

Voices from the Classroom: A Focus Group and Observational Analysis of ICT Integration in English Language Teaching in Government Secondary Schools of Faridabad

Neerja Singh

Department of English, School of Media Studies and Humanities, Manav Rachna
International Institute of Research and Studies, Faridabad

Dr Shivani Vashist

Supervisor, Department of English, School of Media Studies and Humanities, Manav
Rachna International Institute of Research and Studies, Faridabad

Abstract

Government schools in Haryana have, over the last five years, acquired an unprecedented amount of digital infrastructure for language teaching, yet the presence of a smart board or a language lab tells us very little about what actually happens once the classroom door closes. This paper reports the qualitative, pilot phase of a larger doctoral inquiry into the integration of Information and Communication Technology (ICT) in English Language Teaching (ELT) in government secondary schools of Faridabad district. Working within a descriptive-exploratory design, the study combines Focus Group Discussions (FGDs) with eighteen English teachers across three subdivisions and structured non-participant observation of twelve lessons to examine how infrastructural provision, teacher disposition, and pedagogical practice interact. Using Carol Chapelle's criteria for Computer-Assisted Language Learning (CALL) evaluation and Ruben Puentedura's SAMR framework as interpretive lenses, the analysis develops a Three-Tier ICT-ELT Integration Model linking infrastructural readiness, teacher disposition, and pedagogical transformation in a feedback loop. Findings suggest that although access to hardware has genuinely improved, a persistent "will-skill" gap and a tendency toward substitution rather than redefinition of language tasks continue to limit the transformative potential of the state's digital grammar modules. The paper closes with implications for teacher training and material design.

Keywords: ICT integration, Focus Group Discussion, classroom observation, CALL evaluation, English Language Teaching, SAMR

1. Introduction

English occupies a peculiar and privileged position in the Indian educational imagination. It is at once a colonial inheritance, an associate official language, the medium through which higher education and white-collar employment are largely

accessed, and, for a great many parents, the single most desired outcome of their children's schooling. Successive policy documents have tried to harness technology to widen access to this valued but unevenly distributed resource. The National Curriculum Framework of 2005 placed considerable emphasis on the implementation and use of information communication technology in classroom transaction (NCERT, National Curriculum 121), and the SARTHAQ implementation plan for the National Education Policy 2020 goes further, calling for the appropriate use of technology at all levels of education to improve learning outcomes and enhance access for disadvantaged groups (Government of India 228). In Haryana, this policy intent has translated into concrete hardware: since 2021, the state government has, in partnership with Globus Infocom, installed physical language laboratories with smart boards in government schools and distributed tablets to students in Classes 10 and 12, alongside a longer-running campaign, "I am not afraid of English," aimed at reducing language anxiety.

Yet, as a substantial body of research has shown, hardware installed is not technology integrated. Prasad's survey of ICT facilities in secondary schools found persistent disparities in usable infrastructure between urban and rural, and between CBSE and other-board institutions (589), and the wider literature has long distinguished first-order barriers -infrastructure and policy -from second-order barriers, namely teachers' beliefs, confidence, and perceived usefulness of technology (qtd. in Tsai and Chai 1057; Knezek and Christensen 327). More recent scholarship has added a third order: the situated, moment-to-moment pedagogical judgement teachers must exercise because "no two classrooms are alike even if the target language, teacher, or institution remain the same" (Tsai and Chai 1058). It is this third layer -what teachers actually do with the equipment, and why -that survey questionnaires, however carefully constructed, struggle to capture. A tick-box item asking whether a teacher "uses the language lab weekly" cannot tell us whether that use amounts to a genuinely learner-centred activity or a digitised worksheet displayed on a smart board instead of a chalkboard.

This paper reports the qualitative phase of a larger mixed-methods doctoral study on ICT integration in ELT in government secondary schools of Faridabad district, which comprises the Faridabad, Ballabhgarh, and Badkal subdivisions. Where the larger study uses a structured survey to map the extent and correlates of ICT use across the district, the present paper turns to Focus Group Discussions with English teachers and structured classroom observation to ask a more interpretive question: how do teachers narrate their relationship with digital material, and how does that narration compare with what an observer sees them actually doing in the language lab? The paper's objectives are threefold: first, to elicit, through FGDs, teachers' beliefs, anxieties, and workarounds regarding ICT-integrated English teaching; second, to document, through structured observation, the extent to which classroom practice with the Globus Infocom grammar modules reflects the language-learning potential, authenticity, learner-fit, and practicality that Chapelle identifies as markers of sound CALL material (55); and third, to synthesise both data sets into a model capable of guiding teacher training and material evaluation. In doing so, the paper also responds

to a methodological gap, since much of the Indian literature on ICT in schools relies on self-report surveys, and comparatively few studies triangulate teacher voice with independent classroom observation in the specific context of government secondary English classrooms.

2. Review of Related Literature

The literature on technology integration in language education can be organised, broadly, along the three tiers that later inform this paper's model.

At the infrastructural tier, Resta and Laferrière identify five conditions for successful integration: available hardware and connectivity, culturally relevant content, competent and confident teachers, opportunities for teachers to adapt material, and ongoing research into use. UNESCO's global position on ICT in education echoes this, framing infrastructure as necessary but not sufficient. In the Indian context, Prasad documents continuing gaps in ICT facility availability between school boards and geographic locations (589), while Stafford Ocansey and Sharma's needs-assessment of Maharashtra's DIKSHA rollout found genuine teacher enthusiasm for a national digital platform sitting alongside persistent gaps in pedagogic-integration training, some two years after launch. Kumar and Lal's account of technological change reshaping the Indian media and communication job market is a useful reminder from outside the ELT field: as workplaces increasingly demand demonstrable digital competence, the case for schools building it early becomes harder to defer, and government English classrooms are, for many first-generation learners, among the few institutional spaces where such competence might be modelled at all.

At the teacher-disposition tier, Davis's Technology Acceptance Model remains foundational, arguing that perceived usefulness and perceived ease of use jointly predict whether a technology is actually adopted (320). Hutchison and Reinking's national survey of over 1,400 literacy teachers in the United States found that while most teachers endorsed integration in principle, practical constraints -time to plan technology-mediated lessons, unfamiliarity with evaluating students' ICT-based work, and thin professional development -suppressed actual use. Knezek and Christensen distil this into a memorable triad: successful integration needs “will (attitude) of the teacher, skill (technology competency), and technology tools (access to technology tools)” (327), a formulation this paper borrows for its Tier II vocabulary. Writing about a different sector, Aarzoo and Lal's proposal for a structured AI-literacy training programme for K-12 educators makes a parallel argument: competence with a new technology is rarely acquired incidentally, and durable teacher confidence requires deliberately designed training rather than one-off orientation -a point equally true of the Globus Infocom modules examined here. Deb et al.'s discussion of the ethical dimensions of introducing AI-based systems into Indian K-12 education offers a related caution: as digital tools grow more sophisticated, questions of data privacy and equitable access do not disappear from the language classroom merely because the technology in question is “only” a grammar module, and teachers' hesitations about such tools are not simply technophobia but sometimes a reasonable, under-examined

ethical intuition.

At the pedagogical tier, the CALL literature has moved from asking whether computers help language learning to asking under what conditions they do. Warschauer and Healey trace three historical phases of computer-assisted language instruction - structural, communicative, and integrative -each corresponding to a dominant theory of language pedagogy (57), a periodisation that helps explain why a grammar-drill module built on structuralist assumptions can sit, physically, inside a smart classroom whose stated philosophy is communicative and learner-centred. Chapelle's six criteria for CALL evaluation -language learning potential, learner fit, meaning focus, authenticity, positive impact, and practicality (55) -offer the most widely used judgmental framework for assessing whether digital material does what it claims, and were later operationalised by Jamieson et al. in a mixed judgmental-empirical study of an online English course that surveyed developers, teachers, and students against each of the six criteria. Puente's SAMR model, though developed outside language-teaching literature specifically, has become a common heuristic for distinguishing Substitution and Augmentation -where technology performs the same task as before, only faster -from Modification and Redefinition, where the task itself becomes something previously inconceivable without the technology. Krashen's input hypothesis and Littlejohn's framework for materials analysis together supply the second-language-acquisition rationale for why comprehensible input and genuine communicative purpose, not merely digital delivery, must remain the yardstick against which any CALL module is judged.

A smaller thread in the literature examines engagement once digital material is in use. Katyal et al.'s study of gamification in toy-brand engagement ("Effects of Gamification"), while situated in marketing rather than education, offers a transferable insight: playful, incremental reward structures measurably sustain engagement with a digital artefact, which is precisely the "positive impact" criterion Chapelle asks CALL evaluators to examine. Similarly, Singh et al.'s work on digital storytelling and narrative authenticity in building audience trust resonates with Chapelle's authenticity criterion: material that mimics genuine communicative purpose, rather than presenting language as decontextualised drill items, is more likely to be perceived by teachers and learners alike as worth their time. Katyal et al.'s separate study of collaborative, influencer-mediated educational branding on Instagram ("Educational Branding") is a further reminder that digital pedagogy rarely succeeds as a solitary teacher-versus-screen exercise; it is sustained by visible, collaborative structures of support -precisely what several of the present study's FGD participants report lacking. Finally, Lal's own account of new measures for teaching, learning, and evaluating with changing technology argues that evaluation instruments must themselves evolve alongside classroom technology, a call this paper answers in part by combining FGD and observation rather than relying on the questionnaire alone.

3. Toward a Three-Tier Model of ICT-ELT Integration

Read across, the three strands of literature reviewed above are not competing

explanations for the same phenomenon; they are cumulative conditions, each necessary but individually insufficient. Figure 1 represents this cumulative structure as a Three-Tier ICT-ELT Integration Model, adapted from the first-, second-, and third-order barrier framework running through Tsai and Chai and Knezek and Christensen, but reorganised specifically for the language classroom and explicitly incorporating Chapelle's CALL criteria and Puentedura's SAMR continuum at the topmost tier.

Tier I, Infrastructural Readiness, corresponds to first-order or external barriers: the physical and administrative preconditions -functioning hardware, connectivity, a maintained language lab, and policy backing such as SARTHAQ -without which no further tier can be reached. Tier II, Teacher Disposition, corresponds to second-order or internal barriers: the affective and cognitive dispositions -perceived usefulness, perceived ease of use, confidence, and the "will and skill" that Knezek and Christensen describe (327) -that determine whether available infrastructure is actually drawn upon. Tier III, Pedagogical Transformation, is where Chapelle's evaluative criteria and Puentedura's SAMR continuum operate: it distinguishes classroom practice that merely substitutes a screen for a blackboard from practice that redefines the language task in ways unavailable without the technology, for instance a grammar module that lets a learner receive individualised feedback on extended writing rather than simply displaying a static drill exercise.

Crucially, the model includes a feedback loop running from Tier III back to Tiers I and II: what teachers and observers learn about classroom-level practice should, in principle, inform both future teacher-training design and infrastructural investment decisions. Without this loop, as several FGD participants imply, technology procurement risks repeating rather than learning from earlier rounds of underuse. The remainder of this paper uses FGD and observation data to populate each tier of the model with empirical texture drawn from Faridabad's government secondary schools.

Figure 1. Three-Tier ICT-ELT Integration Model

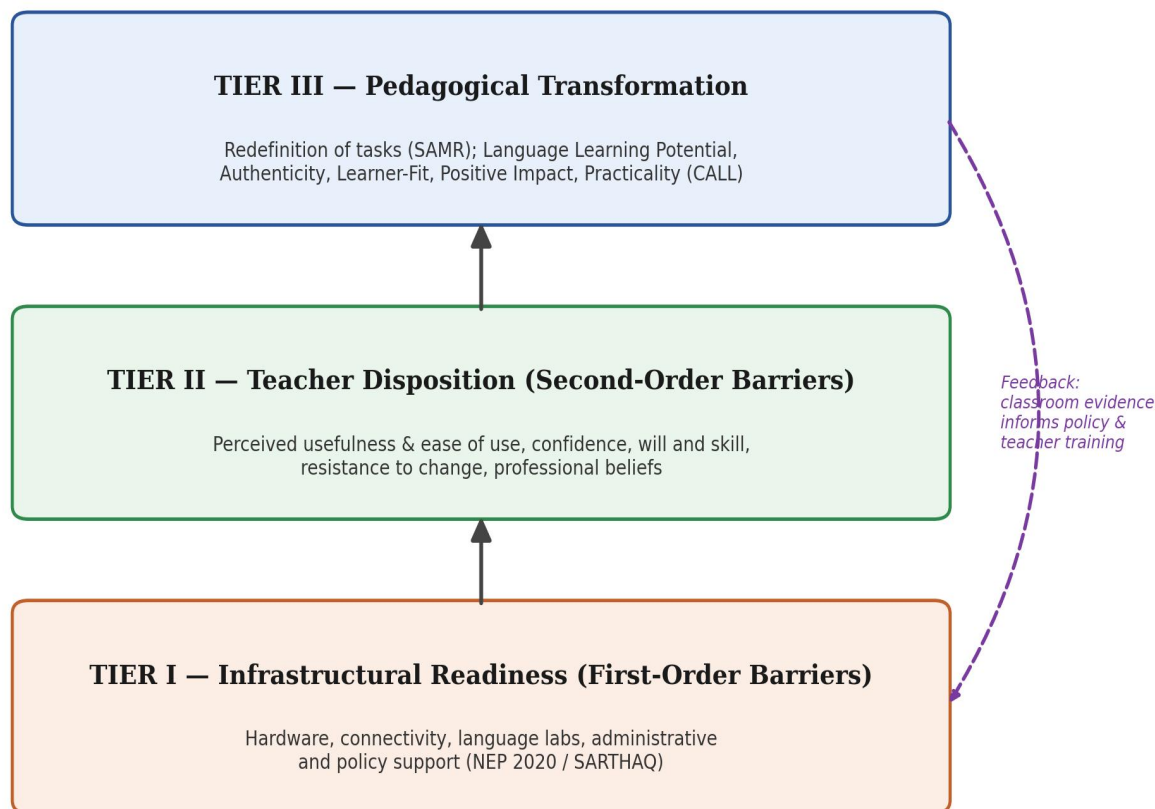


Figure 1. The Three-Tier ICT-ELT Integration Model, linking infrastructural readiness, teacher disposition, and pedagogical transformation through a feedback loop.

4. Research Gap and Rationale for a Qualitative Phase

Two related gaps motivate the qualitative design reported here. First, the existing Indian literature on ICT in schools -including the larger survey-based phase of this doctoral project -relies heavily on self-report instruments that ask teachers to characterise their own use of technology. Such instruments efficiently map prevalence across a large sample but are poorly suited to capturing the third-order, situation-specific judgements Tsai and Chai describe, judgements more readily surfaced through group discussion and direct observation than through a Likert-scale item. Second, while Chapelle's CALL evaluation framework has been applied to a range of digital English-learning products internationally (Jamieson et al.), it has rarely been applied specifically to the Globus Infocom grammar modules now installed in Haryana's government schools, despite their scale of deployment -by the state's own account, 900

teachers across 137 schools in 22 districts had been trained on the system by the end of 2021. The present study addresses both gaps by pairing FGDs, which surface Tier II dispositions in participants' own words, with structured observation, which independently documents Tier III classroom practice against Chapelle's criteria, allowing the two data sets to be read against each other rather than treating either as a stand-alone source of truth.

5. Methodology

5.1 Design

This paper reports the qualitative, pilot phase of a larger descriptive-exploratory mixed-methods doctoral study. The phase reported here combines Focus Group Discussion and structured non-participant observation, and was conducted to inform both the interview guide of the study's later phases and the design of the CALL evaluation instrument to be used with a wider sample.

5.2 Setting and Sampling

The study was located in Faridabad district, Haryana, which comprises three administrative subdivisions -Faridabad, Ballabhgarh, and Badkal -and includes government secondary schools affiliated to both CBSE (chiefly under the Model Sanskriti Vidyalaya scheme) and other state boards, spanning urban and semi-rural catchments. Six government secondary schools were purposively selected to represent this diversity, two per subdivision, one urban and one semi-rural in each pair, all reporting a functioning Globus Infocom language lab. Within these schools, eighteen English teachers were purposively recruited for three FGDs of six participants each, stratified by gender, age band, and years of teaching experience (Table 1). Purposive rather than random sampling was appropriate here because the qualitative phase sought information-rich cases capable of speaking in depth to the phenomenon, rather than the statistical generalisability that remains the aim of the survey phase.

5.3 Focus Group Discussion Protocol

Each FGD lasted between fifty-five and seventy minutes and was conducted in a private room within the school premises, in a mix of Hindi and English to allow participants to express nuanced views comfortably. A semi-structured guide of eight open-ended prompts, piloted with two teachers outside the final sample, covered initial experiences of the language lab, perceived usefulness and ease of use of the grammar modules, obstacles to regular use, and desired forms of support. A moderator facilitated discussion while a co-researcher kept observational field notes on group dynamics; sessions were audio-recorded with participants' consent and transcribed verbatim before being anonymised using school and participant codes (for example, S1-T3 for School 1, Teacher 3). Data collection continued until the research team judged

that no substantively new codes were emerging across groups, a rough approximation of thematic saturation appropriate to a pilot-scale study.

5.4 Observation Protocol

Concurrently, twelve English-language lessons using the digital grammar modules (two per school) were observed by a single trained observer using a structured schedule (Table 2) adapted from Chapelle's six CALL evaluation criteria. Each criterion was operationalised into observable indicators -for instance, Learner Fit was tracked through evidence of differentiated pacing or content for learners of varying proficiency -and rated on a three-point descriptive scale (Not Evident / Partially Evident / Clearly Evident), supplemented by open field notes capturing verbatim teacher talk and learner responses where relevant. Observation was non-participant and unobtrusive; the observer sat at the back of the lab and did not intervene in the lesson.

5.5 Analysis and Trustworthiness

FGD transcripts were analysed inductively through a thematic coding process: initial open coding of each transcript, axial coding to group codes into candidate themes, and a final round of cross-group comparison to identify themes recurring across at least two of the three FGDs. Observation data were analysed by tallying indicator ratings across the twelve lessons and triangulated against FGD themes to see where teachers' stated beliefs converged with, or diverged from, observed classroom practice, a form of methodological triangulation intended to strengthen the credibility of the findings reported in Section 6. Ethical clearance followed the university's standard protocol: informed consent was obtained from participating teachers and school heads, participation was voluntary, and all identifying information has been replaced with codes in this and subsequent reports.

Table 1. Profile of Focus Group Discussion Participants (N = 18)

Code	FGD Group	Gender	Age Band	Teaching Experience	School Locale / Board	Prior ICT Training
S1-T1	FGD 1	Female	31-40	8 years	Urban CBSE /	Yes (2021)
S1-T2	FGD 1	Male	41-50	17 years	Urban CBSE /	Yes (2021)
S1-T3	FGD 1	Female	25-30	3 years	Urban CBSE /	No
S2-T1	FGD 1	Male	31-40	10 years	Semi-rural State Board /	Yes (2021)
S2-T2	FGD 1	Female	51-58	24 years	Semi-rural /	No

Code	FGD Group	Gender	Age Band	Teaching Experience	School Locale / Board	Prior ICT Training
					State Board	
S2-T3	FGD 1	Male	25-30	2 years	Semi-rural / State Board	Yes (2022)
S3-T1	FGD 2	Female	31-40	9 years	Urban / CBSE	Yes (2021)
S3-T2	FGD 2	Male	41-50	15 years	Urban / CBSE	No
S3-T3	FGD 2	Female	25-30	4 years	Urban / CBSE	Yes (2022)
S4-T1	FGD 2	Male	31-40	11 years	Semi-rural / State Board	Yes (2021)
S4-T2	FGD 2	Female	51-58	22 years	Semi-rural / State Board	No
S4-T3	FGD 2	Male	25-30	3 years	Semi-rural / State Board	No
S5-T1	FGD 3	Female	41-50	16 years	Urban / CBSE	Yes (2021)
S5-T2	FGD 3	Male	31-40	7 years	Urban / CBSE	Yes (2022)
S5-T3	FGD 3	Female	25-30	2 years	Urban / CBSE	No
S6-T1	FGD 3	Male	41-50	18 years	Semi-rural / State Board	Yes (2021)
S6-T2	FGD 3	Female	31-40	9 years	Semi-rural / State Board	No
S6-T3	FGD 3	Male	51-58	26 years	Semi-rural / State Board	No

Author's own compilation

Table 2. Structured Classroom Observation Schedule, Adapted from Chapelle's CALL Evaluation Criteria (55)

CALL Criterion (Chapelle)	Observable Classroom Indicator	Rating Distribution across 12 Lessons
Language Learning Potential	Degree to which the activity gives learners focused practice with a specific language form or function	Clearly Evident: 8 Partially: 4 Not Evident: 0
Learner Fit	Evidence of differentiated pace, content, or difficulty for learners of varying proficiency	Clearly Evident: 1 Partially: 4 Not Evident: 7
Meaning Focus	Extent to which learner attention is on meaning rather than only on form	Clearly Evident: 3 Partially: 6 Not Evident: 3
Authenticity	Correspondence between in-module language use and real-world communicative use	Clearly Evident: 1 Partially: 3 Not Evident: 8
Positive Impact	Visible learner engagement, motivation, and voluntary extended use	Clearly Evident: 4 Partially: 5 Not Evident: 3
Practicality	Fit within lesson time, teacher effort required, and technical reliability	Clearly Evident: 7 Partially: 4 Not Evident: 1

Author's own compilation

6. Findings: Thematic Analysis of FGDs and Observation

Five themes emerged from the cross-group comparison of FGD data, each mapped in Table 3 against the tier of the proposed model it primarily illuminates.

6.1 Infrastructure as a Double-Edged Sword (Tier I)

Across all three FGDs, teachers described the language lab as simultaneously a source of pride and anxiety. Several participants used the language of custodianship rather than pedagogy: the lab was something to be “kept safe,” “shown to visitors,” and “used carefully,” echoing Prasad's finding that expensive equipment is often locked away for fear of damage rather than used freely (589). A recurring administrative constraint was that although the grammar modules are described as functioning offline, the login process required an active internet connection, and unreliable connectivity or the recurring cost of data -borne by the school rather than the state agency that installed the equipment -meant several teachers reported using the lab only once every two or three weeks rather than as a routine part of instruction. This corroborates Tier I of the

proposed model: infrastructural readiness in Faridabad's government schools is real but partial, adequate for occasional demonstration use but not yet for the sustained, everyday integration that transformative use requires.

6.2 The Will-Skill Gap (Tier II)

Consistent with Knezek and Christensen's triad (327), teachers repeatedly distinguished between wanting to use the lab and feeling equipped to do so. Teachers with fewer than five years of experience were, on the whole, more willing to experiment with the modules but reported less confidence troubleshooting technical glitches independently; more experienced teachers expressed the opposite pattern, several openly worried that visible technical fumbling in front of students would undermine their authority. This finding sits comfortably alongside Davis's original formulation of perceived ease of use as a predictor of adoption (320) and reinforces Aarzo and Lal's argument that structured, ongoing training -rather than the one-off orientation most participants recalled receiving in 2021 -is necessary to close such a gap. Table 3 records this as the most consistently recurring theme across all three groups.

6.3 Substitution Rather than Redefinition (Tier III)

Observation data lend the clearest empirical weight to this theme. Across the twelve lessons observed, the grammar modules were used almost exclusively to display exercises that could equally have been printed on a worksheet -fill-in-the-blank and multiple-choice grammar items shown on the smart board and answered orally by students called upon individually. In Puentedura's terms, this is Substitution, occasionally rising to Augmentation through immediate right-or-wrong feedback that a worksheet cannot give, but rarely reaching Modification or Redefinition, where the task itself would be reshaped, for example through learners composing extended, personally meaningful text with adaptive feedback, or collaborating on a shared digital document. Teachers were, notably, aware of this gap themselves: several described the modules in the FGDs as "good for revision" but "not really teaching," an unprompted echo of the very substitution/redefinition distinction the observation data independently confirm.

6.4 Authenticity and Learner-Fit of the Grammar Modules (Tier III)

Rated against Chappelle's criteria (Table 2), the modules performed unevenly. Language Learning Potential and Practicality were rated Clearly Evident or Partially Evident in most observed lessons, since the modules are usable within a standard forty-minute period and do offer explicit grammar practice, but Authenticity and Learner Fit were rated Not Evident or Partially Evident in the majority of lessons: exercises were largely decontextualised sentence-level items rather than material drawn from communicative, real-world English use, and there was little evidence of differentiation for learners at different proficiency levels within the same class, a limitation FGD participants also

named directly, several observing that the same exercise runs for the strongest and the weakest learner in the room.

6.5 The Missing Collaborative Layer (Tier II)

A theme that cut across all three groups, though least anticipated by the research team, was teachers' sense of professional isolation in using the technology. Several participants contrasted their experience unfavourably with what they imagined more collaborative, peer-supported models of digital adoption might look like, and welcomed the prospect of a shared teacher forum or peer-mentoring structure around the language lab. This resonates with Katyal et al.'s finding, in a different domain, that collaborative and socially embedded structures sustain engagement with a digital initiative considerably more effectively than individual-user models ("Educational Branding"), and suggests that Tier II of the proposed model may need to be read in social-relational terms -who a teacher can turn to when a module misbehaves -as much as in purely individual-psychological terms.

Table 3. Thematic Matrix of FGD Findings, Mapped against the Three-Tier Model

Theme	Key Sub-codes	Illustrative Participant Voice (paraphrased)	Model Tier	Groups
Infrastructure as a Double-Edged Sword	Custodial anxiety; connectivity cost; limited access windows	Lab described as something to be "kept safe" and "shown to visitors" more than used daily; login needs internet even for an "offline" module	Tier I	3/3
The Will-Skill Gap	Confidence vs willingness; fear of technical failure before students	Newer teachers willing to experiment but unsure of troubleshooting; senior teachers confident but hesitant to try new features publicly	Tier II	3/3
Substitution rather than Redefinition	Digitised worksheets; oral answering; limited task redesign	Modules described by teachers themselves as "good for revision, not really teaching"	Tier III	3/3
Authenticity and Learner-Fit Concerns	Decontextualised items; uniform pacing; no differentiation	Same exercise reported to run for the strongest and the weakest learner in a class	Tier III	2/3
The Missing Collaborative Layer	Professional isolation; desire for peer mentoring or forum	Teachers wished for a shared space to troubleshoot and exchange	Tier II	3/3

Theme	Key Sub-codes	Illustrative Voice (paraphrased)	Participant	Model Tier	Groups
		lab-use colleagues	ideas with		

Author's own compilation

7. Discussion

Read together, the FGD and observation data broadly confirm the tiered logic of the proposed model while complicating any assumption that the tiers are simply sequential. Formally, Tier I infrastructure in the six schools studied is adequate: every school had a working lab and smart board. Yet Tier II dispositions -confidence, felt competence, and a sense of collegial backup -remain uneven, and it is at Tier II, more than Tier I, that the present data locate the primary bottleneck to further integration, a conclusion consistent with the second-order-barrier literature (Hutchison and Reinking; Tsai and Chai). Where the present findings extend that literature is in showing, through direct observation rather than self-report alone, what a Tier II bottleneck looks like in practice at Tier III: not an absence of technology use, but a persistent ceiling on the kind of use, clustering around Substitution and Augmentation rather than Modification and Redefinition.

This has a direct bearing on how Chapelle's evaluation criteria should be read in this context. It would be a mistake to conclude from the low Authenticity and Learner-Fit ratings that the Globus Infocom modules are simply poor material; the FGD data suggest that at least part of the shortfall is enacted rather than designed, produced by how the modules are used within existing time and confidence constraints, rather than solely by the modules' own content. This distinction matters for policy: material redesign alone, without parallel investment in Tier II teacher confidence and Tier III pedagogical modelling, is unlikely to move practice up the SAMR continuum. Lal's call for evaluation measures that evolve alongside classroom technology is relevant here: an evaluation exercise that assessed only the module's technical content, without the FGD and observation data reported in this paper, would have missed the extent to which the shortfall is a teacher-support problem rather than, or in addition to, a materials-design problem.

The gamification and narrative-authenticity literature drawn from outside ELT offers a modest but concrete design implication. Katyal et al.'s work on gamification and brand engagement ("Effects of Gamification") suggests that modules building in visible, incremental markers of progress are more likely to sustain the kind of engagement Chapelle labels Positive Impact, while Singh et al.'s account of narrative authenticity in building audience trust suggests that grammar practice rooted in narratively coherent, communicatively purposeful text, rather than isolated sentences, is more likely to be rated highly on Authenticity in any future observation-based evaluation. Equally, Deb et al.'s caution about the ethical dimensions of digital tools in Indian K-12 education is worth carrying forward as the state's digital footprint in classrooms grows: questions

about the data collected through the login process, and who bears its costs and risks, surfaced unprompted in the present FGDs as a practical grievance rather than an abstract ethical worry, and deserve a place in future evaluation frameworks alongside Chapelle's six criteria.

8. Implications for Practice and Policy

Three implications follow. First, teacher-training design should move beyond the one-off orientation sessions most participants recalled and toward the sustained, competency-building structure that Aarzoo and Lal propose for AI-literacy training, adapted here for CALL-specific competencies: troubleshooting, adapting rather than merely delivering modules, and evaluating learner output using digital tools. Second, school-level administrative practice -particularly around lab access and the cost of connectivity -deserves as much policy attention as the initial hardware rollout, since Tier I readiness, on the present evidence, is undermined less by absent equipment than by unresolved questions of ongoing cost and access. Third, material evaluation exercises undertaken by state agencies or vendors should routinely combine judgmental analysis of the software, in Chapelle's original sense, with classroom-based observational evidence and, where feasible, a structured digital-competency assessment of the kind Baidya et al. describe for organisational settings ("Digital Competency Assessment"), adapted to map individual teachers' readiness before, rather than only after, a training rollout.

9. Limitations and Future Directions

As a pilot-phase qualitative study, this paper's findings are illustrative rather than representative: eighteen teachers and twelve observed lessons, drawn from six schools in one district, cannot capture the full diversity of government secondary English classrooms across Haryana, and the findings should be read as hypothesis-generating for the larger survey phase of the doctoral project rather than as conclusive in themselves. A single observer, though trained and using a structured schedule, introduces an unavoidable degree of interpretive judgement that a multi-observer design with inter-rater reliability checks would strengthen. Future phases of the research will extend the survey instrument informed by these FGD themes to a larger, randomly sampled cohort across all three subdivisions, and will apply Chapelle's empirical evaluation strand, direct assessment of learner performance on the modules, alongside the judgmental evaluation reported here.

10. Conclusion

The Globus Infocom language labs installed across Haryana's government secondary schools represent a genuine, state-funded attempt to narrow the gap between English education's promise and its uneven delivery. The evidence gathered through Focus Group Discussions and structured classroom observation in Faridabad district suggests

that this attempt has succeeded substantially at Tier I, since infrastructure now exists where it did not before, but remains incomplete at Tiers II and III, where teacher confidence, collegial support, and the pedagogical ambition of classroom practice have not yet caught up with the hardware. The Three-Tier ICT-ELT Integration Model developed in this paper is offered as a modest conceptual tool for holding these layers together, a reminder, addressed as much to policymakers as to researchers, that a smart board's presence in a classroom answers only the first of three questions that determine whether technology actually transforms language learning. The remaining two -does the teacher feel able and supported to use it well, and does its use redefine rather than merely digitise the language task -are harder to measure, and this paper's central methodological claim is that Focus Group Discussion and classroom observation, triangulated against each other, are better suited to answering them than a survey instrument alone. As Haryana and other states continue to expand digital infrastructure in schools, attention to these harder, more human questions, captured here in eighteen teachers' own words and twelve lessons' worth of classroom evidence, will determine whether that expansion produces the transformative English education it promises, or a well-equipped repetition of older, less interactive habits of teaching.

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