

**A Case Study of Educators' Perceptions and Practices of Technology
Integration in English Language Teaching**

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Submitted in partial fulfillment of the requirements for the degree of

Master of Arts

in

Applied Linguistics

MAQSUT NARIKBAYEV UNIVERSITY

School of Liberal Arts

May 2025

Word Count: 18000 words

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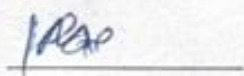
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Abstract

With the rapid development of digital tools, technology integration has been widely recognized as an asset in teaching and learning processes. Nowadays, technology offers various opportunities for student engagement and motivation, visual support, and interactions between students and instructors in language teaching. However, there is a gap in understanding the relationship between the educators' perceptions and actual practices in technology use in the classroom, despite the increased emphasis on technology integration. This problem is significant due to the role of the technology used at the school, which either helps or interferes with teaching.

This thesis aims to explore the perceptions and practices of the instructors at a private university in Kazakhstan regarding technology integration in English language teaching. With the help of a qualitative research design, this case study collected data through pre-observation and post-observation interviews and classroom observations to analyze the gap between perceptions and practices of five participants. The findings of this case study reveal a complicated connection between the perceptions and practices of educators. Participants admit the benefits and challenges of technology use, such as engagement and motivation, accessibility, technical issues, and unreliable performance of tools. The paper also identifies the types of technology and reasons for the use of technology.

This research contributes to understanding educators' perceptions of the integration of technologies in the language learning process. The findings would be useful for instructors, researchers, and other interested people in this particular topic regarding perceptions and practices about the use of technology.

Keywords: technology integration, language teaching, educator perceptions, digital tools, actual practices.

Аңдатпа

Цифрлық құралдардың қарқынды дамуының нәтижесінде технологияны оқыту мен оқу үдерістеріне интеграциялау маңызды ресурс ретінде кеңінен танылды. Қазіргі уақытта технологиялар тіл үйрету барысында студенттердің қызығушылығы мен мотивациясын арттыруға, көрнекі қолдауға және студенттер мен оқытушылар арасындағы өзара әрекеттестікке түрлі мүмкіндіктер ұсынады. Алайда, технологияны қолдануға қатысты оқытушылардың қабылдауы мен олардың нақты тәжірибелері арасындағы байланыс әлі де толық түсінілмеген. Бұл мәселе білім беру үдерісінде қолданылатын технологияның рөліне байланысты өзекті болып табылады, себебі ол оқытуға көмектесуі немесе кедергі келтіруі мүмкін.

Бұл диссертация Қазақстандағы жекеменшік университеттердің біріндегі ағылшын тілін оқыту саласында технологияны интеграциялауға қатысты оқытушылардың қабылдауы мен тәжірибесін зерттеуді мақсат етеді. Сапалы зерттеу дизайны негізінде жүргізілген бұл жағдайлық зерттеу барысында бес қатысушымен алдын ала және кейінгі сұхбаттар, сондай-ақ сыныптағы бақылаулар арқылы деректер жиналды. Зерттеу нәтижелері оқытушылардың қабылдауы мен тәжірибесі арасындағы күрделі байланысты ашып көрсетеді. Қатысушылар технологияны қолданудың артықшылықтары мен қиындықтарын, атап айтқанда студенттердің қызығушылығы мен мотивациясын арттыру, қолжетімділік, техникалық мәселелер және құралдардың сенімсіз жұмысы сияқты аспектілерді мойындады. Сонымен қатар, зерттеуде қолданылатын технология түрлері мен оларды қолдану себептері де жіктелген.

Бұл зерттеу тіл үйрену үдерісінде технологияны интеграциялауға қатысты оқытушылардың қабылдауын түсінуге үлес қосады. Зерттеу нәтижелері

оқытушыларға, зерттеушілерге және осы тақырыпқа қызығушылық танытқан басқа тұлғаларға пайдалы болады.

Түйінді сөздер: технологияларды интеграциялау, тілді оқыту, ағылшын тілі, сандық құралдар, түсініктер, нақты тәжірибелер.

Аннотация

С быстрым развитием цифровых инструментов интеграция технологий получила широкое признание как преимущество в процессе преподавания и обучения. В настоящее время технологии предлагают различные возможности для вовлечения и мотивации студентов, визуальной поддержки и взаимодействия между студентами и преподавателями в процессе преподавания языка. Однако, несмотря на повышенное внимание к интеграции технологий, существует пробел в понимании взаимосвязи между восприятием преподавателей и реальной практикой использования технологий в классе. Эта проблема существенна в связи с ролью технологий, используемых в школе, которые либо помогают, либо мешают преподаванию.

Цель данной диссертации - изучить восприятие и практику преподавателей частного университета в Казахстане в отношении интеграции технологий в преподавание английского языка. С помощью качественного подхода в данном исследовании были собраны данные посредством интервью, проведенных до и после наблюдения, а также наблюдений за аудиторией, чтобы проанализировать разрыв между восприятием и практикой четырех участников. Результаты данного исследования выявили сложную связь между восприятием и практикой педагогов. Участники признают преимущества и проблемы использования технологий, такие как вовлеченность и мотивация, доступность, технические проблемы и ненадежная работа инструментов. В статье также классифицируются типы технологий и причины их использования.

Данное исследование вносит вклад в понимание восприятия педагогами интеграции технологий в процесс изучения языка. Полученные результаты будут полезны преподавателям, исследователям и другим заинтересованным лицам в

данной конкретной теме, касающейся восприятия и практики использования технологий.

Ключевые слова: интеграция технологий, преподавание языка, восприятие педагогов, цифровые технологии, фактическое использование

Acknowledgment

I would like to thank those who supported me during my thesis writing; without them, this thesis would not have been written. First of all, I would like to express my gratitude to my supervisor, Olga Bainova, for her guidance, continuous support, and encouragement throughout the process of writing my thesis and early Zoom meetings.

I also sincerely thank the faculty and staff of the English Department at Maqsut Narikbayev University for providing the academic environment and resources necessary for conducting this research. This paper would not have been written without their invaluable experiences and support. I am also thankful to my colleagues and classmates for their support, assistance, and encouragement throughout this journey we had together.

Last but not least, I would like to express my gratitude to my family and friends. To my grandparents, Kanat and Yelemes, and my family, thank you for your love, patience, and belief in me. Your support has been my greatest strength. My dearest friends, Assem and Aruzhan, thank you for supporting me and for listening to my endless audio messages about this thesis. Enjoy the butterflies.

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Introduction

What has caused the increased use of technologies in the classrooms? How have the technologies been infused into education and teaching so far? In the modern digital era, the use of technology in education has become more widespread and increased. Educators are expected to adapt and integrate technology into their teaching approaches to increase student engagement, facilitate and make learning process more flexible, and prepare new approaches for students for the future (Al Khateeb, 2017; Heinonen, 2019). However, despite the widespread availability of technology in classrooms, there is a disconnect between teachers' perceptions about the use of technology and their actual practices.

Different studies have focused on using technologies in the classroom in different learning contexts, but there is a rising question about how and what technologies are used in the English classroom. The term “technology” is used to generalize all possible gadgets and software programs (Collins, n.d.) that are popular among educators. For instance, there are mentioned computers, laptops, tablets, e-books, the Internet, different streaming platforms for video and music, and so on. The following parts of the introduction present more information about the thesis paper.

Background Information

The increase in technology has influenced almost every sphere of human beings, including education. It is claimed that many teachers use different technologies such as the Internet, computers, mobile phones, laptops, tablets, GPS devices, video conferencing tools, and others (Kassymova et al., 2023; Purcell et al., 2013; Okkan & Aydin, 2023). Using different information-communication technologies has developed digital competence and increased the need for constant development for teachers. Digital competence is referred to as one of the crucial skills needed to study nowadays in the time

of the technological revolution, but this notion is reviewed as a new movement in post-Soviet countries, especially in Kazakhstan. Bokayev et al. (2020) stated that the digitalization of Kazakhstani education began after the start of the “Digital Kazakhstan” program to boost the economic condition of the state and life quality, as well as education there in 2017. However, teachers have faced several problems with the lack of resources for preparation and IT specialists, digital literacy, the study quality during the program, and the new curriculum (Bokayev et al., 2020). According to the annual report of the Ministry of Enlightenment of the Republic of Kazakhstan (2023), “by the end of 2022, 10577 (40,12%) instructors who have completed professional development courses are implementing updated and special education programs and introducing new teaching technologies” (p. 4). Additionally, Nurgaliyeva et al. (2019) found out from the report of the Ministry of Enlightenment and Science of the Republic of Kazakhstan for 2018 that “61,8% of schools have access to broadband Internet, with an average of 11 students per computer” (p.2). Therefore, the issues of the low literacy rate of digitalization in education need to be studied more, along with the perception and practices of educators, since the practice might differ from the perceptions.

Problem Statement

In today's rapidly changing world, the significance of technology in education cannot be overlooked. More and more teachers tend to use different technologies in the classroom due to the rising demand to engage students and ease the learning process (Al Khateeb, 2017; Heinonen et al., 2019; Wozney et al, 2006). Purcell et al. (2013) stated that 92% of teachers participating in the study have shared that those technologies influenced

their skills and teaching materials for the classes. However, the perception and practice differed when it came to the effective use of gadgets in classes.

Most of the studies (Chen, 2008; Morelock, 2015; Hsu et al., 2017; Heinonen et al., 2019; etc.) are based in foreign countries, and the limited number of research papers and investigations (Nurgaliyeva et al., 2019; Bokayev et al., 2020; Yessenbekova, 2021) related to the teaching context in Kazakhstan caused this case study to be based on the research site of one private university in Kazakhstan. This particular university in Kazakhstan was purposefully selected as the site for this case study. The institution was considered relevant due to its ongoing initiatives to integrate technology into teaching and learning, which aligned with the focus of the research. In addition, the researcher's established access to participants and familiarity with the institutional context enabled more effective data collection through interviews and observations. This setting provided an opportunity to gain in-depth insights into educators' perceptions within Kazakhstan's private higher education environment. Nurgaliyeva et al. (2019) noted that the educational system inherited from the Soviet Union provided a strong foundation in basic curriculum content but was less focused on equipping students with the 21st-century skills essential for modern learning environments. This thesis aimed to study the existing gap in the information about the use of technology and related perceptions of Kazakhstani teachers in the example of one university.

Research Purpose

The purpose of this case study is to explore the perceptions of educators about the use of technology in the classroom at one private university in Kazakhstan, as it was stated above. There is a small number of studies done regarding Kazakhstani university

instructors, so this thesis's participants were chosen from one university to find out how the technology is used. First of all, I would like to define the terms used in this thesis. The first term "use" was explained in the Cambridge Dictionary (n.d.) as the action of putting some instruments and abilities to certain objectives. The second term was also related to the topic, and it was "technology." According to Collins' dictionary (n.d.), it was mentioned earlier that the term "technology" characterizes gadgets, systems, and strategies that are the products of science and pragmatic aims.

This thesis explored the impact of educational software such as Kahoot, PowerPoint, mind maps, and others that can effectively engage students and promote active learning. These programs have been shown to enhance creativity, motivation, and comprehension (Heinonen et al., 2019; Zarzycka-Piskorz, 2016). By creating visually appealing and interactive lessons, they provided students with engaging and interesting lessons. Additionally, assessing the software used in classrooms helps optimize its effectiveness. Studies like Nurgaliyeva et al. (2019) and Rakhmetov et al. (2022) demonstrated that while regular technology use could improve academic performance, it must be aligned with educational goals to avoid negative effects as discussed by Zhai and Shi (2020).

Also, there was a need to define perception as "opinion or thought which was based on the appearance of some things held by people" to make clear the research aim (Cambridge, n.d.). At this stage, the thesis paper aims to find out if there is any divergence between the perceptions and practices of teachers, since it is claimed that there is a possible gap in understanding and using gadgets in order to engage students in the classroom. Thus, the main focus was set on the perceptions about the use of technology by

instructors at the university to see how the technology was perceived and practiced in the Kazakhstani context.

Research Questions

This investigation aimed to answer the five questions below to fulfill the research purpose and to help with the data collection, since there were different concepts in the research topic.

1. What are the actual practices of educators in using technologies for teaching English?
2. What are the perceptions of educators about the use of technologies in teaching English?
3. What are the reasons for using technology in teaching English?
4. What benefits do educators identify in using technology in language learning?
5. What challenges do educators face in technology integration into teaching?

This thesis is intended to use qualitative case study research to answer the research questions mentioned earlier. This study is qualified as case study research for two reasons. First, Yin (2018) wrote that a singular person, event, or entity could be used as a “case”, and the research site was set in one particular university in Kazakhstan. Moreover, “a case study is an empirical method that investigates a contemporary phenomenon (the 'case') in depth and within its real-world context” (Yin, 2018, p. 45). Hence, the case of this paper is focused on the perceptions of educators about the use of technology. Second, Creswell (2018) explained below how the study could be identified as case study research.

Case studies are a qualitative design in which the researcher explores in depth a program, event, activity, process, or one or more individuals. The case(s) are

bounded by time and activity, and researchers collect detailed information using a variety of data collection procedures over a sustained period of time (Creswell, 2018, p. 327).

Moreover, this research was reviewed to be participant-oriented since I used semi-structured interviews and observations to collect data from respondents. Saldanha and O'Brien (2013) suggested using semi-structured interviews for flexible and varied answers for data collection. Thus, the data collection process was carried out by pre-observation and post-observation interviews with observation classes of the participants.

Significance

The significance of this thesis is to identify the differences between teachers' perceptions and practices on the use of technologies during English classes. In an era of quick development and increasing demand for technologies, the integration of gadgets and education is already imminent and believed to improve the digital literacy of both teachers and students (Okkan & Aydin, 2023). By questioning this gap in different sources, this paper contributed to the understanding of the integration of technologies and the language learning process and shared findings that might be helpful for other educators, students, curriculum, and policymakers, as well as any interested person on this topic. The findings would be useful for instructors, researchers, and other interested people in this particular topic regarding perceptions and practices about the use of technology. Additionally, it is crucial for curriculum makers to understand and explore the data of technologies used and factors that contribute to this disconnect to bridge the gap between teachers' perceptions and their actual practices.

Outline of the Subsequent Chapters

This paper is structured into such chapters as the Introduction, Literature Review, Methodology, Findings, Discussion, Conclusion, References, and Appendices. This thesis examines literature and previous research papers related to the possible differences between educators' perceptions and practices in using technologies in the classroom in the next chapter.

The Methodology specifies the research design, participant selection and sampling, data collection and analysis, and ethical considerations steps. The next chapter presents the findings of data analysis, divided into several subsections following the research questions. The Discussion describes these findings, compares them to the previous frameworks, and provides the main insights of this thesis. The last chapter, Conclusion, consists of major findings, implications, contribution, limitations, and suggestions for further research. At the end of the paper there are all sources used in this study are listed in the References, and additional materials such as Interview and Observation protocols, Consent Form, and Interview coding are listed in the Appendices.

Literature Review

This part of the thesis reviews instructors' perceptions and practices about the use of technology in education. It examines the previous studies about the reasons for technology use, instructors' perceptions, practical use, as well as the benefits of technology integration. In this section the papers done by Ahmadi (2018), Akram et al. (2022), Al Khateeb (2017), Baek et al. (2008), Chen (2008), Chounta et al. (2022), Ertmer et al. (2016), Fransson and Holmberg (2012), Hartman et al. (2019), Heinonen et al. (2019), Hsu et al. (2017), Johnson et al. (2016), Kerimbayev et al. (2023), Koh et al. (2013), Könings et al. (2014), Lee et al. (2011), Magolis and Homishak (2014), Mustafina (2016), Nurgaliyeva et al. (2019), Szymkowiak et al. (2021), Rakhmetov et al. (2022), Roy (2019), Teo et al. (2016), Tleuov (2017), Tondeur et al. (2017), Trust et al. (2023), Venkatesamy and Hu (2022), Wang (2021), Zarzycka-Piskorz (2016), Zhai and Shi (2020) will be discussed. These research papers were chosen due to the keywords and relevance. For the search of the literature, the main keywords were such as perception(s), integration, technology(-ies), learning, and training. In some papers, the keywords were combined and used, and the date of publication was reviewed since the start of this millennium, as shown above. This proposed paper aims to find out the difference between the judgment and practice of using a variety of technology in the classroom by teachers. This literature review consists of such parts as reasons for the use of technology, instructors' perceptions, their practices of using technology, benefits of using technology, challenges in technology integration, and a conclusion.

Today, technology plays a central role in education and is widely used by instructors in their teaching practices. Chen (2008) shared that teachers' opinions on

applying technology vary due to the beliefs and experiences of teachers, students' backgrounds, the assignment types in the curriculum, and the limitations of the administration of educational institutions. There are a variety of different resources integrated into teaching, such as online platforms, educational applications, video hosting, devices, and so on. Instructors usually focus on their perceptions about integrating technology during the classes, where the perceptions and instructions might differ due to past experiences. Therefore, using technology can bring up the reasons, benefits, and challenges as well as the dissimilarity between the perceptions of instructors.

Instructors' Practices of Using Technology

The practical use of technology is connected to how the instructors introduced the gadgets and software in their classes. Wang (2021) stated that some Japanese educators use technology to find out the solution to their issues in teaching, but not all of them tend to use it in the classroom. Also, it was noted that the language and digital proficiencies were the factors that caused the negative thoughts after the use of technology in the classroom, despite the positive attitude towards the use. However, the instructors also affected the pedagogical beliefs about the use of technology (Ertmer et al., 2016; Wang, 2021). Fransson and Holmberg (2012) found out in the case of the self-study that the theoretical and practical use of the digital resources of video, audio, and image tools differ in applying technological pedagogical content knowledge (TPACK). Moreover, Wang (2021) agreed on some points with Fransson and Holmberg (2012) about the effect of the teaching experience.

Ertmer et al. (2016) suggested supporting the way instructors adapted the technology in their professional development programs. Ertmer et al. (2016) highlighted

the influence of teachers' pedagogical opinions on their technology use, with a focus on student-centered and meaningful technology integration. This study also mentioned the obstacles to technology integration and called for more research to accurately measure beliefs and practices related to technology use in education. Nevertheless, Teo et al. (2016) wrote that technology use was related to the technical support level. Teo et al. (2016) found that teachers were willing to use technology as a job requirement to create a positive environment for easy usage.

Kerimbayev et al. (2023) explored the practical ways of virtual learning environments for distance learning and online education. “The use of artificial intelligence technologies that explain decision-making in virtual learning environments to make learning more student-centered is also discussed” (Kerimbayev et al., 2023, p. 6). The "practices" in Kerimbayev et al. (2023) refer to the methods and approaches used in implementing a learner-centered method and new technologies in distance teaching. These practices involve active student participation, individualized learning, the use of interactive and adaptive technologies, and the improvement of self-regulation and autonomy expertise. Therefore, the combination of new technology with student-centered approach creates innovative and engaging learning atmosphere which promotes active student engagement and personalized learning.

Perceptions of Instructors

While challenges such as limited digital competence and resources hinder effective technology use, instructors' perceptions also play a crucial role in shaping their integration practices. It is believed that due to individual differences, everyone's perceptions differ. First of all, we need to sort out what perceptions are. Perceptions can be described as “the

process by which individuals organize and interpret their sensory impressions to give meaning to their environment" (Robbins & Judge, 2017, p. 175). Therefore, perception is the underlying factor in shaping educators' attitudes to technology integration.

Understanding this factor is essential to address the gap between educators' perceptions towards technology and their actual classroom practices, which is a main focus of this study.

Some recent studies have emphasized the teachers' perceptions of educational technology and the concerns coming from the inappropriate use of tools in teaching. For example, Hartman et al. (2019) described educators' confidence and new technology adaptation in using technology in the case study. This study showed that the relationship between instructors' beliefs, values, and level of preparedness to use technology shaped the educators' perceptions of technology integration. Despite having some doubts about the use of technology for students' engagement, the participants from the United States emphasized having "a sense of self-assurance in the process, feel there is an alignment with their core values" (Hartman et al., 2019, p. 245). Similarly, Chounta et al. (2022) investigated the case of Estonian K-12 teachers and how they perceived artificial intelligence (AI) technology in teaching. It was reported that most participants were not familiar with AI functions in education, but expressed positive attitudes toward the technology integration. Chounta et al. (2022) noted that teachers stated that using AI in teaching "help them to be creative in their practice, to group the student population in terms of their knowledge state, and in organizing their learning materials in terms of difficulty levels" (p.735). The findings of those studies pointed out that educators have perceived technology as a helpful asset in teaching.

In terms of the Kazakh context, there are several studies examining the use of technology in teaching. Mustafina (2016) provided valuable insights into how teachers' attitudes toward technology integration impact the effectiveness of ICT (Information and Communication Technology) in classrooms. She emphasized the role of teachers' confidence, knowledge, gender, and age in shaping their attitudes toward ICT use. Positive attitudes toward ICT, particularly driven by the benefits of distance learning and interactive tools such as 3D programs, can significantly affect students' academic motivation. This aligned with the broader view that when teachers are confident and knowledgeable about technology, they can better engage students, thereby fostering motivation and improving learning outcomes.

Moreover, the problem of teaching English as a Foreign Language (EFL) is overlooked in the context of Kazakhstani educators. Tleuov (2017) examines the gap between EFL teachers' beliefs and practices, noting that the grammar-translation teaching method is widespread than communicative methods, which are considered more effective in teaching English. This study also identifies the challenges in Kazakhstan, such as inadequate teacher preparation, lack of resources, and underestimating speaking skills in English classes (Tleuov, 2017). Additionally, Rakhmetov et al. (2022) emphasized that the COVID-19 pandemic caused the speedy adaptation of Kazakh educators to online learning platforms, prompting them to change their teaching methods. While some instructors took advantage of digital tools to engage students, others faced challenges in teaching online classrooms due to a lack of special training and support from school administration.

Nevertheless, teachers need to be supported by the administration and colleagues (Chen, 2008; Lee et al., 2011). One of the reasons why perceptions should be controlled is

related to the self-efficacy of the teacher. Lee et al. (2011) reported that self-efficacy and technology integration must be controlled by someone with experience, so the new teachers could improve and have healthy interactions with colleagues, parents, and others. However, the difference in perceptions might affect the learning environment, motivation, and students' well-being, since self-efficacy and motivation are related to the use of technology in the learning process (Könings et al., 2014). Könings et al. (2014) also noted that differences in perceptions of teachers and students, which are correlated, impact the whole learning process.

Reasons for the Use of Technology

It is well known that learning is a complex process that needs instruction from the supervisor to ease and complete this process. Integrating technology effectively at the right time can enhance the learning process, as it was mentioned in the previous studies. An important reason for integrating technology into education is the growing institutional demand for digital competence. This skill is considered essential in the 21st century, as instructors are expected to meet administrative requirements and facilitate technology-driven teaching (Al Khateeb, 2017). The main reasons for using technology from the previous studies are students' motivation and engagement, which are highlighted and described below.

Motivating both students and educators is a primary reason for integrating technology into classrooms. Various studies highlight that technology enhances motivation and engagement for both educators and students (Ahmadi, 2018; Heinonen et al., 2019; Zarzycka-Piskorz, 2016). Tools such as multimedia applications and gamified platforms like Kahoot have been especially effective in promoting learner autonomy and intrinsic

motivation. Heinonen et al. (2019) identified that technology-enhanced learning (TEL) motivated university teachers from different belief groups in Finland to use different technologies during classes. Teachers' motivations are found to be impacted by their perception of TEL's potential to support flexible, student-centered learning and enhance engagement. Motivations are closely tied to personal beliefs about the value of technology and readiness for educational change (Heinonen et al., 2019). This motivation was linked to teachers' beliefs about TEL's value and their readiness for change.

Similarly, Ahmadi (2018) reported increased student enthusiasm and engagement through tools like computer-based activities, internet resources, and multimedia materials. Technology promotes learner autonomy, self-direction, and engagement, which in turn enhances motivation. Moreover, Szymkowiak et al. (2021) emphasize the role of intrinsic and extrinsic motivational factors in shaping student engagement, especially among Generation Z. Intrinsic motivation, defined as the internal drive to pursue activities for their inherent satisfaction, includes factors such as curiosity, involvement, and the desire to overcome challenges. In contrast, extrinsic motivation, driven by external rewards or pressures, encompasses compliance, recognition, competition, and job prospects. The study highlights that the most effective extrinsic motivator for students is the potential for career advancement, closely tied to financial stability. By examining these factors, the research underscores the complexity of motivation in educational contexts and its implications for effective teaching strategies.

While Hsu et al. (2017) wrote that the instructors' reasons for use of technologies related to age, motivation, beliefs, confidence, and other less common individual differences. The use of technology also boosted the confidence and pedagogical

knowledge in teaching and personal development in digital literacy. Moreover, Zarzycka-Piskorz (2016) wrote about the use of the online game Kahoot to motivate students to learn grammar in an English language course, finding that the game elements can enhance intrinsic motivation and make grammar learning more enjoyable and effective. In summary, the use of technology makes learning more engaging and enjoyable, which is the main reason for its use in classrooms.

Benefits of Using Technology

Technology has made the lives of many people, including the instructors, as well as new approaches to teaching. As discussed earlier, motivation is a central driver for integrating technology into education. This section focuses on how motivation translates into measurable benefits for learning outcomes. Since the last decade, technology has developed rapidly, and game-based learning has been known for adapting games in classes to engage students with available games to study (Hsu et al., 2017). With the help of games, teachers could provide feedback and help students with the hard tasks as well as evaluate them during the game session (Hsu et al., 2017). Baek et al. (2008) and Hsu et al. (2017) already mentioned that the use of technology increases the engagement, confidence, and motivation of both students and instructors. Moreover, Koh et al. (2013) wrote that the TPACK framework influenced the relationship between the motivation and professional development of teachers. So, the first benefit of this use could be the increase of motivation and confidence, along with the help of solving learners' weak points.

The second benefit of implementing technology is how it impacts learning. According to Magolis and Homishak (2014), adequate and meaningful use of technology influences the learning process positively when the instructors integrate technology

regularly. This idea was supported by Zhai and Shi (2020), who found the same positive effect on the students' perception of physics classes. Regular usage of technologies increases the frequency of use and communication between students and teachers. However, Zhai and Shi (2020) argued that the demand for frequent use of mobile technologies, even though the devices were used for collaborative work. Contrary to the previous findings, Zhai and Shi (2020) shared that the more support for using technology, the lower students' performance in the classroom.

Additionally, speaking about the Kazakhstani experience, Nurgaliyeva et al. (2019) provided the experimental findings. Using e-books as a teaching tool helped to increase the academic performance of the focus groups as well as the teachers' qualifications for working with e-books. "Implementation of the interactivity principle through feedback and elements of live communication, as well as an adequate response to student actions, is an essential advantage of organizing a dialogue between the education actors in an information educational environment" (Nurgaliyeva et al., 2019, p. 8). Thus, the frequent use of technology could impact either positively or negatively.

The third benefit is students' achievements found after studying students' motivation to study, since using technology has become more popular and largely studied. Roy (2019) provided an example of how technology benefits language learning due to its frequent use of technology. For example, improving language skills, showing the freedom and encouragement for learning, communicating, getting information, and so on. Also, Akram et al. (2022) explained that the phase of the COVID-19 lockdown benefited the teachers' abilities to use different technologies in online classrooms. Most of the instructors noticed the increased academic performance of the students who studied online

in learning tasks (Akram et al., 2022). Thus, the use of technology can be assumed to relate to the students' academic achievements.

Challenges in Technology Integration

While various studies highlight benefits and reasons for technology integration, some researchers emphasize several challenges in using technology. Lack of time and resources is also considered to be one of the reasons and challenges for the use of technology during teaching. Teachers face the most common challenges, such as a lack of support, student-related issues, and poor working conditions. The latter includes limited resources, heavy workloads, and insufficient planning time (Lee et al., 2011). Baek et al. (2008) noted that besides the digital competence and administrative requirements, technology is used for presentations, substitutions, showing videos, student evaluations, and so on. A lack of digital competence is a significant challenge for teachers, even when technology is encouraged. Without adequate training, many educators struggle to use digital tools effectively, impacting their confidence and ability to meet administrative expectations (Al Khateeb, 2017; Baek et al., 2008).

Johnson et al. (2016) presented common challenges in technology integration and possible solutions for educators. This study addressed extrinsic and intrinsic issues during technology implementation based on the educators' beliefs and attitudes. For instance, as external challenges, there were a small number of technologies, a lack of professional training for the technology use, and a lack of additional technological support, which hindered learning and preparation and demanded more time to learn about the technology. These external challenges aligned with Al Khateeb (2017) and Baek et al. (2008).

In addition, Venketsamy and Hu (2022) indicated ten significant challenges that align with Lee et al. (2011) and Johnson et al. (2016). Findings of the focus group interviews showed such a lack of ICT knowledge and skills, poor technology understanding, lack of technology use experience; deficit of resources, maintenance, and technical support, lack of support and poor attitude of Principals, lack of support and attitudes of School Management Team, and so on. (Venketsamy & Hu, 2022). In most cases, the lack of technology integration in teaching is considered to hinder and challenge the process, as it was reported by Venketsamy and Hu (2022).

Moreover, Trust et al. (2023) studied the use of ChatGPT in teaching, which has become popular among students and instructors after its launch in 2022. This paper is focused on both the benefits and risks of using ChatGPT in education for students and teachers; however, it is crucial to note that this service provides mostly fabricated answers. Using this instrument might harm instructors' image and reliability in the classroom since "a teacher might turn to ChatGPT to design a lesson plan related to solving a complex science equation and end up presenting the wrong information to students" (Trust et al., 2023). Additionally, this tool violates plagiarism and authors' rights, along with the privacy of the minors whose projects might be used for providing feedback by the educator (Trust et al., 2023). Thus, the educators need to understand the risks of the use of AI tools in teaching and learning.

Additionally, six factors such as "adapting to external requests and others' expectations, deriving attention, using the basic functions of technology, relieving physical fatigue, class preparation and management, and using the enhanced functions of technology" were mentioned as the common reasons for the technology use in the

classroom (Baek et al., 2008, p. 232). Thus, the expectations from others, basic functionality, and confidence-building are counted as the main reasons for the use of technology.

Conclusion

In conclusion, the integration of technology in education has proven to be a complex process that involves various factors such as instructors' perceptions and practices, as well as challenges and benefits. The reviewed literature indicates that technology can significantly enhance motivation and engagement among both students and instructors, leading to positive learning outcomes. However, the extent of its effect is often mediated by personal perceptions, pedagogical readiness, and digital competence.

Furthermore, while active technology use is associated with increased academic performance and teaching effectiveness, challenges such as lack of resources, time, and training continue to influence how technology is utilized in the classroom. The effect and the idea of technology integration are dependent on many opinions and aspects. Moreover, increasing the level of confidence and motivation of both students and instructors is commonly mentioned as the reason for the use of different technologies. Research papers from Kazakhstan, Estonia, the United States, and Finland demonstrated different experiences of instructors but with similar perceptions of technology integration.

Methodology

This part of the proposed paper is designed to explore the instructors' perceptions of the use of technology. Since this paper focused on educators' perceptions of the use of technology and their practices in the classroom, the qualitative research method was chosen to conduct this study. This part of the thesis consists of such components as Research Design, Participants, Sampling, Data collection, Data analysis, and Ethical considerations.

Research Design

This thesis uses a qualitative case study method, as it was mentioned in the Introduction section. A qualitative case study design is chosen for its ability to explore complex phenomena within their authentic context, providing in-depth findings of the case being researched (Yin, 2018). Yin (2018) described two variations of case study, such as single-case study and multiple-case study. For this thesis, I used tools and how these impact both teaching and learning processes. The specific case, therefore, is a private university setting in Kazakhstan, with the instructors' experiences and perspectives being the core focus of the research.

This design is particularly suitable for examining nuanced aspects of human behavior, experiences, and social phenomena, which cannot be adequately captured through quantitative approaches alone. By focusing on a single or small number of cases in depth, the qualitative case study design allowed for an in-depth exploration of the context, processes, and dynamics shaping the phenomenon of interest (Merriam, 2009). For this thesis, I explored the case of one private university to understand the use of technology in the Kazakhstani context.

Sampling

For this paper, two sampling strategies are used. The first one is the purposive sampling aimed to be used since the units for analysis were selected on purpose (Creswell, 2018). According to Patton (2002), purposeful sampling is commonly employed as a method in qualitative research, aimed at identifying and selecting cases that provide the most valuable and insightful information to make optimal use of available resources.

The second sampling for this thesis is criterion sampling. I have set several requirements to select participants because the criteria help to maximize the outcomes for research questions (Saldanha & O'Brien, 2013). As it was mentioned above, participants should teach at one private university chosen as a research site, so this is the first criterion in this research. The second criterion is the discipline taught by the participants. It is essential to teach English as a foreign language at the research site due to the research purpose.

Participants

The process of selecting participants consisted of several steps. Before the participation in interviews, the participants went through the selection stage. Since this paper is focused on the use of technology by instructors, purposive sampling was employed to identify teachers who actively integrate different technologies into their classroom practices. It is also important to mention that the participants teach the English language at the university. Then, the participants of the research were asked voluntarily to take part in interviews if they were following the criteria mentioned above.

After obtaining the Ethics Committee's approval, I started contacting participants from the university. Out of 13 potential candidates, only 6 instructors agreed to take part in

the study. 3 of them refused to participate because they had an increased workload and were not suited for the criteria, while 4 instructors did not reply to the emails and follow-ups. However, one of 6 instructors, who agreed to take part, did not answer follow-up emails about scheduling an introductory meeting or even the pre-observation interview, so this participant was eliminated. At this stage, the participant's level of instruction (e.g., undergraduate or graduate courses) was not a determining factor in the selection process.

As was written above, all 5 participants teach English classes at the university and have been teaching for a while. Table 1 provides an overview of the recruited participants' key characteristics required for the research. During the pre-observation interview, participants verified that they have been working as English language instructors at a private university in Kazakhstan. The teaching experience ranges from 5 to over 15 years. Pseudonyms below were assigned to each participant to ensure confidentiality and anonymity, as it was discussed earlier. For ease of reference, the pseudonyms were not connected to the participants' identities, and selected in this study are the names of famous Formula 1 champions, although no symbolic meaning is intended. The sequence of numbers equals the number of championships won by each driver (e.g., Participant 1 is named after Jenson Button, who won one championship; Participant 5 is named after Juan Manuel Fangio, who won five). Furthermore, the first names of these pseudonyms will be used in the next sections.

Table 1

Participants' Background

№	Participant's Pseudonym	Years of Experience	Additional Notes
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1	Jenson Button	5 years (going to the 6th year)	Teaches disciplines for master's degree students of law, English for Specific Purposes, along with master's degree students majoring in psychology, and literature for the upperclassmen.
2	Jim Clark	11 years	Started working at NIS school and was obliged to use technology in lessons.
3	Jack Brabham	Over 15 years	Teaches English, General English, Cambridge English, Academic English, Legal English, and English specifically for law, business students, and journalists.
4	Alain Prost	14 years	Teaches English and German at the research site.
5	Juan Manuel Fangio	13 years	Works as a lecturer and English teacher. Has a Master's degree in Education. Takes part in webinars

Data Collection

This part of the methodology reveals the process of data collection. This paper aims to find out how instructors use technology in the classroom at one private university in Kazakhstan. Since this paper is going to explore the abstract term of perception and is based on one particular research site, the first method of data collection is chosen for interviews. Moreover, to analyze how technology is used in the classrooms, several observations will be organized as the second data collection method.

Data Collection Instruments

For data collection in the case study, there are six common sources mentioned by Yin (2018). Yin (2018) has listed such methods as “documentation, archival records, interviews, direct observations, participant-observation, and physical artifacts” (p.156). As it was mentioned previously, I plan to conduct face-to-face interviews and observations in classes to collect data for this proposed paper. The interviews are planned to be semi-

structured since it was assumed to have “a core list of questions from which the interviewers may deviate as needed to obtain in-depth information” (Patten & Newhart, 2017, p. 20). Thus, it is proposed to organize two interviews with every participant in this case.

The first interview is called the pre-observation interview, which is conducted before the observation, as it is stated in the name. The second interview is the post-observation one conducted after the observation. These interviews are aimed at gaining more information for data analysis. “Semi-structured interviews are popular in part because thinking through question-wording carefully in advance allows researchers to consider if the question is complete, or if it is biased or leading” (Patten & Newhart, 2017, p. 161). This instrument helps to vary the questions and ask additional questions from participants during the post-observation interviews.

Moreover, another instrument is a direct observation in the classroom, taught by the instructor. Yin (2018) wrote that “observational evidence is often useful in providing additional information about the topic being studied” (p. 166). To increase the amount of data collected for this study and the findings, there will be conducted two observations for each participant. For this part, two classes of each participant are chosen to observe. Additionally, observations are aimed at noting any differences in the perception and practice of each instructor. Therefore, the data is to be gathered using two methods.

All interviews and observations followed protocols that were made up to ensure consistency and clarity in this process. To ensure the accuracy and richness of the data, interviews will be recorded with the participant's consent. Transcripts will be reviewed by the participants as part of the member-checking process to confirm the accuracy of the

responses. The protocols were adapted from other works. For instance, for an interview, Yessenbekova's protocol (2021) was used to create a new one for this paper, while for observation, a structured protocol was developed based on best practices in qualitative research to ensure consistency in data collection and analysis.

Data Collection Procedures

Before conducting interviews, it is essential to mention two preparation steps in this method. The first step is making up the interview questions and filling out the protocol. The interviews are intended to be in English and consist of two sections such as warm-up questions and the main questions. The next step is related to piloting the interview. Before the actual interviews, this step requires testing the amount of interview time and the quality of the interviews to have a clear schedule for the interviewees (Bell, 2005). Therefore, I piloted the interview protocol with my peers in English, who helped me to develop a couple of new questions.

For this research, the following procedures are planned to be done after receiving approval from the Ethics Committee of the university. Before collecting data, I will organize a meeting with each participant who agreed to take part to explain the aim and procedures of the study. By the end of this introductory meeting, participants and I will choose the dates of the meeting with students and observation classes.

Consequently, one of the next steps is to organize the pre-observation interviews with participants. There will be presented the final consent form for participating in the study. Also, the participants are again explained about voluntary participation and withdrawing at any moment in the research process. Semi-structured interviews will be organized before and after the observation classes, as it was written above. The last step of

the data collection procedure will be a post-observation interview, during which there will be comparative questions about the differences in teaching with technology in the classroom. All the interviews are planned to be recorded with the permission of the participants because Yin (2018) noted that the recording should not have been held without the interviewees' permission.

Additionally, there will be one of Yin's principles (2018) of data collection and the strategies of Creswell (2018) applied to maximize the validity and reliability of the thesis findings. The first principle is data triangulation, which requires the use of several sources to collect data. Yin (2018) presented the idea that construct validity could be enhanced by data triangulation, and Creswell (2018) suggested using triangulation of several evidence sources and establishing different participants' perspectives. In this case, data triangulation will be done between observations, interviews, and audio-visual materials. The second principle is connected to data accuracy with the help of a member-checking process. Creswell (2018) and Yin (2018) mentioned that this process helped to gain specific and accurate descriptions and answers for the research questions. The participants can see the results of interviews to avoid any misunderstandings or to recall what was done during the procedures of data collection. The last strategy used for validity and reliability is recommended by Creswell (2018). Using thick and rich descriptions is assumed to provide more information about the research setting and theme and to have realistic findings from data collection. Thus, the data collection procedures consist of an interview protocol and piloting, gaining permission from the ethical committee, interviews, and observations as data collection instruments, and testing the validity and reliability of the results.

Data Analysis

This data analysis part includes six stages related to the data collection methods. According to Creswell (2018), there were six steps in the hierarchy of data analysis, but this guideline is adapted for two data collection methods and consists of six steps. The first stage includes the preparation of the data for analysis. In this stage, all observation and interview protocols are collected and organized, and then all data recorded previously is transcribed via a special AI tool in this stage and saved on the personal computer of the researcher. In the second stage, it is recommended to read thoroughly and reflect on the data. In this stage, I plan to do a member-checking process with respondents. To ensure accuracy and transparency, participants will be allowed to review their interview transcripts and provide feedback if necessary. During the third stage, transcribed interviews are coded in detail after content analysis (see Appendix D for the coding example). Firstly, the materials are divided into axial codes and then into thematic codes. Since this research is a case study of one university, the analysis is planned to be in-depth and within a bounded system of the university (Creswell, 2018). Additionally, in this stage, interviewees check the interview transcription for the member-checking process. In the fourth stage, the direct observation protocols are analyzed and divided into descriptive notes and reflective notes (Creswell, 2018). The fifth stage requires the final corrections from the observers to clarify and provide transparency of the research. The last stage involves data interpretation to finalize the research. Afterward, the analysis and findings of all data will be discussed in the next chapter of Findings.

Ethical Considerations

For this thesis paper, several stages of ethical considerations were constructed as recommended by Creswell (2018). Before the data collection process, ethical approval was secured from the Academic Quality Committee to conduct this research. In the first stage, all the participants were provided with a consent form about the aims of the study and the goal of the interviews and observations used for data collection. The consent form introduced research purposes, data collection procedures, analysis, potential benefits and risks, and the rights of volunteers. The consent form explicitly states that participation is voluntary and that participants can withdraw at any time without any consequences (see Appendix C). This stage correlated with the ethical principles mentioned by Patten and Newhart (2017).

The next stage is planned for the confidentiality of the participants. Each participant was provided with a pseudonym during the findings interpretations to protect their identity in this research. No personally identifiable information was disclosed in the final thesis or any related publications. The observation participants were introduced to the research plan and purpose, as well as what happened with the interviewees. Moreover, the interviews were conducted in a quiet, secure, and private setting to prevent any accidental exposure of the content.

The third stage is connected with data storage and related risks. All data, including interview recordings, transcripts, and observation notes, were stored in a password-protected folder on the researcher's personal computer. Only the researcher and supervisor had access to the data, and no unauthorized individuals were allowed to view or handle it. The study procedures were carefully designed to ensure a safe and respectful environment

for participants who were also informed about possible risks, but I would try my best to minimize risks and conduct risk assessments. The last stage will be linked with the data received during the data collection and analysis. All participants would be updated with the research progress and could see any deviations from the research plan explained before. The findings and interpretation will be discussed in the next section.

Conclusion

To sum up, this chapter described the methodology of the qualitative case study aimed at researching instructors' perceptions of technology integration and practices in education. This approach was chosen as it explored the complex understanding of the phenomenon and provided detailed findings, as Yin (2018) explained. Participants for this case were selected purposefully from one private university as a research site. All participants had experience in teaching English there and using technology in education.

Data collection involved one pre-observation interview, two observation classes, and one post-observation interview for each participant, enabling a data triangulation process and providing a detailed view of perceptions of technology integration. Then, after transcribing the interviews and filling in the protocols, received data was thematically coded and analyzed for further steps. The ethical considerations included the Academic Quality Committee approval, informed consent form, participants' confidentiality, and the withdrawal rights. Also, all collected data were stored in the researcher's personal belongings and protected by a password before assessment. The next chapter reveals the data collection and analysis findings, focusing on the key insights.

Findings

This section reports the findings of the qualitative case study, which aimed to examine the instructors' perceptions of classroom technology at one private university in Kazakhstan. This study addressed five research questions:

1. What are the actual practices of educators in using technologies for teaching English?
2. What are the perceptions of educators about the use of technologies in teaching English?
3. What are the reasons for using technology in teaching English?
4. What benefits do educators identify in using technology in language learning?
5. What challenges do educators face in technology integration into teaching?

As it was mentioned before, the data was collected through semi-structured interviews and classroom observations with five participants. Each participant was assigned to one pre-observation interview, two classroom observations, and one post-observation interview. However, it is important to mention that only a pre-observation interview was conducted with Juan due to scheduling conflicts and time limitations. The findings of the collected data are presented in a paraphrased summary concerning the respondents' explanations in this chapter. During the data analysis, the findings were classified according to the study areas and research questions. Therefore, subsections were identified, such as Use of Technology, Educators' Perceptions, Reasons for Technology Use, Benefits of Using Technology, Challenges in Using Technology, and Conclusion.

The Use of Technology

Technology integration has become an essential aspect of modern teaching, with educators utilizing many devices and tools to enhance language learning. Participants of this study pointed out a variety of technologies, including the learning management system of the university, interactive websites, AI-based tools, and gadgets to support their teaching practices.

According to the instructors, these technologies were primarily used to engage and motivate students, deliver lessons and objectives, prepare materials, provide feedback, and praise students, as it was stated by the educators. For example, an avid user of social media, Jenson, shared about using different interactive platforms like Jeopardy Labs, Wordwall, Bamboozle, Kahoot, etc., for lower levels of English proficiency and tangible cards and games for advanced learners to keep them interested in the classes. Meanwhile, Jim expressed using the Telegram channel to instruct students, to share materials and results, to give feedback and praise after doing quizzes by commenting there, “‘I’m proud of your work today.’ And they leave their heart symbols. I don’t know if it’s good, but I think it’s important to let students know that they’ve done good work, and I recognize their good work.” Jack described how technology integration put students in a less stressful and tense atmosphere. Other participants, Juan and Alain, emphasized the use of websites in material preparation and creating quizzes for students’ engagement.

Additionally, participants pointed to the use of technology due to student-centered learning. It was pointed out that technology helps accommodate different types of learners, particularly those with varied learning preferences. For example, Jenson mentioned using technology to understand concepts better by saying, “It’s not only the audio perception of

the information, but also the visual perception of the information.” Some technologies were described as especially helpful for visual and kinesthetic learners, offering diverse modes of content delivery.

In addition to their existing digital practices, participants continuously sought out new technologies to enhance their teaching. They often discovered innovative tools through discussions with colleagues, professional development workshops, and social media (Jenson, Jim, Jack, and Juan). Interestingly, students also played a role in this process, introducing teachers to new platforms and games that were popular among learners. Overall, participants emphasized that the thoughtful and purposeful use of technology contributed to creating a more dynamic and effective language learning environment.

Technology Types

Besides finding answers to the research questions, I have identified some technologies used by the university instructors. There were different opinions on using technology in teaching, and among the answers, there were examples from software and hardware technology. Table 2, displayed below, contains the list of the technology used by the participants.

Table 2

Participants and Technology Types

Nº	Participant's Pseudonyms	Reported Use of Technology	Observed Use of Technology
1	Jenson	AI-based: DeepSeek, AI, ChatGPT, Magic School AI; Communication: Telegram channel;	Interactive tools: Mentimeter, Presentation: Google Slides, Communication: Telegram channel;

		<p>Hardware and Miscellaneous: Hourglass, Cards, Online/Offline Dice, Printer, Laptop;</p> <p>Interactive tools: Padlet, Mentimeter, Quizzes, Kahoot, Wordwall, Quizlet, Jeopardy labs, Bamboozle, Vocabulary card;</p> <p>Presentation: Google Jamboard, Google Slides;</p> <p>Websites: Comics online, Live work worksheets, English grammar worksheets, Visit teacher website, Framework pad.</p>	<p>Hardware: Timer, Phone, Laptop, TV;</p>
2	Jim	<p>AI-based: ChatGPT, DeepSeek, Magic School AI;</p> <p>Communication: Telegram channel;</p> <p>Hardware and Miscellaneous: interactive boards, phone, ring, laptop, Google Drive, [Google] Forms;</p> <p>Interactive tools: Bamboozle, Mentimeter, Worldwall, Quizzes,</p> <p>Presentation: Canva, Google Slides,</p> <p>Websites: YouTube, TED talk sites, Instagram;</p>	<p>Communication: Telegram channel;</p> <p>Hardware and Miscellaneous: laptop, TV, phone, Google Slides, timer;</p>
3	Jack	<p>AI tools: ChatGPT;</p> <p>Hardware and Miscellaneous: TV, smart board, phones, Canvas LMS,</p> <p>Interactive tools: Wordwall, Quizlet, Duolingo;</p> <p>Presentation: Canva, PowerPoint;</p> <p>Websites: Comics website, YouTube, Poll Everywhere;</p>	<p>AI tools: ChatGPT;</p> <p>Hardware and Miscellaneous: laptop, TV, presentation, Canvas;</p> <p>Interactive tools: Wordwall;</p>
4	Alain	<p>Hardware and Miscellaneous: Projector, mobile phone,</p>	<p>Hardware and Miscellaneous: Laptop, TV;</p>

		laptop; Interactive tools: online games, WorldWall, Bamboozle. Kahoot, Quizlet, Flinga, Padlet, Mentimeter, Super Teacher Tools, Blooket; Presentation: presentation;	Presentation: presentation.
5	Juan	Communication: WhatsApp; Hardware and Miscellaneous: Tape cassettes, projectors, audio and video materials, TV, Canvas LMS, laptop; Interactive tools: Quizzzy Presentation: PowerPoint presentations;	Not observed

During the pre-observation interviews, the participants named a large variety of technologies they use in teaching in general, however, the observations revealed different findings in reality. For example, Jenson stated the following:

There are some things used for revision, either for grammar or vocabulary, like Kahoot, Quizzes, and there are so many more. Along with these applications, there are many more things to be used. Magic School AI, for instance, I use it for generating questions based on the content. Some other teaching materials that I could mention are Wordwall, Jeopardy Labs, Bamboozle, and creating comics online. There's one more, uh, comics maker that helps a lot for the lower levels of English proficiency.

Even though observations of Jenson's classes revealed a more limited application of these technologies in practice. While tools like Google Slides, Telegram channel, and Mentimeter were observed, other mentioned resources, such as Wordwall, Jeopardy Labs, and Bamboozle, were not utilized during the observed lessons. Nevertheless, Jack's practices and answers in the pre-observation interview aligned, since the participant said,

“My students use Canva... to create presentations. I use PowerPoint. What else? We have a TV.” This suggests a possible gap between the perception of their technological integration and their actual classroom practices, since there is a difference in observed and reported use of technology.

Conclusion

The findings of the first question demonstrated that technology had an important role in teaching to engage students, provide feedback, and deliver lesson materials and objectives. Participants reported a variety of tools and websites, ranging from different gadgets to AI applications, as it was shown in Table 2. Though it was found that the reported use of technology contradicted the use in observation classes, suggesting a possible gap in the use of technology. Moreover, two observations per instructor may limit the data collected and consequently the findings about the frequent use of technology in the classroom. Overall, the findings confirm that the use of technology is considered to be an important aspect in teaching and engaging students.

Educators' Perceptions

Participants in this study revealed a range of perceptions regarding the use of technology in language learning. These perceptions were shaped by how they approached the technology and influenced their decisions about adapting digital tools into teaching languages. Their views of technology usage were both optimistic and concerned about the advantages and disadvantages. This subsection included such parts as Positive Perceptions, Concerns and Drawbacks, The Role of Experience and Choice, and Conclusion.

Positive Perceptions

Some participants considered technology a valuable tool in teaching languages. They believed that technology has enhanced student engagement, increased motivation, and created a more active and collaborative atmosphere in the class. For instance, Jenson shared:

Based on the needs and the interests of my students, because they're my target audience, I would use certain types of tech. For instance, if they prefer a competitive mood or competitive atmosphere to be placed, of course, you would use the according websites or tech type applications too.

In addition to improving engagement, Jim and Jack mentioned that technology integration helped to deliver lessons more flexibly and inclusively, especially for students who might have anxious or introverted personalities in comparison with other students. "I think it's also inclusive, because not many can see from the screen, given the bad eyesight, or somebody would not like to talk to the partner next to them, so they would just refer" (Jim). Also, Jack noted that technology helped "putting less stress on the students, putting them into a familiar atmosphere." These insights reflected a student-centered belief in the purposeful use of technology to enhance engagement, motivate learners, and foster an inclusive learning environment.

Concerns and Drawbacks

Nevertheless, several participants shared their concerns about relying on technology too much. This part contained opinions about the challenges and criticisms of technology integration. It was noticed that instructors with more years of experience, such as Alain and Juan, pointed out the drawbacks and concerns about the use of technology.

In the pre-observation interview, Juan listed the disadvantages of using technology in the classroom. They perceived that technology could be over-excessive and addictive for students. Even though they said that using tools in lesson preparation could be beneficial for the instructors, it might be ineffective in learning and memorizing materials unless it is performed on paper.

If they do that on the phone, it won't be so effective. When it is on paper, it is proven that the achievement is higher. But if they see it on the screen of their phone or maybe on the TV, they will do the test. Yes, they will match it, match the words and phrases, but it won't be effective (Juan).

Moreover, Alain expressed their concerns about the use of technology in the classroom, which led to changed perceptions. They have said that tools could lead to distractions during the lesson, resulting in the instructor's intervention to redirect attention. This tendency was noted during the observation of this participant and shared during the post-observation interview. Alain pointed out that "they can easily be distracted and while waiting [for the solution of technical issues], of course, they again started surfing the internet." These reflections illustrated that while technology can enhance engagement, it also presents issues, particularly when students become distracted or when technological tools fail to support deep learning and retention.

The Role of Experience and Choice

Participants' perceptions were shaped by factors such as teaching experience, learning experience, interactions with colleagues, and professional development. In the pre-observation interview, Jenson mentioned that the main influence came from the professional development programs and discovery from colleagues and students by stating,

“I’ve picked up some techniques from them [conferences] and of course, talking to my colleagues helps a lot. We usually learn from students as well about the games that are trendy and hit nowadays.” Moreover, Jim, Jack, and Alain emphasized the teaching community at their workplace. “In most cases, I try to learn from my colleagues. We have a great community here... And we, as a community of teachers, faculty members, we try to share things with each other” (Jack). The collaborative teaching process contributed to ongoing professional growth and experiments with new technologies.

In addition, some participants have shared another source of inspiration. Their personal experiences as learners influenced their current perceptions about technology integration. Jack disclosed their experience during their Master’s degree by saying, “I also learn from my teachers. For example, I had lectures in my master's degree, and I tried to learn from the use of technologies.” Similarly, Jenson revealed that they have been influenced by their learning experiences too:

It comes from my own personal experiences, getting from the examples of my teachers, and how they usually conducted lessons in a more traditional way. I used to study for my bachelor's degree, which I was getting it in 2014, back at the time, and no piece of technology was used whatsoever.

Nevertheless, participants explained that the constant development of technology impacted the integration into teaching. For instance, Juan and Alain mentioned that during the first year of working at the university, they did not have enough tools for instructors, but expressed openness to adapting different materials to engage students. Moreover, Jack shared that the instructors had to adapt to new technologies to be up-to-date with the students by saying, “Technologies are progressing rapidly. We have AI tools, and teachers,

in my opinion, have to adjust themselves. They have to be on the same level as, first of all, students.” The participants explained that their familiarity with digital environments made it easier to explore new technologies and encouraged them to create engaging learning experiences for their students.

Conclusion

Summing up, the perceptions of the participants reflected the use of technology as a helpful tool in strengthening the language learning process for both students and instructors. Participants highlighted several factors, such as their learning experiences, professional development programs, and colleagues who shared about different technologies. However, some concerns regarding distracting and hindering the learning process and overuse of the technology were raised by the participants who had mixed perceptions about the technology use. Thus, the use of technology was perceived positively unless it was integrated purposefully and thoughtfully to help participants maintain engagement, inclusivity, and a collaborative atmosphere in the classroom.

Reasons for Technology Use

It was mentioned earlier that one of the key drivers for integrating technology in the classroom is its ability to motivate both learners and educators. To identify the veracity, I have created questions regarding the reasons for the use of technology. Each participant was asked to name any reasons for the use of technology in their teaching, and there were different yet similar answers. This subsection consisted of several reasons frequently named by the participants.

Motivation

One of the common reasons for the use of technology was motivation. Three participants mentioned that using technology increased the motivation of both students and the instructor. For instance, Jenson stated in the pre-observation interview that “the core reason why I’m relying on the tech use and websites being incorporated is the first one, of course, memorization, inspiration, giving a boost of motivation.” Jack agreed with this reason, saying, “Students are more into technology, and they like it, and they like everything, I suppose, connected with technology... This motivates me to increase their motivation and your motivation.” Even though the last part was not clear to me, the participant did not elaborate on this. Alain agreed with Jack on this, stating that students became more interested in the classes with technology. Thus, one of the common reasons for using technology, as noted by three participants, was its ability to enhance motivation for both students and instructors.

Students’ Engagement

The second reason for the use of technology was to increase the engagement of the students. Several instructors emphasized that technology provided opportunities to make lessons more interactive, dynamic, and enjoyable, which they believed enhanced student participation. For example, Jim expressed the following when I asked about the reason for the use:

I like that when I use technology my teacher's talking time reduces because ideally, it's students who should talk and engage in the room, rather than the teacher, because in the English language classroom, if teacher talks more than 50% of the time, it's a lecture. And learning a language is not about lectures, right? It's about

practice, engagement, etc So, I like that technology gives me an opportunity to reduce my talking and increase their talking or increase their engagement and their contribution to their work.

Another participant, Jack, expressed a similar opinion by saying the following, observing how students became more active:

First of all, I really appreciate the fact that we have technology these days and that they can actually help teachers support the learning process, and the educational process in general. And what I like the most about using technologies is that, first of all, students get involved in the process of learning, because these days it's a little bit challenging to engage them in the process.

Additionally, Jenson said, "I've always used a certain piece of tech or website to be incorporated in my classrooms because I found it more engaging." So, the use of the technology was not engaging only for students, but the instructors. This aligned with the perceptions of other participants who viewed technology as a tool to capture students' attention and foster active learning environments.

Classroom Dynamics

When it came to the classroom dynamics, some of the participants noted the mood of the classroom during the use of technology. They have noticed that the mood of the students changed and became easier, more active, friendlier, and reliable. Jenson has mentioned in the pre-observation interview the following:

...to somehow easen up the mood, to set a friendly atmosphere around the classroom, to raise the relatability that it is relatable for us to be in the same classroom and to somehow fade the line between an instructor and students, that

we are all working together collaboratively for the same purpose, to go through the graded assignments, to get their desirable marks, to reach the learning outcomes that were planned in the syllabus.

Moreover, Jack articulated that using technology helped to put students in a stress-free, more familiar atmosphere while learning. Alain also stated that the reason for the use of the technology in the classroom was related to the students' feelings about the lesson. These insights highlight how technology can positively influence classroom dynamics by creating a more relaxed, collaborative, and supportive learning environment.

Visual Support

The fourth reason for the use of technology was the need for visual support to enhance students' engagement and understanding of lesson content. The participants highlighted that using technology helped to explain concepts more easily for students. Besides, during the observation, it was noted that students relied on the presentations to follow the lesson and answer questions or exercises. For example, Jenson noted in the pre-observation that there was a study about the usage of memes and social media trends to engage Generation Z students. Jenson talked mostly about the use of technology to ease the learning process for visual learners as well as for visual support: "Sometimes people appreciate the art and the aesthetic more than the content itself. So it helps out. The usage of memes, there are meme generators as websites. I can no longer imagine my own lessons without the usage".

In addition, Jim described the technology used for visual support by saying, "I think visuals help you so much, and I think everybody shows the visuals." This was observed in the classes, the presentation had supporting information and memes to engage

students during the classes. Nevertheless, the other instructors also used presentations, either in Google Slides or PowerPoint presentations, to show the materials. Thus, the findings suggested that visual support is considered to have an important role in students' engagement and enhanced learning experience.

Inclusivity and Accessibility

The fifth reason is the combination of inclusivity and accessibility when the instructors use technology in the classroom. According to the Cambridge Dictionary (n.d), inclusivity is “the fact of including all types of people, things or ideas and treating them all fairly and equally.” Three participants noted that many students today struggle with poor eyesight and often rely on their phones to take pictures of the board for better visibility. During the observations in many classes, these tendencies were noticed. In my opinion, the distance between the middle or back rows and the TV was quite big to see without wearing glasses or a phone. For instance, Jack said, “We have a TV, which is a great asset to know. So, the technology is also using a smart board. So smart board allows my students to see the materials.” Also, they have emphasized that “technology [is] making the process more accessible, language learning more accessible” because students have access to the materials and videos in Canvas LMS by saying “they also have access to all the materials, to the videos. They can use YouTube, watch videos, and Facebook. They are just practicing their listening skills.”

Nevertheless, in their pre-observation interview, Jim emphasized the use of phones and students working individually:

I think it's also inclusive, because not many can see from the screen, given the bad eyesight, or somebody would not like to talk to the partner next to them, so they would just refer to what they have in their available zone, and work individually.

Moreover, the educators also mentioned that several students are introverted and reluctant to engage in face-to-face communication with their classmates, which can impact classroom interaction. It was also answered to the question about using technology for inclusivity in the post-observation interview. Jim replied, "It's not only for those who have health impairment issues, but it can also be for those who are socially anxious."

In the same way, Jenson answered that they had been using technology for collaborative tasks during language learning. "We want some of the introverted people to collaborate with other students because their grades depend on that. Collaborative work is one of the graded assignments, mostly. not relying on individual tasks to be completed..." (Jenson). Overall, the use of technology was seen as an effective tool for ensuring accessibility and inclusivity, supporting students with diverse needs, and encouraging both independent and collaborative learning.

Educators' Confidence

The last reasoning is less common but has significance in the analysis; this was related to the confidence of the educator. One participant emphasized that the integration of technology increased confidence in their teaching skills. For instance, Jenson stated the following:

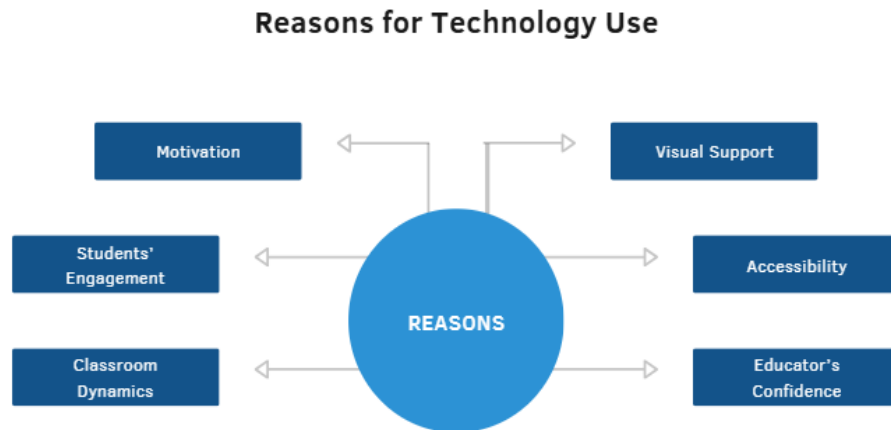
A new piece of AI, which is completely free, and instead of using ChatGPT, there's DeepSeek applications to be installed and to be used worldwide as well and using these particular websites or applications make me feel much more confident in

what I'm teaching instead of relying on the textbook purely or any other articles scientific articles to be read for any of the productive or receptive skills to be involved. But frequently using them in my classroom boosts the confidence that I have. And for sure, the students might as well memorize a certain piece of information from the lessons.

In addition, Jim shared that after observations that being observed made them question and feel “certain pressure on how I use it and if I use it”. They have explained that the increased interest in their teaching caused doubts about the use of technology in classes. This finding underscores the important role that technology can play in increasing educators' confidence, thereby positively impacting both their teaching effectiveness and classroom dynamics.

Conclusion

Previously, participants have listed a variety of reasons for technology integration in teaching English. The most frequent reasons were students' motivation and engagement, positive dynamics in the classroom, supporting materials visually, inclusivity, accessibility, as well as the educators' confidence. Participants repeatedly emphasized using technology to provide visual support for lesson materials and help students to see presentations and follow the lesson flow. While motivation and engagement were the main reasonings, some participants highlighted the increased confidence in the teachers' teaching skills (see Figure 1 for reasons for technology use). So, the participants stressed the potential reasons for technology use to have balanced integration in their teaching and support the lesson delivery.

Figure 1*Reasons for Technology Use***Benefits of Using Technology**

In response to the research questions, participants described various benefits they experienced when using technology in the classroom, which contributed to both teaching effectiveness and student learning outcomes. Those benefits could be helpful for both students and instructors. This subsection lists the advantages of using technology in the classroom.

Time-Saving and Time Management

Participants consistently highlighted time-saving and time management as the main advantages of technology integration in their teaching, noting that certain tools streamlined the lesson preparation and delivery. The first participant, Jenson, talked about both time management and time-saving several times during the interviews. For example, in the post-observation interview, the technology used helped to follow the timeline of the lesson by stating, “Whenever you plan a certain lesson, you would think of a certain time limit

you would set for per slide.” Similarly, in the pre-observation interview, Jenson agreed with Jim’s idea by saying this:

It has become easy to think about the structures of the lesson plan because of those platforms, incorporating those in your lesson plans would save time in preparing for the lessons and would save time in executing those lesson plans and purposes.

Another example is provided by Jim, who noted that the use of technology was advantageous in material development. In their words from the pre-observation interview:

It's time-saving. When you plan the lesson, when you integrate the technology that has already been pre-developed, it saves you time on developing your own classroom materials. There are so many materials now available on the Internet.

You pick something that is suitable for your content, and you integrate it into your teaching, into your slides, and that saves your time.

Moreover, Juan mentioned in the pre-observation interview that creating computer-based tests saved time and considered it as saying, “It's easier, it's faster, it's not so time-consuming.” Alain stated that the technology had simplified their work and expressed the same idea above by stating the following “It may save my time because I need lots of time to prepare for practical lessons, preparing presentations and then some paper-based activities and cut them out” since they usually worked with paper-based tasks which required “lots of hours cutting out.” Thus, these examples emphasized the time efficiency with the use of technology in lesson preparation and delivery.

Revision and Practice

The second benefit identified by participants was the ease of revision and practicing the skills with the help of technology. Some educators noted that digital tools

helped students to practice and revise materials during the lesson as well as outside the classroom, since the learners have access to the materials, as Jack stated above. For instance, Jim said that the amount of technology depends on what they were aiming to practice during the lesson by saying that “when students have to learn and then practice and then learn with the practice, again, using those things that they have in the available domain.” They also emphasized that certain tools might help to practice by sending notifications and reminders:

Let's say Duolingo is not entirely the best application to learn a certain foreign language from, but it might be useful for people who lack discipline, or the people who don't get the sense of time, or who struggle with time management. Those notifications and widgets that are easily visible on your phone screen and on the screen itself, they would remind you constantly that you'll have to practice.

Moreover, Jack stated that websites for comic creation helped to practice several skills during the class. Skills such as grammar, listening, speaking, and critical thinking could be trained in those comics presentations, as Jack said:

So, producing thought, producing comics, practicing grammar, revising grammar, and then presenting, which is speaking. And for other students who could do listening skills, they would at the same time practice listening skills as well... So they also use critical thinking skills. So it's just amazing how technology can help us, and it's not a complex task. It's a small task, but it provides good benefits to both students and teachers.

Overall, the use of technology for revision and practice was seen as an effective way to reinforce learning, promote student independence, and develop a range of language and cognitive skills.

Technology Adaptation and Reuse

The third benefit mentioned by participants was the chance to adapt and reuse technology for different matters. Jenson emphasized in the pre-observation interview that integrating technology is considered to be beneficial in teaching languages by saying, “You get to learn more about those platforms and how you could possibly adapt and reuse and repurpose the same websites for different matters and different topics.” Additionally, it was mentioned in the post-observation interview, students could share their works from classes for different purposes:

I've seen several times that my students post their works on social media platforms within the form of stories, and it would act as an extra bonus for their CV, for example, if they work on a certain project. Um, for instance, now we're focusing on literature review, and they could possibly publish their own works later. It would contribute to their career expansion and any endeavors in the future (Jenson).

Jim stated that technology could help to reuse technology for classroom dynamics because the lesson plan needed to be modified by saying the following:

And sometimes when students are exhausted, especially by the end of the week, like on Friday, I can see that you don't want to be interacting with each other too much today. I would be giving them some individual work.

Nevertheless, Juan stated that students could reuse one app for different purposes. For instance, she mentioned that the flexibility and adaptability of familiar applications helped give speaking tasks in the class:

For example, we had the speaking assignment, and they needed to speak, of course.

I was asking my students to record their voices with the help of a dictaphone, or maybe, some students were even using WhatsApp messages to send them to themselves. And they were recording their voices...

Overall, such flexibility supported autonomous learning and made tasks more accessible, especially for students familiar with these technologies in the daily lives of both students and educators.

Building Social Connections

The last significant benefit identified by participants was the role of technology in terms of bringing students closer together and creating opportunities for social interactions in the classrooms. Jenson observed that some creative and collaborative tasks encouraged students to connect. They stated the following in the pre-observation interview:

The external one would be people coming close together just because of the creative tasks or creative usage of those websites. They might become friends in the end. Some of them might become friends for life, actually. I've seen and observed from students that I mostly teach freshmen nowadays. And those freshmen, being the first-year students, might as well be friends until the fourth year, until graduation. So that's one of the perks of using those strategies in your lessons. And it's quite nice to look at and to observe.

In addition, Jim highlighted that technology also helped to reduce the level of anxiety of introverted students in face-to-face communications by explaining, “I think it also reduces anxiety in a way, because sometimes students say, 'Oh, I'm so introverted, I don't want to talk to people’”. The same thought was presented by Jack, who said that using technology helped not only to train several language skills simultaneously but to receive feedback and support from peers and instructors by stating the following:

It's entertaining and when my students practice their grammar by creating the sentences, later they can present the comics in front of the class, and it's a great thing to also add speaking to the activity, so, and yeah they would have some feedback from their peers and from their teacher as well.

These findings were also reflected in the classroom observations, where the use of technology-supported group activities helped establish a positive learning environment, encouraging students to communicate and work together more openly. In the classes of Alain, Jim, and Jenson, it was noted that the technology integration, along with Total Physical Response exercises, boosted classroom mood and the lesson flow. Overall, these insights suggest that the use of technology not only enhances collaboration and social interaction but also supports inclusivity by reducing social barriers and anxiety among students.

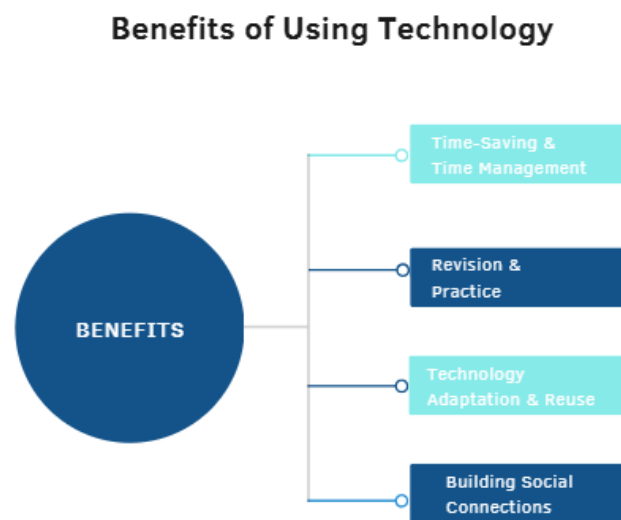
Conclusion

In conclusion, this subchapter revealed the benefits of the use of technology in the classroom, which significantly increased teaching effectiveness and learning outcomes. Participants highlighted how technology integration reduced time for lesson preparation and planning, along with the revision of materials for students. In addition to collaboration

among students, technology adaptability and reuse for different purposes helped both students and educators in the classroom as well as outside of it. This was also considered beneficial because of the enhanced engagement and communication (see Figure 2).

Figure 2

Benefits of Using Technology



Challenges in Technology Integration

As part of exploring educators' experiences with technology integration, this study also examined the challenges they faced in the process. Participants identified a range of issues that affected both teaching practices and student engagement. This subsection provides findings from the interviews and observations noted by the instructors.

Internet Problems

The first challenge mentioned by the educators was the bad Internet connection at the university. However, they emphasized that in most cases, they had switched to the mobile data or traditional teaching approach. For instance, Jenson said in the pre-

observation interview, “Whether or not the Wi-Fi connection wouldn't be intact, you might as well use a piece of paper or bring with you some office supplies so it could help you out.”

On top of that, Jim found another solution for the Wi-Fi problem, which is money-consuming. They have emphasized that at one part of the university, the quality of the Internet was low, and needed to use mobile data for better connection by saying the following: “The Wi-Fi is super bad and I always had to use my mobile network for this led to some increased payments because I've been using my mobile megabytes rather than the Wi-Fi”.

Another participant also pointed up the Internet problem during language teaching. Juan highlighted that there might be issues with the Internet “when there is no internet, and when the link doesn't open.” These findings also aligned with the observations, and during Jenson’s class, it was noted that the technology required additional time to reboot. So, the Internet problems not only interrupted lesson delivery but also added extra costs for instructors who sought to maintain a teaching experience.

Financial Challenges

As was said above, the use of technology might be excessive in finances. Another challenge noted by participants was the fee issues with certain educational platforms. Many of the tools have been offering free versions, but with limited features, which prompted people to purchase subscriptions, as the ChatGPT website has become recently, as it was known. For example, in their pre-observation, Jenson named an application called DeepSeek with free and premium versions, while Jim mentioned Magic School AI, which has recently become premium.

Furthermore, Alain explained that the paper-based activities were also money-consuming, even though the technology was used to simplify their work. They said that they usually spent approximately 40-45.000 tenge for colored paper per semester to print out. Additionally, Jim voiced concerns about subscription-related challenges as well as interface challenges. They noted that this experience might vary depending on the device being used:

The interface challenge, if it looks like this on the laptop, may not look the same on the phone. As well as the fee issues. Some of the very nice interactive things are not for free, so you have to pay for them. Sometimes the university does not have the subscriptions, but it may have if you, like, apply for the subscription, it may give you the subscription, but this has to be negotiated in advance.

These issues presented additional challenges for instructors, who must navigate technical limitations to secure access to the necessary tools. Such challenges highlighted the need for institutional and financial support to deliver seamless integration in teaching.

Technical Issues

Another important finding was related to the technical issues in the classrooms. Some participants expressed the presence of technical issues in the lessons, which disrupted the technology integration in teaching practices. Problems such as malfunctioning equipment, difficult or incompatible classroom technology setups, and Internet problems were noted, as well as Internet problems discussed above. For instance, Juan and Alain said that there was a lack of technology at the university, which challenged the lesson organization and material delivery.

In addition, Juan has emphasized the deviation of the TV use in some classrooms, highlighting difficulties by saying, “When I cannot figure out where the sound is switching on the TV. So this is also a problem.” Similarly, Jim described the experience of the use of interactive boards, stating that:

Interactive board works differently in every room. In one room, it works like I want it to work, in the other room it does not work as I want it to work. So I really need to spend some time learning how to use it.

Nevertheless, the interactive boards and TVs were not the only problematic devices used by the instructors. During the observation of Jim’s class, it was noted that the personal laptop had issues with the battery, and this was discussed in the post-observation interview. The participant described their experience below:

I have a pretty old laptop. It's dated 2017. It's like more than five years old by now. And I have a problem with my accumulator. Sometimes it charges off, and then it does not charge on. And it is a challenge because I feel super stressed when these things happen. This was the second time this semester, and this made me think of buying a newer laptop. But yeah, when I encounter these challenges, I feel cold sweat.

These examples illustrate how inconsistent technology setups across different classrooms can create additional stress and challenges for instructors, often requiring extra time to troubleshoot or adapt to unfamiliar equipment during lessons.

Unreliable Performance of Educational Technologies

Several participants reported other challenges related to the unreliable performance of educational applications, despite the active use of technology in the classroom. For

example, there were cases when the application failed to load, lagged, or worked in an unplanned way. Jenson shared that they started using Telegram channels with the students to share or download materials due to Padlet crashing. They explained that “there were some times, not in particular those lessons that you have visited, but there were some individual cases where the Padlet platform was not working, so not everybody could share with their posters and productive tasks being completed.”

Also, Jack shared that they felt stressed if Canvas LMS did not work during attendance by saying, “Sometimes Canvas attendance might not work, and it's stressful, to be honest, because your students are expecting the teacher to control the situation, like to manage the classroom activities.” Alain also experienced problems with attendance in Canvas LMS and with the game “Who Wants to be a Millionaire?” During this game, they said that:

And I prepared the game, but when the game started, it didn't function... after wasting some time, I understood that the problem was in these symbols like Cyrillic letters, so it could understand only Latin letters and then, it couldn't understand these double inverted commas, and all the questions containing these signs... it didn't show it.

Those mentioned technical issues highlighted the challenges the instructors faced in order to deliver lessons and engage students when the tools failed to perform reliably.

Inefficiency of Technology

While technology was often viewed as a means to enhance learning, some participants questioned its efficiency in certain contexts, particularly in larger groups. Two

participants described their experience of integrating technology in larger groups with 35-45 students.

In the post-observation interview, Jim pointed out the inconvenience of using technology for bigger groups. They described how Google Jamboard confused students, and the platform “Good Chase” allowed only one participant to register among seven or nine students by saying, “It's either the inconveniences with registration ... made me change my perceptions and then give up the use of certain technologies in the classroom.” On top of this, they have mentioned that sometimes they have relied on tools too much, and over-excessive use affects the students' involvement. The use of technology has limited its effectiveness in this case.

Moreover, Alain emphasized that the use of technology allowed working with both online and paper-based resources, but there was the same issue of inefficiency. In the pre-observation interview findings, they stated that working in groups was not efficient and engaging for students by saying, “A group of eight to ten students, it's too much. And it means that some of them won't be involved in the activity.”

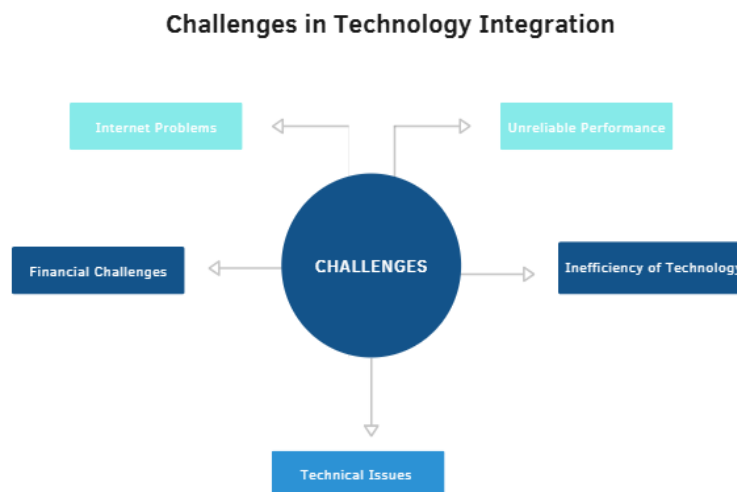
When it came to the paper-based tasks, Juan voiced concerns about vocabulary memorization while working with devices. Drawing from the research and experience, they argued that even when quizzes were made up with online services, they were less efficient than traditional ones. They said the following, “If I created a quiz, like on the phone, if they do that on the phone, it won't be so effective. When it is on paper, it is proven that the achievement is higher.” Thus, while technology offered various tools for teaching, participants highlighted the need to view attentively its appropriateness based on class size and objectives.

Conclusion

Despite the benefits of technology integration, some participants identified some challenges, such as unreliable Internet connection and technology performance, financial and technical issues, and effectiveness of technology. It was mentioned that due to those issues, participants were required to overpay for Internet and applications, otherwise, it would hinder the learning process. Hence, the fruitful integration demands financial support, a sufficient quantity of technology, and a consistent Internet connection. As these aspects are not eliminated, the technology's potential to reduce the number of people without access to information is likely to be limited. Figure 3 shows the framework for this subsection.

Figure 3

Challenges in Technology Integration



Conclusion

The findings of this case study exposed educators' perceptions and practices concerning the use of technology in teaching at one university. This chapter showed the

reasons for technology integration, such as student motivation and engagement, improved lesson delivery, support of the materials and lesson objectives, help in time management and lesson preparation, and revision and practice of lesson materials. Moreover, after sharing their personal experience in learning, participants voiced concerns about being reliant on technology, causing possible distractions for students, and the challenges of using technology in larger classes. In addition to this challenge, there were the most frequent mentions of technical and financial issues, unreliable Internet connection, and technology performance, which complicated the lesson delivery and preparation. Thus, the participants have shared their experiences and perceptions about using technology in teaching.

Discussion

This section discusses the study's findings with the research questions and previous frameworks on the use of technology in language teaching. The purpose of this study was to examine the perceptions, beliefs, and practices in technology integration of language instructors at a private university in Kazakhstan. The study identified six themes based on the research questions: (a) practices of educators in using technology; (b) perceptions about technology use; (c) educators' reasons for technology integration; (d) benefits of using technology in teaching English; (e) challenges of the technology integration, and (f) the relationship between educators' perceptions and practices. This chapter aims to interpret the significant findings, compare them to the previous studies, and consider recommendations for further research.

Practices of Educators in Using Technology

Technology has become an essential part of teaching currently to the rapid changes in daily life. This subsection analyzes how educators integrate technology into their teaching. During pre-observation interviews, the participants listed a variety of devices and platforms they use in teaching. The technology types were grouped into AI-based tools, Communication, Hardware and Miscellaneous, Interactive tools, Presentation, and Websites. For instance, there were different AI tools (e.g., ChatGPT, Magic School AI, etc.), interactive platforms (e.g., Kahoot, Bamboozle, etc.), websites (e.g., Comics, YouTube, etc.), devices (e.g., laptop, TV, etc.), and so on. Presentations on platforms like Google Slides and PowerPoint align with Baek et al. (2008), who described the use of technology for presenting and showing videos.

The data reflect on the practices of the participants and how they might perceive technology. Participants emphasized the use of technology for engagement, lesson delivery, feedback, and so on. This finding contradicts Teo et al. (2016), who figured out the administrative requirement of using technology in teaching. In addition, this also disagrees with Fransson and Holmberg (2012) on the teaching experience affecting the use of technology, despite that it has impacted the students' motivation and activity in the classroom.

The Choice of Technology

Also, it was noted that educators who participated in some professional development programs tend to use technology more in comparison to Ertmer et al. (2016) discussed in their paper. In addition, participants mentioned that they have integrated AI-based tools due to the students' frequent use and increased engagement in the lessons. This supports the findings of Kerimbayev et al. (2023), who studied the practices of technology use and student-centered approach in modern teaching. The use of technology might be considered as a student-centered tool in teaching since most of the students tend to be more active in the classroom, as it was noted by the participants.

Observed and Reported Use of Technology

However, these results do not fit with the observed technology used in the two observation classes. The observations reveal a more particular choice of technology in the classroom, but the limited use of technology did not hinder the teaching process since it still engages students and helps to deliver lesson objectives and materials. This contradicts the claims of Teo et al. (2016) about job requirements as reason for the use and Wang (2021) about pedagogical beliefs and lack of digital proficiencies since the participants are

willing to use the technology effectively in their teaching, supporting Baek et al. (2008). The data suggest that there might be a gap in perceptions and practices since the reported use of technology differs from the observed use.

Perceptions about Technology Use

Perceptions are considered crucial in shaping educators' practices in technology use. Earlier, Robbins and Judge (2017) defined perceptions as an organizing process and interpretation of sensory impressions that played a critical role in how participants assessed the value of technology in their practices. The use of technology in teaching might be seen differently due to different perceptions, concerns, and factors.

Positive Perceptions

The findings show that educators held positive perceptions and attitudes about the use of technology in teaching generally, mentioning it as an essential tool to increase motivation, enhance students' engagement, and support learners. Many participants mentioned that the use of technology increased the students' motivation and engagement due to the preference for a competitive mood in the classroom. This aligns with the ideas of Mustafina (2016), who wrote about the effectiveness of technology integration in teaching, and Rakhmentov et al. (2022) discussing engaging students during COVID-19. In addition, using technology helps to provide inclusivity in teaching, which is mentioned by participants.

Educators' Concerns about Technology Use

Additionally, the technology use is viewed as a distraction by concerned educators. Some participants reported that during the challenges faced in technology integration, students got distracted from the lesson. These findings add to the other concerns from the

previous studies. So, more experienced instructors might express concerns about the distraction of technology, even though they have positive perceptions of technology.

Factors in Shaping Instructors' Perceptions

Nevertheless, the findings indicate that various factors can shape educators' perceptions. Most of the educators pointed out that their perceptions of technology in teaching were formed from their learning experience and teaching community at the workplace. This cooperates with the statements of Chen (2008) and Hsu et al. (2017) that the development of perceptions might be affected by existing or previous experiences in teaching.

Additionally, the perceptions can be shaped by the willingness to use different tools in teaching. Participants stated that they are open to using different tools and programs in teaching since it was perceived as a helpful tool, and it aligns with Chounta et al. (2022) about expressing positive attitudes despite the unfamiliarity of certain tools. Moreover, Lee et al. (2011) emphasized the role of colleagues' support and control in shaping educators' perceptions and practices, as was also observed in this research.

Educators' Reasons for Technology Integration

One of the research questions of this paper was constructed to find out the reasons for the use of technology in teaching. The key findings suggest that the use of technology is motivated by several factors listed by instructors and list six possible reasons for the integration. While previous research focused on reasons such as motivation, engagement, and confidence, the findings of this paper demonstrate other results about inclusivity, accessibility, and visual support.

Students' Motivation

One of the most common reasons found during the data analysis is to motivate both students and educators. Participants emphasized the motivation of both students and instructors as a leading reason for using technology. This aligns with the statements about student and teacher motivation by Heinonen et al. (2019) and Zarzycka-Piskorz (2016). Specifically, Heinonen et al. (2019) have mentioned that the use of technology is affected by TEL since it supports the flexibility of learning and motivates instructors.

Increased Engagement

Another reason for technology use identified is students' engagement, which is notably higher when educators integrate various technologies in the classroom. Participants pointed to the increased engagement and involvement during the lessons. This aligns with Ahmadi (2018), who reported the increased engagement and enthusiasm whenever different technologies were used during the lesson. Also, this finding supports Szymkowiak et al. (2021) about the effective use of the technology since the participants tried to integrate technology to promote an interactive and dynamic classroom.

Instructors' Confidence

It has also been found that technology integration correlates with educators' confidence in their teaching. Some participants emphasized that the use of different tools increased their confidence in teaching skills, as it was discussed by Hsu et al. (2017). On top of this, the technology used helps to set a friendly mood and live communication in the classroom, which correlates to Nurgaliyeva et al. (2019) and Zhai and Shi (2020).

Classroom Dynamics

The classroom dynamics are another reason for the technology use at this research site. Most participants noted that the use of technology helped to ease the intense atmosphere in the classroom and build more friendly and reliable connections among the students and educators. The use of technology and memes was noted by the participants and coincides with the findings of Szymkowiak et al. (2021) about the particular engagement of Generation Z students. This reason adds to the previous literature and provides new findings for this research.

Inclusivity and Accessibility

Two reasons, such as inclusivity and accessibility, were mentioned by the participants but not frequently highlighted by the previous studies. Due to the bad eyesight, most of the students struggle to see from the TV or the whiteboard, as it was reasoned by the educators. Using different tools and platforms helped to enhance inclusivity and accessibility for the students during and after the lessons. This also correlated with the engagement of the students and adds to the previous literature, providing new findings.

Benefits of Using Technology in Teaching English

The findings sections revealed several benefits of technology integration in language teaching. Participants reported that technology enhanced student engagement, increased both students' motivation and instructors' confidence, facilitated the learning process and preparation, and provided opportunities for practice and revision. Participants emphasized these benefits during the interviews by incorporating a variety of tools into their teaching practices.

Previous frameworks have identified four core benefits from technology integration: (a) increased motivation and engagement; (b) development of language skills and a supportive learning environment; (c) improved classroom dynamics and collaboration; and (d) increased instructor confidence. However, during the data analysis, I have identified six common advantages of technology use in the lessons, which were described in the Findings section. Students' motivation and engagement, along with the impact on the classroom dynamics and increased teachers' confidence, were noted by the participants as well as in the previous studies.

Increased Motivation and Engagement

One of the most frequently mentioned benefits was increased student engagement and motivation. Both researchers and participants emphasized how technology advanced engagement and motivation in the classroom after technology integration. Participants specifically noted how interactive platforms such as Kahoot, Wordwall, Bamboozle, and websites for creating comics online helped to have a more dynamic, active, and enjoyable learning environment. Along with the studies of Baek et al. (2008) and Hsu et al. (2017), participants remarked that technology could be used as a factor for raising the degree of activity in the classroom. In addition, they emphasized that certain aims dictated the technology type to integrate into the classroom. Some participants noted that some games and interactive platforms help to train certain language skills. This aligns with Hsu et al. (2017) and Zarzycka-Piskorz (2016), who also wrote about the advantages of using games and the Kahoot platform during lessons.

Development of Language Skills and a Supportive Learning Environment

Consequently, other benefits of the technology were described by the participants. Most participants noted how using certain types of technology helped to train certain language skills and create a friendly atmosphere in the classroom. One of the participants described how students may train certain skills simultaneously during the presentation of the comics they have been working on in a group, while another participant highlighted that technology supported the materials explained by the teacher. These findings support Roy (2019), who suggested that the use of technology helped get information and improve language skills in the classroom, and Magolis and Homishak (2014), along with the idea of technology integration for support in the lessons.

Improved Classroom Dynamics and Collaboration

Participants also noted a positive shift in classroom dynamics when technology was integrated into the lesson plan. Educators provided examples of when different tools helped to get students more active, communicating with others, and being reliable to both their classmates and instructors. It was remarked that technology helped to introduce collaborative tasks to set up a friendly mood in the classroom and to make students feel more comfortable and active. Similarly, some participants noted that the use of technology helped them to have more familiar and less stressful classes and interactions among the groups. These findings support the papers of Zhai and Shi (2020), who highlighted the role of technology communication and collaboration in the classroom, and Nurgaliyeva et al. (2019), who found a connection between the frequent use of technology and class interaction.

Increased Instructor Confidence

Nevertheless, the findings suggest that technology integration into teaching contributed to the growth of educators' confidence. Some participants reported being more assured in lesson delivery and content when they had digital tools. They explicitly highlighted the effect of AI-based and interactive platforms on lesson delivery and classroom engagement. For example, DeepSeek and Magic School AI tools were mentioned to help boost confidence in teaching classes. Beyond lesson delivery, one participant reflected on how mastering new digital platforms contributed to their overall confidence as an educator. This correlates with findings from Chen (2008), Johnson et al. (2016), and Hsu et al. (2017) about confidence enhancement in instructional delivery while using technology in teaching.

Challenges of the Technology Integration

Despite the several advantages of technology integration, the findings reveal the challenges that might hinder its use. Participants mentioned challenges during the interviews, and some were confirmed during the observations. Technical and financial challenges, unreliable performance of technology, poor Internet connection, and technological disorganization were mostly named during the interviews.

Technical and Financial Challenges

One of the main challenges of the effective use of technology, mentioned by the participants, was connected to the technical and financial problems. Participants noted that they have faced challenges such as bad Wi-Fi connections, delaying the learning process, additional subscriptions, and printing out the activities. These findings add to Lee et al. (2011), Johnson et al. (2016), and Venketsamy and Hu (2022) about the lack of technical

support since the participants solved these obstacles by themselves without administrative support.

Unreliable Performance of Technology

However, some participants shared that over-excessive use of technology and unreliability of the technology negatively affect the teaching process. Issues like failure of the platforms and technology, over-reliance on the technology, and inefficiency of the tools are reported to hinder the learning process. These findings were discussed by Nurgaliyeva et al. (2019) and Zhai and Shi (2020), who investigated more about the unreliable performance during the lesson.

Limited Resources and Possibilities

Some previous studies, such as Lee et al. (2011) and Johnson et al. (2016), have mentioned limited resources as one of the challenges in technology integration, which aligned with some participants' answers about how they started working at the university, since the technology was not enough technology for teachers. Additionally, Johnson et al. (2016) and Venketsamy and Hu (2022) have mentioned other challenges, such as a lack of training, working extra to adapt technology in teaching, and a lack of administrative support, which do not correlate with the findings of this thesis.

Conclusion

The study demonstrates a correlation between educators' positive perceptions of technology integration and actual practices in English classrooms. The findings reveal that participants who perceived technology as a helpful asset to enhance students' motivation, engagement, inclusivity, and accessibility were more likely to use various technologies in their practices. Technology integration to motivate students correlates with Mustafina

(2016) and Ahmadi (2018), who examine the increased participation in the classrooms when technology is used. Also, participants emphasize the educators' motivation to use technology in the classroom, which aligns with Heinonen et al. (2019), who discussed positive perceptions of TEL in motivating Finnish instructors to use technology. In addition, Tondeur et al. (2017) accentuate that positive perceptions towards technology impact the effective and active use of technology.

However, this paper also found that some instructors prefer not to integrate technology in the classroom despite having positive perceptions and attitudes towards technology. Participants acknowledged the role of technology in teaching and students' engagement, but they were observed to use a limited variety of tools in the lesson and stick to traditional teaching. This partially aligns with Tleuov's (2017) writing about using traditional methods in Kazakhstan, but it was argued due to the insufficient amount of technology and teacher preparation.

This discussion has analyzed the key findings connected to the educators' practices, perceptions, reasons, challenges, and the relationship between the perceptions and practices in teaching English. The study compares some previous research frameworks and discovers new findings about the role of technology integration in teaching. The use of technology helps to provide a more friendly, relaxed, and accessible atmosphere for learners in language classrooms. This paper identifies the relationship between perceptions of technology integration and practices of educators in teaching language, based on the data collected in one private university in Kazakhstan. Overall, the positive perceptions lead to more active and encouraged technology integration in the actual practices of

educators, as was found in this study. The next chapter concludes these insights and provides recommendations for further research.

Conclusion

This section concludes, provides implications and recommendations, and lists limitations and suggestions for further research. The present thesis aims to explore the educators' perceptions and practices in using technology in the classroom at a private university in Kazakhstan. A qualitative research design helped to analyze perceptions, practices, reasons, benefits, and challenges in technology integration into teaching.

Major Findings

This case study demonstrated some findings concerning educators' perceptions and practices of technology integration in teaching English. The initial findings of this thesis suggest that the frequent use of technology helps to deliver lesson materials and support anxious or introverted students in group work. Although it was found out that there is a difference between observed and reported use of technology, which meant that some of the mentioned tools and platforms were not applied in the classroom.

Second, educators who have positive perceptions of technology integration into their teaching emphasize its benefits, challenges, and reasons for its use. Some of the previous frameworks align with the findings, while others are controversial. As it was discussed, motivation and engagement are considered as main reasons for the use in both previous studies and this thesis.

Third, many factors and issues help to form the participants' perceptions and practices of technology in their teaching. For instance, there were some factors such as personal experience, increased confidence in teaching, and students' engagement, along with the technical and financial issues, and Internet connection at the research site. These issues with the unreliable performance of certain technologies were reported to hinder the teaching process.

Last, this paper highlights the benefits and challenges of technology integration. Participants emphasize such benefits as increased motivation and engagement, reuse and adaptability of the technology outside the classroom, communication in and outside the classroom, and educators' confidence in teaching skills. Also, challenges included bad Internet connection, unreliable performance of technology, inefficient use in larger groups, and technical and financial issues.

Implications

This study has some theoretical, practical, and policy implications for educators, students, policymakers, and people who might be interested in this topic. It suggests a theoretical model of individual perceptions that significantly impact the technology integration. The findings and discussion provide some helpful insights to engage and motivate students via technology integration, enhancing the educational technology use and instructors' perceptions of tools. For practical implications, this study underlines the need for a focus in professional development programs on digital skills and technology integration, since some previous papers and participants mention about lack of skills and knowledge about the use. For policymakers, this study suggests providing more reliable

Internet connections, technical support for educators, and encouraging to use of technology in teaching languages.

Recommendations

Since it was found that the use of technology got students more involved and motivated in the classroom, institutions should have paid attention to the development programs on the effective use of technology and the quality of the Wi-Fi connection in the buildings, which was reported as an issue in technology integration. The latter could also be addressed to the Internet providers and local administrative systems.

Limitations

While this study has provided some insights and recommendations, there were some limitations associated with the findings. First, the findings are generalized to other educational organizations since the research was conducted at one university in Kazakhstan. The number of participants was too small, and this limits the findings for the other countries, universities, and subjects since the five participants taught English at the research site. Second, the use of a qualitative case study design may limit the findings and conclusions of the research. For this, applying other methods like quantitative or mixed methods could provide more valuable insights into educators' perceptions and practices in technology use. Third, two observations for one instructor limited the observed data and did not fully cover the practices of technology integration.

Suggestions for Further Research

Further studies could be conducted at public universities and with a larger sample of participants to see whether the findings apply to diverse settings. It is also recommended to conduct research focusing on the students' perspectives and experiences after this paper.

Future researchers could study the perceptions of technology integration since students were reported to be more active and engaged in the lessons after teachers used some technology in their teaching. Moreover, applying or combining other methods would provide new, valuable data in further research.

Conclusion

In summary, this study contributed to the previous research regarding the technology integration in education in Kazakhstan. The findings of this thesis provide valuable insights about the perceptions and practices of technology integration based on one private university case. Despite the small number of participants, this study highlights important aspects of technology integration, such as reasons, challenges, benefits, and perceptions. Main findings show positive perceptions of technology use and benefits, as well as reasons and challenges of the technology use. For further research, it is suggested to use a bigger sample and different data collection methods to explore other tendencies in technology integration into education.

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Appendix A

Interview Protocol in English

Time of the Interview:

Date:

Place:

Researcher:

Participant:

The Individual Semi-Structured Interview Questionnaire for Teachers

1. Introduction

Thank you for agreeing to participate in this study. As mentioned, the focus is on understanding your experiences with using technology in teaching. Your responses will remain confidential, and pseudonyms will be used in the final report. May I record this interview for accuracy?

2. Warm-Up Questions

Can you tell me about your teaching experience and your role here at the university?

When did you start using technology in your classes?

3. Main Questions

Pre-Observation Questions

Research Question 1

1. How do your beliefs about technology influence the way you plan and conduct your lessons?
2. How would you describe your overall attitude toward using technology in teaching English?
3. How do you decide which technological tools to integrate into your teaching?

Research Question 2

1. What are your perceptions about the use of technology in teaching English?
2. How do you feel about integrating technology into English lessons?
3. What challenges, if any, do you anticipate in using technology during this lesson?

Research Question 3

1. What types of technology do you commonly use in your lessons? Can you provide examples of how you currently use technology in your English teaching practice?
2. What tools or platforms do you plan to use in this lesson, and what influenced your choice?
3. How do you decide when and how to use technology in your teaching? Do you have some plans for using technology in the classroom?

Research Question 4

1. What are your reasons for using technology in the classroom?
2. Have you received any training or professional development on using technology in education?
3. What motivates you to use technology in your teaching?
4. Do you believe technology enhances student learning? Why or why not?

Research Question 5

1. What benefits can you identify in using technology in teaching languages?
2. What benefits do you expect students to gain from using technology in English lessons?
3. What benefits do you notice for yourself as an educator when using technology?

4. Do you think technology can make language learning more accessible or effective? If so, how?

Post-Observation Questions

Research Question 1

1. Were there any moments where your perception of technology changed based on how students responded?
2. Did you encounter any challenges that made you reconsider your beliefs about technology in teaching?
3. Did the way you used technology in this lesson align with your usual approach? Why or why not?

Research Question 2

1. After the lesson, do you feel your perception of technology's role in teaching has changed? Why or why not?

Research Question 3

1. During the observed lesson, you used [specific tool/method]. Can you explain your reasoning behind this choice?
2. Were there any moments when you had to adjust or modify your planned use of technology?

Research Question 4

1. Based on today's lesson, do you still feel the same about why you use technology in your teaching?
2. Did you face any challenges using technology in this lesson? How did you handle them?

3. During the observed lesson, what were your objectives for using the technology?

Do you feel the technology helped achieve the lesson objectives? Why or why not?

4. How did technology help you achieve your lesson objectives?

Research Question 5

1. Did you notice any direct benefits for students in today's lesson?

2. Do you think the technology used in this lesson helped students understand concepts better?

3. Would you change anything about how you used technology in this lesson? Why or why not?

4. Closing

Thank you so much for sharing your thoughts. I'll transcribe this interview and send it to you for review. Please feel free to reach out if you have additional thoughts or concerns.

Appendix C

Informed Consent Form for Participation in Research

Title of Dissertation: A Case Study of Educators' Perceptions and Practices of Technology Integration in English Language Teaching

Description:

You are invited to participate in interviews and observations for the above-referenced dissertation. The purpose of this interview is to explore the perceptions of educators about the use of technology in the classroom at one private university in Kazakhstan. This paper aims to find out if there is any divergence between the perceptions and practices of teachers, since it is claimed that there is a possible gap in understanding and using gadgets to engage students in the classroom. Thus, the main focus was set on the perceptions about the use of technology by instructors at the university to see how the technology was perceived and practiced in the Kazakhstani context. Participation is voluntary, and you may withdraw at any time without penalty or loss of benefits.

Purpose of the Thesis

This study aims to explore educators' perceptions of technology use in the classroom at a private university in Kazakhstan. Given the limited research on Kazakhstani university instructors, this study focuses on how they use technology. Key terms such as "use" and "technology" are defined based on dictionary sources. The study examines the impact of educational software like Canva, PowerPoint, and mind maps, which enhance student

engagement, creativity, and motivation (Heinonen et al., 2019; Zarzycka-Piskorz, 2016).

Research suggests that while technology can improve academic performance, its effectiveness depends on alignment with educational goals (Nurgaliyeva et al., 2019; Rakhmetov et al., 2022). This thesis also investigates whether a gap exists between teachers' perceptions and the actual use of technology in engaging students, offering insights into its role in Kazakhstani higher education.

Procedures

If you choose to participate, you will be asked to engage in two interviews, each lasting approximately 20 to 30 minutes. The interviews will be conducted face-to-face before and after observations, and they will be audio-recorded for transcription purposes. Observation classes will also be conducted face-to-face to avoid any misunderstandings. Cresswell (2018) and Yin (2018) mentioned that this process helped to gain specific and accurate descriptions and answers for the research questions. The participants can see the results of interviews in order to avoid any misunderstandings or to recall what was done during the procedures of data collection.

Confidentiality and Privacy

Your participation in this study is confidential. Any information you provide will be used solely for research purposes. Personal identifiers (such as your name or contact details) will be removed or anonymized to ensure your privacy. The collected data will be stored securely and will only be accessible by authorized personnel.

The information collected during the interview will be used for [research purposes/publication, etc.]. Findings may be published or presented at conferences, but no identifying information will be included in any reports, publications, or presentations.

Voluntary Participation and Right to Withdraw

Participation in this interview is completely voluntary. You may refuse to answer any question or withdraw from the interview at any time without penalty or loss of benefits.

Your decision to participate or not will not affect your relationship with the researcher or the institution.

Potential Risks and Benefits

There are minimal risks associated with participation in this interview. However, some questions may cause discomfort. You are free to skip any questions that you do not wish to answer. There are no direct benefits to you for participating, but your input will contribute valuable insights to the study.

Consent to Participate

By signing this form, you indicate that you have read and understood the information provided above, that you voluntarily agree to participate in this interview, and that you understand that you can withdraw from participation at any time.

If you have any questions about the interview or your participation, please feel free to contact the researcher and supervisor.

Consent

By signing below, I confirm my agreement to participate in this study under the following conditions:

- I have thoroughly read and understood the information provided;
- I have been informed about the purpose and procedures of the study;
- I am aware of how the data will be used, and that any confidential information will be accessed only by the researchers and will remain confidential;

- I understand that I have the right to withdraw from the study at any time, without needing to provide a reason;
- Having understood all the above points, I voluntarily agree to take part in this study.

I, the undersigned, voluntarily agree to participate in the interview as described above.

Participant's Name: _____

Signature: _____

Date: _____

Researcher's Name: _____

Signature: _____

Date: _____

Appendix D

Interview Coding

28	[10:05] Researcher: So, and how do you feel about integrating technology in your English classes, English lessons, maybe?			
29	[10:16] Participant: From the fiery and passionate discussion, you would, I mean, guess that I would recommend using at least one in every single lesson. If the lesson lasts for 75 minutes, at least 20 minutes should be dedicated to the usage of those texts combined with the productive speeches. Could be written or spoken. Let the students take over and let the creativity fly. That's how they learn nowadays.	productive speeches, creativity	reasons	reasons
30	[10:49] Researcher: Yes, but sometimes we know that technology can have some like..., Internet doesn't work, maybe some kind of issues. When it comes to challenges, do...have you experienced one?			
31	[11:06] Participant: Yes, of course. Some technical issues occur here and there. Throughout my career, there were some cases like these. And whenever we're relying on those technology pieces too much, I would suggest having a backup plan. Whether or not the Wi-Fi connection wouldn't be intact, you might as well use a piece of paper or bring with you some office supplies so it could help you out. Instead of using quizzes or Quizlet for the vocabulary cards, You can ask the students to recreate the same things by using just a piece of paper, some office supplies. Recreate the same thing offline.	technical issues, backup plan, Wifi connection, paper, offline	technical issues	issues