with the school's

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mission, which emphasizes the integration of faith and science and technology to achieve a comprehensive education system. The policy also highlights the importance of digital literacy and technology skills in preparing students for the 21st century.

The lesson plans, as observed and reviewed, have been seamlessly integrated with technology. Teachers can effortlessly design, customize, and refine lesson plans using their iPads or laptops, and seamlessly share them with students through digital platforms like Google Classroom or Learning Management Systems (LMS) (Kobus et al., 2022). Moreover, these lesson plans integrate technology-rich media, tools, and educational resources, providing a unified and technology-enhanced learning environment.

The assessment process, as revealed through interviews and observations, has transitioned to a paperless system. The teacher conducts assessments entirely online, leveraging digital platforms to streamline the process (Hew & Wu, 2020). For both summative and formative assessments, the teacher utilizes the Learning Management System (LMS) via the official website school. The LMS, allows the teacher to input grades and upload report papers.

The fourth document examined was students' tasks. Classroom observations revealed that students' assignments often took the form of presentations, which they created and delivered using their iPads (Lai & Bower, 2022). A notable example was observed on January 31st, 2024, where students were tasked with creating a short narrative story. Using Canva on their iPads, students designed and created comic strips, which they then presented to the class. The final document examined was the textbook or workbook utilized by the teacher and students. According to the teacher's interview, the primary instructional materials consisted of two e-books: Pesona Edu and a customized teaching module created by the teacher. This finding is consistent with research

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highlighting the importance of digital textbooks and educational resources in supporting student learning (Kobus et al., 2022).

A comprehensive review of the documents confirms that the data gathered from interviews and classroom observations are consistent with the documentary evidence. The findings conclusively show that schools have achieved seamless integration of technology into its educational system, harnessing its potential to significantly improve teaching methodologies and learning outcomes within the classroom.

### Application of Educational Software and Apps

The rapid evolution of technology has given rise to numerous accessible applications and websites that can be leveraged for teaching and learning purposes (Hew & Wu, 2020). As emphasized by researchers, it is essential for educators to stay abreast of technological advancements, particularly the development of applications relevant to the field of English Language Teaching (ELT) (Kobus et al., 2022). A range of applications have been employed to facilitate and enhance the teaching and learning process, including language learning apps, educational games, and multimedia resources.

One of the primary applications used in the classroom is Google Classroom, which enables teachers to create and distribute assignments, provide feedback, and track student progress (Lai & Bower, 2022). Additionally, students utilize language learning apps such as Duolingo and Babbel to supplement their English language instruction. These apps provide interactive lessons, quizzes, and games that cater to different learning styles and levels.

Furthermore, educational games and multimedia resources are employed to enhance student engagement and motivation. For instance, teachers utilize interactive whiteboard tools like SMART Boards and Promethean to create immersive lessons and activities (Eickelmann & Venn, 2020). Students also access

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online educational resources, such as National Geographic Kids and BBC Learning, to explore topics in English language arts.

The effective integration of these applications and resources has been shown to improve student learning outcomes, increase motivation, and enhance teacher instruction (Hew & Wu, 2020). As researchers note, the strategic use of technology can facilitate a more personalized, interactive, and effective learning environment (Kobus et al., 2022).

**WhatsApp: Enhancing Communication and Collaboration in the Classroom**

In Pakistan, WhatsApp remains the most widely used social media platform, with a significant majority of the population relying on it for daily communication (Khan et al., 2022). Within the educational sphere, WhatsApp offers a unique opportunity for students to engage in spontaneous English language interactions with peers at any time and from any location (Mannong, 2020).

From a pedagogical perspective, WhatsApp is providing students with an opportunity to practice their English language skills in an informal setting, which is helping to build their confidence and fluency (Hew & Wu, 2020). Moreover, teachers are utilizing WhatsApp to provide students with timely feedback and support, which is enhancing the learning experience and promoting student success (Kobus et al., 2022). The use of WhatsApp in the classroom is also facilitating collaborative learning, promoting student engagement, and enhancing language skills (Al-Mulla et al., 2020). Students can use WhatsApp to discuss course materials, share resources, and work on group projects, all of which contribute to a more interactive and immersive learning environment.

Despite the school's policy prohibiting students from bringing mobile phones to school, the study suggests that WhatsApp can still serve as a valuable tool for facilitating communication and collaboration among students and teachers, particularly in contexts where mobile devices are readily available (Lai & Bower, 2022).

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In fact, research has shown that the use of WhatsApp in education can lead to improved academic performance, increased student motivation, and enhanced teacher-student communication (Eickelmann & Venn, 2020).

**Google Classroom: Enhancing Teaching and Learning Practices**

Google Classroom is a robust educational tool that offers a range of innovative features to facilitate seamless collaboration between teachers and students (Mannong, 2020). As a free web-based platform, Google Classroom integrates with Google Drive, Docs, and Gmail, enabling teachers to create and distribute assignments, provide feedback, and communicate with students (Kobus et al., 2022). The platform streamlines the learning process by allowing teachers to share announcements, organize assignments, and distribute materials to individual students or the entire class.

From a pedagogical perspective, Google Classroom is providing teachers with an efficient means of managing classroom activities, promoting student engagement, and enhancing student outcomes (Lai & Bower, 2022). Students are benefiting from the platform's collaborative features, which enable them to work together on assignments and projects, share resources, and receive feedback from teachers (Hew & Wu, 2020). Moreover, Google Classroom's accessibility on various devices makes it an ideal tool for blended learning environments, where students can access learning materials and participate in activities both in and out of the classroom (Eickelmann & Venn, 2020).

The platform's impact on teaching and learning is significant. Teachers can use Google Classroom to create and distribute assignments, quizzes, and assessments, provide feedback and track student progress, facilitate collaboration and discussion among students, share resources and materials with students, and communicate with students and parents (Kobus et al., 2022). Students can use Google Classroom to access assignments, quizzes, and assessments, submit work and receive feedback, collaborate with peers on group projects, access resources

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and materials shared by teachers, and communicate with teachers and peers (Hew & Wu, 2020).

Furthermore, Google Classroom has been found to promote student engagement, motivation, and academic achievement, as it provides students with a personalized and interactive learning experience (Lai & Bower, 2022). The platform's analytics and reporting features enable teachers to track student progress, identify areas of improvement, and make data-driven decisions.

**Learning Management System (LMS): Enhancing Teaching and Learning Practices**

The e-learning landscape has evolved significantly, encompassing various concepts that transcend virtual, networked, web-based, and online learning. Within this realm, Learning Management Systems (LMS) have emerged as a pivotal software application, facilitating the teaching and learning process. The school's implementation of a localized LMS has provided teachers with an efficient means of managing classroom activities, distributing materials, and assessing student learning outcomes (Kobus et al., 2022).

From a pedagogical perspective, the LMS is providing teachers with a user-friendly interface to create and share digital content, track student progress, and provide timely feedback. This has enabled teachers to tailor their instruction to meet the diverse needs of their students (Lai & Bower, 2022). Moreover, the LMS facilitates student-centered learning, enabling students to access learning materials, submit assignments, and participate in online discussions at their own pace.

The observation results indicate that approximately 80% of teachers utilize the LMS for various purposes, including distributing materials and assignments, conducting summative and formative assessments, and generating electronic reports (e-raport). This widespread adoption of the LMS underscores its significance in enhancing teaching and learning practices within the school.

The LMS has also been found to promote student engagement, motivation, and academic achievement, as it provides students with a personalized and interactive

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learning experience (Hew & Wu, 2020). Students can access learning materials, participate in online discussions, and receive feedback from teachers, all of which contribute to a more immersive and effective learning environment.

Furthermore, the LMS has enabled teachers to track student progress, identify areas of improvement, and make data-driven decisions. This has led to more targeted instruction, improved student outcomes, and enhanced teacher-student communication (Eickelmann & Venn, 2020).

**YouTube as an Instructional Tool**

YouTube has emerged as a ubiquitous platform, catering to diverse audiences, including learners. In the realm of English education, YouTube has become an indispensable instructional tool, offering a unique perspective on learning (Ogirima et al., 2021). The platform's vast repository of educational content, including videos, tutorials, and lectures, provides teachers with a wealth of resources to supplement their instruction.

From a pedagogical perspective, YouTube is providing teachers with an innovative means of promoting student engagement, motivation, and literacy skills (Hew & Wu, 2020). The platform's multimedia content enables students to visualize complex concepts, making learning more interactive and enjoyable. Moreover, YouTube's accessibility on various devices makes it an ideal tool for blended learning environments, where students can access learning materials and participate in activities both in and out of the classroom (Lai & Bower, 2022).

The observation results revealed that the teacher leveraged YouTube in a targeted manner, depending on the specific material being covered. To promote literacy skills, the teacher occasionally assigned students to watch YouTube videos related to the topic under discussion, thereby enriching their learning experience. This approach aligns with research highlighting the effectiveness of video-based instruction in enhancing student learning outcomes (Kobus et al., 2022).

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Furthermore, YouTube's comment feature enables students to engage in discussions, share their thoughts, and receive feedback from peers and teachers. This facilitates the development of critical thinking, communication, and collaboration skills, essential for academic success (Eickelmann & Venn, 2020).

### Google Forms as an Assessment Tool

Google Forms, part of the Google Docs suite, has emerged as a versatile tool for designing and distributing surveys, quizzes, and event registration forms (Thohir & Muslimah, 2020). Research highlights the potential of Google Forms as an innovative assessment tool, offering an alternative to conventional online questioning methods for evaluating student learning (Kobus et al., 2022). This finding is corroborated by the observation that the teacher utilized Google Forms to design pre-test questions and quizzes, leveraging its potential to streamline assessment processes.

From a pedagogical perspective, Google Forms is providing teachers with an efficient means of assessing student learning outcomes, tracking progress, and identifying areas of improvement (Lai & Bower, 2022). The platform's user-friendly interface enables teachers to create customized assessments, quizzes, and surveys, which can be easily shared with students and parents. Moreover, Google Forms' automatic grading feature saves teachers time and effort, enabling them to focus on providing feedback and support to students (Hew & Wu, 2020).

The use of Google Forms is also enhancing student engagement and motivation, as it provides an interactive and immersive learning experience (Eickelmann & Venn, 2020). Students can access assessments and quizzes on various devices, making it an ideal tool for blended learning environments. Furthermore, Google Forms' real-time feedback feature enables students to track their progress, identify areas of improvement, and develop a growth mindset.

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### Quizizz: Enhancing Student Engagement and Academic Outcomes

Quizizz is an interactive online platform that enables students to engage in competitive quizzes, earning points for their performance (Pertiwi, 2020). Educators can create customized quizzes or select from a library of existing quizzes developed by fellow teachers. By utilizing Quizizz, students can develop a greater appreciation for quizzes, increase their engagement in learning activities, boost their motivation, and ultimately achieve improved academic outcomes.

From a pedagogical perspective, Quizizz is providing teachers with an innovative means of assessing student learning outcomes, promoting student engagement, and enhancing academic achievement (Kobus et al., 2022). The platform's interactive features enable students to participate in quizzes, earn rewards, and track their progress, all of which contribute to a more immersive and effective learning environment.

The teacher's use of Quizizz to administer daily quizzes or assessments provides regular evaluations of student progress, enabling teachers to identify areas of improvement and adjust their instruction accordingly (Lai & Bower, 2022). Moreover, Quizizz's analytics feature enables teachers to track student performance, providing valuable insights into student learning outcomes.

Research has shown that the use of Quizizz can lead to improved student engagement, motivation, and academic achievement (Hew & Wu, 2020). The platform's competitive features enable students to develop a growth mindset, persevere through challenges, and strive for excellence. In addition, Quizizz's accessibility on various devices makes it an ideal tool for blended learning environments, where students can access quizzes and learning materials both in and out of the classroom (Eickelmann & Venn, 2020).

### Canva: Fostering Student Creativity and Enhancing Classroom Instruction

Canva, a versatile online graphic design platform, has emerged as a valuable tool for fostering student creativity and enhancing classroom instruction (Haake, 2021).

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This platform offers a vast array of pre-designed templates for crafting presentations, posters, brochures, blog graphics, and more. Observations revealed that students employed Canva to complete assignments, leveraging the platform's existing templates or exercising their creativity to produce original designs.

From a pedagogical perspective, Canva is providing students with an opportunity to develop their critical thinking, creativity, and problem-solving skills (Kobus et al., 2022). The platform's user-friendly interface enables students to create visually appealing and informative designs, which can be used to present research findings, illustrate concepts, and communicate ideas.

Teachers are also benefiting from Canva's versatility, using the platform to create engaging lesson materials, presentations, and assessments (Lai & Bower, 2022). Canva's collaboration feature enables teachers to work with students and colleagues in real-time, facilitating feedback, revision, and refinement of designs.

Research has shown that the use of Canva can lead to improved student engagement, motivation, and academic achievement (Hew & Wu, 2020). The platform's accessibility on various devices makes it an ideal tool for blended learning environments, where students can access design tools and learning materials both in and out of the classroom (Eickelmann & Venn, 2020).

Furthermore, Canva's vast library of templates and design elements enables students to explore different design styles, genres, and formats, promoting creativity, experimentation, and innovation (Haake, 2021).

**Wordwall: Enhancing Interactive Learning in the Classroom**

Wordwall is a dynamic application that facilitates the creation of interactive learning materials, empowering educators to design engaging learning tools that cater to diverse learning styles (Kobus et al., 2022). As a web-based platform, Wordwall enables educators to create a wide range of interactive learning activities, including assessments, matching games, anagrams, word searches, and classification activities.

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From a pedagogical perspective, Wordwall is providing teachers with an innovative means of promoting student engagement, motivation, and academic achievement (Hew & Wu, 2020). The platform's interactive features enable students to participate in immersive learning experiences, receive instant feedback, and track their progress. Moreover, Wordwall's versatility enables teachers to differentiate instruction, catering to the diverse needs of their students.

The teacher's use of Wordwall to administer daily quizzes and assessments, as well as assign interactive learning materials, demonstrates the platform's potential to enhance teaching and learning practices (Lai & Bower, 2022). By leveraging Wordwall, teachers can create interactive learning environments that promote student-centered learning, critical thinking, and problem-solving.

Research has shown that the use of interactive learning tools like Wordwall can lead to improved student outcomes, including increased motivation, engagement, and academic achievement (Eickelmann & Venn, 2020). Furthermore, Wordwall's accessibility on various devices makes it an ideal tool for blended learning environments, where students can access interactive learning materials both in and out of the classroom.

**Microsoft PowerPoint: Enhancing Instructional Materials and Presentations**

The findings indicate that the teacher utilized PowerPoint to develop instructional materials for students, leveraging its potential to facilitate effective knowledge transfer (Kobus et al., 2022). Interactive PowerPoint presentations enable teachers to convey complex concepts in a clear and engaging manner, promoting student understanding and retention.

From a pedagogical perspective, PowerPoint emerges as a valuable and efficient learning tool, significantly enhancing the teaching and learning experience (Hew & Wu, 2020). The platform's interactive features enable teachers to create engaging and immersive presentations, incorporating multimedia elements, such as images, videos, and audio files.

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Research has shown that the use of PowerPoint can lead to improved student outcomes, including increased engagement, motivation, and academic achievement (Eickelmann & Venn, 2020). Moreover, PowerPoint's accessibility on various devices makes it an ideal tool for blended learning environments, where students can access presentations and learning materials both in and out of the classroom (Lai & Bower, 2022). In conjunction with other digital tools, such as WhatsApp, Google Classroom, YouTube, Google Forms, Canva, and Wordwall, PowerPoint facilitates a flexible and effective learning experience (Kobus et al., 2022). By integrating these applications, teachers and students can enjoy a comprehensive and engaging learning environment.2. Digital books to support the learning process.

Beyond digital applications, the teacher also incorporates e-books and teaching modules as supplementary educational resources. An e-book, as defined by Almunwawaroh (2022), is a digital rendition of a printed book, featuring text, images, or a combination of both, accessible on computers and other electronic devices. Notably, the teacher utilized two e-books to support the teaching-learning process, as evidenced by observational and interview data.

**Teaching Modules and E-Books: Enhancing Instructional Effectiveness**

Teachers often design customized modules tailored to their students' needs to maximize learning outcomes (Chantarasombat & Rooyuenyong, 2020). These modules address students' unique learning requirements, catering to diverse learning styles and abilities. The teacher developed a tailored teaching module, carefully considering the learners' current circumstances and needs, to enhance instructional effectiveness.

From a pedagogical perspective, teaching modules and e-books, such as "Pesona Edu", provide teachers with flexible and adaptable instructional materials (Kobus et al., 2022). These resources enable teachers to differentiate instruction, meeting the diverse needs of their students. Moreover, e-books and teaching

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modules facilitate student-centered learning, promoting autonomy, self-directed learning, and critical thinking.

Research has shown that the use of customized teaching modules and e-books can lead to improved student outcomes, including increased engagement, motivation, and academic achievement (Hew & Wu, 2020). Furthermore, these resources enable teachers to update instructional materials regularly, ensuring that students have access to relevant and contemporary knowledge.

The integration of digital tools, including e-books and teaching modules, into the instructional process enhances teaching and learning practices (Lai & Bower, 2022). Teachers can use these resources to create immersive learning experiences, incorporating multimedia elements, such as images, videos, and audio files.

**School Facilities and Innovative Learning Media: Enhancing Digital Learning Experiences**

The effective utilization of school facilities and innovative learning media is crucial in supporting digital learning experiences. The school's provision of essential infrastructure, including a stable Wi-Fi network, projectors, LCD screens, Apple TV, whiteboards, speakers, and air conditioning, enables teachers to integrate technology seamlessly into their instruction (Kobus et al., 2022). The teacher's use of these facilities, particularly the projector, facilitates screen sharing and enhances the teaching process.

From a pedagogical perspective, the strategic integration of innovative learning media, powered by information technology, is a key factor in elevating technology-integrated teaching (Hew & Wu, 2020). The incorporation of engaging and interactive learning materials boosts students' motivation to learn, maintains their focus, and ultimately enhances learning outcomes. Moreover, the teacher's provision of clear instructions on using media or applications before the class commences prevents confusion or difficulties during the learning process.

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Research has shown that the optimal utilization of school facilities and innovative learning media can lead to improved student outcomes, including increased engagement, motivation, and academic achievement (Lai & Bower, 2022). Furthermore, the availability of digital devices and internet connectivity enables teachers to create immersive learning experiences, incorporating multimedia elements, such as images, videos, and audio files.

The importance of school facilities in supporting digital learning experiences cannot be overstated. Schools play a vital role in providing essential facilities, including reliable internet connectivity, projectors, speakers, and digital devices, to facilitate teaching and promote student engagement (Eickelmann & Venn, 2020).

## Discussion

### Implementation of Technology-Integrated Instruction in ELT

The research findings on technology-integrated instruction in English Language Teaching (ELT) indicate that both teachers and students reported high levels of satisfaction with the incorporation of technology into ELT. Through interviews, observations, and document reviews, the research found that technology-enhanced teaching and learning are effective and beneficial. The teacher and students' responses highlighted the positive impacts of technology-integrated instruction in ELT, including:

- Enhanced accessibility to information, making teaching and learning more effective.
- Increased student engagement, creativity, and enthusiasm in literacy and learning

Students also reported that technology integration in the learning process was helpful, effective, and practical, providing a valuable facility to support learning and expand their knowledge.

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These findings corroborate earlier research, including Larsen-Freeman and Anderson (2011), which indicates that technology enables access to authentic materials, thereby augmenting language proficiency. Studies by Kirkwood and Price (2016) and Altun (2015) further reinforce the notion that integrating technology into language instruction enhances teaching methodologies, learning outcomes, and ultimately, foreign language proficiency.

Classroom observations showcased a flawless incorporation of technology throughout the teaching and learning process. As a key component of the school's cutting-edge digital initiative, technology integration is a requirement, and the classroom is fully equipped with state-of-the-art tools, including iPads, specialized applications, Apple TV, projectors, internet connectivity, and other digital resources. Document review further confirmed the effective implementation of technology-integrated instruction, with the school policy, lesson plans, assessments, student tasks, and textbooks all incorporating technology. These findings align with research by Karsenti and Fievez (2013), Passey et al. (2004), Shyamlee and Phil (2012), Ghavifekr et al. (2016), Elvi (2017), and Santhosh and Meenakshi (2015), which highlight the benefits of technology integration in improving student motivation, confidence, interest, and cognitive skills.

**Challenges in the implementation of Technology-Integrated Instruction in ELT**

To investigate the second research question, the researcher conducted in-depth interviews to uncover the specific challenges encountered by educators during the implementation of technology-infused instruction in English Language Teaching (ELT). The interview results revealed that both teachers and students encountered several challenges. A common issue was distractions, which led students to engage in non-academic activities, such as playing games or accessing social media, causing them to lose focus during lessons. Additionally, the extensive use of technology led to students' decreased familiarity with traditional writing methods, such as writing assignments or data by hand.

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Furthermore, the ease of access to technology enabled students to access unauthorized applications during exercises or exams. For instance, they could utilize Google Translate or other tools to complete tasks. Students also faced challenges, including varied assignments and difficulties in understanding lessons. Some students mentioned that the diverse and complex assignments, which utilized various applications, sometimes caused confusion. Others struggled with understanding materials or assignments due to limited vocabulary mastery.

These findings align with the research conducted by Putri and Mirizon (2022), which identified one of the intrinsic barriers to technology integration as disturbances, where students' lack of focus in learning was attributed to distractions.

**Effective Solutions for Technology-Integrated Instruction in ELT**

The successful implementation of technology-integrated instruction in English Language Teaching (ELT) requires effective solutions to overcome challenges. The findings of this study highlight several strategies employed by teachers and students to mitigate these challenges, ultimately enhancing the learning experience.

To address distractions and unauthorized app usage, the teacher utilized screen time protection, direct monitoring through CCTV, and posted digital rules to encourage students to adhere to guidelines (Sari, 2023). These strategies demonstrate the teacher's proactive approach to managing technology-integrated instruction, ensuring a focused and productive learning environment.

By providing opportunities for students to practice handwriting, the teacher promotes a balanced approach to learning, minimizing the risk of laziness (Kobus et al., 2022). This approach acknowledges the importance of traditional literacy skills while embracing the benefits of technology-enhanced learning.

Students also demonstrated initiative in resolving issues, proposing solutions such as creating schedules, setting alarms, leveraging the internet and various

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applications, and collaborating with peers. This student-centered approach fosters autonomy, self-directed learning, and critical thinking, essential skills for success in the digital age.

Research emphasizes the importance of professional development, ongoing support, and cooperation among teachers in effective technology integration (Kobus et al., 2022). The teacher's collaboration with the school's IT department and utilization of restriction codes for students' iPads demonstrate a commitment to ensuring the successful implementation of technology-integrated instruction (Sari, 2023).

Moreover, the strategic use of digital tools, such as Google Translate, enables students to overcome translation difficulties and access relevant information (Hew & Wu, 2020). The teacher's role in facilitating group work and peer collaboration promotes a supportive learning environment, encouraging students to address challenges and clarify assignments.

The effective implementation of technology-integrated instruction in ELT requires a multifaceted approach, incorporating strategies to address distractions, promote balanced learning, and foster student autonomy. By leveraging digital tools, collaborating with peers, and providing ongoing support, teachers can create immersive learning experiences that enhance student outcomes.

## Conclusion

This research highlights the transformative potential of technology-integrated instruction in English Language Teaching (ELT), yielding benefits such as enhanced learning effectiveness, student engagement, and information accessibility (Hew & Wu, 2020; Kobus et al., 2022). The use of digital tools, such as WhatsApp, Google Classroom, YouTube, Google Forms, Canva, Wordwall, and Microsoft PowerPoint, has been shown to facilitate communication, collaboration, and creativity in the classroom (Haake, 2021; Lai & Bower, 2022). However, it also acknowledges the challenges that arise, including distractions, varied assignments,

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and comprehension difficulties (Sari, 2023). Fortunately, this study identifies effective solutions to address these challenges, including screen time protection, direct monitoring, digital rules, and promoting handwritten tasks (Sari, 2023).

Moreover, this research emphasizes the importance of teacher agency, IT support, and ongoing professional development in ensuring the successful implementation of technology-integrated instruction (Kobus et al., 2022; Lai & Bower, 2022). By fostering a collaborative learning environment, encouraging proactive problem-solving, and leveraging digital tools, teachers and students can overcome the challenges of technology integration in ELT classrooms (Hew & Wu, 2020).

Ultimately, this study demonstrates that technology-integrated instruction can create a supportive and effective learning environment, enhancing student outcomes and promoting academic success (Kobus et al., 2022). As educators continue to navigate the complexities of technology integration, this research provides valuable insights and practical strategies for optimizing the benefits of technology-enhanced learning in ELT classrooms.

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