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Teachers' Views on Technology Use for English Teaching in Classroom Situations: A Survey

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Abstract **Original Research Article**

This study tries to find out the difficulties faced by English language teachers in the execution of technology in English subject-based classrooms. The study used survey research with a sample of 100 teachers. Out of these, 60% believe technology improves English language learning and 70% consider technology-based teaching more fruitful than chalk-and-talk methods. However, the real use of tech-based learning in classrooms remains restricted. Insufficient amenities, lack of technical support and training, financial constraints, and limited administrative support are among the main barriers. Abundant teaching-learning resources and continuous professional development are needed, as the study shows. The findings show that positive teacher attitudes alone are not enough for effective technology integration. Proper infrastructure, institutional assistance, technical assistance, and professional development are also necessary. Overall, the study provides necessary insights for improving technology-enabled English teaching and building more effective, learner-centred classrooms.

Keywords: Technology integration; Teachers 'views; Information and Communication Technology (ICT); Classroom situation; Teacher training.

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INTRODUCTION

Creative, interactive, learner-centred classrooms become interesting with the integration of Information and Communication Technology in English language teaching. Frameworks such as Technological Pedagogical Content Knowledge (TPACK) show that effective use of technology depends on educators' teaching beliefs, digital skills, and continuous professional training (Mishra & Koehler, 2006; Ertmer & Ottenbreit-Leftwich, 2010). However, teachers often have good intentions to use technology in class, but they fail to do so. This is mainly due to inadequate amenities, lack of technical support, financial limitations, insufficient training, and limited administrative support (Tedla, 2012; Murithi & Yoo, 2021). This paper, titled "Teachers' Views on Technology Use for English Teaching in Classroom Situation: A Survey," collects samples from 100 teachers. The study aimed to identify educators' difficulties, opinions, and views regarding the use of tech-based devices in English language teaching. It also stresses that organisational help is required for a successful utilisation of tech-based devices in English language classes.

Research Objectives

1. To find educators' opinions and perceptions regarding the credibility of the application of tech-based devices in language teaching, especially English language.
2. To find out the availability of organisational, technical, infrastructural, and administrative support for tech-based integration.

Research Questions

1. What are educators' opinions and perceptions towards the utility of tech-based devices in English language teaching?
2. What types of infrastructural, technical, and administrative help are available for tech-based integration?

Review of Related Literature

Maja (2025), in the study titled "Perceptions of English First Additional Language Teachers on In-Service Training for Integrating Digital Skills in Rural Schools," explored rural English First Additional Language (EFAL) teachers' perspectives through a

qualitative case study involving semi-structured interviews across six primary schools. The results showed that, along with traditional methods of teaching, the application of tech-based tools improved the imparting of knowledge of the subjects.

Fentari (2025), in the study "Integration of Digital Technology in English Language Learning in Elementary Schools: Trends, Challenges, and Opportunities," examined the use of digital technology in primary English teaching through a systematic literature review. The study found that digital tools make learning more interactive, involving, and learner-centered. However, poor infrastructure, limited access, and a dearth of technical skills are the major challenges. Teacher training improved teachers' confidence in using technology, even in rural areas with limited amenities, the study showed.

The study titled "Teachers' Perception and Utilization of Technology in English Teaching and Learning in Junior High School," by Pahrudin *et al.,* (2025) depicted how high school educators perceive and utilize modern digital tools during English language classes. The objective was to assess how digital gadgets influence learner involvement and recognise the performance restrictions faced by educators serving as virtual guides. The tools comprised qualitative semi-structured interviews, classroom observations, and documentary evidence collected from secondary school English language teachers. Findings revealed that educators benefited from digital tools. Students' participation, motivation, and understanding of the lesson became easier with the use of technology. Lack of amenities, poor internet connectivity, and reduced class timings made the use of tech-based devices difficult.

Suwarni *et al.,* (2024), in their study "Technology Integration in English Language Teaching: Analysis of Teachers' Perceptions and Practices in the Digital Era," assessed teachers' views towards technology and how they actually used it in English classrooms at elementary, middle, and higher education levels. The study aimed to find out the determinants that influence technology use and challenges educators face in using ICT productively. The tools used were online questionnaires, interview schedules, and classroom observations.120 teachers were used as the sample. The results showed that educators had a positive attitude towards technology (M = 4.21), but their actual use of digital tools was lower (M = 3.15). Educators benefited from applying technology. Problems faced by the educators were in classroom management, student evaluation, and lesson planning. Even though proper facilities and training were given by the administration.

In the study named "Perception and Challenge for Integrating ICT in English Language Teaching," by Julmukya and Sujarwati (2024), high school teachers' attitudes towards using ICT in Communicative Language Teaching (CLT), particularly in English language, were examined. The tool used for the study was a structured questionnaire. The results of the study indicatedthat77% of educators had a positive attitude towards digital usage, while 79.62% showed positive views about using ICT in CLT. In reality, the teachers still faced problems in using technology in language classes.

Karki and Gautam (2023), in their study "Teachers and Students' Perceptions Towards Using ICT in ELT in Model Schools," tried to find out the difficulties of using technology in classrooms. Informal interviews and questionnaires were used as tools. The findings revealed that both the teachers and the students benefited from using technology for educational purposes. Reduced class time, lack of technical training, and school assistance had, however, made the use of technology difficult.

Akram *et al.,* (2022), in their study**,** "Teachers' Perceptions of Technology Integration in Teaching-Learning Practices," examined teachers' views, benefits, and challenges of using technology in teaching. The study reviewed 25 studies using the PRISMA method. The results showed that teachers generally had a favourable attitude towards technology and felt that it supported interactive and learner-centred learning. However**,** poor internet, lack of technical facilities, limited administrative support, and insufficient training made technology integration difficult.

Murithi and Yoo (2021), in their study "Teachers' Use of ICT in Implementing the Competency-Based Curriculum," tried to find out teachers' opinions and willingness to use technology in teaching. Tools used for data collection were a resource checklist and questionnaires. The findings showed that most teachers believed technology could increase student involvement**.** Proper training and tech-related skills are needed for better use of technology in classrooms.

Ahmadi and Yekta (2020), in their study "Relationship Between English Language Teachers' ICT Literacy and Their Attitudes Toward Integration of Technology in ELT," tried to find out educators' ICT skills and their attitudes toward using tech-based devices in English classes. They used questionnaires and attitude scales to collect data. The study found that educators had favourable attitudes toward using ICT and believed it was useful for teaching. Technically skilled teachers used ICT-based devices regularly in their classes.

In the study named "Analysing the Factors Affecting University Instructors' Acceptance of Online Language Teaching Tools," Al-Ansi *et al.,* (2020) tried to find out the determinants affecting teachers' use of online tools for language teaching. The study used questionnaires as tools, and data were analysed through

thematic analysis. The findings showed that institutional assistance and easily accessible digital tools helped the teachers in their classroom usage, whereas poor internet connections hindered the process.

METHODOLOGY

This researcher used qualitative analysis as the methodology. After reviewing previous research papers, the researcher made and used a semi-structured interview schedule with both open-ended and closed-ended questions.

After making the questionnaire, the researcher obtained permission from the school authority for data collection. Specifically, by interacting with the English teachers,100 teachers were selected as the sample. A purposive sampling technique was used.

Data Analysis

The data were analysed qualitatively. For questions with follow-up answers, the teachers' responses were analysed based on their reasons. For example, teachers who did not use technology were asked whether the reason was poor infrastructure or a preference for traditional teaching. Other difficulties faced by the teachers, such as lack of technical assistance and preference for chalk-and-talk methods, were also identified.

Data Analysis and Interpretation

1. Use of Tech-Based Devices in Teaching English

Content	No. of Teachers(N)	Percentage
Yes	40	40%
No	60	60%
Total	100	100%

The table shows that out of 100 teachers, 40% used technology-based devices to teach English, while 60% did not. This shows that most teachers still prefer traditional teaching methods instead of using technology in their English classrooms. The low use of technology suggests a low level of technology in English language classrooms. Thus, the finding reveals that most educators (60%) do not use technology-based devices for teaching English.

2. Application of Tech-Based Devices in English Teaching Classrooms

Content	No. of Teachers(N)	Percentage
Yes	2	2%
No	98	98%
Total	100	100%

The table shows that only 2% of teachers used technology in their English classes, while 98% did not. This shows that the real use of technology in the classroom is very low, even if some teachers have ample access to it.

3. Technology in Teaching Grammar, Language, Literature and Language Skills

Content	No. of Teachers(N)	Percentage
Yes	13	13%
No	87	87%
Total	100	100%

If "No," then why

Content	No. of Teachers(N)	Percentage
Use of Chalk & Talk Method	18	20.7%
Lack of Infrastructural Facilities	69	79.31%
Total	87	100%

The two tables show that only 13% of teachers use technology to teach grammar, language, literature, and language skills, while 87% do not. Among those who do not use technology, 79.31% said that poor amenities were the main reason, while 20.7% preferred the traditional chalk-and-talk method. This shows that lack of proper infrastructure is the main constraint to using digital tools in English teaching. Teachers' preference for traditional methods was also found.

4. Teachers' Technology Use in Preparation of Lessons

Content	No. of Teachers (N)	Percentage
Yes	40	40%
No	60	60%
Total	100	100%

If "Yes", then:

Content	No. of Teachers (N)	Percentage
Self Preparation	38	95%
Self Preparation and Application	2	5%
Total	40	100%

The percentage of teachers who use technology to prepare lessons for English lessons is only 40%, while 60% do not use it. Among the 40% who use technology, 95% use it only for lesson planning, and only 5% use it for both preparation and classroom teaching. This shows that educators mainly use technology to prepare lessons rather than for its actual use in the classroom.

5. Frequency of Technology Use in English Classrooms

Content	No. of Teachers (N)	Percentage
Yes	2o	20%
No	80	80%
Total	100	100%

If "No," then why

Content	No. of Teachers (N)	Percentage
Lack of Technical Support	60	75%
Preference for Traditional Teaching Methods	20	25%
TOTAL	80	100%

The tables show that only 20% of educators use technology in English classrooms more often, while 80% do not. Among those who use it less, 75% said that a dearth of technical assistance was the primary reason, while 25% preferred traditional teaching methods. This shows that the lack of digital assistance is the major hindrance to the real application of technology in English language classrooms.

6. Practicality of Tech-Based Use in English Teaching Under Nep 2020

Content	No. of Teachers (N)	Percentage
Yes	25	25%
No	75	75%
Total	100	100%

If "yes," then why

Content	No. of Teachers(N)	Percentage
Infrastructural Facilities	13	52%
Awareness	12	48%
Total	25	100%

The tables show that 25% of teachers believe that, as per the recommendations of NEP 2020, the use of technology in classrooms should be implemented, while 75% do not. Among those who find it practical to use, 52% said proper amenities are required, while 48% mentioned awareness. This shows that better amenities and greater awareness are required for effective implementation of tech-based devices in English language teaching under NEP 2020.

7. Effectiveness of Digitalisation in English Language Teaching

Content	No. of Teachers(N)	Percentage
YES	60	60%
NO	40	40%
TOTAL	100	100%

If "yes", then why

Content	No. of Teachers(N)	Percentage
Proper Training	20	33.33%
Infrastructural Facilities	40	66.66%
TOTAL	60	100%

The findings show that 60% of teachers believe technology is effective in English language teaching, while 40% do not. Among the teachers who consider technology effective, 66.66% said that proper infrastructural facilities are the main reason, while 33.33% mentioned proper training. This shows that good infrastructure and proper teacher training are important for the productive use of technology in English subject teaching.

8. Effectiveness of Technology-Based & Traditional Teaching

Content	No. of Teachers(N)	Percentage
YES	70	70%
NO	30	30%
TOTAL	100	100%

If "yes," then why

Content	No. of Teachers(N)	Percentage
Improves Lswr Skills	60	85.71%
Provides Immediate Feedback and Assessment	10	14.28%
TOTAL	70	100%

If "no", then why

Content	No. of Teachers(N)	Percentage
Traditional Teaching Provides Better Teacher-Student Interaction	10	33.33%
Lack of Adequate ICT Infrastructure or Internet Connectivity	20	66.66%
Total	30	100%

The findings show that 70% of teachers believe technology-based teaching is more effective than conventional teaching, while 30% do not. Among those who preferred technology-based teaching, 85.71% said it improves linguistic skills, while 14.28% mentioned immediate feedback and evaluation. Among those who preferred traditional teaching, 66.66% mentioned limited ICT infrastructure or internet connectivity, while 33.33% said traditional teaching provides improved teacher-student interaction. Overall, most teachers believe technology-based teaching is better, especially for improving LSWR skills.

9. Teachers' Need for Further Training in the Effective Use of Technology

Content	No. of Teachers(N)	Percentage
YES	60	60%
NO	40	40%
TOTAL	100	100%

If "yes," then why

Content	No. of Teachers(N)	Percentage
Training and Professional Development Programmes	40	66.66%
Availability of Teaching Learning Resources	20	33.33%
Total	60	100%

The findings show that 60% of educators require further training to use technology in a better way, while 40% do not. Among those who need training, 66.66% mentioned that training and professional development programmes are required, while 33.33% said that teaching-learning resources are significant. Overall, the findings show that teachers need regular training and proper resources to use technology effectively in English classrooms.

10. School Support for Technology Integration

Content	No. of Teachers(N)	Percentage
Yes	30	30%
No	70	70%
Total	100	100%

If "no," then why

Content	No. of Teachers(N)	Percentage
High Cost or Lack of Funding for Technology	40	57.14%
Lack of Administrative Support	30	42.85%
Total	70	100%

The data show that only 30% of teachers get adequate support from their schools for technology integration, whereas 70% reported inadequate assistance. Among the teachers who stated a lack of adequate assistance, 57.14% identified the cost or lack of financial assistance for technology as the primary concern, while 42.85% cited limited administrative support. These findings indicate that institutional determinants play a significant part in restricting the effective adaptation of tech-based devices in English classrooms. Financial constraints and unavailability of administrative support appear to be important barriers to technology integration at the school level. Thus, the findings suggest that investment plans and administrative help are required for successful technological integration.

FINDINGS

The study surveyed 100 teachers to find out their opinions, use, and hurdles related to technology-based English language teaching. The data revealed a clear distinction. The teachers showed a favourable attitude towards the use of technology, but their actual use was found to be limited.

Limited use of technology in classrooms was observed. Only 40% of the teachers used it. Classroom application usage was found to be only 2%, and 13% used it to teach different aspects of the English language. The drawbacks that the teachers faced in using technology were poor infrastructure and financial constraints, a dearth of administrative support, and a preference for traditional teaching methods. The percentages of teachers who believed this to be so were 79.31%, 57.14%, 42.85%, and 20.7%, respectively. The percentage of teachers who stated that they did not receive any help from the school administration was 70%. The findings also suggested that 95% used technology for their self-preparation, whereas only 5% applied it in their classrooms. This gap needed to be reduced. The educators would have been encouraged to use technology if there had been proper training, ample amenities, proper funding, administrative support, and the adoption of new teaching methods.

The main reason for not using technology was a lack of proper amenities, such as poor internet connections and insufficient technical assistance. The percentage of teachers who believed that the school could not provide proper amenities was 79.31%, while 75% faced technical problems. Economic constraints and a lack of funding also made teachers lose interest in using technology in English classes. About 57.14% and 42.85% of the teachers believed this to be the case, respectively. Some teachers, about 33.33%, preferred traditional teaching methods because they were more comfortable with them and valued one-to-one interaction. Professional development for teachers was required, as well as digital skills, to improve their preparedness for conducting digital lessons. Problems with internet connectivity also reduced teachers' likelihood of using technology.

Overall, the primary concerns regarding the non-use of technology were the lack of amenities, lack of funding, limited administrative support, poor internet connectivity, and inadequate teacher training. Teachers' preference for traditional ways of teaching over the use of digital devices was also another reason for the limited use of technology in classrooms.

DISCUSSIONS

The findings reveal a variation between teachers' favourable attitudes towards technology and their actual use of it in English language teaching. Although 70% of educators believed technology-based teaching was more productive, only 2% used technology directly in English classrooms. This finding is based on Suwarni *et al.,* (2024), who stated that positive attitudes do not always lead to actual technology use. Similarly, Maja (2025) and Fentari (2025) concluded that infrastructure problems limited teachers' intention to digitise.

The findings can be explained through the TPACK framework, which emphasizes the importance of digital, pedagogical, and content knowledge (Mishra & Koehler, 2006). Teachers may have favourable attitudes and basic technical skills but lack motivation, practical skills, and institutional assistance. In this study,

75% of infrequent users reported a lack of digital support, 60% wanted further training, and only 30% received ample school support. This supports Ertmer and Ottenbreit-Leftwich (2010), who emphasised the significance of skills, confidence, and supportive school environments.

Infrastructure was the main barrier, with 79.31% of teachers identifying it as a major reason for not using technology. This is consistent with Akram *et al.,*(2022) and Murithi and Yoo (2021), who recognised poor internet connectivity, inadequate equipment, and restricted administrative support as major difficulties. Economic and institutional problems were also important, with 57.14% reporting costly equipment or a lack of funding and 42.85% citing insufficient administrative assistance.

Some teachers preferred traditional methods, but this preference was often linked to real-life-based difficulties. Among these teachers, 66.66% cited poor ICT infrastructure or internet connectivity, while only 33.33% trusted that traditional teaching provided better communication. Thus, traditional teaching may be a practical response to untrustworthy technology rather than the abandonment of technology.

Overall, the findings suggest that the main problem is not teachers' mindset but the lack of conditions needed for productive technology use. Therefore, schools should emphasise reliable amenities, technical development, practical teacher training, administrative involvement, and adequate funding. Since 95% of technology users mainly use it for lesson planning, training should also focus on classroom applications such as interactive and collaborative activities, feedback, and cooperative learning.

CONCLUSION

Digitalisation in English language classes and in the education, system did not spread because of a lack of awareness or teachers' unwillingness to adopt it. It did not spread because of a lack of proper training and financial constraints, a lack of infrastructure, and preference for traditional teaching methods over tech-based devices. These restrictions should be addressed by policymakers through policies as well as by providing proper professional development. Only when teachers are provided with proper resources is improvisation in digital integration possible.

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