Are we there yet? Technology integration in English language teaching in Balochsitan, Pakistan

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Abstract

Pakistan is one of the countries of the world striving to improve the quality of education since 1947, adopting the emerging innovative ways of learning and teaching. Technology integration in education is one such practice, where technological devices, computers with an internet connection have been provided in the schools with an aim to expedite students' engagement in the learning and teaching tasks and so their learning process. Current study provides insights into the ground practices of the school-based stakeholder (SBSs), i.e. headteachers, teachers and students regarding technology integration in the English language learning and teaching at secondary level, in the context of Balochistan, Pakistan. Qualitative exploratory case study method was employed to carry out the study. Findings of the study depicted not only the existing practices of SBSs, but also the challenges faced by them during their attempt to integrate technology in English language teaching. This article also provides some recommendations for the community of education with a particular focus on Balochistan, Pakistan, for effective technology integration so as to maximize the benefits of technology integration in schools.

Keywords: Technology integration, English language teaching, School-based stakeholders (SBSs).