

Exploring Language Instructors' Attitudes and Practices: The Case of Integration of Educational Technology in L2/L3 Language Classrooms at Tertiary Level in Bangladesh

Mizanur Rahman

Assistant Professor, Institute of Modern Languages, University of Dhaka, Bangladesh

mrkhan88@du.ac.bd

Abstract

This cross-sectional sequential mixed-method design investigated language instructors' attitude towards EdTech, their classroom practices in using EdTech, and the factors influencing their use of EdTech. The quantitative data were collected from 24 L2/L3 language instructors using a self-reporting survey questionnaire to explore the classroom practices of using different types of educational technology. Frequency distribution and central tendency was analysed using IBM SPSS 29.0 version. The qualitative data were collected through a semi-structured interview from 6 interviewees selected through purposive sampling technique. The qualitative data were analysed thematically. Findings revealed that while most participants expressed positive attitudes towards EdTech, a clear gap existed between their attitudes and actual practices. Key barriers identified included limited knowledge of emerging technologies, insufficient skills, time constraints, low motivation, and inadequate institutional and financial support.

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Introduction:

The unprecedented advancement in educational technology (EdTech) in the recent decades has significantly transformed the teaching/learning process in higher education across the world. Due to this significant development of EdTech which includes digital tools, learning management systems (LMS), multimedia, artificial intelligence, online collaboration etc., second/foreign language classrooms at higher education now-a-days hardly resemble the classrooms of several decades ago. Innovative EdTech has replaced the traditional teacher-centred, lecture-based and textbook-centred education system into a more flexible, student-centred and interactive class (Islahi & Nasrin, 2019). Today's students who are often dubbed as digital natives i.e., people grown up in the era of digital technology and are naturally very competent in using computers, internet, mobile devices, and other digital tools from an early age (Prensky, 2001) are no longer confined to their textbooks or immediate environment when learning new languages. Thanks to the ever-increasing novel technologies with myriad features, these learners can now control their own learning. They can easily have access to a huge amount of information which teachers cannot control. They can also gather information and negotiate meaning themselves and thereby manage their own learning process.

Consequently, teachers' role has undergone a significant change and become more demanding than ever (Keengwe et al., 2008). Their responsibility in the new era of

technology is not only to transmit new knowledge but also to give students tools to acquire knowledge and recognize the value of what they see in books and software as well as on the internet. They are constantly encountering the increased demands for integrating novel educational technologies into L2/L3 classes. Regarding this, Jeong (2006) emphasised that the role of teachers in EFL settings is more crucial than ever before because teachers are capable of using myriad technologies to motivate students and create nonthreatening, meaningful and affectively supportive language learning environments.

The national Education Policy-2010 of Bangladesh has put significant emphasis on the incorporation of EdTech skills into teaching-learning activities. To achieve this goal, teachers' ability, attitude and volition to incorporate innovative technologies in the teaching/learning process play a crucial role. The process of teachers' embracing innovative EdTech got unprecedentedly accelerated during the extended period of COVID-19 pandemic when teachers of all disciplines and all academic levels across the globe adopted different educational technologies such as Zoom, Microsoft teams, WhatsApp, YouTube etc for conducting online classes for teaching remotely. It was naturally expected that language teachers in Bangladesh would continue embracing more and more innovative language teaching methodologies espoused with modern technologies. However, the prevalent literature revealed a different picture. For example, Islam, Rahman and Rabbi's (2023) study identified that there were not a good number of secondary-level instructors capable of using the latest EdTech in classrooms for providing instructions. Although computers, internet connection, and technology are widely prevalent in the academic institutions, developing countries like Bangladesh are far from reaping their benefits due to certain barriers such as traditional language teaching, teacher-centred classrooms, poor use of innovative educational technologies. Hence, there is a growing demand for exploring the attitude and beliefs of Bangladeshi L2/L3 teachers towards the incorporation of EdTech and determine the factors which affect their instructional practices espoused with technology.

To conclude, this study investigated the attitudes, perception and instructional practices of the L2/L3 instructors of a renowned university in Bangladesh. This research will contribute to the ongoing discourse on the incorporation of EdTech in language education by offering insights from the global south into the complex interplay between L2/L3 teachers' attitudes towards EdTech and their classroom practices. The findings of this study will also inform policymakers of the second/foreign language education, curriculum developers, and teacher trainers, and facilitate the development of more effective strategies for integrating technology in language classrooms.

Literature Review

The tremendous advancement of modern EdTech has significantly reshaped the L2/L3 teaching and learning activities. In order to ensure the optimal effective use of most modern EdTech in L2/L3 classes, it is very vital to understand what attitude the L2/L3 language teachers hold. It is because there might be such language teachers who despite having access to EdTech might not be interested in incorporating them in the language class because of their perceived threats of using it or because of their scepticism about pedagogical value of using these modern technologies (Howard et al., 2021).

Role of teacher's attitude towards the incorporation of EdTech

Integrating innovative EdTech in L2/L3 classes has become an ever-increasing demand for teaching today's digital natives more effectively. However, the successful integration of EdTech is dependent on several factors. The literature review revealed that one of the major factors which determine the successful incorporation of EdTech in language classrooms is the attitude of the language instructors towards EdTech in educational settings (Baylor & Ritchie, 2002; Albirini, 2006). Teachers' attitude ultimately make the teachers decide how and to what extent EdTech will be integrated in his or her language class. Liu, Theodore and Lavelle (2004) insisted that teachers' attitudes or concerns about technology can influence successful technology integration. Tour (2015) similarly found that teacher's digital mindsets, comprising assumptions about affordances of digital technologies, shaped the ways in which the participants used digital technologies within and beyond classrooms. Consequently, understanding teachers' attitudes toward EdTech is of paramount importance, as negative or resistant attitudes can serve as significant barriers to the adoption and effective utilization of new technologies in educational contexts (Jencius & Paez, 2003).

Positive Attitude

The literature consistently underscores the pivotal role of teachers' attitudes in shaping the integration of EdTech in language classrooms. Positive orientations toward technology are strongly associated with increased adoption and effective implementation, while negative attitudes often act as barriers (Atkins & Vasu, 2000; Roblyer & Knezek, 2003; Sugar et al., 2004; Bullock, 2004). Teachers who embrace student-centered, interactive, and engaging pedagogies have been found to be more inclined to employ diverse digital tools such as learning management systems, multimedia resources, and online collaboration platforms, recognizing their potential to enhance communication, sustain learner engagement, and support multimodal learning (Tondeur et al., 2017; Gilakjani, 2017). Empirical evidence further suggests that familiarity and experience with ICT contribute positively to teachers' attitudes, reinforcing the likelihood of technology integration in future instructional practices (Myers & Halpin, 2002; Kumar & Kumar, 2003). Several studies found that teachers had positive attitudes towards EdTech in education (Albirini, 2006; Samak, 2006; Yunus, 2007). Collectively, these studies highlight attitudes as a decisive enabling or constraining factor in the adoption of EdTech within language education.

Positive Attitude's failure to guarantee the use of EdTech

Despite the positive correlation between teachers' attitudes toward EdTech and its integration in language education discussed above, the literature suggests that a favourable attitude alone does not guarantee the optimal incorporation of modern EdTech tools in L2/L3 classrooms. Researchers such as Ertmer and Ottenbreit-Leftwich (2010), Inan and Lowther (2010), Kim, Kim, Lee, Spector, and DeMeester (2013) have identified that despite the huge investment on educational technology, teachers do not exploit the huge benefits using ICT in their classrooms. Egbert, Paulus and Nakamichi (2002) similarly assert that a positive attitude toward computer technology does not guarantee that teachers will be able to use the technology in the classroom. Ware (2008) also held a similar opinion. He maintained that the integration of novel EdTech in language classes required "a substantial number of teachers' *personal* interest and enthusiasm for new technologies" (p. 48). Consequently, many promising technological innovations in education have failed to

achieve their intended outcomes due to the neglect of end-users' i.e. teachers' attitudes, beliefs, and practical needs (McCarthy, 1998).

The literature review has identified several impediments which affect the language teachers' attitude and thereby thwart the optimal incorporation of innovative technology in language teaching. Empirical studies (e.g., Kim, 2002) have shown that teachers often refrain from using web-based lessons, delay their implementation, or completely abandon them. A range of factors underlie this phenomenon, among which negative attitudes toward technology play a central role. Some teachers perceive technology as intimidating or excessively complex (Phelps & Ellis, 2002), while others express apprehension about appearing unskilled or inadequate in front of their students (Nunan & Wong, 2005). Such perceptions contribute to scepticism about the pedagogical value of information technology and lead to teachers' reluctance to integrate it meaningfully into their instructional practices (Hennessy et al., 2005).

These impediments can be categorized as external barriers or internal barriers (Keengwe et al. 2008). The internal barriers include insufficient teaching experience ((Gorder, 2008; Wong & Lee, 2008; Dooly, 2009), ineffective professional training (Dooly, 2009), simplistic professional views about the role of technology in language education (Chik, 2011; Tan et al., 2010), lack of awareness about appropriate pedagogical approaches, (Dooly, 2009; Tan & McWilliam, 2009) and moral and pastoral obligations of professional identity (Chik, 2011). lack of IT knowledge and skills (Tapan, 2009; Eteokleous, 2008; Goktas et al., 2013; Hohlfeld et al., 2008), lack of time to design, develop and incorporate technology into the teaching learning situation (Ihmeideh, 2009; Abuhmaid, 2011; Cullen & Greene, 2011), motivation and anxiety (Buabeng-Andoh, 2012), technology access, technical expertise and support (Yilmaz, 2011), lack of equipment, unreliability of equipment, lack of technical support beliefs about teaching and technology and openness to change (Snoeyink & Ertmer, 2001), lack of funds to obtain the necessary hardware and software (Mumtaz, 2000), poor administrative support (Keengwe et al. 2008); lack of appropriate staff training and quality training for teachers (Copley & Ziviani, 2004; Tapan, 2009; Afshari et al, 2009; Lim, 2002; Tearle, 2003).

On the other hand, the external barriers include institutional and contextual factors. Several studies have identified serious institutional and contextual barriers such as school culture privileging traditional print-based literacies (Tan & McWilliam, 2009); tight budgets (Warschauer, 2008); language-dominant assessment paradigms, and standardised testing culture (Tan et al., 2010).

Consequently, many teachers refrain from integrating innovative EdTech in their language teaching practices and continue to rely on conventional pedagogical practices that remain teacher-centered, text-based, and repetitive in nature. While many other teachers limit their use of EdTech to some basic functions such as PowerPoint presentations, word processing, email communication, and web searches (Murray, 2008; Ware, 2008). As a consequence of this limited engagement, the concerned teachers viewed technology as a supplementary tool for developing linguistic skills rather than as a transformative medium for building learner autonomy, collaboration, and engagement with new literacy promoting authentic language use in digital contexts (Tour, 2010)

Role of Gender on the attitude towards the incorporation of EdTech

Several researchers such as Jackson et al (2001), Yaman (2007), Öztürk (2006), Şahin and Namlı's (2018); Yılmaz (2016) investigated the effect of gender on the attitude towards the use of EdTech. The studies demonstrated heterogeneous results. While some studies identified positive result, others revealed negative or even zero effect of gender on the teachers' attitude towards the incorporation of EDTech. For example, Serin and Bozdağ (2020) examined whether attitudes towards the incorporation of technology vary in relation to gender, school type and education level. According to the results obtained, teacher attitudes concerning technology use in education do not change in relation to gender and the type of school studied, but change according to the level of education. Jackson et al (2001) also revealed that as compared to male users, female users hold more negative reactions towards computers and these differences may be a result of using computers in different ways. According to a study conducted by Dargut and Çelik (2014) with prospective teachers, female teachers were found to hold more positive attitudes concerning technology use compared to males. The results of Öztürk (2006) are also in this direction. On the other hand, the studies conducted by Şimşek and Yıldırım (2016) and Menzi et al. (2012) with teacher candidates found that there was no gender difference in technology use in education. According to Şahin and Namlı's (2018) study, male teacher candidates' attitudes regarding technology use in teaching are more positive. Upon examining the studies conducted with teachers, it is seen that the results obtained are congruent with the findings of the current study and attitudes towards the use of technology in education do not change according to gender (Yılmaz, 2016).

To sum up, the aforesaid literature review shows a complex interplay between L2/L3 teachers' beliefs and attitude towards the incorporation of EdTech in L2/L3 classes. The review identified a research gap in the literature as most of the studies have been conducted among English, European and Chinese populations and does not represent the Bangladeshi context. Again, most of these studies were conducted in English language teaching. Hence, there is a need to study the attitude and beliefs of teachers towards use of EdTech in L2/L3 classes in Bangladeshi settings. To address this research gap, this study investigated the attitudes and beliefs of L2/L3 teachers in Bangladesh towards the incorporation of educational technology in language teaching and the nature of their instructional practices of incorporating educational technology.

Research Questions

1. What is the attitude of the tertiary level L2/L3 teachers towards the incorporation of EdTech in language teaching?
2. To what extent do they incorporate EdTech into their instructional practices?
3. Which factors influence language teachers' use of EdTech in L2/L3 language teaching?

Methodology

This is a cross sectional explanatory sequential mixed method research design. In this study, attitudes are viewed as a tripartite structure composed of affect, behaviour, and cognition according to Eagly and Chaiken's (1993) ABC model which defined attitude as "a psychological tendency to evaluate particular entities favourably or negatively." According to this model, attitudes are evaluative (positive or negative) and are formed through emotions, actions, and beliefs. The data were collected from the 24 L2/L3 teachers from

one the most reputed public universities in Bangladesh. The participants of this study represented instructors of ten different modern languages. The researcher extended invitations to all permanent and part-time faculty members of the institute to participate in the study. Among them, only twenty-four language teachers voluntarily completed the survey. Eight faculty members declined to participate, stating that they did not employ any technological tools in their teaching practices. The quantitative data was collected through a self-reporting survey questionnaire about their perceived beliefs and attitudes and practices related to technology integration. The questionnaire contained 30 items of 5-point Likert scale (Strongly disagree, disagree, neutral, agree and strongly agree) to explore the participants attitude towards ICT use and 50 items of 5-point (Rarely, sometimes, often, very often and always) to explore the classroom practices of using ICT. Frequency distribution and central tendency was analysed using IBM SPSS 29.0 version. The qualitative data were collected from 6 interviewees who were selected through purposive sampling technique. The researcher used a semi-structured interview protocol containing 12 open-ended questions. The data was analysed thematically. The researcher has used pseudonyms for the interviewees while quoting them in the findings section. The researcher has finetuned the quotations for maintaining grammatical accuracy but he ensured that this process had not affected the meaning of the original quotes.

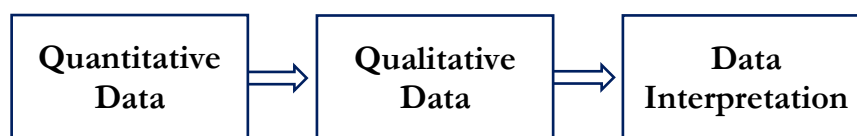


Figure 1: Sequential Mixed method research design used in the study

Demography of the Participants

The background of the participants was analysed to get a proper view about the demographic picture of the sample. Three aspects i.e., gender, seniority and language taught by the participants were explored. The findings are as follows.

Gender Distribution of the Participants

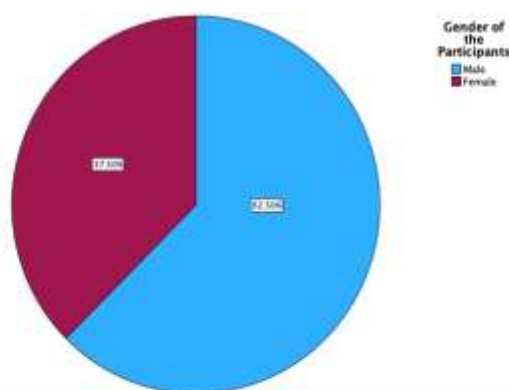


Figure 1: Gender Distribution of the participants

It is evident from the pie graph that the majority (62.50%) of the participants are male and only 37.50 % are female.

Seniority level of the Participants

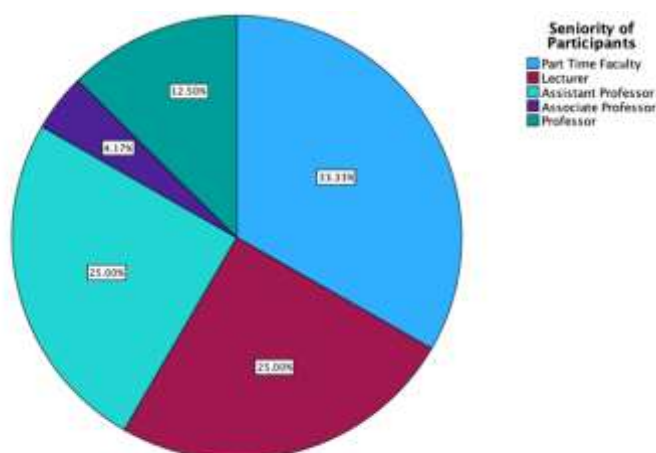


Figure 2: Seniority level of the Participants

The pie graph reveals that the participants fall into 5 categories: Professor, Associate Professors, Assistant Professors, Lecturers and Part-time teachers. The largest group is the group of the part time teachers (33.33%). The group of lecturers and Assistant professors are equal (25%). The third largest group is that of professors (12.5%). The smallest group is the group of Associate professors (Only 4.17%).

Languages taught by the participants

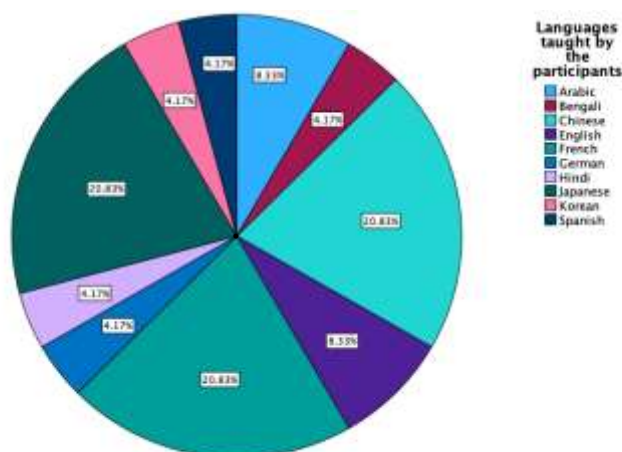


Figure 3: Distribution of teachers according to languages they teach

The pie graph shows that the participants fall into 10 categories: Arabic, Bengali, Chinese, English, French, German, Hindi, Japanese, Korean, and Spanish according to the languages they teach. The highest number of participants (20.83% respectively) belong to French, Chinese and Japanese.

Demographic Features of the Interviewees

Six informants were selected using a purposive sampling technique. Their demographic features are as follows:

Pseudonyms used for the Informants	Gender	Expertise Language	Experience in Teaching
Rashed	Male	Chinese	21 years
Milon	Male	Japanese	25 years +
Sumon	Male	Japanese	25 years
Mina	Female	English	3 years
Sumi	Female	Korean	7 years
Asad	Male	French	2 years

Findings

Attitude towards the incorporation of EdTech

With a view to determining the attitude of the participants, the study attempted to explore three components of attitude i.e. behavioural components, cognitive components and affective components. The findings are as follows:

Behavioural Component of the attitude of the participants

This section contained 5 statements on a 5-point Likert scale. The mean and standard deviation (SD) of the responses have been first presented in table no 1 and then the response to each statement has been shown in pie chart.

Table 1: Behavioural Component of the attitude of the participants

Behavioural components of the teachers' attitude towards ICT			
Statements	N	Mean	Std. Deviation
a. Fast and efficient means of getting information	24	3.79	.415
b. Using ICT as much as possible.	24	3.54	.588
c. Intention for using EdTech in the near future	24	3.71	.464
d. Like to learn more about ICT	24	3.54	.509
e. Getting more training on using technology in my classes more effectively	24	3.58	.584
Valid N (listwise)	24		

The participants responded very positively to the given statements. All of them responded either "Agree" or "Strongly agree" to the given statements. The mean of the responses which range between 3.54 and 3.79 is almost homogeneous. The standard deviation which ranges between .415 to .588 indicates close homogeneity among the responses.

ICT is the fast and efficient means of getting information

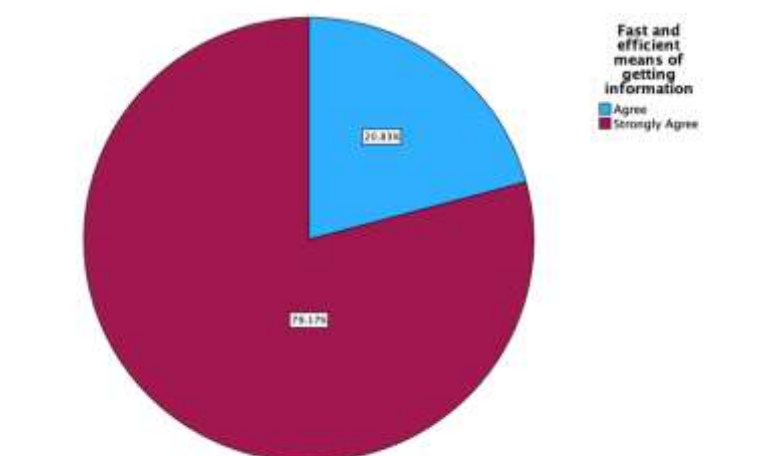


Figure 4: Fast and efficient means of getting information

All the participants responded either “Agree” or “Strongly agree” to this statement. The majority (79.17%) responded “Strongly agree”, while only 20.83% responded “Agree”. None of the participants mentioned “Neutral”, “Disagree” or “Strongly disagree”

Using ICT as much as possible

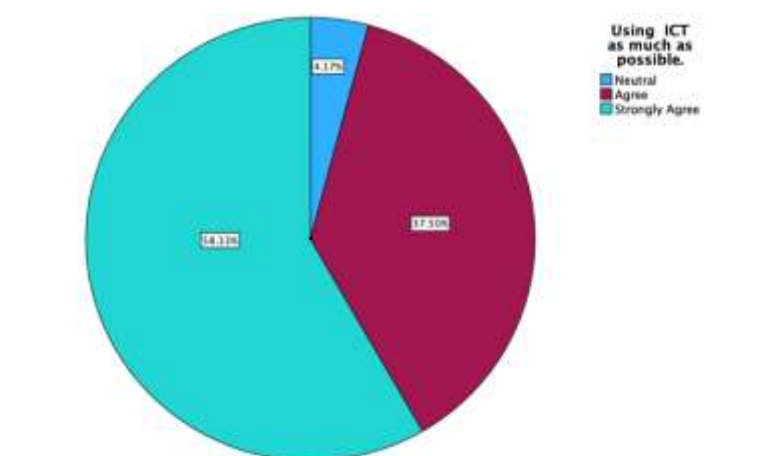


Figure 5: Using ICT as much as possible

The pie chart shows that almost all the participants responded positively to this statement. The majority (58.33 %) responded “Strongly agree”, 37.50% participants responded “Agree”. Only 4.17% answered “Neutral”. None of the participants mentioned “Disagree” or “Strongly disagree”.

Intention to use ICT

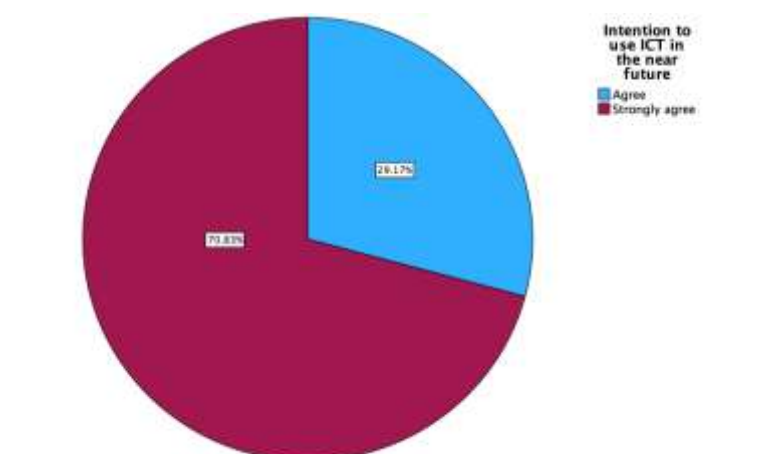


Figure 6: Intention for using EdTech in the near Future

All the participants responded either “Agree” or “Strongly agree” to this statement. The majority (70.83%) responded “Strongly agree”, while only 29.17% responded “Agree”. None of the participants mentioned “Neutral”, “Disagree” or “Strongly disagree”

Intention to learn more about ICT use

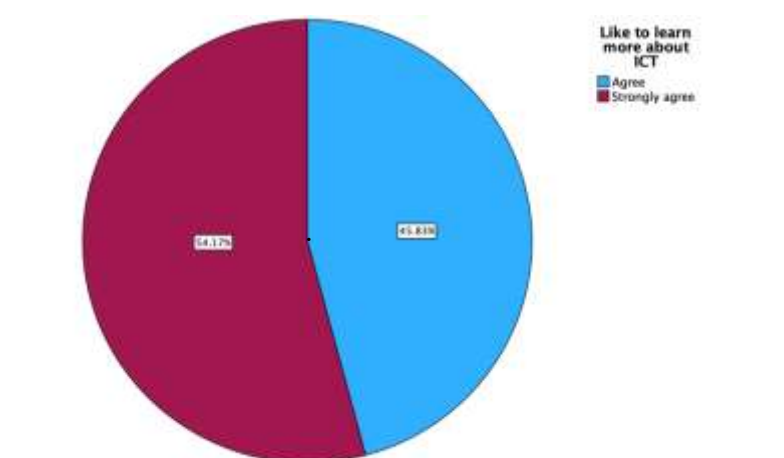


Figure 7: Intention to learn more about ICT

All the participants responded either “Agree” or “Strongly agree” to this statement. The majority (54.17%) responded “Strongly Agree”, while 45.83% responded “Agree”. None of the participants mentioned “Neutral”, “Disagree” or “Strongly Disagree”

Buying new gadgets

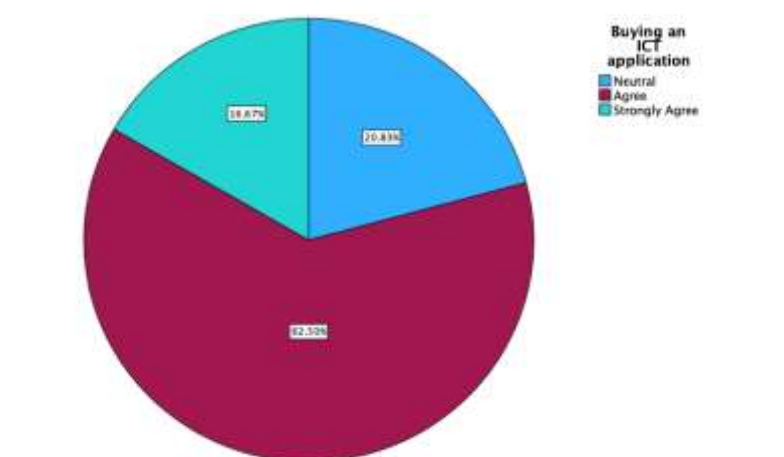


Figure 8: Buying an ICT application

The pie graph shows that almost all the participants responded positively to this statement. The majority (62.50 %) responded “Agree”, 16.67% participants responded “Strongly agree”. Only 20.83% answered “neutral”. None of the participants mentioned “Disagree” or “Strongly disagree”.

Getting more training

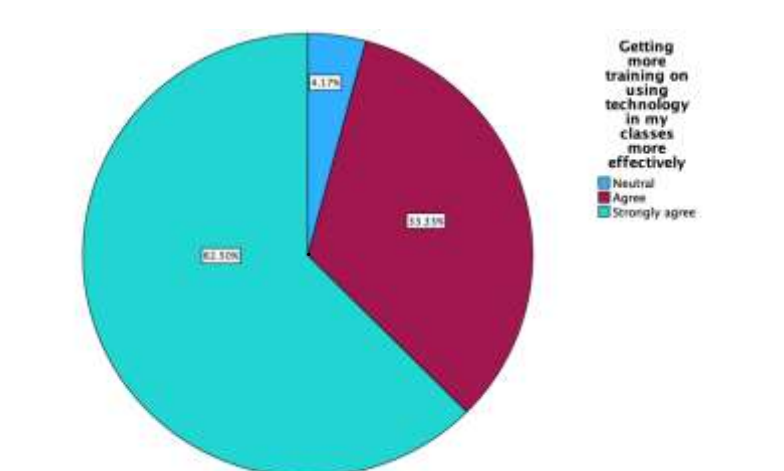


Figure 9: Getting more training on using technology in language classroom

The pie graph shows that almost all the participants responded positively to this statement. The majority (62.50 %) responded “Strongly agree”, 33.33% participants responded “Agree”. Only 4.17% answered “neutral”. None of the participants mentioned “Disagree” or “Strongly disagree”.

Cognitive components of the teachers' attitude towards ICT

This section presents the findings about the cognitive components of the teachers' attitude towards ICT. There was a total of 18 statements on a 5-point Likert scale. The mean and standard deviation (SD) of the response have been first shown in table no 1 and then the response to each statement has been shown in a separate pie graph.

Table 2: Cognitive components of the teachers' attitude towards ICT

Statements	N	Mean	Std. Deviation
▪ Tertiary level education would be a better place to teach languages with ICT	24	3.21	0.658
▪ Language classroom should have various types of technology	24	3.58	0.584
▪ Employing various types of technology in their classrooms	24	3.63	0.495
▪ Learning is better with technology	24	3.46	0.509
▪ Teaching listening skill effectively with technology	24	3.79	0.415
▪ Teaching speaking skill effectively with technology	24	3.29	0.690
▪ Teaching reading skill effectively with technology	24	2.75	0.989
▪ Teaching writing skill effectively with technology	24	2.83	0.963
▪ Teaching grammar effectively with technology	24	2.83	1.007
▪ Teaching vocabulary effectively with technology	24	3.29	0.751
▪ Teaching pronunciation effectively with technology	24	3.58	0.504
▪ Enhancing students' learning by allowing to express better	24	3.21	0.588
▪ Enhancing students' motivation in learning	24	3.04	0.806
▪ Changing the way of teaching a class	24	3.13	0.680
▪ Saving time and effort	24	3.08	0.929
▪ Using ICT in all courses	24	3.21	0.721
▪ Helping in organising teaching tasks	24	3.33	0.565
▪ Making teaching more enjoyable to learners	24	3.38	0.647
▪ Valid N (listwise)	24	—	—

Tertiary level is a better place

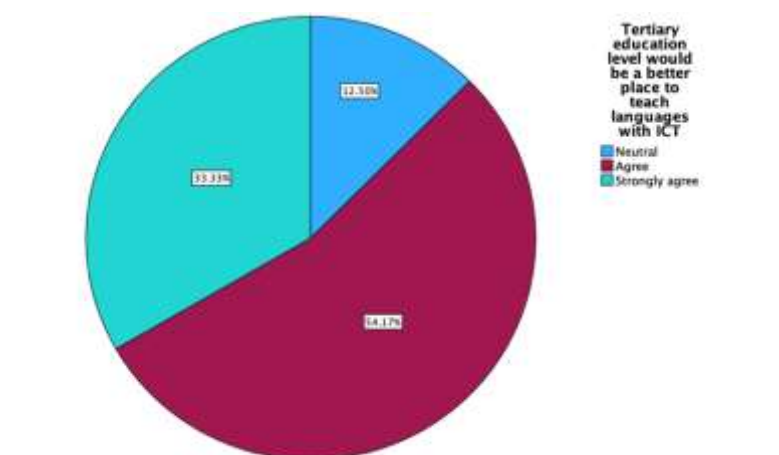


Figure 10: Tertiary level education is a better place to incorporate Edtech

The pie graph shows that almost all the participants responded positively to this statement. The majority (54.17 %) responded “Agree”, 33.33% participants responded “Strongly Agree”. Only 12.50 % answered “Neutral”. None of the participants mentioned “Disagree” or “Strongly disagree”.

Language class should have various types of technology

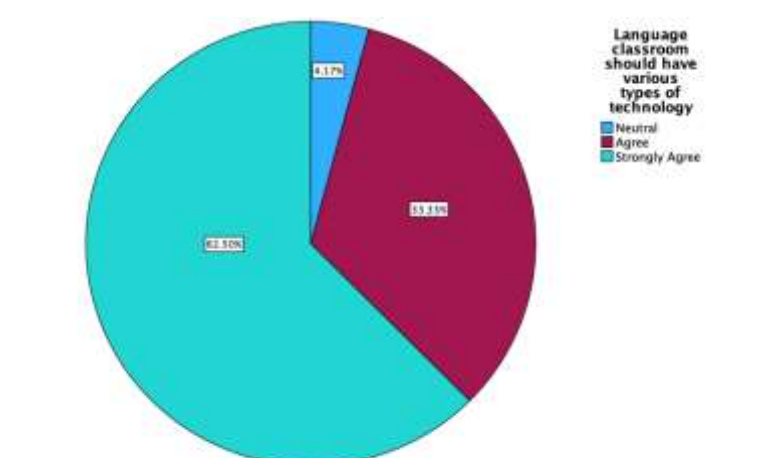


Figure 11: Language classroom should have various types of technologies

The pie graph shows that almost all the participants responded positively to this statement. The majority (62.50 %) responded “Strongly agree”, 33.33% participants responded “Agree”. Only 4.17% answered “Neutral”. None of the participants mentioned “Disagree” or “Strongly disagree”.

Employing EdTech

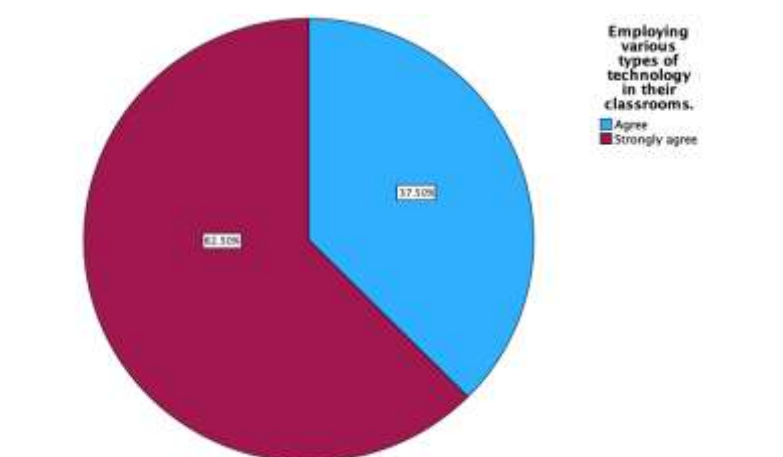


Figure 12: Using various types of EdTech in the classrooms

All the participants responded either “Agree” or “Strongly Agree” to this statement. The majority (62.50%) responded “Strongly agree”, while 37.50% responded “Agree”. None of the participants mentioned “neutral”, “Disagree” or “Strongly disagree”

Students learn better with EdTech

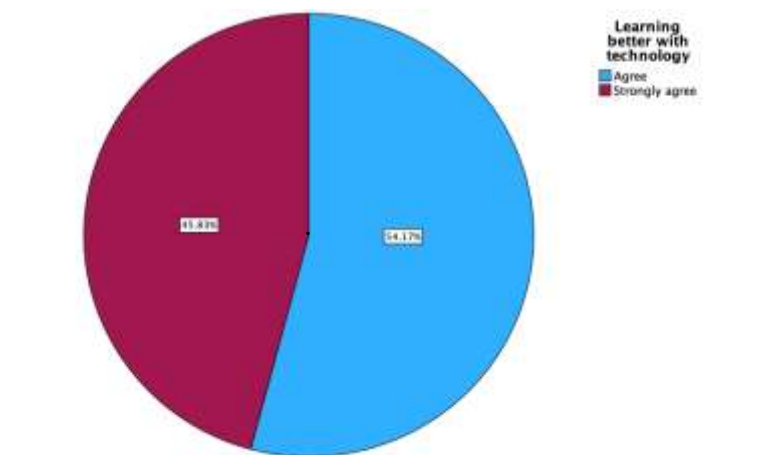


Figure 13: Learning better with technology

All the participants responded either “Agree” or “Strongly agree” to this statement. The majority (54.17%) responded “Agree”, while 45.83% responded “Strongly Agree”. None of the participants mentioned “Neutral”, “Disagree” or “Strongly disagree”

Enhance listening Skill

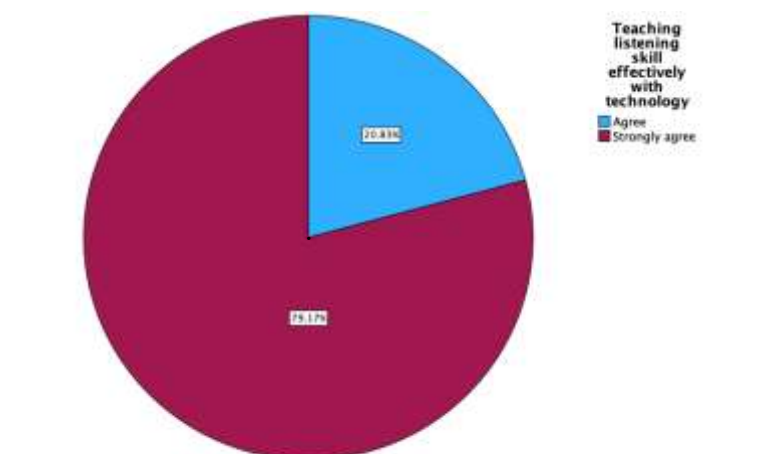


Figure 14: Teaching Listening skill effectively with technology

All the participants responded either “Agree” or “Strongly agree” to this statement. The majority (79.17%) responded “Strongly agree”, while 20.83 % responded “Agree”. None of the participants mentioned “Neutral”, “Disagree” or “Strongly disagree”.

Enhance Speaking skill

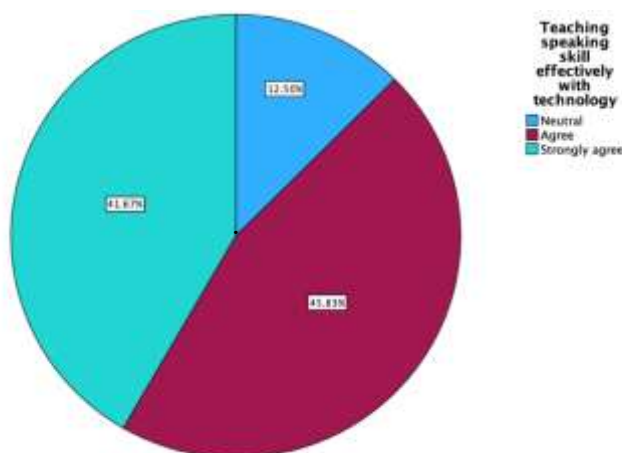


Figure 15: Teaching speaking skill effectively with technology

The pie graph shows that almost all the participants responded positively to this statement. The majority (45.83%) responded “Agree”, 41.67% participants responded “Strongly Agree”. Only 12.50% answered “Neutral”. None of the participants mentioned “Disagree” or “Strongly disagree”.

Enhance reading skill

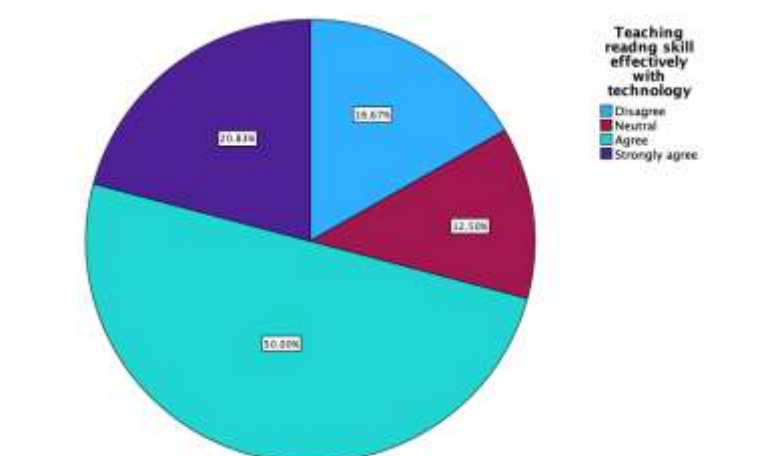


Figure 16 : Teaching reading skill effectively with technology

The pie graph shows that almost all the participants responded positively to this statement. The majority (50.00%) responded “Agree”, 20.83% participants responded “Strongly Agree”. 12.50% responded neutral. Only 16.67% answered “Disagree”. None of the participants mentioned “Strongly disagree”.

Enhancing Writing skill

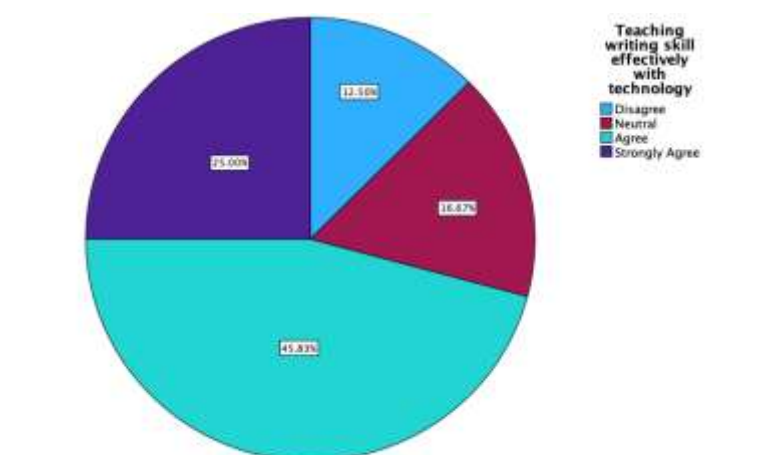


Figure 17: Teaching writing skill effectively with technology

The pie graph shows that almost all the participants responded positively to this statement. The majority (45.83%) responded “Agree”, 25.00% participants responded “Strongly Agree”. 16.67 % responded neutral. Only 12.50% answered “disagree”. None of the participants mentioned “Strongly Disagree”.

Enhancing grammar

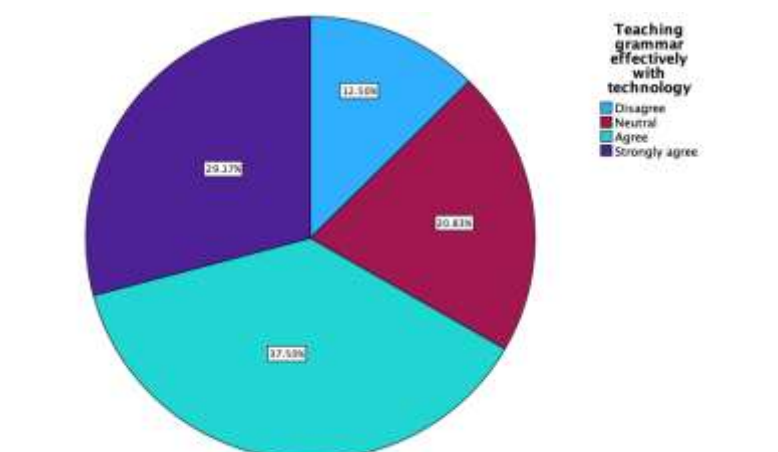


Figure 18 : Teaching grammar skill effectively with technology

The pie graph shows that the majority of the participants responded positively to this statement. The majority (37.50%) responded “Agree”, 29.17% participants responded “Strongly Agree”. 20.83 % responded “Neutral”. Only 12.50% answered “Disagree”. None of the participants mentioned “Strongly Disagree”.

Enhancing vocabulary

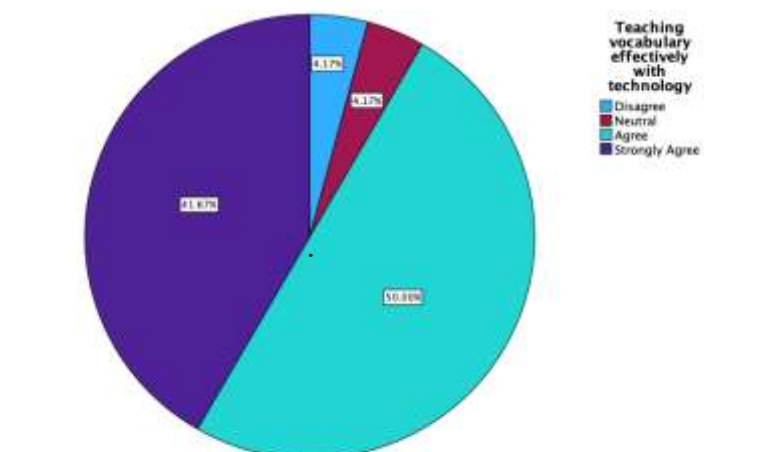


Figure 19: Teaching vocabulary effectively with technology

The pie graph shows that almost all the participants responded positively to this statement. The majority (50.00%) responded “Agree”, 41.67% participants responded “Strongly Agree”. 4.17 % responded “Neutral”. Only 4.17% answered “Disagree”. None of the participants mentioned “Strongly Disagree”.

Enhancing pronunciation

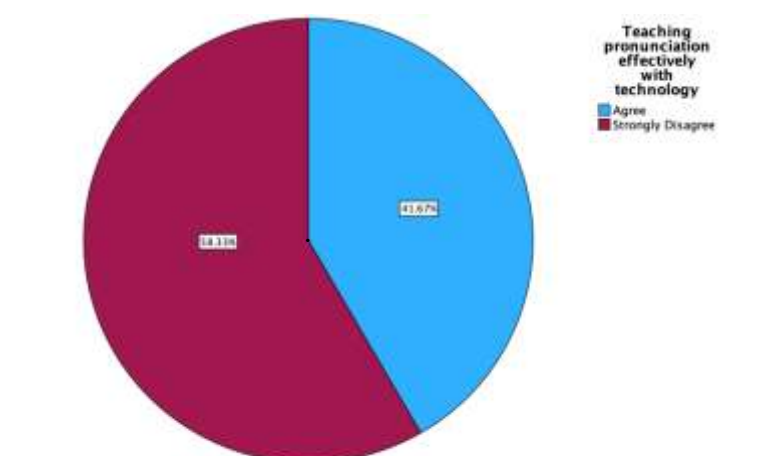


Figure 20: Teaching pronunciation effectively with technology

All the participants responded either “Agree” or “Strongly Agree” to this statement. The majority (58.33%) responded “Strongly Agree”, while 41.67% responded “Agree”. None of the participants mentioned “Neutral”, “Disagree” or “Strongly Disagree”.

Enhances learners’ learning

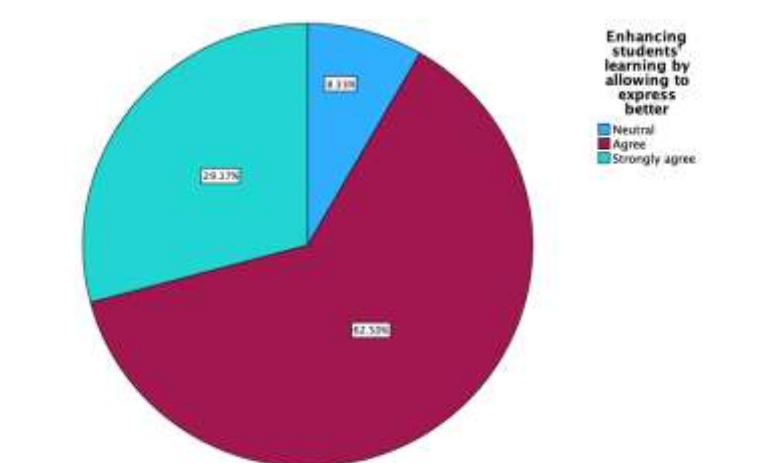


Figure 21: Enhancing Student's learning by allowing them to express better

The pie graph shows that almost all the participants responded positively to this statement. The majority (62.50%) responded “Agree”, 29.17% participants responded “Strongly Agree”. Only 8.33% answered “Neutral”. None of the participants mentioned “Disagree” or “Strongly Disagree”.

Enhances learners' motivation

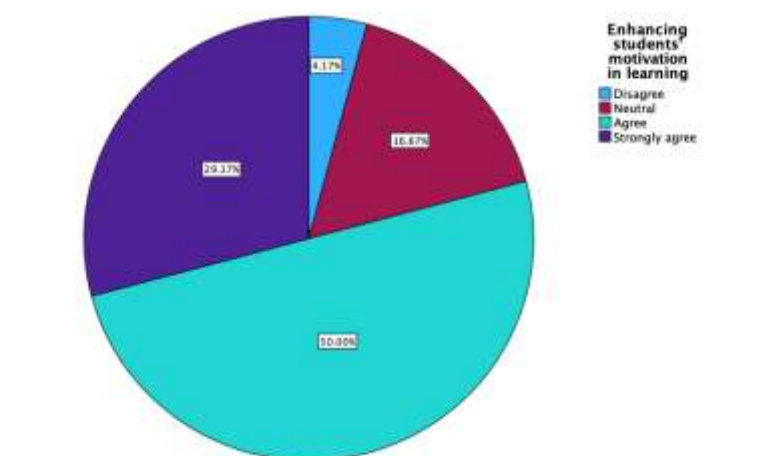


Figure 22: Enhancing learners' motivation

The pie graph shows that almost all the participants responded positively to this statement. The majority (50.00%) responded “Agree”, 29.17% participants responded “Strongly Agree”. 16.67% responded neutral. Only 4.17% answered “Disagree”. None of the participants mentioned “Strongly Disagree”.

Change the way of my teaching

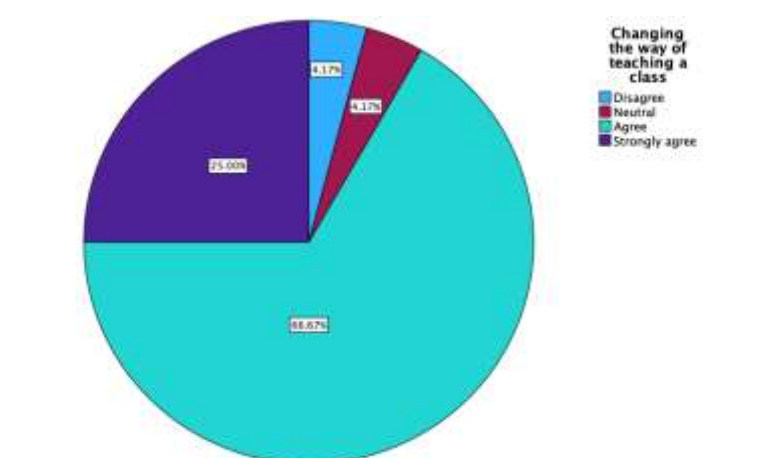


Figure 23: Changing the ways of teaching a class

The pie graph shows that almost all the participants responded positively to this statement. The majority (66.67%) responded “Agree”, 25.00% participants responded “Strongly Agree”. 4.17 % responded “Neutral”. Only 4.17% answered “Disagree”. None of the participants mentioned “Strongly Disagree”.

Saves Time and money

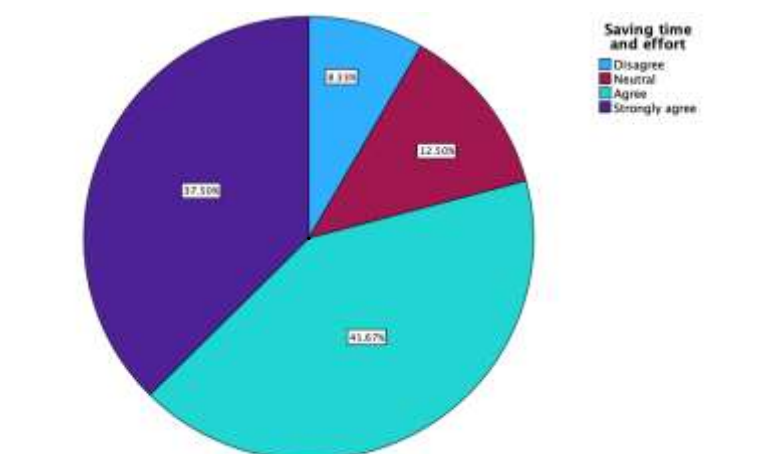


Figure 24: Saving time and efforts

The pie graph shows that almost all the participants responded positively to this statement. The majority (41.67%) responded “Agree”, 37.50% participants responded “Strongly Agree”. 12.50% responded “Neutral”. Only 8.33% answered “Disagree”. None of the participants mentioned “Strongly Disagree”.

Using ICT in all courses

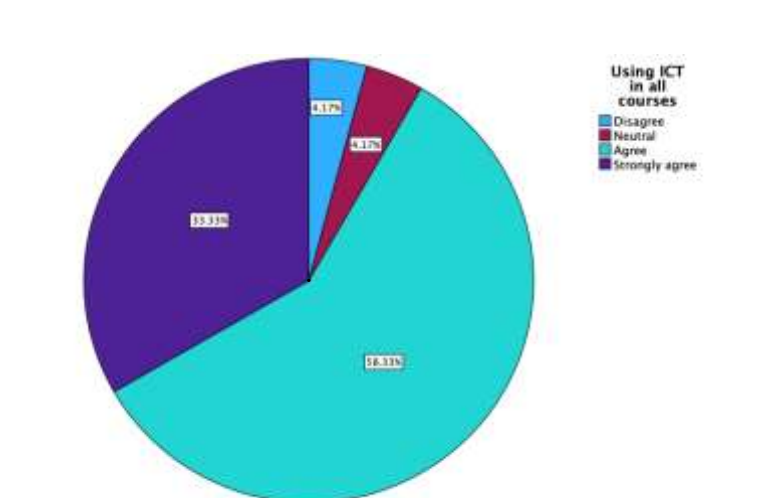


Figure 25: Using ICT in all courses

The pie graph shows that almost all the participants responded positively to this statement. The majority (58.33%) responded “Agree”, 33.33% participants responded “Strongly Agree”. 4.17% responded “Neutral”. Only 4.17% answered “Disagree”. None of the participants mentioned “Strongly Disagree”.

Helping in organising teaching tasks

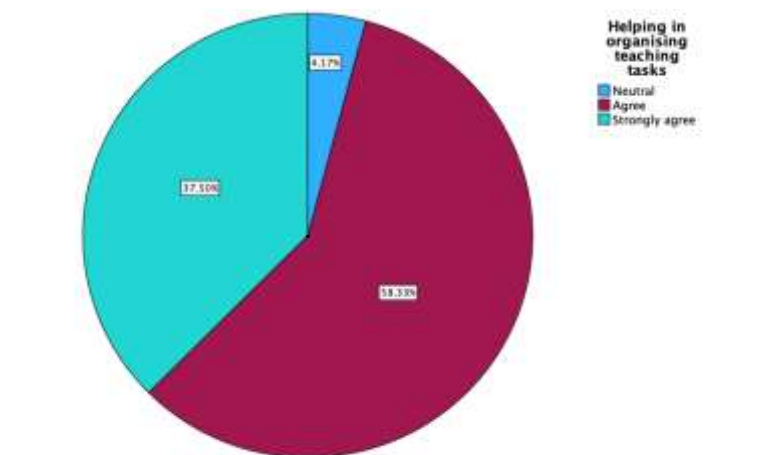


Figure 26: Helping in organising teaching tasks

The pie graph shows that almost all the participants responded positively to this statement. The majority (58.33%) responded “Agree”, 37.50% participants responded “Strongly Agree”. Only 4.17% answered “Neutral”. None of the participants mentioned “Disagree” or “Strongly disagree”.

Affective component of the teacher’s attitude towards ICT use

This section contained 5 statements on a 5-point Likert scale. The mean and standard deviation (SD) of the response have been first presented in table no. 3 and then the response to each statement has been shown in separate pie graph.

Table 3: Affective component of the teacher’s attitude towards ICT use

Affective component of the teacher’s attitude towards ICT use			
Statements	N	Mean	Std. Deviation
a. Feeling comfortable when using ICT	24	3.25	.737
b. Enjoying using ICT tools in classes	24	3.38	.576
c. Looking for finding more effective ICT tools	24	3.17	.816
d. Talking with others about using ICT	24	3.00	.834
e. Encouraging colleagues to integrate technology in teaching	24	3.08	.717
Valid N (listwise)	24		

Enjoy using ICT

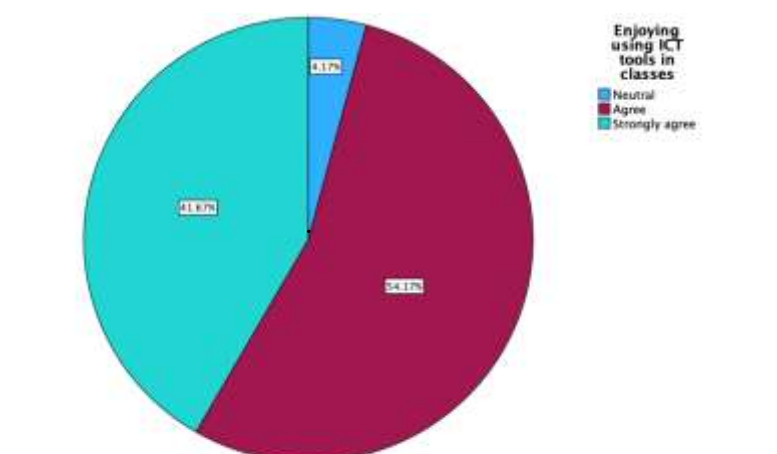


Figure 27: Enjoying using ICT tools in classes

The pie graph shows that almost all the participants responded positively to this statement. The majority (54.17 %) responded “Agree”, 41.67% participants responded “Strongly agree”. Only 4.17% answered “Neutral”. None of the participants mentioned “Disagree” or “Strongly Disagree”.

Looking for more ICT tools

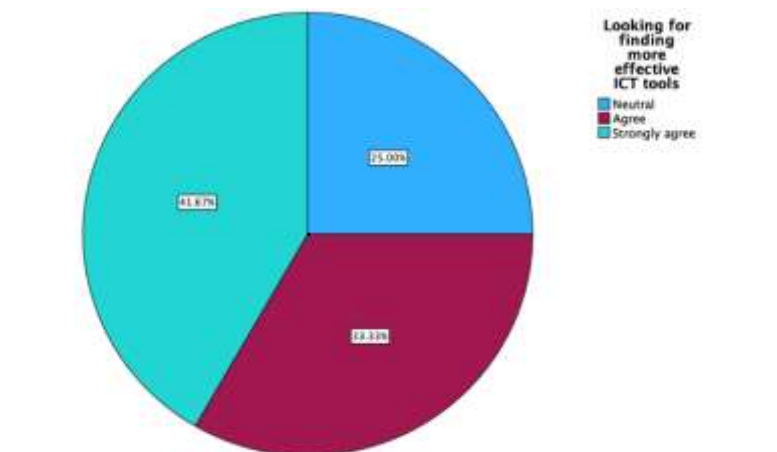


Figure 28: Looking for finding more effective ICT tools

The pie graph shows that almost all the participants are almost equally divided to this statement. The majority (41.67 %) responded “Strongly agree”, 33.33% participants responded “Agree” and 25% answered “Neutral”. None of the participants mentioned “Disagree” or “Strongly Disagree”.

Talking with others about ICT

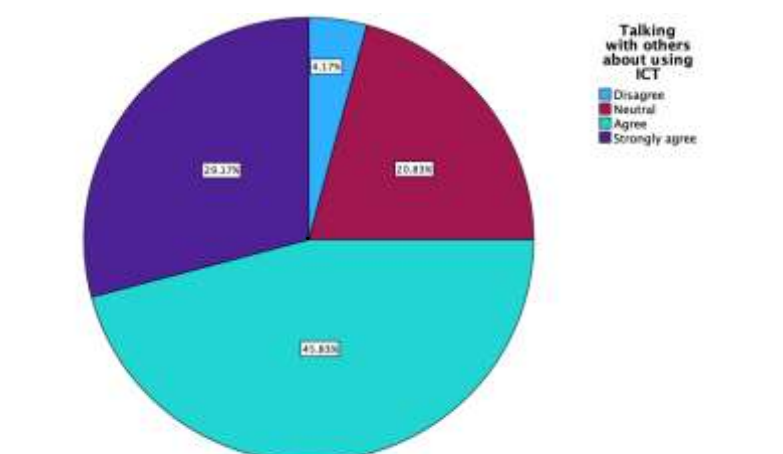


Figure 29: Talking with others about ICT

The pie graph shows that the majority of the participants responded positively to this statement, while few of them disagreed with the statement. The majority (45.83 %) responded “Agree”, 29.17% participants responded “Strongly Agree”. 20.83% of the participants disagreed with the statement. Only 4.17% answered “Neutral”. None of the participants mentioned “Disagree” or “Strongly Disagree”.

Encouraging others to use ICT

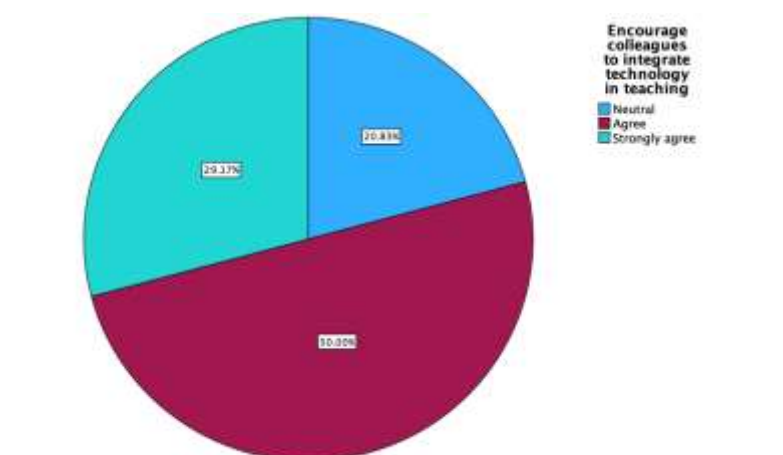


Figure 30 : Encouraging colleagues to integrate technology in teaching

The pie graph shows that the majority of the participants responded positively to this statement and a few of them remained neutral. The majority (50.00 %) responded “Agree”, 29.17 % participants responded “Strongly Agree”. 20.83 % answered “Neutral”. None of the participants mentioned “Disagree” or “Strongly Disagree”.

Practices of using EdTech in L2/L3 classes

The researcher explored what types of educational technologies, apps and software do the teachers use in their classroom. The result showed that they use Microsoft word/power points, Google classroom, Google translate, Zoom, Google meet, Quizzlet, Youtube etc to varying degrees. The mean and standard deviation of their response to the frequency of use the educational technologies are as follows.

Table 4: ICT tools used by teachers

ICT tools used by the teachers			
	N	Mean	Std. Deviation
a. Using Microsoft Powerpoints	24	2.50	1.180
b. Using Google classroom	24	2.88	.992
c. Using Google docs	24	2.50	1.285
d. Using Microsoft teams	24	1.33	1.404
e. Using quizzlet	24	1.08	1.412
f. Using Tape recorder	24	1.29	1.628
g. Using Cassette Player	24	.63	1.313
h. Using Videos on Laptop/desktop	24	3.21	.884
i. Using MP3	24	2.25	1.567
j. Using Television	24	.04	.204
k. Using Podcast	24	1.13	1.393
l. Using Whatsapp	24	2.25	1.700
m. Using zoom	24	3.04	1.268
n. Using Googlemeet	24	2.12	1.597
o. Using youtube	24	.75	1.189
p. Using Duolingo	24	1.00	1.180
q. Using Google Translate	24	1.75	1.152
r. Using Youtube	24	2.92	1.100
Valid N (listwise)	24		

The table demonstrates that the language educators mostly use videos on laptop or desktop ($M = 3.21$; $SD = .884$) in language classrooms. Other technologies, apps and software used by the participants include zoom ($m = 3.04$; $SD = 1.268$), YouTube videos ($m = 2.92$; $SD = 1.10$), Google classroom ($m = 2.88$; $SD = .992$), Google docs ($m = 2.50$; $SD = 1.286$), MP3 ($m = 2.25$; $SD = 1.567$).

Factors affecting language teachers' incorporation of educational technology in L2/L3 classrooms:

The analysis of the quantitative data has revealed that the participants of this study hold a very positive attitude towards EdTech. However, their incorporation of EdTech is limited to the use of only a few basic features of modern innovative technologies. With a view to determining the factors which affect their instructional practices with EdTech, the researcher collected qualitative data through a semi-structured interview. The thematic analysis of the qualitative data corroborated the findings of the quantitative data that despite having a very positive attitude towards the incorporation of novel technologies in the teaching/learning process of foreign languages, their actual use of technology was very

limited. The informants unanimously acknowledged that educational technologies played a very positive role to enhance learners' engagement, increase interaction in the class, facilitate teaching process, enhance learning outcome. One of the interviewees, Asad, said, "Technology has emerged as an indispensable part of the language teaching/learning process in our time." Another interviewee, Rashed, mentioned,

"Our language classes are two hours long. I need to do something to remove their monotony in these long classes. So, I change the lecture technique using technology to enhance their motivation. Students enjoy classes supported by technology. They do not get bored."

Another interviewee, Sumi, added, "I use technology to avoid the monotony of the traditional class. It also saves my time." However, she warned, "Using only too many PowerPoints slides regularly might make the classes too boring."

The interviewees also acknowledged that incorporating technology in language classes enhances their teaching efficiency by saving their time in explaining different grammatical components and ensuring learners' engagement in the teaching learning activities. One of the interviewees, Asad said,"

"Using Ed-tech class has helped me in many ways. For example, using PowerPoint Slides help me estimate and budget my time. Using audio-video materials from TV5 and gamification through Quizzlet and Kahoot have always made my students focus more on the content. My students have found the use of Quizzlet and Kahoot very attractive. Hence, they feel very comfortable in my class and pay more attention."

Despite their positive attitude towards the incorporation of educational technologies, they admitted that their use of technology in language classrooms is limited to only a few basic features of EdTech namely PowerPoint presentation, YouTube videos, audio material related to the prescribed text books, overhead projectors, and few common apps which are free.

The thematic analysis has revealed that the junior teachers tend to use more EdTech than their senior colleagues. The younger participants admitted that they used different types of gamified elements such as Kahoot, Duolingo, Quizzlet in their classes, while their senior colleagues admitted that they preferred to rely on traditional methods as they were not very tech-friendly and they did not have adequate knowledge required for the use of modern technology. They often suggested different links from the website and ask their students to practice those links by themselves. In this regard, Milon said,

"We ask the students to watch dramas or listen to native speakers. We give them a basic knowledge of pronunciation, and ask them to record them, we do not use any gamification, we use the fixed audio books based on the text book used into the classroom."

Similarly, Sumon said, "I do not use modern technology personally. I first explain the theoretical rules and play the relevant part of the CD. I do not use modern language teaching apps; I ask my students to use them by themselves."

The interviews also helped to identify the major challenges affecting the proper use of EdTech. The major barriers that impeded their optimal incorporation of EdTech included inadequate infrastructure, lack of motivation, lack of time, lack of technology oriented academic culture, and learners' poor digital literacy.

The qualitative data also revealed inadequate infrastructure. The interviewees opined that their institute offered only the basic infrastructure such as internet connection, overhead projector and sound system. These allowed them to use basic technological tools such as PowerPoint slides, audio and videos. However, there is a lack of financial and technical support to use the most innovative AI and gamified elements because these are costly and free subscriptions allow only limited use. To illustrate, Rashed mentioned that "we do not have access to enough materials suitable for our students. We do not have access to latest technology." Other interviewees also mentioned that they did not have sufficient training to use modern technologies and they did not get any financial support to get access to different LMS, language teaching apps and software. Mina said,

"I was using Elsa Speak AI. It is becoming expensive, so I am trying to find something new. If I could get institutional access, that could be better. The premium services offer a variety of services but we cannot use them. If the university could make arrangements for subscription. The young teachers mentioned that they personally depend on their personal resources to incorporate technology into their language teaching."

Asad added, "We do not have enough administrative support, we do not have financial support. We have to often buy gadgets and software by our own. Unfortunately, we can hardly afford them."

Mina said, "There is no such endeavour from the institute to implement technology. Whatever I have done, I did it myself."

However, few interviewees admitted that they never approached the administration for getting logistic and financial support. For example, Sumon mentioned,

"Since I never use innovative technology in my class, I never asked the institute to provide me with funds. I have never approached my institute and hence, I do not know if my institute would help or not".

The second barrier identified through thematic analysis is the lack of time. Almost all the interviewees opined that their institute lacked the required number of teachers. Hence, the existing teachers need to teach overwhelmingly too many classes per week. They have to follow a very tight schedule of the semester where they struggle to complete a fixed curriculum within the limited class time. Consequently, they do not find enough time to explore effective technologies for their students. Regarding this, Sumi opined,

"I cannot dedicate the amount of time which I should do. It is because there is a shortage of teachers in my department. So, I have to teach several classes which make me overburdened and I am left with hardly any time to think of selecting, customising or tailoring EdTech in my classrooms."

Asad added,

“I do not have enough time as there is huge academic pressure on me. I have to teach 4-6 hours per day, I do not have enough time to explore the most appropriate student-friendly and content-friendly technology for my classes and customise them.”

Thus, it is evident that despite holding a positive attitude towards novel technologies, the teachers are unable to use them due the time constraint.

The third barrier identified is the lack of motivation. The interviewees opined that the overburden of the taught courses, lack of institutional support for making subscriptions to premium services, financial aid for purchasing resources, the lack of technical and financial support often demotivated the teachers to incorporate modern EdTech. Mina said,

“There are few negatives that demotivate me. The laptops which are provided by the institute for conducting classes are often of poor quality. I became very demotivated because of poor institutional support. I have never received any support from the institute whenever it involved the money for subscription to LMS or gamified elements. In addition, there are hardly any prompt hands who can offer prompt support in time of urgent need.”

The fourth factor identified is the lack of training and capacity-building. The interviewees highlighted the lack of professional development programmes in using AI-driven tools and edutainment software tailored to language instruction. Rashed said,

“I do not have proper training to use novel technologies. I have the intention to use technology in our classes, but I do not get proper training neither from the institute not from the university. I think the language teachers should get proper training, especially how to properly utilise AI supported technologies.”

Other interviewees also highlighted that there was a discernible lack of opportunities for overseas training. They opined that a continuous professional development in using AI-driven tools and edutainment software tailored to language instruction is urgently needed. The institute should provide financial support to make subscriptions to premium services of different modern technologies, financial aid for purchasing resources, and opportunities for overseas training.

The lack of academic environment is another important factor which acts as either an enabling factor or disabling factor. According to Milon, academic culture is a crucial factor to incorporate EdTech. He accentuated on ensuring professional discourse on EdTech incorporation in language classes. He said,

“I do have some training that I have received on teaching a second language. I have also received CELTA training but I lack the motivation to use educational technology. The academic environment here does not encourage me to use modern technology. Asian culture, especially Bangladeshi academic culture, is not congenial to study. Students are exam-oriented. For incorporating more and more

educational technology, there should be an academic discourse. But this academic discourse is missing.”

Finally, several interviewees identified students’ poor digital literacy as another important barrier because their poor digital literacy limited the teachers’ use of EdTech. Even though almost all the students possess a smart phone or an android phone, desktop or laptop, they mostly spend their time navigating through different social media. They lack their skills to cope up with technology tailored to their language. Hence, the teachers are demotivated to incorporate EdTech in their language class. Sumi mentioned, “There are a good number of elderly students in my class who cannot even use WhatsApp and connect with my WhatsApp group. So, they remain left out of the group conversation. If I use advanced technology and try to engage my students in the teaching-learning activities through different technologies, these students will be overwhelmed and might end up making dropouts”. Again, even though the institute has provided internet connection to all the classrooms and library, the students do not have access to the internet provided in different classrooms. Hence, the students cannot use technology or participate in the gamified in-class activities which require internet connection.

Discussion

The findings have revealed a complex and multidimensional landscape regarding the language teachers’ attitude towards the incorporation of EdTech in L2/L3 classes. It has become evident from the quantitative data analysis that while language teachers held generally positive behavioural and cognitive attitudes toward EdTech integration, they demonstrated very limited affective engagement.

The behavioural component indicated that the instructors exhibited a proactive inclination to use EdTech and express a desire for further training. These findings are in line with the global trend reported in the studies such as, Albiladi and Alshareef (2019), Albirini, (2006), Samak (2006), and Yunus (2007) who observed that teachers’ willingness to integrate technology is often motivated by perceived pedagogical benefits. This is also in line with Bancheri (2006) who asserted that teachers’ role in the new era of technology is not only to transmit new knowledge, but also to give students tools to acquire knowledge and recognize the value of what they see in books and software as well as on the Internet. These findings are further supported by Jeong’s (2006) study which demonstrated that teachers are able to motivate students and try to create language learning environments which are nonthreatening, meaningful and affectively supportive by using Web technology.

However, this positive attitude is tempered by both practical and affective constraints. It was initially anticipated that the participants, given their favourable disposition toward the integration of EdTech, would demonstrate active and effective engagement with various innovative digital tools. Previous studies (e.g., Tour, 2015; Atkins & Vasu, 2000; Lam, 2000) have indeed established a positive correlation between teachers’ attitudes and the extent of technology integration in classroom practice. For instance, Tour (2015) demonstrated that teachers’ digital mindsets shaped the ways in which they adopted and utilized such tools within and beyond classroom contexts. Similarly, Atkins and Vasu (2000) observed that teachers’ attitudes exerted a significant influence on their use of computers in instructional settings, while Lam (2000) found that teachers’ beliefs regarding the pedagogical benefits of technology directly affected their decisions to incorporate it into language teaching.

Unlike the findings of these studies, this study identified a mismatch between their attitude and their classroom practices.

Nonetheless, the present study reveals that despite participants' strong willingness to integrate educational technologies, several contextual barriers—including excessive workload, insufficient institutional and administrative support, and limited time for professional experimentation—constrain their actual use of EdTech. This finding resonates with the argument of Egbert, Paulus, and Nakamichi (2002), who contended that positive attitudes toward technology do not necessarily translate into its effective classroom implementation. The results are also consistent with Kim (2002), who found that teachers' use of web-based lessons tends to be inconsistent and fragmented, ranging from occasional to complete avoidance, depending on contextual and institutional constraints.

The cognitive component revealed that the language instructors perceived EdTech as an important tool for teaching listening, pronunciation, and speaking ($M = 3.79, 3.58, \text{ and } 3.29$, respectively), while the low mean score for reading, writing, and grammar ($M = 2.75\text{--}2.83$) indicated a limited perception of the usefulness of EdTech across all linguistic domains. This implies that instructors tended to associate technology primarily with auditory and visual learning rather than as a comprehensive language learning medium. This suggests language instructors' partial understanding of technology's integrative potential across different linguistic competencies. Moreover, while teachers recognize EdTech's time-saving and motivational benefits, the moderate overall means ($M = 3.21\text{--}3.63$) indicate an incomplete conceptualization of how technology can transform pedagogical practices rather than simply supplement them.

The affective dimension reflects an ambivalent emotional relationship with technology. Although participants reported comfort and enjoyment in using EdTech ($M = 3.25\text{--}3.38$), lower means in areas such as encouraging colleagues and engaging in discussions about technology ($M = 3.00\text{--}3.08$) indicate limited affective engagement. This lack of peer collaboration and institutional encouragement reflects the absence of a strong professional community that values technology-enhanced pedagogy. This aligns with prior research (e.g., Tondeur et al., 2017), suggesting that affective support through collegial networks and institutional recognition is crucial for sustained and meaningful integration of technology.

The analysis of ICT usage demonstrates that the integration of EdTech in L2/L3 classes by the participants was found to be limited to the sporadic use of PowerPoint presentations, google classroom, YouTube videos, google translate etc. while the use of more interactive or AI-based applications (e.g., Quizlet, Duolingo, podcasts) remains minimal. This pattern reflects what Hubbard (2018) describes as a “substitution-level” approach—where technology is used to replicate existing teaching methods rather than to innovate pedagogical practice. Such limited use suggests that teachers are constrained by institutional, financial, and infrastructural factors rather than by attitudinal resistance. These findings are similar to those of Murray (2008) who found that the teachers' use of EdTech was limited to word processing, e-mails and Web searches. It is predominantly framed by a traditional view of technology as a tool to improve language skills rather than to engage students in new literacies which can support language speakers in their authentic uses of technologies in target languages (Tour, 2010; 2012).

Qualitative data from interviews provide nuanced insights into the contextual challenges which affected the nature of the incorporation of technology in language classes. The informants acknowledged technology's role in reducing classroom monotony, increasing learner engagement, and improving time management and admitted that several persistent barriers impede the consistent use of EdTech in their language classes. One of the most important impediments identified is the lack of institutional vision. An institutional vision plays a crucial role because "a vision gives us a place to start, a goal to reach for, as well as a guidepost along the way" (Ertmer, p. 54, 1999). Since there was no such institutional vision regarding the integration of EdTech, the language instructors did not feel the pressing urge to integrate EdTech to the maximum.

Another salient factor identified in this study is the lack of adequate time available to teachers, largely resulting from their excessive teaching loads and involvement in non-academic administrative responsibilities. Within the Bangladeshi context, this phenomenon is particularly prevalent in public universities, where faculty members are frequently engaged in a variety of non-instructional duties such as coordinating logistical arrangements during institutional or cultural events, managing the distribution of tokens and gift items during festivals, purchasing goods for departmental functions, organizing sports events, and monitoring residential students. These administrative and ancillary obligations, which could otherwise be efficiently managed by designated non-academic staff, considerably encroach upon teachers' professional time and intellectual energy. Consequently, such demands restrict their capacity to focus on pedagogical innovation and the meaningful integration of EdTech in L2/L3 instruction. These findings align with those of Afshari et al. (2009) and Ihmeideh (2009), who similarly observed that educators' limited time for lesson preparation, technological experimentation, and instructional design is often attributed to their engagement in various administrative and non-teaching duties. Both studies underscore that without adequate time allocation and institutional restructuring to reduce non-academic burdens, teachers are unlikely to fully harness the pedagogical potential of technology in educational contexts.

This issue highlights a critical structural concern within higher education institutions in Bangladesh i.e. the absence of a clear delineation between academic and administrative responsibilities. When faculty members are expected to assume tasks beyond their instructional and research roles, their academic productivity and professional development are inevitably compromised. Such institutional practices not only constrain teachers' engagement with pedagogical innovation but also diminish their motivation to explore and apply emerging educational technologies. Therefore, higher education authorities and policymakers must recognize the importance of ensuring an enabling institutional environment that allows educators to concentrate primarily on teaching, research, and professional growth. Establishing systematic workload management policies, delegating non-academic duties to administrative personnel, and incorporating time-allocation frameworks for innovation and digital pedagogy would be instrumental in fostering a more sustainable culture of technology integration in language education.

The informants further reported that insufficient administrative, technical, and financial support, along with limited access to professional development opportunities—particularly those concerning the latest educational technologies both domestically and internationally—significantly contribute to their demotivation in integrating EdTech into L2/L3 instruction. These findings are consistent with Duhaney (2001), who identified lack

of interest and motivation as principal impediments to effective technology incorporation in education. Similarly, Keengwe, Onchwari, and Wachira (2008) highlighted inadequate administrative support as a critical constraint, while Tapan (2009) underscored deficiencies in staff training and teacher quality enhancement initiatives. In parallel, Afshari, Bakar, Su Luan, Samah, and Fooi (2009) emphasized that an unsupportive institutional culture further hinders technology integration within educational contexts.

These results corroborate the findings of several previous studies, including those by Dupagne and Krendl (1992) and Hadley and Sheingold (1993), who investigated teachers' reluctance to use computers in classroom instruction. Their research revealed that limited experience with information and communication technology (ICT), inadequate on-site support, challenges in managing students' ICT-based learning activities, shortage of ICT specialists, insufficient access to computer facilities, financial constraints, and lack of time to effectively integrate technology were among the key deterrents. The issue of financial insufficiency was also highlighted by Mumtaz (2000) and Afshari et al. (2009). Mumtaz (2000) asserted that the absence of adequate funding to procure essential hardware and software constitutes a major barrier to technology use in classrooms. Similarly, Afshari et al. (2009) argued that the effective and equitable use of technology is contingent upon the availability of hardware and software resources, as well as equitable access for teachers, students, and administrative personnel.

Overall, several persistent barriers such as lack of institutional vision, insufficient institutional and financial support, inadequate training, and heavy teaching loads, reliance on personal resources for purchasing tools or subscriptions, and cultural and demographic factors, such as exam-oriented learning and generational gaps in digital literacy thwart language teacher's optimal use of EdTech.

The findings have significant implications for pedagogy, institutional policy, and professional development in the context of language education in Bangladesh.

A critical implication of this study is the urgent need for systematic, sustained, and pedagogically oriented professional development programs. Such training should go beyond the technical use of digital tools to focus on instructional design, learner engagement strategies, and AI-supported teaching. Workshops and certification programs should emphasize designing multimodal, interactive lessons that integrate gamified and collaborative learning platforms.

Institutional commitment is fundamental to effective technology integration. The institute should ensure continuous high speed internet connection and provide the latest hardware and software to the language teachers because these hardware and software are at the heart of the diffusion of technology (Gulbahar, 2007). The concerned authority should allocate dedicated budgets for acquiring software licenses, maintaining digital infrastructure, and providing continuous technical assistance. Establishing ICT support units or EdTech resource centres could help instructors address real-time classroom challenges. Recognition and incentives for innovative use of technology could also enhance teachers' motivation and long-term engagement.

The findings also call for curriculum reforms that explicitly embed digital literacy and technology-mediated learning outcomes into language courses. Institutional and national education policies should promote blended and hybrid learning models, encouraging

teachers to integrate EdTech as a means of developing communicative competence, learner autonomy, and critical thinking.

Given the exam-oriented nature of the Bangladeshi education system and the digital divide among learners, a context-sensitive approach to technology integration is essential. Teachers should adopt differentiated instruction and scaffolded digital tasks to accommodate varying levels of digital literacy. Orientation sessions for students on using digital tools could mitigate resistance and anxiety toward technology-enhanced learning. Traditional testing system need to be replaced by technology supported standardised testing culture (Tan et al., 2010). This will accelerate the greater use of ICT by language teachers.

Developing communities of practice within institutions can strengthen teachers' affective engagement with technology. Regular peer-sharing sessions, mentoring programs, and collaborative material design workshops can encourage reflective and innovative use of ICT. This aligns with the principles of social constructivism, emphasizing collaboration as a driver of professional growth.

Effective incorporation of EdTech requires sufficient funding. Tight budget (Warschauer, 2008) is a great barrier to the use of ICT by language teachers. Hence, the concerned authority might seek collaboration and cooperation with the national and international tech-industries to get technological support.

The incorporation of EdTech in L2/L3 classes requires “a substantial number of teachers’ *personal* interest and enthusiasm for new technologies” (Ware, 2008). So, the authority should adopt proper steps to enhance IML teachers’ interest and enthusiasm for using novel technologies.

Future research could examine longitudinal outcomes of technology integration on student achievement, engagement, and autonomy. Comparative studies between institutions with different levels of technological readiness could also illuminate how infrastructure and policy contexts influence pedagogical innovation.

Conclusion

Technology in education is neither a novelty nor a fad; rather, it has evolved into a fundamental and enduring element of contemporary pedagogical practice. In an increasingly digitalized world, EdTech serves as both a catalyst and a medium for innovation, offering transformative possibilities for teaching, learning, and assessment. Numerous studies have demonstrated that effective technology integration can enhance learner engagement, promote collaborative learning, and foster critical thinking skills

The present study examined language teachers’ attitudes and practices regarding the use of EdTech in L2 and L3 classrooms. The findings indicate that while teachers generally exhibit a positive disposition toward the pedagogical use of technology, this positive attitude is not consistently reflected in their classroom practices. The observed discrepancy between attitude and implementation underscores a range of contextual barriers including inadequate administrative, technical, and financial support, limited access to professional development, and insufficient institutional encouragement which constrain teachers’ ability to meaningfully integrate technology into their instruction.

These findings corroborate earlier research emphasizing that positive attitudes alone are insufficient to ensure successful technology adoption without the necessary infrastructural and professional support. The persistence of these barriers highlights the importance of addressing institutional and policy-level factors that influence teachers' technological engagement.

Despite its valuable insights, this study is subject to certain limitations. The modest sample size and the single-institution focus restrict the generalizability of the findings. Moreover, the reliance on self-reported questionnaires and interviews may have introduced response bias or social desirability effects. Future research should therefore employ mixed-method or longitudinal designs, incorporating classroom observations, focus group discussions, and digital learning analytics to triangulate data and provide a more nuanced understanding of technology integration processes. Expanding the study to include participants from multiple institutions and diverse linguistic and cultural contexts would further strengthen its external validity.

To sum up, the study affirms that while teachers' positive attitudes toward EdTech represent a promising foundation for innovation, sustained progress depends on systemic efforts to strengthen institutional support structures, provide ongoing professional development, and promote an enabling environment for pedagogical experimentation. Addressing these dimensions is essential to bridging the gap between teachers' technological optimism and their effective, context-sensitive application of EdTech in L2 and L3 language education.

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