

# Secondary School English Teachers' Perceptions of Educational Technology Integration in Kapit

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## Abstract

The rapid advancement of technology has revolutionised the teaching and learning environment, particularly in language education. This transformation from traditional chalk-and-board classrooms to technology-enhanced learning spaces is evident worldwide. Understanding teachers' perceptions of educational technology is crucial as they significantly influence its adoption and effective use. This study aimed to explore secondary school English teachers' perspectives on integrating educational technology in Kapit, a suburban region in Sarawak, Malaysia. A mixed-methods research design was employed, incorporating both quantitative and qualitative approaches. Fifty English teachers from seven secondary schools in Kapit participated. Quantitative data were gathered using structured questionnaires, while qualitative insights were obtained through in-depth interviews with five selected participants. Descriptive statistics analysed the questionnaire data, and thematic analysis was applied to the interview data. The investigation revealed generally positive views towards educational technology among teachers in Kapit, highlighting its potential to enhance teaching and learning. However, challenges such as a lack of resources, insufficient training, and resistance to change were also identified. These findings underscore the importance of addressing these challenges through targeted interventions and support mechanisms. Implications for school administrators and policymakers include creating supportive environments for integrating educational technology to improve teaching practices and student learning experiences in suburban areas. Future research should explore educational technology integration across various contexts and educational levels, employing longitudinal and experimental designs to assess the long-term impacts and effectiveness of specific interventions.

**Keywords:** Teachers' Perceptions, Educational Technology, Secondary School, Benefits, Factors, Challenges

## Introduction

Throughout the world, the integration of educational technology is widely regarded as a strategy to enhance educational outcomes and equip students with essential skills for the twenty-first century. Due to the rapid advancements and pervasive nature of technology in many aspects of life, teachers across the globe are adopting it as a tool to foster student

engagement, facilitate personalised learning experiences, and cultivate critical thinking skills Yunus et al (2015) The shared objective of educational systems globally is evident in their recognition of the potential of educational technology to improve learning. In Malaysia, the Ministry of Education has prioritised the integration of educational technology as part of its efforts to enhance the education system. The country acknowledges the importance of providing students with the skills and knowledge needed for success in the digital age. The Malaysian Education Blueprint 2013–2025 Ministry of Education (2013) specifically emphasises the incorporation of technology into classrooms and provides recommendations on supporting teachers in embracing and effectively utilising educational technology. According to Jerry and Yunus (2021), suburban schools in Malaysia, generally have better access to technological resources and infrastructure compared to rural areas. This situation presents excellent opportunities for integrating educational technology into the teaching of English. Even in suburban areas like Kapit Division, the use of instructional technology in English classrooms has become increasingly significant. However, there is limited understanding of how secondary school English teachers perceive and incorporate educational technology into their lesson plans (Schmid et al., 2021). This knowledge gap poses challenges in fully leveraging the potential of educational technology in secondary education settings in suburban areas like Kapit. The current status of instructional technology integration in secondary schools reveals a lack of comprehensive understanding of teachers' perceptions and challenges associated with technology integration (Abbasi et al., 2021). While some teachers enthusiastically embrace technology and successfully integrate it into their teaching practices, others may demonstrate resistance or skepticism due to various factors, including pedagogical principles, resource accessibility, and a lack of training opportunities. These differing perspectives and practices result in significant variations in how instructional technology is implemented among secondary school teachers.

Vu and Nhung (2023) contend that to ensure the effective implementation of educational technology integration, it is crucial to examine and tackle teachers' perceptions regarding its advantages and the associated challenges. Gaining insight into teachers' viewpoints on integrating educational technology is vital for devising targeted strategies and support systems that empower teachers to seamlessly incorporate technology into their teaching methodologies, thereby enhancing student learning outcomes (Szymkowiak et al., 2021). The existence of a knowledge gap makes it challenging to fully exploit the potential of educational technology in secondary education settings, particularly in suburban areas like Kapit. To ensure the successful implementation of educational technology integration, it was imperative to delve into and address teachers' perspectives regarding its benefits and challenges. Consequently, this study was undertaken to explore the viewpoints of English teachers in Kapit secondary schools concerning the integration of educational technology. The research questions were as follows

*RQ1: What are teachers' perceptions on the benefits of educational technology integration in English classrooms?*

*RQ2: What are the challenges to integrate educational technology in English classrooms?*

## **Literature Review**

### ***The Integration of Educational Technology in English Classroom***

The application of digital tools and resources to enhance the teaching and learning experience is referred to as EdTech, as stated by (Denton et al., 2021). According to Haleem et al (2022),

this encompasses various technological instruments such as software, interactive whiteboards, tablets, learning management systems, educational apps, and multimedia resources. The incorporation of educational technology in English lessons is gaining prominence and significance in the field of education (Bui & Thu Ha, 2022). With the continuous advancements in technology and its widespread integration into contemporary life, teachers are considering the adoption of educational technology to enhance teaching and learning processes (Huang et al., 2023). The application of instructional technology in the English classroom is accorded significant importance in modern education (Mailizar et al., 2021). However, the successful integration of educational technology into English classrooms is contingent upon various factors. These include teachers' attitudes toward technology, their level of digital literacy, the accessibility of technological tools, opportunities for professional development, and support from school administrators and policymakers, as outlined by (Alalwan et al., 2020).

### **The Benefits of Educational Technology in English Classroom**

An increasingly significant aspect in the realm of education is the adoption of educational technology in the teaching of English. Teachers are contemplating the integration of educational technology to enhance teaching and learning processes, influenced by technological advancements and their widespread integration into contemporary life. As asserted by Rusli et al (2023), this encompasses technical tools such as software, interactive whiteboards, tablets, learning management systems, and hardware like educational apps, learning management systems, and multimedia materials. According to Onu et al (2023), educational technology holds the potential to offer more personalised and engaging learning experiences, along with promoting broader access to education by overcoming geographical and socioeconomic barriers. Additionally, by providing teachers with real-time data on student progress and allowing them to adjust classes as necessary, it can enhance the efficacy and efficiency of teaching and learning. There are numerous advantages for both teachers and students when educational technology is employed in the English classroom. Thanks to technology, individuals now have access to a broad array of resources, captivating teaching tools, and interactive learning materials (Haleem et al., 2019). These tools can enhance the effectiveness of language learning, fostering critical thinking, creativity, and problem-solving skills through active participation and interaction. Educational technology facilitates personalised learning by enabling students to progress at their own pace and explore their interests. Remmi et al (2023) argue that when teachers integrate technology, they gain more opportunities for tailored instruction, formative assessment, and efficient classroom management. The literature review will examine the advantages of incorporating educational technology in the English classroom, focusing on its impact on students' motivation, learning outcomes, and engagement.

Another notable advantage of integrating technology is the enhancement of students' language skill development (Lawrence et al., 2020). Digital resources and content such as Facebook offer avenues for developing speaking, listening, reading, and writing skills (Yunus et al., 2011). Language learning software, online games, and mobile apps provide students with entertaining and engaging methods to practice and refine their language skills (Kim et al., 2019). These tools enable students to identify areas of weakness, receive prompt feedback, and progress at their own pace. Technology also grants access to authentic language resources (Aledhari et al., 2020). E-books, online newspapers, magazines, podcasts, and videos, available through digital platforms, contribute to students' exposure to real-world

language usage, expanding vocabulary, improving comprehension skills, and fostering awareness of cultural nuances (Alabsi, 2020). According to Yunus et al (2013), some ESL teachers using blogs to promote writing skills in their classrooms. By incorporating authentic language materials, teachers can enhance students' understanding of the English language and its practical application. Additional benefits of technology integration in the English classroom include heightened interest and engagement among students. Sa-ngiamwibool (2023) argues that interactive multimedia presentations, digital storytelling tools, and online discussion forums create a dynamic and student-centered learning environment. Platforms that facilitate collaboration on projects, idea sharing, and immediate feedback encourage critical thinking, active participation, and teamwork among students. According to Zainuddin and Perera (2019), flipped learning promotes problem-solving, active learning, and creative pursuits, enhancing students' critical thinking skills. By harnessing technology, teachers can establish a more engaging and interactive learning environment, motivating students to take an active role in and ownership of their language learning. Incorporating technology into the classroom, as noted by Bereczki et al (2021), encourages students to express themselves and be creative. Multimedia presentations, online writing tools, and digital storytelling on digital platforms provide opportunities for students to showcase their language skills, fostering creative thinking, clear expression, and the use of various mediums. Technology tools aid in the development of communication and creative thinking skills, crucial not only in the English language classroom but also beyond (Kawinkoonlasate & Pongpatchara, 2019).

According to Whitley et al (2019), differentiated instruction supported by technology integration caters to the diverse learning needs of students. Educational software, adaptive learning platforms, and learning management systems, based on individual skills, interests, and learning preferences, offer personalised training. This approach ensures that each student receives tailored support and resources aligned with their specific learning requirements. Technology integration supports inclusive and effective teaching methods by acknowledging diverse learning styles and providing customised education. Furthermore, incorporating technology fosters communication and teamwork, essential skills for effective language learning (Riwayatinationsih & Sulistyani, 2020).

Through online platforms, video conferencing tools, and collaborative writing software, students can engage in group projects, convey their ideas, offer feedback to peers, and work towards common objectives. These activities enhance students' cooperation, communication, and problem-solving abilities, preparing them for language use in everyday life.

### **Challenges to Technology Integration in the Secondary School English Classroom**

While the incorporation of instructional technology brings evident advantages, several challenges need to be addressed. Sumalinog and Gino (2022) point out that the seamless integration of technology in the classroom can be hindered by technical issues such as unstable internet connectivity, limited access to devices, and compatibility issues with certain software. The availability and accessibility of technical resources pose a significant problem, with not all schools having adequate technology infrastructure, including PCs, iPads, and reliable internet connectivity. This limited access restricts students' opportunities to engage with digital tools and resources and hampers teachers' ability to integrate them into their classes (De Villa et al., 2020). The potential benefits of technology integration may be curtailed by resource shortages and the resulting inequalities among schools. Another challenge is the readiness and willingness of teachers to use technology in their classrooms.

Some teachers may lack the skills and knowledge needed to effectively utilise technological resources and tools, potentially feeling overwhelmed or unsure about how to integrate technology effectively. Teachers' reluctance to embrace technology integration can be influenced by a lack of professional development opportunities and training (Emre & DiNC, 2019). Time constraints present another hurdle, as teachers often have limited class time and must cover a broad range of curriculum objectives (Gacs et al., 2020). Integrating technology into the classroom demands careful planning, preparation, and execution (Foulger et al. 2019). Teachers may perceive the use of technology as time-consuming, potentially limiting their ability to cover necessary material and striking a balance between curriculum requirements and technology integration (Kamalov et al., 2023). Support issues and technical challenges may further complicate technology integration (Avci et al., 2020). Problems with devices, network issues, and software failures are examples of technical challenges teachers may face. These disruptions can reduce student engagement and alter the pace of the lesson. Additionally, according to Huang et al (2023), a lack of technical expertise may exacerbate these issues, depriving teachers of timely assistance with technological problems. Some teachers may be hesitant to incorporate technology due to personal preferences, concerns about their teaching methods, or doubts about the benefits of technology in the English classroom (Tahir et al., 2022). Overcoming resistance to change and dispelling misconceptions about technology integration requires effective communication, professional development, and ongoing support. Equity and access present another challenge in technology integration. Drane, Vernon, and O'Shea (2020) highlight the possibility of a "digital divide" among students from underprivileged families in terms of access to technology outside of the classroom. Integrating technology without ensuring equitable access may exacerbate this disparity and marginalise certain students. Proactive measures are essential to provide students with equal access to technological engagement and address this dilemma. Lastly, the rapid pace of technological advancement poses a persistent problem. Keeping up with the latest tools and trends in educational technology can be challenging for teachers due to its rapid development (Bonfield et al., 2020). Continuous professional development and a commitment to staying current with technological advancements are required to remain up-to-date and successfully incorporate modern technologies into the English classroom, as highlighted by (Sumalinog and Gino, 2022). Technical issues such as erratic internet connectivity, limited access to devices, and incompatibility with specific applications may make it challenging to seamlessly integrate technology into the classroom. Teachers may encounter resistance or a lack of support from colleagues and administrators who lack experience in technology integration or are skeptical of its effectiveness. Time constraints, a lack of training, and the need to balance technology with other teaching approaches are common challenges faced by teachers (Margot et al., 2019).

### **Methodology**

The study used a sequential explanatory design, a mixed-method sequential approach that separated quantitative and qualitative phases. The target audience was 50 English teachers at all secondary schools in Kapit. The research began with clear research questions and hypotheses, forming the basis for a systematic survey on the integration of educational technology in English classrooms. The survey, with carefully structured questions aligned with research objectives, was distributed to a representative sample of English classrooms in Kapit. The teachers responded to capture their perspectives on educational technology integration. Quantitative data gathered from the survey were analysed using descriptive statistics to

identify trends and patterns. Building on quantitative insights, the research refined its focus and transitioned to a qualitative exploration to support quantitative findings. From the entire pool of 50 English teachers, five participants were deliberately selected using specific criteria, including the teaching area (rural or suburban), teaching experience, age, and gender. This intentional selection aimed to encompass a variety of perspectives and experiences, providing a comprehensive and detailed representation of English teachers' opinions on integrating educational technology in the Kapit region. Through interviews with teachers, the research aimed to capture the depth of their experiences, motivations, and challenges related to technology integration. Thematic analysis was applied to unravel details within interview responses, shedding light on the 'why' and 'how' behind quantitative patterns. Since the researcher included all the secondary school English teachers in Kapit as the study sample, it was the same as the study population.

Table 1

*List of schools and the number of English teachers in Kapit Division.*

No.	Schools	Number of teachers
1	School A (K)	11
2	School B (K)	11
3	School C (K)	10
4	School D (K)	4
5	School A (S)	5
6	School B (S)	5
7	School C (S)	4
<b>Total</b>		<b>50</b>

### Findings and Discussion

The collected survey data were analysed to examine English teachers' perspectives on the advantages and challenges of integrating educational technology in English classrooms within secondary schools in Kapit. The questionnaire comprised 10 items aimed at investigating perceptions regarding the benefits of incorporating educational technology in English classrooms, along with another set of 10 items addressing perceptions of the challenges associated with the integration of educational technology in English classrooms. The questionnaire utilised the Likert Scale with options ranging from (1) strongly disagree (SD), (2) disagree (D), (3) neutral (N), (4) agree (A), to (5) strongly agree (SA). The complete questionnaire is available in Appendix 1.



**RQ1: What are teachers' perceptions on the benefits of educational technology integration in English classrooms?**

Table 2

*Descriptive Statistics showed the frequency, percentages, mean, and standard deviation for teachers' perceptions of the benefits of educational technology integration in English classrooms.*

No	Item	SD n (%)	D n (%)	N n (%)	A n (%)	SA n (%)	Missing n (%)	Mean	SD	Interpretation
1	Integrating educational technology can enhance student engagement and motivation in language learning.	1 (2)	0 (0)	5 (10)	28 (56)	16 (32)		4.16	0.77	High
2	Educational technology can provide opportunities for personalised and differentiated instruction.	1 (2)	2 (4)	3 (6)	27 (54)	16 (32)	1 (2)	4.12	0.86	High
3	Integrating technology in language teaching can improve students' digital literacy skills.	2 (4)	1 (2)	3 (6)	24 (48)	19 (38)	1 (2)	4.16	0.94	High
4	Educational technology can facilitate authentic and real-world language experiences for students.	2 (4)	1 (2)	2 (4)	28 (56)	17 (34)		4.14	0.90	High

5	Technology integration can support collaborative learning and communication among students.	1 (2)	2 (4)	2 (4)	29 (58)	16 (32)		4.14	0.83	High
6	Educational technology can provide immediate feedback and assessment opportunities for students.	0 (0)	1 (2)	4 (8)	28 (56)	17 (34)		4.22	0.68	High
7	Integrating technology can expand access to learning resources and materials beyond the classroom.	1 (2)	0 (0)	2 (4)	18 (36)	29 (58)		4.48	0.76	High
8	Educational technology can help students develop critical thinking and problem-solving skills.	1 (2)	1 (2)	7 (14)	27 (54)	14 (28)		4.04	0.83	High
9	Integrating technology in language teaching can Enhance the effectiveness of instruction.	1 (2)	3 (6)	5 (10)	28 (56)	12 (24)	1 (2)	3.96	0.89	High
10	Educational technology can support differentiated assessment and grading practices.	1 (2)	0 (0)	2 (4)	30 (60)	17 (34)		4.24	0.72	High

Table 2 offered a thorough examination of teachers' perceptions on the benefits of incorporating educational technology into English classrooms. The data was categorised into ten specific statements, each addressing a distinct aspect of technology integration. It included the frequency and percentage of respondents expressing different levels of



agreement, alongside mean and standard deviation values. A detailed interpretation accompanied each statement. The mean score for the initial section of the questionnaire was 4.12, signifying a strong positive inclination among respondents toward integrating technology into English language instruction. For instance, an overwhelming majority (94%) concurred with statements such as "Integrating technology can expand access to learning resources and materials beyond the classroom" and "Educational technology can support differentiated assessment and grading practices." Three other statements also received notable agreement levels: "Educational technology can facilitate authentic and real-world language experiences for students," "Technology integration can support collaborative learning and communication among students," and "Educational technology can provide immediate feedback and assessment opportunities for students." All these assertions secured agreement rates of 90%.

The statement with the highest mean was "Integrating technology can expand access to learning resources and materials beyond the classroom" (Item 7). This reflected a strong consensus among respondents, with an average agreement level of 4.48 and a 94% rate. On average, respondents strongly supported the notion that technology integration extends beyond the traditional classroom, enhancing access to educational resources (Kilag et al., 2023). Conversely, the statement with the lowest mean was "Integrating technology in language teaching can enhance the effectiveness of instruction" (Item 9). Although the mean was still relatively high at 3.96, it suggested a slightly lower level of agreement compared to other statements. On average, respondents expressed a positive but somewhat less emphatic stance regarding the effectiveness of technology integration in language instruction. Consequently, while there was overall high agreement on the positive benefits of educational technology integration, the comparison of means revealed variations in the perceived strength of these benefits.

### **Improved Student Engagement and Motivation**

A harmony of voices, particularly those of Teacher A and Teacher E, reverberated with anecdotes of heightened student motivation. Teacher A lauded the transformative effect, noting, *"It really improves engagement and motivates the student to be more immersed in the learning environment."* Teacher E agreed this sentiment, affirming the motivational prowess of educational technology, stating, *"...and as for students, they will get interested, and they will be kept on waiting for what other activities that will be going on. This will let the students be more motivated to study well."* These testimonies illuminated the multifaceted impact of gamification and computer-based tools on the educational landscape, fostering an environment where students not only participate but eagerly anticipate the unfolding learning experiences (Yunus et al., 2011).

*"Gamification and education apps also can motivate students to continue learning English by setting goals, earning rewards, and making their learning experience enjoyable."* - Teacher D According to Teacher D, the recognition of gamification elements was viewed as motivational beacons, guiding students to persist in their English language learning endeavors (Onu et al., 2020). Within this diverse tapestry of teachers' perspectives, technology emerged as a vibrant catalyst, sparking enthusiasm and eagerness throughout the educational journey—a sentiment harmonising with the broader discourse on technology's transformative influence on student engagement and academic achievements (Yunus et al., 20214). Notably, the teachers' adept utilisation of technology tools, such as Kahoot, echoed the findings by Kaur

and Nadarajan (2020), which emphasised the potency of technology-enhanced learning in actively engaging students.

Meanwhile, as mentioned by Teacher C, *“Students will be more interested to learn whenever teachers bring their laptop and projector and show the video to them...Usually, I use PowerPoint to enhance my teaching, and show them YouTube, such as videos or blogs...”*, the amalgamation of multimedia resources, including videos, PowerPoints, and music, stood as a testament to the innovative strategies employed in those classrooms. This departure from traditional textbook methods aligned with the findings of research conducted by Harlan et al (2021), which emphasised that multimedia resources, particularly PowerPoint presentations, enhanced engagement and facilitated higher levels of learning. The literature further underscored the effectiveness of short videos in communicating effectively with students, as recommended by (Arrambide-Leal et al., 2021). Additionally, interactive multimedia resources, including music, were identified by Priyakanth et al (2021) as powerful tools for driving deeper engagement and transforming the learning experience. This dynamic use of technology contrasted with the passive nature of traditional textbook content, emphasising that interactive multimedia resources were pivotal in enhancing both student engagement and learning outcomes.

### Enhanced Student Outcomes

From a different perspective, Teacher D, shedding light on real-time communication tools, unveiled a dimension where technology became a conduit for refining speaking and listening skills. This was merged with item 5 in the descriptive analysis Table 2, which suggested that educational technology could support collaborative learning and communication among students.

*“Tools like video conferencing and messaging apps enable students to communicate with teachers, peers, and native speakers in real-time. This maybe can improve speaking and listening skills.” – Teacher D*

The recognition of real-time communication tools as means for student-teacher, peer, and native- speaker interaction resonated with the evolving landscape of language learning (Santhanasamy et al., 2022). Beyond the traditional classroom, multimedia elements and video content emerged as potent tools, not only enhancing language acquisition and proficiency but also cultivating speaking skills (Lawrence et al., 2020). The integration of educational technology transcended the mere transmission of information; it became a catalyst for active participation, engagement, and the cultivation of confidence among students, ultimately contributing to elevated learning outcomes. Meanwhile, Teacher E, in describing a rich array of technology tools such as podcasts, pre- downloaded videos, and YouTube channels, painted a vibrant picture of the diverse technological resources available for language instruction (Rusli et al., 2023).

*“Well, as for me, I do really prefer one of the YouTube channels named Alice, and I will try to download some of the videos. The way they're going to speak is more related to our English study now which considering the four skills.” – Teacher E*

Teacher E's preference for a specific YouTube channel, "Alice," reflected a discerning approach that aligned technology with the four language skills. The emphasis on relevance to the ongoing English study underscored the intentional integration of technology to meet specific learning objectives. Moreover, the recognition of students' efforts beyond passive video consumption underscored a holistic approach to leveraging digital resources. The embrace of digital storytelling, educational games, and ICTs by various teachers, as highlighted

by Teacher E, agreed with the broader trend of employing diverse tools to generate motivation, foster autonomous learning, and create positive learning environments (Jerry et al., 2021). This transformative use of technology in English classrooms went beyond conventional methods, preparing students for the challenges of the 21st-century job market by developing digital literacy and pedagogical skills, as suggested in item 3 from Table 2.

### **Differentiated Assessment and Grading Practices**

*“I also use Quizzes and Kahoot to assess my students' understanding of language, concept grammar, vocabulary and other language skills. It helped me gauge students' progress and identify areas that may need further attention.” – Teacher D*

According to Teacher D, educational technology tools such as Quizzes and Kahoot were emphasised for their transformative potential to diversify and personalise assessment strategies, moving away from traditional, one-size-fits-all evaluation methods. Differentiated assessment, a key component of this theme, involved tailoring assessments to accommodate diverse learning styles, preferences, and individual needs among students (Whitley et al., 2019). This practice aimed to foster a more inclusive and fair approach to evaluation, acknowledging the unique strengths and challenges each student brought to the learning environment. Moreover, the theme extended beyond assessment practices to highlight the augmentation of grading methodologies through the integration of educational technology. Technological tools could automate certain grading processes, provide immediate feedback, and enable the incorporation of more nuanced evaluation

criteria, thereby contributing to a more comprehensive and effective grading system (Remmi et al., 2023).

*“...when teachers are using the educational technology in their English classroom, this will make the teachers get less burdened... – Teacher E*

According to the excerpt above, Teacher E emphasised the potential benefit of educational technology in reducing the burden on teachers because educational technology could automate routine administrative tasks, such as grading assessments and managing attendance. It enabled the implementation of personalised learning experiences through adaptive learning platforms. These systems could assess individual student progress and tailor instruction accordingly, reducing the need for one-size-fits-all teaching approaches. As a result, teachers could focus on providing targeted support to students who required additional assistance.

**RQ2: What are the Challenges to Integrate Educational Technology in English Classrooms?**

Table 3

*Descriptive Statistics showed the frequency, percentage, mean and standard deviation for teachers' perceptions of the challenges of educational technology integration in English classrooms*

No	Item	SD n (%)	D n (%)	N n (%)	A n (%)	SA n (%)	Missing n (%)	Mean	SD	Interpretation
1	Lack of technical support and assistance when using educational technology.	1 (2)	4 (8)	7 (14)	20 (40)	17 (34)	1 (2)	3.98	1.01	High
2	Insufficient access to current technology tools.	1 (2)	7 (14)	7 (14)	17 (34)	18 (36)		3.88	1.12	High
3	Limited training and professional development opportunities on educational technology.	1 (2)	6 (12)	8 (16)	22 (44)	13 (26)		3.80	1.03	High
4	Concerns about students' distraction and misuse of technology during class.	0 (0)	3 (6)	5 (10)	23 (46)	19 (38)		4.16	0.84	High
5	Difficulty finding appropriate educational technology tools and materials for language teaching.	0 (0)	14 (28)	7 (14)	13 (26)	16 (32)		3.62	1.21	Moderate
6	Time constraints and increased workload associated with integrating technology.	0 (0)	3 (6)	8 (16)	17 (34)	22 (44)		4.16	0.91	High

7	Limited integration of technology in the language curriculum and assessments.	0 (0)	4 (8)	15 (30)	19 (38)	12 (24)		3.78	0.91	High
8	Lack of confidence in using educational technology effectively in language teaching.	2 (4)	12 (24)	12 (24)	18 (36)	6 (12)		3.28	1.09	Moderate
9	Compatibility issues between different devices and platforms.	0 (0)	5 (10)	9 (18)	25 (50)	11 (22)		3.84	0.89	High
10	Reluctance from students or colleagues towards using technology in the language classroom.	0 (0)	13 (26)	9 (18)	17 (34)	10 (20)	1 (2)	3.49	1.10	Moderate

According to the findings presented in Table 3, the teachers generally held a positive view, with an average mean of about 3.979 and a standard deviation of 1.01, indicating an overall favorable attitude towards integrating educational technology into language teaching. Despite recognising certain challenges, respondents, on average, perceived the benefits positively. Notably, the item addressing "Lack of technical support and assistance when using educational technology" stood out with a high mean score of 3.98, suggesting substantial concerns among respondents regarding the availability of technical support. This raised potential obstacles to the smooth implementation of technology in language instruction. However, teachers seemed optimistic about training opportunities, as reflected in the item "Opportunities for professional development and training on educational technology integration" with a mean score of 4.08. The lack of such opportunities, noted by Emre et al. in 2019, could contribute to teachers' resistance to embracing technology integration. Additionally, the item "Compatibility issues between different devices and platforms" received a notable mean score of 3.84, indicating challenges related to the compatibility of various devices and platforms during technology integration in language instruction. Two aspects garnered the highest mean scores of 4.16: "Concerns about students' distraction and misuse of technology during class" and "Time constraints and increased workload associated with integrating technology." The former received an 84% agreement rate, highlighting teachers' awareness of potential distractions and misuse of technology in the

classroom. This emphasised the need for strategies to address these concerns. Meanwhile, the latter (78% agreement rate) underscored the challenge respondents faced in balancing technology integration with their existing workload, signaling a need for support in managing time effectively. Conversely, the item "Lack of confidence in using educational technology effectively in language teaching" had the lowest mean score of 3.28 and the lowest agreement rate of 48%. The study indicated that less than half of the teachers demonstrated a relatively lower level of confidence and competence in effectively utilising educational technology in language teaching. This lack of confidence, coupled with resistance to change rooted in personal preferences, uncertainties about teaching methods, or doubts about the benefits of technology in the English classroom, led some teachers to hesitate in incorporating technology into their teaching practices, as emphasised by Tahir et al. in 2022.

### **Lack of technical support and assistance when using educational technology**

The results of the descriptive analysis supported this theme, corresponding to the information in item 1 of Table 3. It indicated a deficiency or lack of guidance, direction, or support in dealing with technical issues related to the use of educational technology. The discussion explored two subthemes: internet connectivity and the availability of devices and access to computer labs.

#### *Internet Connectivity*

*"For me, the first challenge is limited internet access. This can hinder access to online resources, making it difficult to fully leverage educational technology." – Teacher D*

Internet connectivity posed a significant challenge for the respondents, with issues of instability in their internet connections. The challenge of internet connectivity in suburban areas was a noteworthy concern, affecting the teachers' ability to integrate technology effectively into their educational practices (Sumalinog & Gino, 2022). Access to technical support and services played a crucial role in troubleshooting hardware or software issues, resolving connectivity problems, and providing guidance on the effective use of technology. A study by Yeni et al (2021) reported that a lack of internet access, limited technical support from schools, and inadequate knowledge and training in ICT discouraged teachers from using technology effectively. This underscored the impact of internet connectivity challenges and the need for comprehensive technical support to address these issues. Next, we examined the perspective of a teacher from one of the rural schools in Kapit.

*"Well, as you know, I'm a teacher in the rural area. So, in my school like if we are having bad weather from the previous day, so, the next day is being commonly we won't have any internet connections. So, what I did every time is like when I go back home during the weekends, I will try to find the teaching materials resources and then get well prepared first before the day when I get back to the school because like when at the day I get back to school, I won't have enough time or I won't have good connections to find the resources for the students." – Teacher E*

In Teacher E's statement, the challenges of teaching in a rural area were acknowledged. The teacher highlighted how unfavorable weather conditions affected internet connectivity, a common issue on subsequent school days. This emphasised the infrastructure limitations faced in rural

settings, where external factors like the weather could disrupt essential resources. Teacher E proactively addressed these challenges by using weekends for preparation. Recognising potential internet connectivity issues upon returning to school, the teacher gathered teaching



materials at home. This showed a conscientious effort to navigate constraints imposed by limited internet access during working hours. The statement also illuminated practical to school, such as time constraints and poor internet connections, making it challenging to source resources effectively. Emphasising the importance of pre-preparation during weekends reflected the teacher's commitment to a consistent and effective teaching process. This approach was crucial, especially considering potential resource shortages in the rural school environment, indicating challenges beyond connectivity issues, including resource availability. Teacher E's account highlighted the resourcefulness and commitment required when dealing with infrastructural challenges in rural settings. Despite limitations, the teacher's proactive measures demonstrated adaptability and resilience to ensure instructional quality was not compromised. This glimpse into the daily experiences of a rural teacher provided valuable insights into the multifaceted challenges and strategies employed for effective teaching.

#### *Device Availability and Computer Lab Accessibility*

In addition to internet connectivity, the insufficient availability of devices and computer labs at school was intricately tied to the broader challenges of integrating educational technology, and these issues intersected with the concept of the "Lack of technical support and assistance when using educational technology." The relationships between these elements can be examined from various perspectives. The inadequacy of available devices directly contributed to the challenge of effectively incorporating educational technology into the learning environment. A shortage of devices for students limited their access to technology, impeding their ability to participate in digital learning experiences. The absence of technical support compounded this challenge, as teachers may have encountered difficulties in setting up or troubleshooting issues with the limited devices at their disposal.

*"As I said before, students need to share. For example, in our computer lab, student need to share the computer with their friend. This will be a factor for them to unable to focus during the learning."* – Teacher C

In Teacher C's statement above, there was a notable emphasis on the requirement for students to share computers, particularly in the context of the computer lab. The specificity of the example indicated a situation where there might have been a shortage of computing resources relative to the number of students in the learning environment. This practice of sharing computers was identified as a significant concern, with Teacher C expressing worry about its impact on student's ability to focus during learning sessions. The statement suggested that the act of sharing computers became a substantial factor that might have led to distractions or difficulties in concentration, ultimately hindering the overall learning experience. The statement offered insight into the dynamics of the educational environment, specifically within the computer lab. It implied that the existing setup and resource allocation in this space might not have fully supported an optimal learning experience due to the challenges associated with shared computer usage. Furthermore, Teacher C's statement also could be interpreted as an implicit call for improvements in resource allocation. There seemed to be advocacy for a learning environment where each student had access to an individual computer, potentially mitigating issues related to shared computer usage and enhancing the overall quality of the learning experience.

Similarly, inadequately equipped computer labs posed additional complexities. Insufficient resources in these labs, such as a scarcity of computers or outdated technology, hindered the



seamless integration of educational technology. The lack of technical support in such environments compounded these challenges, leaving users with limited assistance in addressing issues related to the available resources. Educational technology relied heavily on access to devices and well-equipped computer labs. The shortage of these resources not only impeded the integration of technology but also disrupted the learning process. The absence of technical support further complicated matters, making it difficult for users to overcome issues that may have arisen when attempting to leverage educational technology tools (Yeni et al., 2021). The combined challenges of insufficient devices, under-equipped computer labs, and the lack of technical support could lead to user frustration and disruptions in the learning process. Students and teachers may have encountered obstacles that impeded their ability to fully engage with educational technology, negatively impacting the quality and effectiveness of teaching and learning activities. Teacher D's script below showed agreement with Teacher C, highlighting a shared concern about the inadequacy of computer labs and related facilities at the school. This collaboration underscored a collective recognition of the challenges posed by the lack of sufficient resources for computer-based learning within the educational environment.

*“Besides that, it also lacking the necessary infrastructure for technology integration, such as a lack of computer labs, then Wi-Fi coverage and also electrical power sources for charging devices. Many of students may not have access to personal devices like laptops and ability of device for in-class use at my school can be limited, which my school only has only one computer lab and may require sharing our scheduling device use.” – Teacher D*

Based on the statement, the shortages of computer labs, Wi-Fi coverage, and power sources for charging devices, indicating systemic challenges that hindered effective technology use in teaching. Teacher D specifically highlighted the limited availability of computer labs, posing a substantial challenge in the context of growing reliance on technology in education. The restricted access might lead to scheduling conflicts for both teachers and students. The reference to Wi-Fi coverage introduced connectivity challenges, disrupting the integration of online resources. Additionally, deficiencies in power sources for charging devices impacted usability, potentially restricting device use duration. Teacher D also noted students' lack of personal devices, adding complexity and exacerbating issues associated with limited technology availability. The school likely required sharing and scheduling device use, complicating technology integration. The deficiencies in infrastructure collectively created challenges for seamless technology incorporation, necessitating comprehensive solutions and resource allocations. The impact of gadget dependency on academic outcomes highlighted the need to address potential distractions and dependencies (García et al., 2022)

### **Time Constraint**

This theme received further support from the results of the descriptive analysis, aligning with item 6 in Table 3. Examining the excerpt below provided a thorough analysis of the challenges linked to time constraints.

*“Well, talking about the main challenges, sometimes before I enter the class I need to set out the tools and then the time constraint. So, every time I will inform the students before head to get well prepared and then when I enter I can just study immediately. But unfortunately, because like*

*before that they still have other classes with the teachers so this always become a problem, like I will, like waste a few more minutes before I can start my lesson, and then sometimes*

*when the tools are not working properly, like the audio, the speakers or even the LCDs.” – Teacher E*

Teacher E grappled with a spectrum of challenges within the educational landscape, encompassing time constraints, technical intricacies, and occasional reliance on traditional teaching methods. The acknowledgment of these challenges aligned with the intricate tapestry of issues often encountered in the realm of education, as highlighted by the findings of (Azis and Toyyibah, 2023). Their research underscored the multifaceted nature of barriers and strategies related to the integration of technology in educational settings. In the face of time constraints resulting from class transitions, Teacher E grappled with the intricate dance of managing transitions effectively (Kamalov et al., 2023). The occurrence of technical issues with tools further added layers of complexity, requiring the teacher to navigate unforeseen obstacles in real-time. Additionally, the occasional need to revert to textbook teaching underscored the adaptability demanded in the dynamic landscape of modern education. The challenges extended beyond the confines of the classroom, with limited internet access posing a hindrance to seamless technological integration. Again, the necessity for technical support further underscored the intricate nature of managing technology in an educational setting (De Villa et al., 2020). These challenges echoed the broader discourse on the complexities faced by teachers as they strive to harness the benefits of technology in the learning environment, as illuminated by the research of (Azis and Toyyibah, 2023). Teacher E's proactive stance in acknowledging the need to adapt to unforeseen changes and surmount challenges reflects a commitment to the core principles of effective teaching. This commitment aligned with the broader goal of delivering quality education despite the inevitable hurdles that arise in the integration of technology. Moreover, the identification of professional competencies as a potential challenge, as highlighted by Li and Mengyang (2023), delved into the evolving landscape of education. In a changing educational system, teachers were tasked with staying abreast of technological advancements, potentially leading to difficulties in employing traditional methods and techniques. This underscored the imperative for continuous professional development to bridge the gap between traditional pedagogy and the demands of a technologically driven educational environment.

## **Conclusion**

In conclusion, the investigation into the perspectives of Kapit secondary school English teachers on the integration of educational technology proved to be a valuable and enlightening endeavor. The identified research gap highlighted the need for a more comprehensive examination of teachers' perceptions, and the study's findings successfully filled this gap, providing nuanced insights into the intricate dynamics of educational technology integration within a suburban context like Kapit. The diverse perspectives, benefits, and challenges revealed in teachers' interactions with educational technology shed light on the complex interplay between pedagogy and technology in secondary school education. Despite encountering challenges during the implementation phase, such as those related to resource constraints or infrastructure issues, the teachers unanimously affirmed the significant utility of educational technology. Their endorsement underscored its pivotal role in not only supplementing but substantially enriching their English teaching methods, contributing to a more dynamic and effective educational environment in Kapit. The researcher suggests that these findings not only contribute to academic discourse but also carry practical implications for teachers, policymakers, and administrators. Overall, this research not only addressed a significant gap but also laid the groundwork for future

endeavors aimed at creating a more informed, adaptive, and supportive educational environment in the digital age.

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