CHALLENGES AND SOLUTIONS TEACHERS ENCOUNTER WHILE INTEGRATING TECHNOLOGY IN THE CLASSROOM

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Abstract: Teachers face several challenges when integrating technology into the classroom. These challenges include a lack of technology media facilities, slow internet connections, and a lack of teacher skills in mastering technology. Additionally, teachers may face challenges such as a lack of competence, deficient teaching materials, and inadequate digital teaching skills. Other barriers include a lack of resources, time, access, and technical support. Furthermore, teachers may encounter obstacles such as a lack of access to ICT resources, lack of access to the internet inside the classroom, lack of training, and insufficient technical support. These challenges can hinder the effective integration of technology in the classroom and impact the overall learning experience for students.

Key words: technology, teaching challenges,

Possibly the most influential aspect influencing today's educational scene is technology. An increasing number of school districts are endorsing the use of technology in the classroom by increasing internet connectivity, supplying tablets and PCs, and putting into practice initiatives aimed at raising teacher and student computer literacy.

Teachers frequently find it difficult to integrate new instructional technology in a seamless and productive manner, despite the fact that they generally recognize the advantages of these tools. technological integration poses serious problems to educators at every level of school systems, from the purchase of new technological equipment to the modification of curricula and teaching methods to accommodate new educational resources.

Technology has had a large impact on the modern work environment, including the move

towards technology-delivered instruction. Currently, 33% of learning hours in organizational

training courses are delivered with technology (Paradise, 2008). Organizations are drawn to

online training in an attempt to cut costs and create material that can be delivered anytime,

anywhere, and tailored to meet individual needs (DeRouin, Fritzsche, & Salas, 2004; Wisher,

2006). Although the benefits of online training are numerous (see Sitzmann, Kraiger, Stewart, &

Wisher, 2006; Welsh, Wanberg, Brown, & Simmering, 2003), researchers have also suggested

that technical difficulties, which inevitably arise during both online and offline training, have the potential to disrupt the learning process (Webster & Hackley, 1997). In addition, pandemic has led to a shift towards technology-based approaches in education, with teachers, parents, and students embracing new applications like Live Worksheets, Quizziz, Kahoot, and Google Classroom. Students are learning in real-time with stable internet access, while some engage in offline learning by downloading assignments on computers and smartphones. Integrating technology enhances interactivity between teachers and students, making learning more productive and enjoyable through videos, audio techniques, and animations.

There are various problems that can arise when using technology in the classroom, but there are also solutions to address these challenges. Here are some common issues and potential solutions:

1. Technical difficulties: Technology can sometimes malfunction or encounter connectivity issues, disrupting the flow of the lesson. To address this, teachers can have a backup plan in place, such as having printed materials or alternative activities prepared in case of technical issues. Teachers can also familiarize themselves with the technology beforehand to troubleshoot any potential problems.

2. Distractions: Students may be tempted to use technology for non-educational purposes during class, leading to distractions and reduced engagement. To mitigate this, teachers can establish clear guidelines for technology use in the classroom and monitor students' screens to ensure they are staying on task. Encouraging interactive and engaging lessons can also help keep students focused on the educational content.

3. Inequity: Not all students may have access to the same technology or internet connectivity at home, leading to disparities in learning opportunities. To address this, schools can provide devices and internet access to students who need them, or offer alternative ways for students to access educational materials, such as providing printed materials or utilizing offline resources.

4. Over-reliance on technology: While technology can enhance learning, it should not replace traditional teaching methods or human interaction. Teachers should strike a balance between using technology as a tool to support learning and incorporating other instructional strategies to cater to different learning styles and needs.

5. Lack of training: Teachers may feel overwhelmed or unprepared to effectively integrate technology into their lessons. Providing professional development opportunities and training sessions can help teachers build their skills and confidence in using technology in the classroom.

Moreover, according to Mishra & Koehler (2006), effective teaching and learning can be achieved by integrating pedagogy, content, and technology. Teachers should integrate technology based on these components, including seven technology-related elements. Shanmugan & Balakrishnan (2018) state that integrating Technological Pedagogical Content Knowledge (TPACK) in pedagogy makes learning more enjoyable and meaningful, enhances student achievement, and transforms teachers' perspectives on integration. Numerous studies have shown that integrating technology in learning leads to improved student outcomes.

By being aware of these potential challenges and implementing proactive strategies, educators can harness the benefits of technology in the classroom while minimizing the drawbacks.

The use of technology in teaching English as a foreign language in the twenty-first century has grown extensively. At the same time, teachers encounter challenges in their attempts to incorporate digital literacy into teaching-learning activities (Kurniawati et al., 2018). Since technology use depends on how a teacher employs technology in the classroom, the generation gap and digital divide have become significant issues. In recent years, teachers have struggled to embrace digital technology, particularly new technologies, and are not aware of how technology can affect the quality of teaching and learning (Dudeney & Hockly, 2016). Teachers using technology in EFL classes have faced a number of challenges, such as inadequate training for teachers, a lack of awareness of the opportunities presented by technology to enhance teaching and learning, and a lack of time to try new things as well as inadequate technical assistance (Mollaei & Riasati, 2013). For instance, in Iran, EFL teachers who lack technological proficiency are expected to improve their technical abilities, which includes using the internet to find pertinent resources for their lessons (Ardıç & Çiftçi, 2019). Due to inadequate infrastructure in the schools where they teach, there are additional problems, such as limited access to digital devices (Dashtestani & Hojatpanah, 2020). Similarly, it was found in a survey of pre-service Turkish teachers that the educators lacked the abilities required to use technology tools in their EFL classrooms. Due to a lack of technological expertise, these teachers cannot incorporate modern tools into their lessons. (Merç, 2015)

Overall, while technology presents numerous opportunities for enhancing education, it also comes with its own set of challenges. By addressing issues such as technical difficulties, distractions, inequity, over-reliance, and lack of training, educators can navigate the complexities of integrating technology into the classroom

effectively. With proper planning, support, and training, technology can be a powerful tool to engage students, personalize learning experiences, and prepare them for success in the digital age.

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