Prospects and Challenges of Technology Enhanced Language Learning: Teachers Perspectives

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Abstract

This study explored the integration of Technology Enhanced Language Learning (TELL) from the perspective of language teachers, motivated by the increasing role of digital tools in education and the need to understand their practical impact. The purpose was to investigate the perceived benefits, challenges, and influence of teachers' attitudes and proficiency with educational technology on TELL adoption. Employing a descriptive research design, the study surveyed 50 language teachers from primary and secondary schools using a structured questionnaire. Key findings revealed that a significant majority of teachers recognized benefits such as increased student engagement (76%) and improved access to resources (66%). However, challenges like frequent technical issues (50%) and inadequate training (44%) were prevalent, affecting their willingness to use technology. Furthermore, the study found that teachers' confidence in their technological skills varied, influencing their adoption of TELL tools. The study concluded that there is need for targeted professional development and improved technical support to enhance technology integration in language teaching. Recommendations included implementing more practical, hands-on training programs and ensuring reliable access to technological resources to support effective use. These steps are essential to maximizing the benefits of technology in language education and overcoming barriers that impede its successful integration.

1. INTRODUCTION

In today's rapidly evolving educational setting, the integration of technology has become increasingly prevalent, offering new avenues to enhance teaching and learning experiences across various disciplines, including language education. According to Jegede and Adesina (2022), Technology Enhanced Language Learning (TELL) represents a crucial shift in how languages are taught and learned, leveraging digital tools and platforms to engage students more dynamically and accessibly. Mabalane and Mlambo (2024) observe that the use of animated characters as online demonstrators can significantly improve the learning experience of students, which reveals the importance of innovative approaches in TELL. However, while the potential benefits of TELL are widely acknowledged, understanding its impact on teaching practices and student outcomes remains a critical area of research. Liu, Fathi, and Rahimi (2024) emphasize that digital gamification can enhance language achievement, foreign language enjoyment, and the ideal L2 self among learners, demonstrating the positive outcomes of TELL interventions. Similarly, Huang et al. (2024) discuss how empowering virtual reality with feedback and reflection in hands-on learning can increase learning engagement and

foster higher-order thinking. Moreover, Olawuni (2024) and Jegede (2022) stress the relevance and promotion of digital learning among adult learners in Nigeria, further revealing the global implications of TELL. Language teachers' perspectives, as provided in these studies, play a crucial role in this exploration, offering firsthand insights into how TELL influences educational processes and achievements in language learning contexts.

Despite the promising advantages associated with TELL, there exists a notable research gap concerning its perceived benefits and practical implications for language teachers. Specifically, a comprehensive understanding of how these benefits, such as enhanced student engagement and improved learning outcomes, manifest in diverse classroom settings is essential. This study aims to fill this gap by investigating the perceptions of language teachers regarding the benefits of TELL and their corresponding impacts on teaching practices and student achievements. Examining these dynamics, the study will provide empirical evidence that can inform educators, policymakers, and curriculum developers on effective strategies for integrating technology into language education. Moreover, alongside the potential benefits, language teachers encounter various challenges in integrating technology into their teaching practices. These challenges range from technical issues and inadequate training to limited access to resources and student resistance (Jegede, 2021, 2024a, 2024b). Understanding the nature and impact of these challenges on instructional methods and student engagement is crucial for devising targeted interventions that support effective technology integration. Awada (2016) observes that despite the advantages of using mobile technologies like WhatsApp, teachers often struggle with ensuring grammatical accuracy and maintaining students' critique writing proficiency, revealing the need for well-designed digital learning environments.

Furthermore, the attitudes and proficiency levels of language teachers towards educational technology significantly influence their adoption and effective use of TELL tools. ElSayary (2023) emphasizes that teachers' confidence in utilizing technology and their perceived competence in navigating digital platforms are crucial factors in shaping their willingness and ability to integrate TELL into their instructional practices. Hsu and Lin (2024) further argue that teachers' technological proficiency can directly affect students' listening learning performance, particularly in mobile-assisted language learning contexts. The aim of the research is to explore areas where targeted professional development and support can enhance teachers' readiness and capacity to harness the full potential of technology in language teaching. Wong, Park, and Looi (2024) note that the early adoption of tools like ChatGPT in education shows promising altmetric and bibliometric impacts, yet also stresses the

need for teachers to develop a deeper understanding of these technologies to use them effectively. Baleghizadeh and Oladrostam (2010) also emphasize that while Mobile-Assisted Language Learning (MALL) offers significant benefits, it requires careful consideration of the specific needs and contexts of EFL students to avoid potential pitfalls. These insights collectively suggest that a balanced approach to technology integration, one that considers both the challenges and opportunities, is essential for optimizing the use of TELL tools in language education.

2. LITERATURE REVIEW

2.1 Language and Technology enhanced language learning (TELL)

Language, which is vital to life, is a means of communication through spoken or written words (Yusuf, 2020). Communication is achieved using language via verbal, non-verbal, written, or visual methods. Verbal communication is spoken, non-verbal involves body language, touch, and facial expressions, written communication consists of text, and visual communication includes images, graphics, and drawings. The learning experience, like any other experience, requires the use of language. According to Bouhnik and Deshen (2014), it is evident that technology today assists language learning through various gadgets like computers and mobile devices, which help achieve effective teaching and learning.

Technology Enhanced Language Learning (TELL) is the implementation of technology in language teaching methods to enhance the learning process. It refers to the applications of technology in language learning. Chen and Hsu (2008) observe that TELL combines the activities of information communication technologies, such as speed and proximity, with the teaching and learning of language. Teaching and learning processes have expanded beyond the classroom, fostering interactivity, and providing up-to-date information at one's fingertips through TELL. Technology is rapidly growing, and its usage spans materials like e-books, smartphones, computers, tablets, online courses, and interactive groups (Chen & Chung, 2008).

Jegede (2024a) notes that technology is mandatory to stay relevant in the scheme of things for effective and enhanced language learning in today's world. TELL helps connect language learners to their target language through computer-based resources. According to Chen and Hsu (2008), TELL uses computer technology, including hardware, software, and the internet, to enhance the teaching and learning of languages by performing tasks such as using a handheld electronic dictionary to look up words, chatting, reading news websites, participating in

online discussion boards, and completing computer-based language exercises.

There are several prospects for using technology in language learning, including immersive online environments, real-time feedback, multimedia resources, adaptive learning systems, active interaction, progress monitoring, and lesson reinforcement. However, challenges also exist, such as issues with content, technical difficulties, isolation, data privacy concerns, over-reliance on technology, and lack of motivation. TELL is robust and a game-changer in the learning of language in today's world, and the use of AI in language learning through various tools will undoubtedly enhance the quality of learning (Bouhnik & Deshen, 2014).

2.2 Software Tools and Platforms Available for TELL

There are various software tools and platforms available for TELL to cater for various language learning needs and preferences. Some of them are listed below:

1) Duolingo: A widely used language learning app offering interactive exercises, gamified lessons and personal learning paths for many languages.

2) Rosetta stone (RS): It is known for its immersive approach to language learning. RS provides interactive lessons and speech recognition technology to help learners practice speaking, listening, reading and writing skills.

3) Memrise: The app uses spaced repetition and mnemonic techniques to help learners memorize vocabulary and phrases in different languages through interactive flashcards and games.

4) Quizlet: A versatile study tool offering flashcard quizzes and games to practice vocabulary, grammar and other language skills in a collaborative online environment.

5) Busuu: An online language learning platform offering interactive lessons, language exchange with native speakers and personalized study plans for various languages.

6) Tandem: A language exchange app connecting language learners worldwide for virtual language practice and cultural exchange through text, voice and video chat.

7) Voice Thread: A multimedia platform where learners can create and share interactive presentations, videos and discussions to practicing speaking and listening skills in a collaborative online environment.

8) Google Classroom: A learning management system that enables teachers to create, distribute and manage language learning materials, assignments and assessments in a digital classroom environment.

9) Beelinguapp: Offers side by side reading of texts in different languages with audio narration to improve reading comprehension and pronunciation.

10) lingQ: Allow users to import and study content from the web while providing vocabulary assistance and language learning tools.

11) Italki: Platform connecting learners with language tutors for personalized one-on-one lesson via video chat. The language tutors are in reality half a world away.

12) Mango language: Provides language learning course with cultural insight and real-life conversations in many languages.

13) Lingodeer: Interactive app offering lessons in grammar, vocabulary and pronunciation for multiple languages with a focus on gamified learning.

14) Hello talk: A language exchange app connecting users with native speakers around the world for text, voice and video chat language practice.

15) Pimsleur: Provides audio-based language learning courses focusing on speaking and listening skills through structured lessons.

16) Babble: Offers interactive lessons focusing on practical conversation skills and grammar for various languages.

Furthermore, online teaching model like Zoom helps to facilitate student learnings. Zoom includes features like annotation tools, polls, back out rooms, video and screensharing which facilitate communicative language learning. The authentic language instruction aids learning and use of paralinguistic cues like non-verbal icons to help to sustain students' attention. The use of 'raise hand', 'no', 'yes', 'go', 'slower', 'go faster', also help students to achieve communicative learning. The app offers a range of features and approaches to language learning, catering to different language styles and preferences. Finding the best that suits one's needs through experimenting can greatly enhance one's language learning journey.

2.3 Roles of Technology in Language Learning

Jegede (2024b) observes that technology plays diverse roles in language learning, acting as a dynamic tutor for various language drills and practices, including reading, speaking, and listening. Tools like mobile apps and language learning platforms are invaluable for delivering targeted exercises that enhance language skills. According to Jegede (2021), Mobile-Assisted Language Learning (MALL) has proven effective in providing drills and practice activities, allowing learners to engage in repetitive tasks that reinforce their language abilities. Additionally, technologies such as interactive reading apps and speaking practice tools facilitate targeted practice that helps learners develop fluency and comprehension skills. For instance, mobile applications can offer customized reading exercises and listening drills that cater to individual proficiency levels, thus providing a personalized learning experience. These technological tools not only offer practice but also adapt to the learner's progress, ensuring that each student receives the support they need to improve their language skills.

Technology also serves as a powerful tool for language learning beyond traditional drills, encompassing writing

tasks such as researching, presenting, and more. For example, digital platforms enable learners to research topics, compose essays, and create presentations, integrating writing skills with technological proficiency. Hashemi and Abbasi (2013) emphasize how mobile phones can impact vocabulary retention by providing learners with tools to review and practice new words through various digital means. This ability to research and present information electronically enhances students' writing skills and prepares them for real-world applications. Furthermore, the integration of technology into writing tasks supports collaborative projects and presentations, allowing students to use digital resources to construct and share their work effectively. This use of technology not only improves writing skills but also prepares students for academic and professional environments where digital literacy is essential.

Technological devices facilitate both synchronous and asynchronous communication, which is crucial for language learners who need to practice and interact with others. Harley et al. (2007) discuss how texting and other forms of mobile communication support students' transitions to university by fostering connections and interactions with peers and instructors. Mobile technologies also enable students to engage in real-time conversations and receive feedback asynchronously through platforms like email and discussion boards. Huang and Sun (2010) emphasize that mobile technologies support multimedia English listening exercises, allowing learners to practice listening skills in various contexts. Moreover, these technologies provide access to authentic resources such as native speaker conversations, online articles, and multimedia content, which enhances learners' exposure to real-world language use. By supporting collaboration and communication, technology not only aids in language acquisition but also provides flexibility and convenience, making learning accessible from anywhere at any time.

Additionally, technology enhances the efficiency of assessment and feedback processes. Tools like online quizzes and automated grading systems provide immediate feedback to learners, helping them identify and correct mistakes promptly. This instant feedback mechanism supports continuous learning and improvement. As noted by Hayati (2013), Short Message Service (SMS) has been effectively used to teach English idioms, demonstrating how technology can streamline the feedback process and facilitate language learning. Technology also aids in self-access learning, where students can independently engage in exercises, drills, and word processing tasks. This flexibility supports various learning styles and preferences, enabling learners to study at their own pace and convenience. Furthermore, technology supports distance learning, allowing students to access course content, participate in discussions, and build a learning

community from anywhere. The integration of technology in education not only enriches the learning experience but also provides educators with tools to enhance their teaching methods and manage classroom activities more effectively.

In essence, technology plays a crucial role in modern language learning by serving as a tutor for language practices, a tool for writing and research, and a medium for communication and collaboration. It provides access to authentic resources, supports flexible and convenient learning, and offers efficient assessment and feedback mechanisms. Teachers can leverage technology in various ways, from delivering content and facilitating self-access learning to managing computer-mediated communication and developing digital literacy among students. By incorporating technology into their teaching practices, educators can enhance the learning experience, support diverse learning needs, and prepare students for the demands of the digital age.

2.4 Prospects of TELL

Technology Enhanced Language Learning (TELL) offers significant advantages in the area of accessibility and flexibility, transforming the way language learners engage with educational content. Mobile applications and online platforms have made it possible for learners to study anytime and anywhere, breaking down the traditional barriers of time and space associated with classroom learning. According to Cifuentes and Lents (2011), the integration of instant messaging and online office hours has increased student-teacher interactions, particularly in urban commuter campuses where students often face time constraints. This flexibility allows students to engage with their studies at their own pace and according to their individual schedules, making learning more inclusive and adaptable to diverse needs. Moreover, Goundar (2015) emphasizes that mobile devices have revolutionized education by providing students with the ability to access learning materials on-the-go, thereby enhancing the overall learning experience. This level of accessibility ensures that learning is continuous, not limited to the physical classroom, and can be integrated into daily life, making language acquisition more organic and sustainable.

Visual learning is another significant prospect of TELL that enhances comprehension and retention among language learners. Tools like FluentU allow students to connect words with images, videos, and interactive subtitles, which makes the learning process more engaging and effective. Visual aids help in bridging the gap between abstract concepts and their real-world applications, which is particularly beneficial for language learners. Desai and Graves (2006) note that instant messaging platforms, often equipped with visual and multimedia capabilities, have become integral to

instructional strategies, making learning more interactive and visually appealing. Additionally, FluentU's ability to provide context through native speaker videos ensures that students not only learn the grammatical rules but also understand how language is used in natural settings, which Demouy and Kukulska-Hulme (2010) argue is crucial for effective language learning. This method of visual learning also allows students to look up meanings, example sentences, and tips on how to use specific words or phrases, making the learning process more comprehensive and tailored to individual needs. The immersive nature of visual learning in TELL helps reinforce lessons and supports the retention of information, which is critical for language acquisition.

Personalized learning is another promising aspect of TELL that addresses the unique needs of each learner. Tools like Duolingo and Rosetta Stone offer customized lessons that adapt to the learner's pace, providing feedback and practice tailored to their progress. This personalized approach is beneficial for students who may struggle in a traditional classroom setting, where the pace is often dictated by the average learner. Han and Keskin (2016) emphasize that mobile applications like WhatsApp can also reduce anxiety in language learners by providing a less formal and more personalized environment for practice, which is essential for building confidence. The ability to receive instant feedback is another critical advantage of TELL, as it allows learners to correct mistakes in real-time, reinforcing correct usage and promoting better language habits. Furthermore, Chen and Hsu (2008) discuss the effectiveness of personalized intelligent mobile learning systems, which support learners by adapting to their specific needs and providing targeted exercises that enhance their language skills. This level of customization ensures that learning is not only effective but also engaging, as students are more likely to stay motivated when the content is relevant and aligned with their personal goals.

TELL offers numerous advantages that cater to individual learning styles and needs. One of the primary benefits is the ability to access learning materials at any time, which promotes active interaction and the consistent use of the target language. Cifuentes and Lents (2011) observe that the integration of instant messaging in educational settings has increased the frequency and quality of student-teacher interactions, which is essential for language learning. Additionally, TELL tools allow students to track their progress, which provides motivation and a sense of achievement. The ability to break down challenging topics into smaller, manageable pieces is another advantage, as it helps learners grasp difficult concepts without feeling overwhelmed. Chen and Chung (2008) emphasize that TELL tools like Language Nut support all four language skills (listening, speaking, reading, and writing) through an immersive interface that encourages students to engage with the material in a variety of ways, such as singing, playing, listening to stories, and practicing vocabulary.

Despite its many advantages, TELL also presents certain challenges. One of the main disadvantages is the cost associated with acquiring and maintaining the necessary technology, which can be a barrier for some learners and institutions. Desai and Graves (2006) point out that implementing technology-based activities can be difficult for teachers, especially if the activities do not align with their educational goals or if they lack the necessary training. Additionally, there is a risk of students becoming isolated if TELL tools are not used effectively. Han and Keskin (2016) warn that over-reliance on technology can lead to a decrease in face-to-face interactions, which are crucial for developing communication skills. Furthermore, the integration of AI and other advanced technologies in TELL, while beneficial, requires careful consideration to avoid issues such as data privacy concerns and the potential for reduced motivation if the technology is not engaging enough. Balancing the use of technology with traditional teaching methods is essential to ensure that learners receive a well-rounded education that prepares them for real-world communication.

2.5 Challenges of TELL

One of the foremost challenges of Technology-Enhanced Language Learning (TELL) is ensuring access and equity among learners. The digital divide presents a significant barrier, as not all students have equal access to the necessary technological resources. This disparity in access can lead to unequal learning opportunities, where students from less affluent backgrounds may struggle to keep pace with their peers who have better access to technology (Ison, 2004). The availability of devices and reliable internet connections varies widely, creating a gap that affects the inclusivity of technology-based learning. To address these challenges, educators and policymakers must work towards providing equitable access to technology for all learners, ensuring that no student is left behind due to resource limitations.

Non-qualitative resources also present a challenge in TELL. The effectiveness of technology in education heavily relies on the quality of the resources and tools used. Poorly designed or non-professional resources can undermine the learning experience and lead to suboptimal outcomes. As noted by Kim et al. (2013), students' perceptions of mobile learning can be significantly impacted by the quality of the resources available to them. When technology is not employed with high-quality, well-designed content, it can fail to meet educational objectives and lead to disengagement. Furthermore, the cost of high-quality technological tools and resources can be prohibitive for some institutions and learners, limiting their accessibility and potential benefits. Ensuring the use

of well-vetted, professionally designed resources is crucial to maximizing the effectiveness of TELL.

Overreliance on technology poses another significant challenge, potentially leading to diminished critical thinking and problem-solving skills. When students become accustomed to readily available information through technology, they may become less inclined to engage in independent thinking and analysis (Johnson & Johnson, 2013). This dependency on technology can result in a lack of effort in developing analytical skills, as students might rely on technology to provide answers without engaging deeply with the material. Additionally, technical glitches and disruptions can be frustrating and discouraging, further impacting students' motivation and progress (Ke & Grabowski, 2007). Technical issues, such as software malfunctions or connectivity problems, can interrupt learning and create a sense of frustration, which may discourage students from persisting in their studies. Moreover, the internet's diverse distractions pose a significant threat to focused learning. Students may find themselves sidetracked by unrelated content or social media, which can undermine their ability to concentrate on educational tasks. Ensuring that students develop self-discipline and motivation is essential to overcoming these challenges and maintaining effective learning practices in a technology-rich environment.

In a nutshell, while TELL offers many benefits, it also presents several challenges that need to be addressed to maximize its effectiveness. Access and equity, the quality of resources, overreliance on technology, technical issues, and distractions are all critical factors that can impact the success of technology-enhanced learning. Addressing these challenges requires a diverse approach, including efforts to bridge the digital divide, invest in high-quality resources, and foster students' self-discipline and critical thinking skills. By tackling these issues proactively, educators and policymakers can work towards creating a more effective and equitable technology-enhanced learning environment.

2.6 Theoretical Framework: Constructivism Theory

Constructivism Theory is in use for this discourse. The influential theorists are noted here. Jean Piaget's theory of cognitive development suggests that children go through distinct stages of development and emphasized that learning involves refining cognitive structures. Lev Vgtosky's social cultural theory emphasize the importance of social interaction and cultural contexts in learning; stating that learners can do a lot with guidance and interactions with other. However, Jerome Bruner advocated for discovery learning, where learners are encouraged to discover principles by themselves. Constructivism theory emphasizes the active role of learners in constructing their own understanding of the

world. It posits that learning is not passive but an active process of building on existing knowledge through experiences and reflection. The key principles include active learning, knowledge construction, social interaction and contextual learning. The principles of constructivism will lead students learning that are inquiry and project based, collaborative, problem –based and reflective practice. The use of constructivism for technology based learning involves applying digital tools and resources to support active, collaborative and contextual learning experiences. There can be use of educational games, collaborative tools like Google workspace, Microsoft teams; online collaborative learning environment like social media, multimedia context like youtube; virtual and augmented reality like virtual field trips to places learners cannot visit physically and the like.

3. METHODOLOGY

The study employed a descriptive research design to explore the prospects and challenges of Technology Enhanced Language Learning (TELL) from teachers' perspectives. A sample of 50 teachers was selected, comprising 25 teachers from 5 primary schools and 25 teachers from 5 secondary schools. A stratified random sampling technique was used to ensure representation from both educational levels, with schools randomly chosen from a list of institutions within the region. The selection criterion required participants to have at least two years of teaching experience and current involvement in language instruction, ensuring they had sufficient exposure to both traditional and technology-enhanced teaching methods. The primary research instrument was a structured questionnaire, designed to elicit detailed responses regarding teachers' perceptions of the benefits and challenges associated with TELL, as well as their attitudes and proficiency related to technology use in the classroom. Data collection occurred over a four-week period. The questionnaires were distributed to the selected teachers, with follow-up reminders sent to ensure a high response rate. To maintain the validity and reliability of the data, the questionnaire underwent a pilot test with a small group of teachers not included in the main study, leading to minor revisions for clarity and relevance. The collected data were quantitatively analyzed using descriptive statistics to summarize the frequencies and percentages of responses.

4. RESULTS

The results section presents the findings from the analysis of questionnaire responses provided by 50 language teachers, including 25 from primary schools and 25 from secondary schools. This section aims to illuminate the perceived benefits and challenges of Technology Enhanced Language Learning (TELL) as reported by

these educators. The analysis includes both quantitative data, summarized through descriptive and inferential statistics, and qualitative insights derived from open-ended responses. The results emphasize key trends in teachers' experiences with TELL, their attitudes towards integrating technology into their teaching practices, and the specific obstacles they encounter in the process.

Research Question 1: What are the perceived benefits of Technology Enhanced Language Learning (TELL) according to language teachers, and how do these benefits impact their teaching practices and student learning outcomes?

Questionnaire Item 1: To what extent do you agree with the statement: "Using technology in language teaching enhances student engagement"? Strongly Agree Agree Neutral Disagree Strongly Disagree.

Table 1
Teachers' Agreement with the Statement "Using Technology in Language Teaching Enhances Student Engagement"

Response	Number of teachers	Percentage (%)
Strongly agree	20	40%
Agree	18	36%
Neutral	7	14%
Disagree	4	8%
Strongly disagree	1	2%
Total	50	100%

The analysis of the questionnaire item regarding the perceived benefits of Technology Enhanced Language Learning (TELL) reveals that a significant majority of teachers believe in the positive impact of technology on student engagement. As depicted in Table 1, 40% of the respondents (20 teachers) strongly agreed with the statement that using technology enhances student engagement, while 36% (18 teachers) agreed. This indicates that 76% of the teachers overall hold a positive view towards the use of technology for boosting student engagement in language learning. A smaller portion, 14% (7 teachers), remained neutral, suggesting some uncertainty or variability in their experiences. Conversely, a minority expressed skepticism, with 8% (4 teachers) disagreeing and 2% (1 teacher) strongly disagreeing with the statement. These findings suggest that most teachers perceive TELL as beneficial for student engagement, potentially leading to more interactive and dynamic classroom environments. The strong endorsement from a majority of teachers reveals the importance of integrating technology into language teaching practices to foster better student participation and engagement, ultimately contributing to improved learning outcomes.

Questionnaire Item 2: How has the use of technology in your language classroom impacted student learning outcomes? Significantly improved Moderately improved No impact Moderately worsened Significantly worsened.

Table 2
Impact of Technology Use on Student Learning Outcomes

Response	Number of Teachers	Percentage (%)
Significantly Improved	15	30%
Moderately Improved	22	44%
No Impact	9	18%
Moderately Worsened	3	6%
Significantly Worsened	1	2%
Total	50	100%

The questionnaire responses concerning the impact of technology use on student learning outcomes indicate that a substantial majority of teachers perceive a positive influence. As illustrated in Table 2, 30% of the teachers (15 respondents) reported that the use of technology in their language classrooms has significantly improved student learning outcomes. Additionally, 44% (22 teachers) noted a moderate improvement. This suggests that 74% of the teachers observed enhancements in student learning as a result of integrating technology. Meanwhile, 18% (9 teachers) indicated that technology use had no impact on learning outcomes, revealing a neutral stance. On the other hand, a minority of the teachers reported negative effects, with 6% (3 teachers) stating that it moderately worsened learning outcomes, and 2% (1 teacher) indicating a significant worsening. These results reveal the overall positive perception among teachers regarding the efficacy of technology in enhancing student learning outcomes in language education, despite some reported neutral and negative experiences. The findings emphasize the potential of technology to facilitate better learning experiences and outcomes when effectively integrated into language teaching practices.

Questionnaire Item 3: Which of the following benefits have you observed in your language classroom as a result of using technology? (Select all that apply) Increased student motivation Improved language proficiency Enhanced collaboration among students Greater access to authentic language resources Improved feedback and assessment Other (please specify).

Table 3
Observed Benefits of Technology Use in Language Classrooms

Observed benefit	Number of teachers	Percentage (%)
Increased student motivation	35	70%
Improved language proficiency	30	60%
Enhanced collaboration among students	28	56%
Greater access to authentic language resources	33	66%
Improved feedback and assessment	27	54%
Other (please specify)	5	10%

The responses to the questionnaire item regarding the specific benefits observed in language classrooms due to

technology use reveal multiple perceived advantages. As shown in Table 3, 70% of the teachers (35 respondents) noted increased student motivation as a significant benefit. This indicates a strong consensus on the motivational impact of technology on students. Additionally, 66% (33 teachers) reported that technology facilitated greater access to authentic language resources, suggesting that technology helps provide more relevant and engaging materials for students. Improved language proficiency was observed by 60% of the teachers (30 respondents), revealing the role of technology in enhancing students' language skills. Enhanced collaboration among students was noted by 56% (28 teachers), indicating that technology fosters a more interactive and cooperative learning environment. Furthermore, 54% (27 teachers) mentioned improved feedback and assessment as a benefit, underscoring the utility of technology in providing timely and effective feedback. A smaller proportion of teachers (10%, or 5 respondents) identified other benefits, including personalized learning and increased accessibility for students with different learning needs. These findings illustrate the diverse advantages of integrating technology into language teaching, which collectively contribute to more dynamic and effective learning experiences for students.

Research Question 2: What challenges do language teachers face in integrating technology into their language teaching, and how do these challenges affect their instructional methods and student engagement?

Questionnaire Item 4: What are the main challenges you face when integrating technology into your language teaching? (Select all that apply) Lack of adequate training Insufficient access to technology Technical issues or malfunctions Resistance from students Limited time to develop technology-based lessons Other (please specify).

Table 4
Challenges Faced by Language Teachers in Integrating Technology

Challenge	Number of teachers	Percentage (%)
Lack of adequate training	22	44%
Insufficient access to technology	18	36%
Technical issues or malfunctions	25	50%
Resistance from students	14	28%
Limited time to develop technology-based lessons	21	42%
Other (please specify)	6	12%

The responses to the questionnaire item identifying the main challenges faced by language teachers in integrating technology into their teaching reveal several significant issues. As illustrated in Table 4, technical issues or malfunctions were reported by 50% of the teachers (25

respondents), indicating that technological reliability is a major concern impacting their teaching practices. Additionally, 44% (22 teachers) cited a lack of adequate training as a challenge, revealing a need for more professional development in technology use. Insufficient access to technology was mentioned by 36% of the teachers (18 respondents), which suggests that limited resources can hinder effective integration. Limited time to develop technology-based lessons was noted by 42% (21 teachers), reflecting constraints on teachers' ability to prepare and implement technology-enhanced activities. Resistance from students, reported by 28% of the teachers (14 respondents), points to difficulties in engaging students with new technological tools. Lastly, 12% of the teachers (6 respondents) identified other challenges, including issues like outdated technology or lack of support. These findings reveal the diverse nature of challenges that teachers face, affecting both instructional methods and student engagement, and emphasize areas for potential improvement in technology integration strategies.

Questionnaire Item 5: How often do you encounter technical issues that disrupt your language teaching when using technology? Very frequently Frequently Occasionally Rarely Never.

Table 5
Frequency of Technical Issues Disrupting Language Teaching

Frequency of technical issues	Number of teachers	Percentage (%)
Very Frequently	10	20%
Frequently	15	30%
Occasionally	17	34%
Rarely	6	12%
Never	2	4%
Total	50	100%

The responses to the questionnaire item about the frequency of technical issues disrupting language teaching reveal a notable variation in teachers' experiences. As shown in Table 5, 34% of the teachers (17 respondents) reported encountering technical issues occasionally, indicating that such disruptions are a common but not constant issue. Furthermore, 30% (15 teachers) experienced these problems frequently, and 20% (10 teachers) faced them very frequently, suggesting that for a significant proportion of teachers, technical disruptions are a substantial concern. Conversely, 12% (6 teachers) reported encountering technical issues rarely, and only 4% (2 teachers) stated that they never experience such problems. These findings emphasize that while technical issues are a prevalent challenge for many teachers, the severity and frequency of these disruptions vary widely. The impact of these disruptions can significantly affect instructional methods and student engagement,

underscoring the need for reliable technological resources and support to minimize interruptions in language teaching.

Questionnaire Item 6: How do these challenges affect your willingness to use technology in your language classroom? Greatly reduce willingness Somewhat reduce willingness No effect Somewhat increase willingness Greatly increase willingness.

Table 6
Effect of Challenges on Willingness to Use Technology in the Classroom

Effect on willingness	Number of teachers	Percentage (%)
Greatly reduce willingness	12	24%
Somewhat reduce willingness	18	36%
No Effect	14	28%
Somewhat increase willingness	4	8%
Greatly increase willingness	2	4%
Total	50	100%

The analysis of how challenges affect teachers' willingness to use technology in the classroom reveals varied responses. As presented in Table 6, 36% of the teachers (18 respondents) indicated that challenges somewhat reduced their willingness to integrate technology, while 24% (12 teachers) reported that these issues greatly reduced their willingness. This suggests that for 60% of teachers, challenges have a noticeable negative impact on their readiness to use technology. Conversely, 28% (14 teachers) stated that challenges had no effect on their willingness, indicating a resilience in their technology use despite obstacles. A smaller proportion, 8% (4 teachers), noted that challenges somewhat increased their willingness to use technology, possibly reflecting a proactive attitude towards overcoming difficulties. Only 4% (2 teachers) felt that challenges greatly increased their willingness, suggesting that for these individuals, obstacles may serve as motivation rather than deterrents. These findings reveal the importance of addressing the challenges associated with technology use to support teachers and enhance their willingness to incorporate technology effectively into their language teaching practices.

Table 7
Confidence in Ability to Effectively Use Technology for Language Teaching

Confidence Level	Number of Teachers	Percentage (%)
Very Confident	14	28%
Confident	20	40%
Neutral	10	20%
Not Very Confident	5	10%
Not Confident at All	1	2%
Total	50	100%

Research Question 3: How do language teachers' attitudes towards and proficiency with educational technology influence their adoption and effective use of Technology Enhanced Language Learning tools in the classroom?

Questionnaire Item 7: How confident are you in your ability to effectively use technology for language teaching? Very confident Confident Neutral Not very confident Not confident at all.

The responses to the questionnaire item about teachers' confidence in their ability to effectively use technology for language teaching emphasize significant variation in self-perceived competence. As shown in Table 7, 40% of the teachers (20 respondents) reported feeling confident about their technology use, while 28% (14 teachers) felt very confident. This indicates that a majority of teachers believe they are capable of integrating technology effectively into their teaching practices. In contrast, 20% (10 teachers) maintained a neutral stance, suggesting uncertainty or mixed feelings about their proficiency. A smaller group, 10% (5 teachers), expressed that they were not very confident in their technology skills, and 2% (1 teacher) reported not being confident at all. This distribution implies that while many teachers feel positive about their technology abilities, there remains a notable percentage with lower confidence levels. These variations in confidence can influence the adoption and effective use of Technology Enhanced Language Learning (TELL) tools, as those with higher confidence are likely to integrate these tools more readily and effectively, whereas those with lower confidence might struggle, impacting their overall implementation and utilization in the classroom.

Questionnaire Item 8: To what extent do you agree with the statement: "Professional development opportunities have adequately prepared me to use technology in language teaching"? Strongly Agree Agree Neutral Disagree Strongly Disagree.

Table 8
Agreement with the Statement "Professional Development Opportunities Have Adequately Prepared Me to Use Technology in Language Teaching"

Response	Number of Teachers	Percentage (%)
Strongly Agree	8	16%
Agree	15	30%
Neutral	14	28%
Disagree	10	20%
Strongly Disagree	3	6%
Total	50	100%

The responses to the item regarding the adequacy of professional development opportunities in preparing teachers to use technology for language teaching reveal a diverse range of opinions. As displayed in Table 8, 30% of the teachers (15 respondents) agreed that these

opportunities have adequately prepared them, while 16% (8 teachers) strongly agreed. This indicates that a substantial portion of teachers feel positively about the effectiveness of professional development in enhancing their technology skills. However, 28% (14 teachers) were neutral, suggesting some uncertainty or mixed experiences with these programs. In contrast, 20% (10 teachers) disagreed with the statement, and 6% (3 teachers) strongly disagreed, reflecting dissatisfaction with the preparation provided by professional development initiatives. These findings emphasize that while a significant number of teachers find professional development beneficial, there remains a considerable percentage who either feel neutral or dissatisfied with the level of preparedness these opportunities offer. Addressing these concerns could improve the overall effectiveness of professional development programs and better support teachers in integrating technology into their language teaching practices.

Questionnaire Item 9: How often do you incorporate technology into your language teaching practices? Daily Several times a week Once a week A few times a month Rarely or never

Table 9
Frequency of Incorporating Technology into Language Teaching Practices

Frequency of use	Number of teachers	Percentage (%)
Daily	12	24%
Several times a week	18	36%
Once a week	10	20%
A few times a month	6	12%
Rarely or never	4	8%
Total	50	100%

The responses to the item about the frequency of incorporating technology into language teaching reveal a clear pattern in usage. As presented in Table 9, 36% of teachers (18 respondents) reported using technology several times a week, and 24% (12 teachers) use it daily. This indicates that a significant portion of teachers actively integrate technology into their teaching on a regular basis. Additionally, 20% (10 teachers) incorporate technology once a week, reflecting a consistent but less frequent use. In contrast, 12% (6 teachers) use technology a few times a month, and 8% (4 teachers) reported using it rarely or never. These findings suggest that while many teachers frequently utilize technology in their language teaching practices, there is variability in how often it is incorporated. The diverse range of usage patterns reveals the varying levels of integration and suggests that more support or resources may be needed to encourage more frequent use among those who incorporate technology less often.

5. DISCUSSION OF FINDINGS

The findings from this study offer a balanced view of how technology impacts language teaching from the perspectives of educators. The majority of teachers reported positive benefits from Technology Enhanced Language Learning (TELL), particularly in terms of student engagement and learning outcomes. Specifically, 76% of teachers observed either significant or moderate improvements in student engagement due to the integration of technology in their teaching practices. This aligns with existing literature that suggests technology can make learning more interactive and engaging, fostering increased motivation and participation among students. The benefits emphasizeed by teachers, such as increased student motivation (70%), improved access to authentic language resources (66%), and enhanced collaboration (56%), reveal the transformative potential of technology in creating a more dynamic and resource-rich learning environment. These positive impacts suggest that technology, when effectively implemented, can enrich the educational experience by providing diverse resources and interactive opportunities that traditional methods might lack.

However, the study also reveals several challenges associated with integrating technology into language teaching. A significant number of teachers (50%) reported frequent technical issues or malfunctions, indicating that technological reliability remains a major concern. Technical problems can disrupt lesson plans and diminish the effectiveness of technology as a teaching tool. Additionally, 44% of teachers cited a lack of adequate training as a barrier, revealing that professional development opportunities may not always be sufficient to equip educators with the necessary skills and confidence to use technology effectively. Insufficient access to technology, mentioned by 36% of teachers, further complicates the integration process, as limited resources can restrict the implementation of technology-based teaching strategies. These challenges can contribute to varying levels of technology adoption and may impact teachers' willingness to integrate technology into their teaching practices. Notably, 60% of teachers reported that these challenges somewhat or greatly reduced their willingness to use technology, which emphasizes the need for addressing these obstacles to encourage more widespread and effective technology use.

The analysis also sheds light on the variability in teachers' confidence and attitudes towards technology. While 68% of teachers felt confident or very confident in their ability to use technology effectively, a notable percentage still felt neutral or less confident. This disparity suggests that while many educators have a positive outlook on their technological skills, there remains a segment of the teaching population that may benefit from additional support and training. The study also found

that 46% of teachers felt that professional development opportunities had either a neutral or negative effect on their preparedness for using technology. This reveals a potential gap in the alignment between professional development programs and the practical needs of teachers. As a result, there is a pressing need for targeted professional development that not only covers the basics of technology use but also addresses specific classroom challenges and incorporates hands-on practice. Improved training and support could enhance teachers' confidence and proficiency, thereby increasing their willingness to adopt and effectively use TELL tools. In conclusion, while technology offers substantial benefits for language teaching, addressing the associated challenges and enhancing professional development are crucial for maximizing its potential in educational settings.

CONCLUSION

This study reveals the significant potential of Technology Enhanced Language Learning (TELL) to enrich language teaching through increased student engagement, improved learning outcomes, and enhanced access to resources. However, it also stresses several challenges that hinder effective technology integration, including technical issues, inadequate training, and insufficient resources. The variation in teachers' confidence and attitudes towards technology further indicates that while many educators see technology as a valuable tool, there remains a need for comprehensive support and development to address gaps in proficiency and mitigate challenges. To optimize the integration of ICT into the language curriculum, it is essential to implement targeted professional development programs that are closely aligned with teachers' needs. These programs should provide practical, hands-on training and address specific classroom challenges, thereby boosting teachers' confidence and competence in using technology. Additionally, ensuring consistent access to reliable technology and resources is crucial for facilitating effective integration. Schools and educational authorities should also foster a supportive environment that encourages the adoption of technology through ongoing technical support and collaborative opportunities for teachers to share best practices. Addressing these areas enables educational institutions to better harness the benefits of technology, fostering a more dynamic and effective language learning experience that aligns with the evolving needs of both students and educators.

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